

TEACHER'S ADAPTATION IN USING ENGLISH TEXTBOOK IN THE SENIOR HIGH SCHOOL DURING THE COVID-19 PANDEMIC

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Abstract : This paper aims to examine the teachers' adaptation of using English textbook in senior high school during the covid-19 pandemic. Particularly, to find out which adaptation strategies are most frequently implemented by the teachers in adapting English textbook and what constrains do the teachers encounter in adapting the textbook. Mix-Method designed was employed to the study. The data were taken from 11 teachers from 5 senior high schools in Sulawesi Utara province through questionnaire. The findings of the study revealed that simplifying was the most popular strategy utilized by the teachers. The process of adding was the second most popular as extending used 38 times (21%) and expanding used 37 times (20%). Subtracting and replacing were not commonly used as the strategy. Most of the teachers (81,82%) found some constrains in adapting English textbook. The major constrains related to the issues of the students' need, background and their language proficiency, and the internet connection problem which affects the adapted material presentation and the time teaching allotment.

Keywords : *English Textbook, Adaptation, Constraint, Covid-19 Pandemic*

INTRODUCTION

Coronavirus disease (Covid-19) pandemic has caused a gigantic impact in all aspects throughout the world. One of the areas that experienced a very significant change is education. This emergency has led to a biggest transformation in Education system all over the world. A new policy is made by government to change the learning system from face to face meeting into virtual class. Online learning becomes the sole choice in preventing the spread of Covid-19 has given a new colour to education. Virtual class is the only access for students and teachers to interact so learning process can continue even though with various influential consequences.

Several studies confirm that every element involved in learning activity changes spontaneously during the pandemic. Indonesia itself, through the Ministry of Education has

done a very significant change toward the component of education, that is to simplify (not to change) the curriculum 2013 to what so called "Kurikulum Darurat" or " Kurikulum dalam masa khusus" in order to fit the teacher and students need in the midst of Covid -19. The head of Research and Bookeeping of the Ministry of Education and Culture, Totok Supriyanto said,

"Ministry of Education has issued emergency curriculum or special phase curriculum, because during crises, the process of learning cannot be carried out normally. Therefore, relaxation and adaptation in learning are needed". (Batampost.co.id 26.8.2021)

The implementation of simplified curriculum results in changing of learning materials. Deputy secretary general of FSGI, Satriwan Salim claimed that it is hard for the teachers to teach the students using all the basic competencies proposed

in normal curriculum in the pandemic situation due to the absence of the teacher, the limitation of study hours and facilities. He then adds that It is good to reduce the material to fit the students need and situation. Moreover, he said ” So, If in normal there are 15 or 12 Basic Competencies, They might be deducted to be half of them”. (Batampost.Co.Id, 12.7.2020). The idea of simplification of teaching materials, of course, directly related to the utilizing of textbook. Textbook which is a valuable source of materials considered as a major component should be obtainable at school due to its big role in supporting teaching and learning activities as stated by Amerian & Khaiver (2016) “ Needless to say that designing and adapting appropriate textbook and learning material is one of the most important steps of the successful language teaching in EFL”.

It can be concluded from the above mentioned scholars, Textbook is a great significance for a successful language teaching. Teaching is task carried out by teacher specifically in this research context is language teacher. Language teachers, as the main concern of this study, who play an important role in deciding the textbook used in language class, need to comprehend the situation and the need of the students due to the diversity of learning objective set by the students, the classroom and the institution in this pandemic situation, therefore, teachers’ adaptation in using the textbook is considered important to meet the learning or the students’ goals. Fuller (1994) propose his argument that the textbook which is produced by the experts from the Ministry of Education may not fulfil the objectives set by themselves as well as the entire language learning classroom. He then adds that it has proven that not all textbooks are suitable for all learners and the adaptation from the teachers is needed and recommended by experts on English language teaching activities. Similar idea

offered by Barcena & Urica (2020) that teachers themselves have played a key role in the response to the COVID-19 pandemic and have to face a number of different emerging demands during the social and health crisis. Teachers have to re-plan and adapt education processes — including adjusting methods and curricula, designing materials, and diversifying the media, formats and platforms used.

