

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Content Analysis

Sopian et al. (2022) define content analysis as a technique for analyzing and understanding a text. According to Eriyanto (2011), content analysis is a technique used to identify and understand the content, or what is contained in documents. Therefore, this study is a content analysis study on the textbook "English for Nusantara." According to Sitasari, N. W. (2022), the fundamental process for developing a research design and carrying out a content analysis study comprises six steps, namely: 1) developing research questions and hypotheses; 2) selecting data sources for sampling; 3) categories for the analysis; 3) gathering data from a sample of chosen documents and coding them; 4) developing scales and items based on particular criteria for data collection, 5) interpreting the data that has been obtained. She goes on to say that if the following criteria are satisfied, content analysis can be applied: 1) Documented resources (books, newspapers, tape recordings, and manuscripts) make up the majority of the available data. 2) The information is explained and approached using a certain theoretical framework or supplemental notes. 3) Because some of the documentation is extremely specialized or specific, the researcher possesses the technological capacity to process the materials and data they have gathered.

2.1.2 Definition of Textbook

Textbooks are one kind of teaching material. Husna (2021) emphasized that the textbook serves as one of the primary media for facilitating lesson activities in the classroom. Textbooks are a key component of the teaching process, as they are one of the primary means of transferring knowledge to students. According to Fuchs & Bock (2018), the textbook is a tool created for students or pupils to learn from, be taught from, or work from, and depending on the type of school or subject, it fits different curricula of standards, and unique goals, competencies, and content are established.

2.1.3 Roles of Textbook

One of the textbook's primary purposes is to present information in a methodical way so that students can learn quickly and consistently. According to Li et al. (2024), a significant correlation exists between students' use of textbooks and their interests and attitudes. Ediyani et al. (2020) state that the information provided in a textbook is essential for learning because the teacher can only choose the approach, method, or learning strategy after determining what has to be taught. Through exercises, readings, and explanations, textbooks contribute significantly to classroom instruction. The role of English textbooks in this Merdeka curriculum is crucial for teaching materials in the classroom. Textbooks are so important that they are needed in every school. The use of books has greatly increased, especially in the latest curriculum, the independent curriculum.

2.1.4 Textbook Analysis

Textbook analysis is essential for assessing the quality and suitability of educational materials, enabling teachers to make informed decisions that enhance the teaching and learning experience. Bahy et al. (2021) states textbook analysis plays a crucial role in determining the quality of textbooks, aiding teachers in making informed choices. Aryani (2023) defines textbook analysis as the process of assessing every piece of content in a textbook to determine whether or not it is of high quality and appropriate for use as teaching and learning material.

Witdianti et al. (2022) state that an excellent textbook needs to fulfill a number of requirements. Next, Azhari (2018) contends that in order for textbooks to be appropriate for usage in the educational process, they must also fulfill quality standards. Additionally, according to Mumtaz et al. (2024), selecting the appropriate textbook is crucial to giving students a successful and fulfilling educational experience. Novianto et al. (2024) state that teachers must be aware of the caliber of the textbooks that will be used in the classroom. According to Amalia P. et al. (2018), textbooks should contain high-quality content that meets the needs of students and the relevant curriculum. This includes both content standards and whether or not the teaching materials are easy for teachers

and students to understand. Additionally, they should be presented with engaging designs.

2.1.5 English for Nusantara Textbook

Using an independent curriculum, the "English for Nusantara" textbook is a set of English course books for eighth-grade students at SMP Negeri 1 Gunungsitoli Barat. All of the writing in this book is in English. Additionally, this textbook is organized into five chapters and is used as a companion book for students throughout the first and second periods of the semester. This book is a new product that serves as a recommended textbook reference for junior high school students in class eight. Schools use this English textbook from the Republic of Indonesia's Ministry of Education and Culture.

English for Nusantara Class VIII is published to provide direction in exploring the use of English in various environments in a teenager's life. These environments can be school, home, or the surrounding community. Diversity can also be seen in the topics discussed. The use of language, illustrations, and learning activities in this book is adapted to the characteristics of students as teenagers with linguistic material packaged through the interaction of the lives of this book's main characters: Galang, Monita, and Andre. These characters represent Indonesian teenagers in the home and school environment.

In addition to the first and second language acquisition processes that progress from oral to written language proficiency, the "English for Nusantara" Learner's Book employs a genre-based approach. This book focuses on a number of language abilities, including speaking, listening, reading, writing, looking, and representing, all of which are interwoven into different kinds of texts. This book's content was created with consideration for the connections between each level and is based on the Learning Outcomes found in the Merdeka Curriculum. A clear example of this connection is the type of text used in this English for Nusantara series book. This Class VIII book is related to recount, narrative, descriptive, and procedure texts. Recount and narrative texts are new texts to be learned in Grade VIII, while descriptive and procedural texts are text types taught in Grade VII but packaged with new topics. In addition to the text types already mentioned, English

for Nusantara supports the development of language skills in this phase by integrating the use of English to discuss and express wishes or feelings in dialogs that support the main topic in each chapter.

Another important point of this book is that elements related to the Pancasila Learner Profile and the Sustainable Development Goals (SDG) of the United Nations (UN) are featured in an integrated way with English learning. These two points allow us to explore their experiences through topics related to environmental awareness, fitness, and mental health.

2.1.6 Criteria of a Good English Textbook by Tomlinson

According to Tomlinson (2011), an excellent English textbook should meet the following requirements:

1) materials should achieve impact

Impact is achieved when materials have a noticeable effect on learners, that is when the learners' curiosity, interest and attention are attracted. If this is achieved, there is a better chance that some of the language in the materials will be taken in for processing.

Materials can achieve impact through:

- a) novelty (e.g. unusual topics, illustrations and activities);
- b) variety (e.g. breaking up the monotony of a unit routine with an unexpected activity; using many different text-types taken from many different types of sources; using a number of different instructor voices on a CD);
- c) attractive presentation (e.g. use of attractive colours; lots of white space; use of photographs);
- d) appealing content (e.g. topics of interest to the target learners; topics which offer the possibility of learning something new; engaging stories; universal themes; local references);
- e) achievable challenge (e.g. tasks which challenge the learners to think).

2) materials should help the learners to feel at ease

Materials can help learners to feel at ease in a number of ways. For example, Tomlinson said that most learners:

- a) feel more comfortable with written materials with lots of white space than they do with materials in which lots of different activities are crammed together on the same page;
- b) are more at ease with texts and illustrations that they can relate to their own culture than they are with those which appear to them to be culturally alien;
- c) are more relaxed with materials which are obviously trying to help them to learn than they are with materials which are always testing them.

Feeling at ease can also be achieved through a 'voice' which is relaxed and supportive, through content and activities which encourage the personal participation of the learners, through materials which relate the world of the book to the world of the learner and through the absence of activities which could threaten self-esteem and cause humiliation.

3) materials should help learners to develop confidence

Tomlinson prefer to attempt to build confidence through activities which try to 'push' learners slightly beyond their existing proficiency by engaging them in tasks which are stimulating, which are problematic, but which are achievable too. It can also help if the activities encourage learners to use and to develop their existing extra-linguistic skills, such as those which involve being imaginative, being creative or being analytical.

4) what is being taught should be perceived by the learners as relevant and useful.

Tomlinson emphasize that to be relevant and useful, material should relate to the teaching points to interesting and challenging tasks and facilitate the achievement of outcomes desired by the learners.

5) Materials should require and facilitate learner self-investment.

Tomlinson states that Materials can help to facilitate learners' self-investment by providing learners with choices of focus and activity, by giving topic control, and by engaging them in learner-centred discovery activities. The ways of doing this are to get learners interested in a written or spoken text, to get them to respond to it globally and effectively, and then to help them analyse a particular linguistic feature of it to make discoveries for themselves. Other ways of achieving learner investment are involving the learners in mini-projects, involving them in finding supplementary materials for particular units in a book, and giving them responsibility for making decisions about which texts to use and how to use them.

6) Learners must be ready to acquire the points being taught.

Tomlinson explained that readiness can be achieved by materials which create situations requiring the use of variational features not previously taught, by materials which ensure that the learners have gained sufficient mastery over the developmental features of the previous stage before teaching a new one, and by materials which roughly tune the input so that it contains some features which are slightly above each learner's current state of proficiency. It can also be achieved by materials which get learners to focus attention on features of the target language which they have not yet acquired so that they might be more attentive to these features in future input.

7) Materials should expose the learners to language in authentic use

Tomlinson said that ideally, materials at all levels should provide frequent exposure to authentic input, which is rich and varied. In other words, the input should vary in style, mode, medium, and purpose and should be rich in features that are characteristic of authentic discourse in the target language. And, if learners want to be able to use the language for general communication, it is important that they are

exposed to planned, semi-planned, and unplanned discourse (e.g., a formal lecture, an informal radio interview, and a spontaneous conversation). The materials should also stimulate learner interaction with the input rather than just passive reception of it. This does not necessarily mean that the learners should always produce language in response to the input; but it does mean that they should at least always do something mentally or physically in response to it.