In addition, Pratiwi et.al (2019) argues that the classroom teacher is considered as the main individual who most understands the language learning condition, hence; their skill in adaptation is highly required in language teaching. Needless to say that the key to success in the development of teaching materials mostly depend on the ability of teachers in adapting the materials. As the aim of Curriculum 13 which is being implemented in Indonesia, stated in the Center for Curriculum and Textbook Development (2012) that teachers have to be more innovative, imaginative, resourceful creative and productive especially in developing teaching materials. Yet, some phenomenon shows that teachers still found difficult to adjust with the material changes. There has been a tendency for over-reliance on textbook as the teaching materials without doing any adaptation.(Hanifa, 2017) Consequently, many teachers still unfamiliar and have poor experience in dealing with the adaptation.

Besides the issue, the changes of classroom setting due to covid-19 outbreak in Indonesia have to become teachers concern. This situation forces teachers to be more productive and creative. Since the process of teaching and learning are done virtually then the teachers should carefully provide an attractive and suitable teaching materials so there will be no loss of learning happen during this period. It is the moment for the teachers to think how the materials be conveyed to the students effectively and efficiently. The teachers should avoid inadequate materials due to

the limitation of teaching hour. In this moment, the textbook adaptation is needed by the teachers to help them cope the situations.

Guided by previous overview and arguments, thus, the researcher, in order to gain more in depth information, want to closely analyse the issue on teachers' adaptation of using English textbooks during pandemic. The present study aims to examine what textbook adaptation strategies the teachers use most frequently in their classroom practice. The study also to identify some constrains facing by the Senior High School teacher in adapting English textbook. To obtain these goals, the research questions are formulated as follows; which adaptation strategies are most frequently implemented by the teacher in adapting English textbook and what constrains do teachers encounter in adapting the English textbook

Fredrikson & Olsson (2006) describes that textbook usually composed by a number of chapters with texts of different lengths dealing with various topics. There may be a different topic for every chapter and sometimes attached with pre-reading activities, or post-reading exercises. In addition to the context, (Sheldon, 1987 and Ur,1996 in Yalcin & Mede, 2019) states that Textbook can be referred to as published materials that help and support language learners to improve their linguistics and communicative ability. They supply the language input and certain language practice required by the learners as well as to the teachers as the guide of instruction and lesson content provider.

In English language teaching activities, textbooks is considered to play a crucial role in all kind of educational institution throughout the world (Lamie, 1999). The importance of textbooks seems so spacious that they are an almost comprehensive component in English Language Teaching (ELT) classroom (Hutchin & Torres, 1994). Further, these researchers claim that

teaching and learning activity will not be effectively conducted without proper textbook. Consequently, textbooks are supposed to be a crucial element for teaching and learning and become a valuable source for both the students and teachers (Lawrence, 2011:Litz, 2005:Tsiplakides, 2011). Textbook assures language content coverage if observed orderly.

Textbook Adaptation refers to changes made by the teachers to the book to make it suitable to a particular class (Richard, 2019). He also adds that the changes can include some activities what so called adding, dropping, changing, replacing either topic or content, etc. Some experts in their literature overview have suggested various adaptation strategies as illustrated by Islam & Mares (2003), McGrath (2002); McDonough, Shaw & Mashuhara (2003); Maley (1998). Primarily, McDonough, Shaw & Mashuhara (2003) proposed the idea of adapting materials into three core strategies. They are adding, omitting and modifying. Adding is the process of extending (to supply more of the same materials) and expanding (to add something different to the material) to enhance its value and efficacy. The second strategy is omitting which is related to the action of removing parts or sections of the existing material either in the small or big portion. When the material is quantitatively change, it refers to as subtracting which explained as to extract part of the available materials, while abridging is dealing with qualitatively change. At last, the Modifying which described as the internal changing to be executed in any feature of the materials. The strategy is analysed under two sub-classification, rewriting, the action of revising the existing material in order to provide suitable materials that fit students' interest and background. Restructuring refers to the action done by the teacher when he changes the organization of the

activities due to fit the number of students available, the classroom size and so forth.

In addition to the three basic adaptation strategies, the researchers added two more schemes to be applied in classroom setting. They show the significance of the simplifying to easier students in doing their instructed task or activities. Finally, re-ordering, as the last strategy which is done by changing the order of the content within a unit or among units from the original sequence provided in the textbook to the context that suits to students' need and level. In line with the previous study, Maley (1998) come up with a list of adaptation strategies including omission, addition, reduction, extension, replacement, re-ordering, and branching strategies. To make them simple omission is to omit things which are unsuitable for the learners, where as , addition is the action done by the teacher to add some materials fit to the need and interest of the learners. Reduction is to make the material shorter while extension is just the opposite, to add some alternative element to the material. The next strategy is replacement, that the teacher replace the material with something more suitable to the learners. re-ordering, to set the activity in different way to make more sense of pedagogic. Finally, with applying the branching strategy, some additional options can be added by the teacher to alter the classroom existing activity or suggests alternatives.

Some preliminary works were carried out several years ago. They revealed that language instructor and teachers utilized the strategy of adaptation with their preference as shown by (Mede & Yalcin, 2019); (Pratiwi, Jufrizal & Hamzah, 2019); (Coban, 2001). In their cutting edge paper of 2019, Mede and Yalcin examined the utilization of textbook adaptation strategies done by novice and experienced EFL teachers particularly to explore which adaptation strategies were most frequently used in the classroom. The results of the study indicates that both novice and

experienced English teacher have highly positive belief in the implementation of textbook adaptation strategies.

In a similar study, Pratiwi, Jufrizal & Hamzah (2019) purposed to examine kinds of adaptive techniques used by English teachers in the English textbook Of Senior and Vocational high school teacher in SMKN 6 Padang. The result showed that the most preferred adaptation techniques used by English language teachers were expansion, rewriting, and abridging techniques while the extension, subtraction and reordering were rarely implemented by the respondent teachers. Coban (2001) conducted a study with English teachers which aimed to understand their use of adaptation strategy in their courses. The data were obtained from classroom observation and interview. The finding showed that addition was the most frequent adaptation techniques used by the teachers. The strategies were mainly chosen related to the task itself. Besides, the reason of doing the adaptation were also revealed in this study. It was related to the teachers' perception, students' interest and need and the nature of the task.

RESEARCH METHOD

The mix method characteristic is employed to answer the research questions. As explained by Cresswell (2009), a mixed-method design is a method whereby the researcher collects, analyses, and integrates both quantitative and qualitative data in a single study or multiple studies. In this study, the researcher applied both quantitative and qualitative methods together. Purposive sampling is used to select the participants. Silverman (2000) states that purposive sampling singles out members for the sample who can give insight into particular issues of the phenomenon being researched. Moreover, as Patton (1990) describes, purposive sampling aims to seek a greater understanding of the phenomenon under investigation. The

participant of the study are 11 English teachers from five senior high school located in several district in Sulawesi Utara province, who teach English subject for grade 10th to 12th and have experiences in teaching English for 10 to 20 years. This study was carried out in the 1st semester of 2021/2022 academic year.

The schools selected based on classifications set by the researcher to meet the objectives of the research. First consideration is that the schools must carry out online learning platform. Secondly, the research identified that the schools are used textbook that is approved by Ministry of Education such as Pathway to English, Bahasa Inggris Issued by Ministry of Education & Culture and Pearson English Book. Next, It was also found that the schools had many classes consist of various program from 10th to 12th so that the researcher had more chance to scrutinize various of constrains toward the adaptation of English textbook due to obtain in-depth information. The schools and the number of the participants can be seen in Table 2.

For the convenience, the writer uses pseudonym in order to protect the respondent anonymity. The research instrument used in this study is questionnaire for both quantitative and qualitative data. The researcher adopted the questionnaires from the studies had done previously but some modifications were done in the scheme of the media used that is from paper to online based which was used Google Form as the online media. Moreover, some omissions were made to the questions due to the incompatibility to the research objectives and recent situation.

The questionnaire

Brown (2001. P.6) says the questionnaires are “any written instruments that present respondents with a series of questions or statements to which they have to react either by writing out

their answers or selecting from among existing answers”. Bryman (2004, p. 132) gives the classifications of questionnaires in two types. The first is self completion questionnaire which is personally handed by the researcher and the second is mail questionnaire which the questionnaire is distributed via post or mail.

The questions of the questionnaire can be open-ended questions which the answers are in full statements and can be in close-ended questions such as yes-no questions, ranking questions and checkbox questions. Open-ended responses are somehow rather difficult to analyse and to process; whereas, the close-ended are rather easier to analyse. The questionnaire is started with an introductory statement that gave the respondents the insight of the research work and its objectives. The respondents were asked both close-ended questions (checkbox questions) and open-ended questions (explanation, comments, etc). Three parts formed the entire questionnaire which each of them focused on the particular feature of the study. The detailed were as follows:

Part I : The profile of the participants

This part aimed at gathering data related to the personal and professional aspects of the teachers and the school (name, gender, educational background, name of the school, years of teaching).

Part 2 : The information of the school

This part aimed to get the information about the school (the name of the school & the information if the school implementing online learning during the pandemic)

Part 3 : Textbook adaptation Strategies

This part aimed to investigate of textbook adaptation strategies, whether or not the respondents know about the textbook adaptation and the strategies used by the respondent teachers.

Part 4 : Teachers constrains in adapting English textbook

This part is sought to investigate the problems faced by English teachers when adapting the English textbook during the pandemic situation.

As the questionnaire used were adopted from the studied done by Srakang (2013), It was confirmed that the questionnaire had validated in these following ways:

1. The questionnaire was validated in consultation with three experts in the field of teaching English as foreign language. The three experts were asked to evaluate every single item in the questionnaire using the index of Item-Objectives Congruence (IOC). The items were approved if they got scored between 0,51-1.00 IOC otherwise, they were revised if the score lower than 0,51 IOC.
2. Before using, the questionnaire was trialled to others English teachers who were not respondent in order to ensure its practicality.

In order to answer the research questions, the data were collected from questionnaires applied via online due to prevent the spread of the Covid-19 virus. The researcher used Google form as a media to share the research instruments. Firstly, the adoptive questionnaires were modified from paper based into online based using Google Form. As they were set, the researcher shared the link to the respondents to be filled in and returned

back by clicking the “submit” button in the form. The questionnaires were shared online on October 18, 2021 through Google Form link. All the responses retrieved back in two days. The data obtained from the questionnaire was divided into three parts. The first part was related to the respondent teachers’ profile, the second part was referred to the adaptive strategies. This part consisted some questions investigating the change that the teachers intended to do when they prepared their classroom materials, in this point, the researcher sectioned the material classification through each Basic Competences (BC) or Kompetensi Dasar (KD). There were no differences amount of BC for grade 10th to 12th for the 1st semester of academic year 2021/2022. BC assigned were 3.1/4.1 to 3.5/4.5. The questionnaire systematically summarized the adaptation strategies by Mc Donough, Shaw & Masuhara’s such as Adding (Extending & Expanding), Omitting (Substracting & Abridging), Simplifying, Reordering and Replacing. To find out the most commonly adaptive strategies used by English teachers, the researchers calculate the frequencies

FINDINGS AND DISCUSSION

The analysis of the part 1 questionnaires related to the respondent teachers’ profile is shown in table 1.

Table 1. *The profile of the participants.*

Pseudonym	Teaching Experience	Educational Background. (Field of BA and MA obtained)
ET 1	12 years	BA in English Education
ET 2	10 Years	BA in English Education
ET 3	12 Years	BA in English Education
ET 4	15 Years	BA in English Education MA in English Education
ET 5	15 Years	BA in English Education
ET 6	15 Years	BA in English Education
ET 7	15 Years	BA in English Language & Literature MA in English Education
ET 8	12 Years	BA in English Education
ET 9	12 Years	BA in English Education MA in Education Management

Table 1 shows that all teachers have more than 10 years teaching experiences and also reported having bachelor degree as their qualifications while three of them reported having master degree. This indicates that all the English teachers participated in this study are qualified. The analysis of the part 2 questionnaire related to the respondents' school information is shown in table 2 and table 3.

Table 2. *Number of Participants*

No	Name of School	Numbers of Participants
1	SMA Negeri I Manado	3
2	SMA Negeri I Tomohon	3
3	SMA Unklab Aermadidi	2
4	SMA Yadika Kotamabagu	1
5	SMA Negeri I Ratahan	2
Total		11

The data presented in table 2 shows that there were 5 schools from different municipalities in North Sulawesi province willing to participate in the study with 11 English teachers as the respondents.

Table 3 :



Table 3 showed that 100 % of the schools were implementing online platform in teaching and learning activity

during the pandemic which means that the schools fit to be respondent schools because they meet the requirements of this study.

The analysis of the part 3 questionnaires are as follows:

Types of Adaptation strategies implemented by English teachers

The analysis of the questionnaires stipulated that the majority of English teachers perceived the need to use adaptation strategies in their classroom. The types and frequencies of the adaptation are shown in Table 4:

Table 4. The Types and frequencies of Textbook Adaptation Strategies implemented by English Teacher.

Textbook Adaptation Strategies	<i>Ext</i>	<i>Exp</i>	<i>Sub</i>	<i>Abr</i>	<i>Sim</i>	<i>Reo</i>	<i>Rep</i>
BC 3.1/4.1	7	8	2	3	9	1	2
BC 3.2/4.2	7	6	3	3	8	1	3
BC 3.3/4.3	5	4	-	2	6	1	2
BC 3.4/4.4	7	7	2	4	8	2	1
BC 3.5/4.4	7	7	2	2	8	2	1
TOTAL	33	32	9	14	39	7	9
Percentage	21%	20%	8%	11%	25%	7%	8%

Note : Ext: Extending, Exp: Expanding, Sub:Substracting, Abr:Abriding, Sim: Simplifying, Reo:Reordering, Rep: Replacing

As exhibited in table 3, English teachers utilized a considerably high number of adaptive strategies while scheming their material although there were some differences in teachers' preferences related to the selection of adaptation techniques used in their classroom. The findings of this study revealed that simplifying was the most used strategy utilized by the teachers: It was used 44 times (25%) in the process of adaptation while the process of adding was the second most used as extending used 38 times (21%) and expanding used 37 times (20%). Furthermore, for abridging was used 19 times (11%). Having considered the other adaptation strategies substracting and replacing were not used commonly as the four previous strategies mentioned. Both of them applied 14 times or similar with 8 % of usage. The acquired result for reordering showed some similarity to the previous strategies which was no used frequently. It was used 12 times (7%) which 1 % differed from the application of the two previous mentioned strategies.

Based on the findings, it is obvious that the teachers preferred to use adaptation strategies in their classroom practice in terms of simplifying as noted as the highest response taken by the participants. Extending, expanding and abridging were the second most used

strategies followed by substracting and replacing and the less used was reordering. This clearly indicates that there is a tendency towards adapting textbooks in English language class. Tomlinson (2003 p 1) said “ every teacher is a material developer” and textbook adaption is in the context of developing materials. This is in line with Madsen & Bowen (1978) as cited in Pratiwi et al (2019) say that “ a good teacher is constantly adapting”. In other words, teachers will be classified as good teachers if they adapt continually. This finding oppose the findings of Addisu Yilhal (2012) who concluded that teachers completely avoided textbook adaptation because they fear of being called lazy and incompetent, they also had a negative attitude towards it.

However, this finding are consistent with previous results (Sherrar & Bhoanna, 2020) that EFL teachers in Jijel- Algeria, adapted the textbooks and found that the most frequently used textbook adaptation strategies are respectively: simplification and replacement with the main reasons for textbook adaptations were related to some teachers' factors, time factors, materials nature and students' factors respectively. Another result which is accordance to this finding is from Melisew Tibebu (2017) on the EFL teachers' practice of textbook

adaptation materials. The findings revealed that the respondent teachers from 5 schools in Ilu Aba Bor Zone, Ethiopia did a textbook adaptation even though they didn't consider the principles and theories of textbook adaptation

The analysis of the part 4 questionnaires as follows:

Teachers constrains in adapting English Textbook

The second questions of this research attempted to reveal constrains encountered by the teachers in adapting English textbook for online class. The findings indicates that two English teacher (18,18 %) found no difficulties in adapting English textbook as admitted in the following words:

ET 1 “ We use Pierson book combine with the relevant material from Pathway and Modul from Kemendikbud. I didn't find difficulties in adapting them”

(Airmadidi, 18.10.2021),(16:20 Wita)

On the other hand, the rest nine teachers (81,82%) found some constrains in adapting

English textbook. The major constrains related to the issues of, the students' need, background and their language proficiency, the internet connection problem which affects the adapted material presentation and the time teaching allotment. The following are the detailed discussions:

Problems Concerning The Students' Need and Background

The teachers clearly stated that it was difficult for them to determine what material is suitable for the needs of the students because there was no physical interaction between teachers and students in virtual classes. Besides, online meetings are time limited so the possibilities for building up personal communication with the students are limited as well. In addition, to consider the students different

background, the teacher should be more wise in choosing the materials as they admitted in the following words:

ET 5: “ The absence of physical interaction between students and teacher during this pandemic has made me difficult to know the students' need therefore, I am quite difficult to determine what material is suitable for The students. Besides, we only have limited time in every daring class. It makes me quite hard to find out their preferences.

(Tomohon, 18.10.2021).(20.49 Wita)

ET 11 “ The students have different background that some of them might have ever heard the material before, Therefore, the teacher should be wise to consider the best source that can meet their need and build their curiosity to study the topic given.

(Manado, 19.10.2021).(21.20 Wita)

A possible explanation for the above finding might be that the teachers should predominantly interact with the students to find out the students' need and background to be used when they prepare the lesson and try to design their materials to meet students' learning need and interest.

This value is typical to Bailey, 1996 as cited in Mede & Yalcin (2019) who confirmed that teachers changed their activities and method when they want to meet students' need and increase their interest.

Problems Concerning Students' Proficiency

Students' language proficiency level was the second mentioned constrain for the teacher related to textbook adaptation process. The teachers remarked that their students had no enough language proficiency as revealed below;

ET 4. “ The students' language skill and the students' motivation is low so

they Cannot able to understand the lesson well.

(Tomohon, 18.10.2021).(18.12 Wita)

ET 10. “ The difficulties in adapting English textbook, I think from the background of the students’ proficiency. I provide the materials: Add some or delete some to make them easy for the students However, the students can’t catch up with the materials because they do not have enough language proficiency. (Even though not all the students)

(Ratahan, 19.10.2021). (10.39 Wita)

ET 3. “ It is students’ lack of vocabulary can make students feel bored and won’t do any exercises given. We tried our best to simplify the material and exercises yet, some of them did nothing because they didn’t understand.

(Kotamobagu, 18.10.2021). (17.51 Wita)

This tendency is consistent with the result of the research conducted by Srakang (2013) revealed that it was a serious hindrance to utilize the textbook effectively since the students’ language proficiency was very low. It makes the students strenuous to get through it. For example, the teachers had prepared the materials with the interesting activities yet the students were not able to perform due to their limitation in their language proficiency.

Problem Concerning The Internet Connection

Another common problem identified related to the adaptation was the internet connection which affect the presentation of adapted material in online classroom setting.

ET 9. “... Many times, some students cannot see the presented materials given In the form of PPT slides due to bad internet connection in their area.

(Ratahan, 19.10.2021). (7.39 Wita)

This constrain is considered new in language learning setting today. It is known that the use of PPT slides in teaching and learning process has been implemented for long time in the classrooms setting and no significant obstacles found in the process since it is directly used in face to face meeting. However, in this pandemic era, the application of the PPT slides is highly depend on the availability of good internet connection in order the materials be clearly conveyed to the students. This problem makes a meaningful negative contribution to learning activities nowadays.

Problems Related To Limited Teaching Time

It was found that the time allotment for teaching online class has been decreased from its regular hour which is two periods per week - 2 X 45 minutes. It was because of this pandemic, the teaching hour has decreased into maximum 40 minutes via zoom, MT, Google Meet or other online applications. Consequently, teachers had to rush to cover learning objectives in a short period of time.

ET 6 : “ It’s definitely impossible to teach everything in the textbook.

I have to make the adaptive decision carefully. No matter how useful The activities are, still I have to delete or skip those activities so that can suit to the time allotment and school schedule.

(Tomohon, 18.10.2021).(20.49 Wita)

This obstacle is relevant to the theory affirming by Bayne (2006, P.30) that teacher is expected to adapt since “ no textbook is perfect” and Saraceni (2003, P. 73) that proposed to adapt material in the classroom is “ a must” thing to do

since every class has its own needs and goals to which the teacher pursue.

The result of the study would appear to indicate that the 11 respondents teachers from 5 different municipalities in Sulawesi Utara province aware of textbook adaptation and implemented the various techniques of adaptation in their classroom practice during the covid-19 pandemic. Despite the fact that some of the teachers applied limited techniques compare to the options proposed in the literature.

CONCLUSION

The finding of the study revealed that the most frequently adaptation strategies used by the teacher were simplifying, extending, expanding, abridging, The second commonly used were subtracting and replacing. On the other hand, reordering was rarely implemented by the respondent teachers. The findings also identified that teachers faced some constrains to make the adaptive decisions; They were related to the issues of the students' need, background and their language proficiency, the internet connection and the time teaching allotment. These findings lead to some suggestions to recommend. Teachers should be familiar with textbook adaptation strategies. In terms of the constrains, teachers are required to have the knowledge related to students' need and background to anticipate new learning environment and situation after the emergence of the Covid-19 pandemic. The researchers realize that this study has its limitations. This study merely focuses on teachers' practices of English textbook without providing students' response toward such adaptation. The other's limitation is related to the small number of participants. A larger number of participants might provide more generalizable results. These limitations imply the potential for further researches on this issue.

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