- 8) The learner's attention should be drawn to linguistic features of the input.

Tomlinson underlines that the important thing is that the learners become aware of a gap between a particular feature of their interlanguage (i.e., how they currently understand or use it) and the equivalent feature in the target language. He adds that inviting learners to compare their use of, say, indirect speech with the way it is used in a transcript of a native speaker conversation would be one such approach and could quite easily be built into coursebook materials.

- 9) Materials should provide the learners with opportunities to use the target language to achieve communicative purposes,

Interaction can be achieved through, for example:

- ❖ information or opinion gap activities which require learners to communicate with each other and/or the teacher to close the gap (e.g., finding out what food and drink people would like at the class party);
- ❖ post-listening and post-reading activities which require the learners to use information from the text to achieve a communicative purpose (e.g. deciding what television programmes to watch, discussing who to vote for, writing a review of a book or film);
- ❖ creative writing and creative speaking activities such as writing a story or improvising a drama;

- ❖ formal instruction given in the target language, either on the language itself or on another subject:

10) Material should take into account that the positive effects of instruction are usually delayed,

Tomlinson argues that to facilitate the gradual process of acquisition, it is important for materials to recycle instruction and to provide frequent and ample exposure to the instructed language features in communicative use. This is particularly true of vocabulary acquisition, which requires frequent, spaced and varied recycling to be successful (Nation 2003, 2005; Nation and Wang 1999). It is equally important that the learners are not forced into premature production of the instructed features (they will get them wrong) and that tests of proficiency are not conducted immediately after instruction (they will indicate failure or an illusion of success).

11) Materials should take into account that learners differ in learning style, Styles of learning that need to be catered for in language-learning materials include:

- ❖ visual (e.g. learners prefer to see the language written down); •
- ❖ auditory (e.g. learners prefer to hear the language);
- ❖ kinaesthetic (e.g., learners prefer to do something physical, such as following instructions for a game);
- ❖ studial (e.g., learners like to pay conscious attention to the linguistic features of the language and want to be correct);
- ❖ experiential (e.g., learners like to use the language and are more concerned with communication than with correctness);
- ❖ analytic (e.g., learners prefer to focus on discrete bits of the language and to learn them one by one);
- ❖ global (e.g., learners are happy to respond to whole chunks of language at a time and to pick up from them whatever language they can);

- ❖ dependent (e.g., learners prefer to learn from a teacher and from a book);
- ❖ independent (e.g., learners are happy to learn from their own experience of the language and to use autonomous learning strategies).

12) Materials should take into account that learners differ in effective attitude,

Ways of doing this include:

- ❖ providing choices of different types of text;
- ❖ providing choices of different types of activities;
- ❖ providing optional extras for the more positive and motivated learners;
- ❖ providing variety;
- ❖ including units in which the value of learning English is a topic for discussion;
- ❖ including activities which involve the learners in discussing their attitudes and feelings about the course and the materials;
- ❖ researching and catering for the diverse interests of the identified target learners;
- ❖ being aware of the cultural sensitivities of the target learners;
- ❖ giving general and specific advice in the teacher's book on how to respond to negative learners (e.g., not forcing reluctant individuals to take part in group work).

13) Materials should permit a silent period at the beginning of instruction,

The important point is that the materials do not force premature speaking in the target language, and they not force silence either. Ways of giving learners the possibility of not speaking until they are ready include:

- ❖ starting the course with a Total Physical Response (TPR) approach in which the learners respond physically to oral

instructions from a teacher or CD (see Asher 1977; Tomlinson 1994b, Tomlinson and Masuhara in press);

- ❖ starting with a listening comprehension approach in which the learners listen to stories in the target language, which are made accessible through the use of sound effects, visual aids and dramatic movement by the teacher;
- ❖ permitting the learners to respond to target language questions by using their first language or through drawings and gestures.

14) Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement, which stimulates both right and left-brain activities.

The maximisation of the brain's learning potential is a fundamental principle of Lozano's Suggestopedia, in which 'he enables the learner to receive the information through different cerebral processes and in different states of consciousness so that it is stored in many different parts of the brain, maximising recall' (Hooper Hansen 1992). Suggestopedia engages learners in various left-brain and right-brain activities in the same lesson (e.g., reading a dialog, dancing to instructions, singing a song, doing substitution exercises, writing a story). Although not everyone will be receptive to the Suggestopedia procedure, most researchers seem to agree the value of maximizing brain capacity during language learning, and the best textbooks already contain variety of different left and right brain activities.

15) Materials should not rely too much on controlled practice

Learning materials should not overly rely on controlled practice. Although there are claims that controlled exercises can enhance language performance, the research supporting these claims is very limited. Sharwood-Smith and Bialystok state that language automatization is achieved through practice, but do not provide strong evidence. Most researchers, including Ellis, argue that controlled

practice has no long-term effects on the accuracy or fluency of language use.

Nevertheless, controlled grammar practice activities are still widely used in textbooks and are considered beneficial by many teachers and students. Dialog practice, for example, has been popular for the past 30 years despite the lack of substantial research evidence. Recent analyses indicate that lower-level textbooks provide more opportunities for controlled practice than for actual language use. This raises concerns that students may be wasting time on ineffective exercises.

16) Materials should provide opportunities for outcome feedback.

Feedback that is focused first on the effectiveness of the outcome rather than just on the accuracy of the output can lead to the output becoming a profitable source of input. Or in other words, if the language that the learner produces is evaluated about the purpose for which it is used, that language can become a powerful and informative source of information about language use. Thus, a learner who fails to achieve a particular communicative purpose (e.g., borrowing something, instructing someone how to play a game, persuading someone to do something) is more likely to gain from feedback on the effectiveness of their use of language than a learner whose language is corrected without reference to any non-linguistic outcome. It is very important, therefore, for materials developers to make sure that language production activities have intended outcomes other than just practising language.

2.1.7 How to Identify Criteria of Brian Tomlinson in an English Textbook

To identify the Criteria of Brian Tomlinson in an English Textbook, the researcher uses some steps (Ary et al., 2010):

1. Recognize the 16 criteria of Brian Tomlinson

At this stage, the researcher studies and understands the sixteen criteria established by Brian Tomlinson related to the English textbooks “English for Nusantara” for the eighth grade of Junior High School.

2. Familiarizing and Organizing

After understanding the criteria, the researcher begins to thoroughly read and study the content of the textbook. At this stage, the researcher organizes the data obtained from the textbook, for example, by taking notes or grouping parts of the book relevant to each of Brian Tomlinson's criteria.

3. Coding and Reducing

In this stage, the researcher assigns codes or labels to parts of the textbook that correspond to the recognized criteria. Then, the coded data is simplified by eliminating less relevant information and focusing on the most important data for analysis.

4. Representing and Interpreting

The final stage is to present the analysis results in an easily understandable form, such as tables, graphs, or descriptive narratives. The researcher then interprets the data to conclude the extent to which the textbook meets Brian Tomlinson's criteria.

2.2 Related Study

The author discovers that some earlier research serves as the basis for the references used in this study. The first prior study, "An Analysis of The English Textbook 'Pathway to English' for Second Grade Students of Senior High School Based on Tomlinson's Theory," was carried out by Hanif M. and Cholifatur R. in 2021. According to the study's findings, the Pathway to English textbook satisfies all sixteen of Tomlinson's requirements.

Manulang F. K. (2021) did the second study, "An Analysis of English Textbook Teaching Materials of Curriculum 2013 For Eleventh Grade at Sman 4 Bengkulu City Based on Tomlinson's Theory." The study's findings indicate that the English textbook used by English teachers at SMAN 4 Bengkulu City was classified as "good" after obtaining an average score of 93,75%, meaning that 15 out of 16 criteria were met, and that the textbook's English language skills were classified as "good" after obtaining an average score of 100%.

The last study, "An Analysis on English Textbook for Ninth Graders," was carried out by Wahyu Indah Pratiwi in 2024. The English Way 3 textbook's

compliance with Tomlinson's theory of good textbooks was the main subject of this qualitative investigation. The study's findings show that the textbook satisfies a high degree of conformance across fourteen categories. The textbook does, however, meet the other two requirements, which are the absence of options for optional extras for more upbeat and motivated students and the similarity in text and illustration, to a moderate degree. According to the results, English Way 3 satisfies the requirements with a 95.89% conformance rate.

2.3 Conceptual Framework

This research focuses on analysing the content of English textbooks used at SMP Negeri 1 Gunungsitoli Barat, a school that has been implementing Merdeka Curriculum for almost two years and has implemented the use of Merdeka Curriculum English textbooks as the main learning resource in the English learning process there.

Content analysis was employed as a research approach in this qualitative study. It indicates that the researcher employed tools to get the data, such as a documentary to compile all the material. Then, using the standards for textbook analysis as forth by Tomlinson's Theory, researchers examined every facet of the book. Lastly, the researcher categorized the data using the standards of Tomlinson's Theory textbook analysis. The researcher also distributed a questionnaire to instructors and students.

The conceptual framework of this study is described in the following scheme:

