

CHAPTER IV

RESULT AND DISCUSSION

4.1 RESULT

This research analyses the data by using content analysis. The researcher analyses the unit (material) from chapters 1-5 of the textbook “English for Nusantara” (Damayanti et al., 2022) for eight grades of Junior High School. The chapters of the textbook include three units (materials). The three units (materials) include materials and exercises. Brian Tomlinson’s Theory serves as a guideline or benchmark for assessing the quality of the textbook. The results of the analysis are:

No	Criteria	Aspect to evaluate		Content of the textbook					
				Chapter 1	Chapter 2	Chapter 3	Chapter 4	Chapter 5	Total (chapter 1-5)
1	Materials should achieve impact	Novelty	Topics	3	3	3	3	3	15
			Illustrations	13	24	18	24	13	92
			Activities	16	16	14	15	15	76
		Variety	games	3	2	2	2	2	11
			text-types	1	1	1	1	1	5
			voices on a CD	3	3	3	2	3	14
		Attractive Presentation	attractive colours	6	6	6	6	6	30
			lots of white space	24	24	24	23	23	128
			use of photographs	13	24	18	24	13	92
		Appealing Content	topics of interest	3	3	3	3	3	15
			topics which offer the possibility of learning something new	3	3	3	3	3	15
			Universal Themes	3	3	3	3	3	15
			Local references	3	3	3	3	3	15

		Achievable challenge		16	16	14	15	15	76
2	The materials should help the learners to feel at ease	written materials with lots of white space		24	24	24	23	23	118
		texts and illustrations relate to the world of the learner		8	4	15	14	6	47
		Examples		10	6	2	3	4	35
		Personal Practice/group		2	2	3	0	2	9
3	Materials should help learners to develop confidence	tasks which are stimulating		16	16	14	15	15	76
4	what is being taught should be perceive by the learners as relevant and useful.	The material should relate to the teaching points, interesting and challenging tasks and facilitate the achievement of outcomes desired by the learners.		3	3	3	3	3	15
5	Materials should require and facilitate learner self-investment.	providing learners with choices of focus and activity, by giving topic control, and by engaging them in learner-centred discovery activities.	topic control	3	3	3	3	3	15
			engaging learner-centred discovery activities	16	16	15	15	15	77
		Mini Project		3	3	3	3	3	15
6	Learners must be ready to acquire the points being taught.	Grammar Information		8	8	8	8	5	37
7	Materials should expose the learners to language in authentic use	The input should vary in style (casual text message conversation between friends),		4	4	4	3	2	17
		mode (conversations, videos, audio recordings, articles)	conversations	4	3	4	3	2	16
			videos	0	0	0	0	2	2
			audio recordings	3	3	3	2	2	13
			articles	3	2	2	3	1	11
		Medium (sources of text)		3	6	2	8	2	21
		Purpose	to inform	3	3	3	3	3	15
			to persuade	3	3	3	3	3	15
to share stories	3		3	3	3	3	15		
8	The learner’s attention should be drawn to linguistic features of the input.	indirect speech, with the way it is used in a transcript of a native speaker's conversation		0	0	0	0	0	0
9	Materials should provide the learners with	information or opinion gap activities, which require learners to communicate with		5	5	1	0	5	16

	opportunities to use the target language to achieve communicative purposes.	each other and/or the teacher to close the gap (group discussion)							
		post-listening and post-reading activities	post-listening	3	4	3	14	2	26
			post-reading	3	3	3	0	4	13
		creative writing and creative speaking activities, such as writing a story or improvising a drama	creative writing	1	1	1	2	1	6
			creative speaking	0	0	0	0	2	2
		formal instruction given in the target language		3	3	3	3	3	15
10	Material should take into account that the positive effects of instruction are usually delayed,	materials to recycle instruction and to provide frequent and ample exposure to the instructed language features in communicative use.		3	3	3	3	3	15
11	Materials should take into account that learners differ in learning style,	visual (pictures and words)		17	20	15	14	13	79
		kinaesthetic (prefer to do something physical, instructions for a game);		0	0	0	0	2	2
		studial (e.g., Focusing on grammar exercises such as fill-in-the-blanks or correcting sentences);		3	3	2	2	3	13
		experiential (Participating in group discussions on interesting topics);		5	5	5	0	4	19
		analytic (identifying all the verbs or nouns)		4	1	1	2	0	8
12	Materials should take into account that learners differ in effective attitude,	providing choices of different types of text		1	1	1	1	1	5
		providing choices of different types of activities		16	16	14	15	15	76
		providing optional extras for the more positive and motivated learners		3	2	2	2	2	11
13	Materials should permit a silent period at the beginning of instruction,	starting the course with a Total Physical Response (TPR) approach in which the learners respond physically to oral instructions from a teacher or CD		0	0	0	0	0	0
		starting with a listening comprehension approach in which the learners listen to stories in the target language, which are use of sound effects.		3	4	3	2	2	14
		permitting the learners to respond to target language questions by using their first		0	1	1	4	3	9

		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	reading a dialog,	0	0	0	3	0	3
		dancing to instructions	0	0	0	0	0	0
		singing a song	0	0	0	0	0	0
		doing substitution exercises	0	0	0	0	0	0
		writing a story	1	1	0	2	1	5
15	Materials should not rely too much on controlled practice	Free practice	3	2	2	2	2	11
16	Materials should provide opportunities for outcome feedback.	Reflection	1	1	1	1	1	5

Table 4.1 Data analysis of unit (material) from chapter 1-5

From Table 4.1, the research objective to analyze the quality of the textbook "English for Nusantara" for eighth-grade junior high school students using Brian Tomlinson's Theory has been addressed. The researcher found that 14 out of 16 criteria existed in the textbook "English for Nusantara" for eighth-grade junior high school. The first criterion is "Materials should achieve impact". This criterion is divided into novelty, variety, attractive presentation, appealing content, and achievable challenge. Novelty appeared (183) times in textbook; topics (15), illustration (92), Activities (76). Variety appeared (30) times in textbook; games (11), text types (5), voices on a CD (14). Attractive presentation appeared (250) times in textbook; attractive colours (30), lots of white space (128), use of photographs (92), Appealing content appeared (15) times in textbook; topics of interest (15), topics which offer the possibility of learning something new (15), universal themes (15), local references (15). Achievable references appeared (76) times in textbook. This indicated that material in textbook "English for Nusantara" designed to have an impact on students. The second criterion "The materials should help the learners to feel at ease", involves several points that must be considered in fulfilling this criterion: written materials with a lot of white space, texts and illustrations related to the learner's world, Examples, and personal practice or group

work. Written materials with a lot of white space appeared (118) times in textbook. Texts and illustrations relate to the world of the learner appeared (47) times in textbook. Examples appeared (35) times in textbook. Personal practice (9) times in textbook. This indicated that the material helps the learner to feel at ease. The third criterion “Materials should help learners to develop confidence”, the conditions for meeting these criteria are task which are stimulating. Task which are stimulating appeared (76) times in textbook. This indicate that materials help learner to develop confidence. The fourth criterion “what is being taught should be perceive by the learners as relevant and useful”, the characteristic of the material to meet this criterion is the material should relate to the teaching points to interesting and challenging tasks and facilitate the achievement of outcomes desired by the learners. This point appeared (15) in textbook. This indicate that the material in textbook relate to the teaching points to interesting and challenging tasks and facilitate the achievement of outcomes desired by the learners. The fifth criterion “providing learners with choices of focus and activity, by giving topic control, and by engaging them in learner-centred discovery activities”, to fulfil this criterion, the author must include material with the following conditions: providing learners with choices of focus and activity, by giving topic control, and by engaging them in learner-centred discovery activities and mini-projects. material with the following conditions: providing learners with choices of focus and activity, by giving topic control, and by engaging them in learner-centred discovery activities appeared (92) times in textbook; topic control (15), engaging learner-centred discovery activities (77). Mini project appeared (15) times in textbook. This indicated that the material in textbook “English for Nusantara” require and facilitate learner self-investment. The sixth criterion “Learners must be ready to acquire the points being taught”, the material must contain grammar information to fulfil this criterion. Grammar information appeared (37) times in textbook. It means that the textbook arranged to acquire the points being taught in order learner ready to learn the material. The seventh criterion “Materials should expose the learners to language in authentic use”, to fulfil this criterion the material must following points are: The input should vary in style (casual text message conversation between friends), mode (text message conversations, videos, audio recordings, articles), Medium (different

sources), Purpose (to inform), (to persuade), (to share stories). The input should vary in style (casual text message conversation between friends) appeared (17) times in textbook. Mode appeared (40) in textbook; conversations (16), videos (1), audio recordings (13), articles (11). Medium (different sources) appeared (21) times in textbook. Purpose appeared (15) in textbook; to inform (15), to persuade (15). This indicated that material expose the learners to language in authentic use. The ninth criterion “Materials should provide the learners with opportunities to use the target language to achieve communicative purposes”, this criterion fulfil when the textbook have some point are: information or opinion gap activities, which require learners to communicate with each other and/or the teacher to close the gap (group discussion), post-listening and post-reading activities, creative writing and creative speaking activities, such as writing a story or improvising a drama, formal instruction given in the target language. Information or opinion gap activities, which require learners to communicate with each other and/or the teacher to close the gap (group discussion) appeared (16) times in textbook. Post-listening and post-reading activities appeared (39) times in textbook; post listening (26), post reading (13). Creative writing and creative speaking activities appeared (8); creative writing (6), creative speaking (2). Formal instruction given in the target language appeared (15) in textbook. This indicate that material in textbook provide the opportunities to use the target language to achieve communicative purpose for students. The tenth criterion “Material should take into account that the positive effects of instruction are usually delayed”, to meet the criterion, we must follow the conditions: materials to recycle instruction and to provide frequent and ample exposure to the instructed language features in communicative use. This point appeared (15) times in textbook. So, it means that the material in textbook give positive effects instruction to student. The eleventh criterion “Materials should take into account that learners differ in learning style”, to meet this criterion, there some point need to fulfil: visual (pictures and words), kinaesthetic (prefer to do something physical, instructions for a game), studial (e.g., Focusing on grammar exercises such as fill-in-the-blanks or correcting sentences), experiential (Participating in group discussions on interesting topics), analytic (identifying all the verbs or nouns). Visual (pictures and words) appeared (79) times in textbook. Kinaesthetic (prefer to do something physical,

instructions for a game) appeared (2) times in textbook. Studial (e.g., Focusing on grammar exercises such as fill-in-the-blanks or correcting sentences) appeared (13) in textbook. Analytic (identifying all the verbs or nouns) appeared (8) times in textbook. So, it indicated that the materials in textbook provide different learning style in student but the material specially for kinaesthetic less and need to improve. The twelfth criterion “Materials should take into account that learners differ in effective attitude” include 3 points: 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 choices of different types of text appeared (5) times in textbook. Providing choices of different types of activities appeared (76) times in textbook. Providing optional extras for the more positive and motivated learners appeared (11) times in textbook. So, this indicating that the material in textbook “English for Nusantara” provide different effective attitude for learner to study. The thirteenth criterion “Materials should permit a silent period at the beginning of instruction”, there some condition to fulfil this criterion are: starting the course with a Total Physical Response (TPR) approach in which the learners respond physically to oral instructions from a teacher or CD, 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. Starting the course with a Total Physical Response (TPR) approach in which the learners respond physically to oral instructions from a teacher or CD not found in textbook, 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 appeared (14) times in textbook, permitting the learners to respond to target language questions by using their first language or through drawings and gestures appeared (9) times in textbook. This indicate that material in textbook “English for Nusantara” permit a silent period at the beginning of instruction to learn. The fifteenth criteria “Materials should not rely too much on controlled practice”, to fulfil this criterion, the textbook need to provide the free practice. Free practice

appeared (11) times in textbook. It means that student not only supported their study with control practice but also give them a free practice. The last/sixth criterion “Materials should provide opportunities for outcome feedback”, to meet this criterion the textbook must provide reflection. Reflection in the textbook “English for Nusantara” for Eight grades of junior high school there (5) in textbook. So, this gives the opportunities to student get feedback from their learning.

Based on the second objective of the research, to determine if the material in the textbook “English for Nusantara” matches the criteria of Brian Tomlinson's Theory, the results show that there are 14 criteria that match the material of the textbook “English for Nusantara” for the eighth grades of junior high school. The fourteenth criteria are 1) Materials should achieve impact, 2) The materials should help the learners to feel at ease, 3) Materials should help learners to develop confidence, 4) what is being taught should be perceive by the learners as relevant and useful, 5) Materials should require and facilitate learner self-investment, 6) Learners must be ready to acquire the points being taught, 7) Materials should expose the learners to language in authentic use, 8) Materials should provide the learners with opportunities to use the target language to achieve communicative purposes, 9) Material should take into account that the positive effects of instruction are usually delayed, 10) Materials should take into account that learners differ in learning style, 11) Materials should take into account that learners differ in effective attitude, 12) Materials should permit a silent period at the beginning of instruction, 13) Materials should not rely too much on controlled practice, 14) Materials should provide opportunities for outcome feedback. So, this indicate if the textbook “English for Nusantara” have good quality and arranged accordance with student needs. This textbook also help student to increase their learning skill in listening, reading, writing and speaking. This textbook also provides the activity and exercises based on the level of student. The games also provide to breaking up the monotony in learning. The reflection has provided in every chapter to know how far the student to master the material in every chapter and to give the feedback for them.

4.2 Discussion

4.2.1 What are the criteria of Brian Tomlinson's Theory in English Textbooks used in SMP Negeri 1 Gunungsitoli Barat?

The presentation of the results was organized according to the formulation of research questions.

No	Criteria	Aspect to evaluate		Percentage					
				Chapter 1	Chapter 2	Chapter 3	Chapter 4	Chapter 5	Total
1	Materials should achieve impact	Novelty	Topics	100%	100%	100%	100%	100%	100%
			Illustrations						
			Activities						
		Variety	games						
			text-types						
			voices on a CD						
		Attractive Presentation	attractive colours						
			lots of white space						
			use of photographs						
		Appealing Content	topics of interest						
			topics which offer the possibility of learning something new						
			Universal Themes						
			Local references						
			Achievable challenge						
2	The materials should help the learners to feel at ease	written materials with lots of white space		100%	100%	100%	100%	100%	100%
		texts and illustrations relate to the world of the learner							
		Examples							
		Personal Practice/group							

3	Materials should help learners to develop confidence	tasks which are stimulating		100%	100%	100%	100%	100%	100%
4	what is being taught should be perceive by the learners as relevant and useful.	The material should relate to the teaching points, interesting and challenging tasks and facilitate the achievement of outcomes desired by the learners.		100%	100%	100%	100%	100%	100%
5	Materials should require and facilitate learner self-investment.	providing learners with choices of focus and activity, by giving topic control, and by engaging them in learner-centred discovery activities.	topic control	100%	100%	100%	100%	100%	100%
			engaging learner-centred discovery activities						
		Mini Project							
6	Learners must be ready to acquire the points being taught.	Grammar Information		100%	100%	100%	100%	100%	100%
7	Materials should expose the learners to language in authentic use	The input should vary in style (casual text message conversation between friends),		100%	100%	100%	100%	100%	100%
		mode (conversations, videos, audio recordings, articles)	conversations						
			videos						
			audio recordings						
			articles						
		Medium (sources of text)							
		Purpose	to inform						
to persuade									
8	The learner’s attention should be drawn to linguistic features of the input.	indirect speech, with the way it is used in a transcript of a native speaker's conversation		0%	0%	0%	0%	0%	0%

9	Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.	information or opinion gap activities, which require learners to communicate with each other and/or the teacher to close the gap (group discussion)	100%	100%	100%	80%	100%	100%
		post-listening and post-reading activities						
		post-listening						
		post-reading						
		creative writing and creative speaking activities, such as writing a story or improvising a drama						
		creative writing						
		creative speaking						
		formal instruction given in the target language						
10	Material should take into account that the positive effects of instruction are usually delayed,	materials to recycle instruction and to provide frequent and ample exposure to the instructed language features in communicative use.	100%	100%	100%	100%	100%	100%
11	Materials should take into account that learners differ in learning style,	visual (pictures and words)	80%	80%	80%	60%	80%	100%
		kinaesthetic (prefer to do something physical, instructions for a game);						
		studial (e.g., Focusing on grammar exercises such as fill-in-the-blanks or correcting sentences);						
		experiential (Participating in group discussions on interesting topics);						
		analytic (identifying all the verbs or nouns)						
12	Materials should take into account that learners differ in effective attitude,	providing choices of different types of text	100%	100%	100%	100%	100%	100%
		providing choices of different types of activities						
		providing optional extras for the more positive and motivated learners						

13	Materials should permit a silent period at the beginning of instruction,	starting the course with a Total Physical Response (TPR) approach in which the learners respond physically to oral instructions from a teacher or CD	33,3%	66,6%	66,6%	66,6%	66,6%	80%
		starting with a listening comprehension approach in which the learners listen to stories in the target language, which are use of sound effects.						
		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	reading a dialog,	20%	20%	0%	40%	20%	40%
		dancing to instructions						
		singing a song						
		doing substitution exercises						
		writing a story						
15	Materials should not rely too much on controlled practice	Free practice	100%	100%	100%	100%	100%	100%
16	Materials should provide opportunities for outcome feedback.	Reflection	100%	100%	100%	100%	100%	100%

Table 4.2.1 The criteria of Tomlinson's Theory analysis in textbook

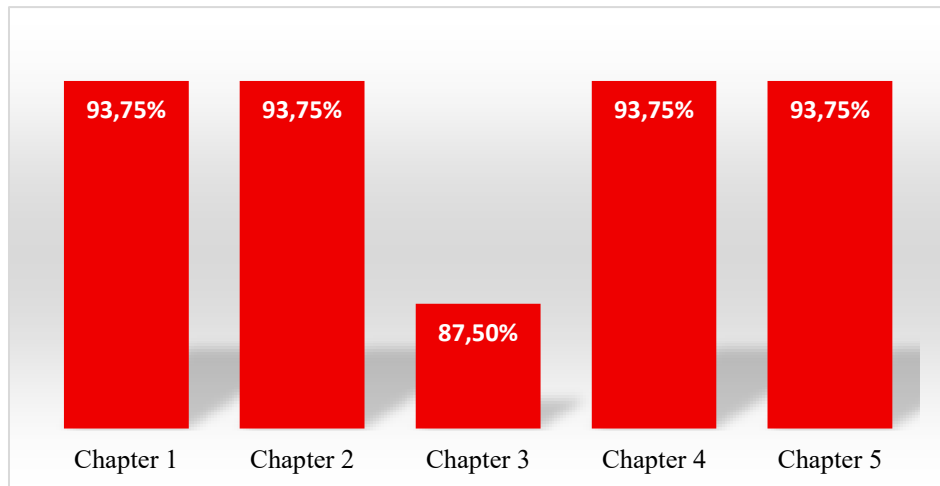


Chart 4.1.2 The percentage of criteria in chapters

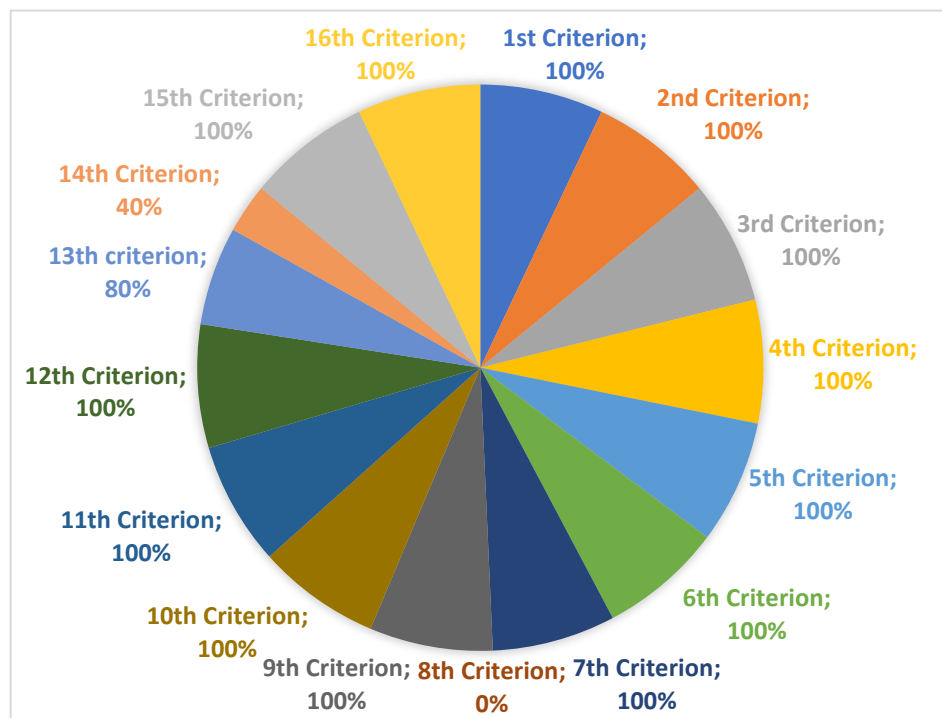


Chart 4.1.2 The percentage of the criterion in the textbook

Based on the analysis results presented, there are 14 criteria from 16 in the English Textbook “English for Nusantara”. In chapter 1, 15 criteria exist (93,75%). In chapter 2, 15 criteria exist (93,75%). In chapter 3, 14 criteria exist (87,5%). In chapter 4, 15 criteria exist (93,75%). In chapter 5, 15 criteria exist (93,75%). Overall, in the textbook, the first criterion is achieved 100%, the second criterion is acquired 100%, the third criterion is gained 100%, the fourth criterion is obtained 100%, the fifth criterion is

reach 100%, the sixth criterion is gotten 100%, the seventh criterion is acquired 100%, the eighth criterion is achieved 0%, the tenth criterion is reach 100%, the eleventh criterion is obtained 100%, the twelfth criterion is existed 100%, the thirteenth criterion is acquired 80%, the fourteenth criterion is 40%, the fifteenth criterion is acquired 100%, the sixteenth criterion is acquired 100%.

Below is a detailed analysis of the 14th criterion by Brian Tomlinson in the “English for Nusantara” textbook for eighth grade of junior high school.

1) Materials should achieve impact

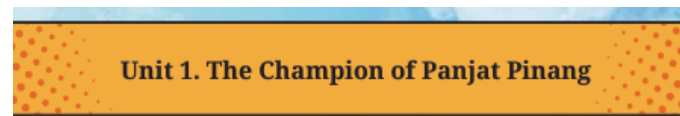
Some aspect to evaluate in this criterion, are:

- Novelty (Topic, Illustration, Activities)

Topic

The data:

(Chapter 1, Page 22)



“Unit 1. The Champion of Panjat Pinang”

Unit 1 titled "The Champion of Panjat Pinang" in the English for Nusantara book presents a significant innovation in the English learning process for students. This novelty lies in the use of local culture as the learning context, namely the traditional game of Panjat Pinang, which is closely associated with Indonesia's Independence Day celebrations. By raising this theme, students not only learn English theoretically but are also invited to recognize and appreciate Indonesian traditions and cultural values. This approach has a great positive *impact* on students. First, they feel more connected to the learning material because the context is close to their daily experiences and environment. This makes the learning process more meaningful and enjoyable. Second, through stories and activities related to Panjat Pinang, students can develop practical English skills, such as using

past tense verbs to tell experiences, as well as practicing listening and speaking skills in relevant situations.

Illustrations

The data:

(Chapter 2, Page 70)

Unit 1. Kindness towards Differences



The illustration "Unit 1. Kindness towards Differences" has a strong novelty because it challenges stereotypes and presents a message of tolerance visually. Instead of showing conflict, the image brings together various characters, humans, a monster, and animals in a peaceful and harmonious scene, as if they were part of one family. This uniqueness lies not only in the cultural fusion seen in the human characters' clothing and the ogre-like figure but also in the symbolism of coexistence depicted by the animals stacked on top of each other, showing that differences don't have to be a barrier. The impact on students is significant: this illustration serves as an effective learning tool to foster empathy and respect for diversity, teaching that kindness can bridge all differences and that judging by appearance should be avoided.

Activities

The data:

(Chapter 3, pages 136-139)



Section 3 - Listening

Unit 1. Look around you

- a. Listen to Audio 3.2. Galang, Andre, and Monita are at the canteen for lunch. Then, Galang shares something important with them.
- b. Draw a line to match the pictures and the instructions.
- c. Cross (X) the instructions that are not right when washing hands.
- d. Listen again to the audio. Practice saying the steps.

“Section 3, Listening

- a. Listen to Audio 3.2. Galang, Andre, and Monita are at the canteen for lunch. Then, Galang shares something important with them.*
- b. Draw a line to match the pictures and the instructions.*
- c. Cross (X) the instructions that are not right when washing hands.*
- d. Listen again to the audio. Practice saying the steps”*

The exercises presented in "Section 3, Listening" have novelty because they combine listening skills with practical physical actions. Unlike typical listening exercises that only require students to answer questions, this one integrates audio comprehension with other activities such as matching pictures, crossing out incorrect instructions, and practicing the steps they've heard. Its main impact on students is that it encourages multisensory learning and active engagement. By blending listening, matching, and practicing, students don't just passively learn vocabulary and grammar but also internalize the information more deeply. This approach makes the learning process more engaging and relevant, helping students not only understand English instructions but also apply them in a real-world context (washing hands correctly), which ultimately improves their retention and confidence in using the language.

- Variety Games

The data:

(Chapter 4, Page 198 & 217)



Section 5 - Fun Time: Cross The River

Unit 1. Did it Rain Last Night?

- Who crossed the river first? Ask a classmate or your teacher a question related to the flashcard picture.
- Follow the instructions.
 - Three students compete in this game.
 - Place three sets of flashcards (around 9) on the floor in a winding manner.
 - Each card represents a stepping stone in a river.
 - Each card represents a picture.
 - To step on each stone, you must ask a 'Yes/No' question with 'Did' or past tense 'to be' correctly.
 E.g. - Did it rain last night? (Flashcard picture shows rainfall)
 - Were there many children in the river? (Flashcard picture shows children playing and swimming in the river)
 - The first one who asks the question correctly steps on the stone.
 - Three cards are in red, meaning you answer the question that your teacher asks based on the picture.
 - The first person to cross the river, wins!



Section 6 - Fun Time

Unit 2. What Happened to the Sea Animals?

Let's Race with the Questions.

- Make Wh- Questions based on words or phrases written on answer cards.
- Follow the instructions.
 - Four or five groups of six students compete in this race.
 - Each player is given a question card and each group is given one set of shuffled answer cards in an envelope.
 - One student takes an answer card from the envelope and reads it aloud.

"Page 198 – Cross the river

Page 217 – Let's Race with the questions"

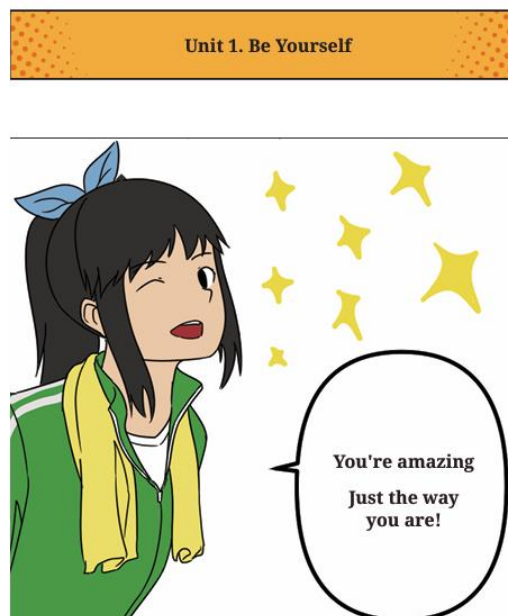
Games like "Cross the River" and "Let's Race with the Questions" are effective variations of teaching methods because they transform a classroom routine into a dynamic activity. They shift the focus from passive learning to active engagement, where students must think quickly and participate both physically and mentally. The impact is significant: the interactive and competitive format naturally boosts student motivation and participation. This also leads to better material retention as students become more involved in the process. Additionally, these games train quick-thinking skills in English and

reduce learning anxiety, creating a more relaxed environment and encouraging students to be more confident in trying.

- Attractive Presentation

The data:

(Chapter 5, page 236)



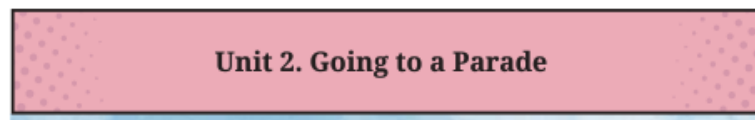
The illustration from "Unit 1. Be Yourself" is effective in learning because it utilizes strong visual elements. Although it doesn't use photographs, the illustration grabs attention with its bright and cheerful colors that make the material feel lively and relevant for students. The use of ample white space around the character and the speech bubble is also crucial; it helps students' eyes rest and instantly directs their focus to the main message. This combination not only makes the design look clean but also facilitates understanding. The impact of these elements on students is an increase in engagement and motivation because the material is visually appealing. The well-organized space ensures the English message, "You're amazing just the way you are!", is conveyed clearly without overwhelming students. Overall, this illustration serves as an effective learning tool that not only captures attention but also facilitates the understanding and absorption of a positive message in an accessible and enjoyable way. The use of white space is also related to

activities, materials, and exercises that are not dense on a single page, and the book "English for Nusantara" has a lot of white space where each page in a chapter is not crowded with activities.

- Appealing content

The data:

(Chapter 1, page 37)



“Unit 2. Going to a Parade”

Based on the title "Unit 2. Going to a Parade", this topic is highly effective in English language learning because it combines several key elements. First, the topic of a parade is an interest to students, as it's relevant to celebrations, entertainment, and personal experiences, which directly boosts their motivation to learn. Second, the topic offers an opportunity to learn something new through rich vocabulary related to celebrations (float, marching band, costume) and cultural understanding. Third, its core theme is universal celebration, community, and togetherness which can be understood by students from various cultural backgrounds. Lastly, the unit includes local references, allowing students to connect the lesson material to their own experiences, such as an Independence Day parade or a local festival. This combination positively impacts students by increasing their engagement, expanding their vocabulary within a real-world context, and building their confidence to communicate in English about things close to their lives.

- Achievable challenge

The data:

(Chapter 1, page 24)

a. Match the games and the pictures. Number one has been done for you.

Sack race	Panjat pinang
Tandem race	Tug of war
Kerupuk race	Marble in spoon race



Worksheet 1.1

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“a. Match the games and the pictures. Number one has been done for you.”

The activity of matching games and pictures is an example of an achievable challenge designed specifically for students. With a clear task and a completed example provided ("Number one has been done for you"), students do not feel overwhelmed. This appropriate level of difficulty significantly reduces anxiety or fear of making mistakes, creating a safer and more positive learning environment. As a result, when students complete the task, they feel a sense of accomplishment, which directly boosts their confidence in using English. This activity also encourages deeper cognitive engagement, as students must actively process and associate words with images. It effectively strengthens vocabulary understanding and helps students master the material more interactively and satisfyingly.

2) The materials should help the learners to feel at ease

Some aspect to evaluate in this criterion, are:

- Texts and illustrations relate to the world of the learner

The data:

(Chapter 1, page 38)

Look at the following pictures.



Picture 1.2. Independence Day's events

1. Which events have you participated in?
2. Tell your friends about your participation in the events.

Based on the image "Picture 1.2: Independence Day's events" and the questions below it, the point that texts and illustrations relate to the world of the learner is very clear. This material is effective because it displays various events that are highly familiar to students in Indonesia, such as the Panjat pinang, Kerupuk race, and Flag hoisting ceremony. By presenting visuals of these activities along with their names in English (Tug of war, Sack race, etc.), the textbook successfully connects foreign language learning with students' real-world experiences. As a result, students become more motivated as they can activate their prior knowledge and feel the relevance of the material. The supporting questions also encourage them to share personal experiences in English, which not only helps them master vocabulary but also boosts their confidence and speaking skills.

- Examples & Personal Practice/group

The data:

(Chapter 3, page 141)

b. Practice the example below.

Table 3.3 The example of a presentation

Structures	Expressions
Opening the presentation	Good afternoon. My name is Alifandra. I'm from 8A.
Telling the goal	I'm going to show you how to wash our hands without wasting water.
Showing the steps	First, turn on the faucet and wash our hands with running water. Next, turn off the faucet. Apply hand soap. After that, rub our hands together starting from the backs of hands, between the fingers, and under the nails for 20 seconds. Turn on the faucet and wash our hands with clean water Then, turn off the faucet Last, dry our hands with a towel.
Closing the presentation	Thank you for your attention.

This table provides a clear example of how to structure a presentation. It breaks the process down into four logical parts: opening, stating the goal, showing the steps, and closing. This structured format serves as a guide for students. The content is also relatable, using a familiar topic like handwashing, which makes the example easy to understand. This example is followed by an instruction to practice it, either individually or in a group. This active engagement is a crucial step in the learning process. Students are not just passively reading; they are actively rehearsing and internalizing the language.

This approach has a significant impact on student comfort in several ways: 1) Reduces Anxiety: The clear example acts as a template, eliminating the stress of starting a presentation from scratch. Students know exactly what to say and how to structure their speech, which builds confidence and reduces the fear of making a mistake. 2) Boosts Confidence Through Repetition: By practicing the presentation, students become more familiar with the vocabulary and expressions. Repetition makes the language feel more natural and fluid, which in turn makes them feel more comfortable speaking in front of others. 3) Creates a Safe Learning Environment: Practicing in a group or with a partner allows students to rehearse in a low-stakes environment, which minimizes performance pressure and fosters a supportive atmosphere. 4) Makes the Task Achievable: The

combination of a clear example and practice makes the seemingly daunting task of giving a presentation feel manageable and achievable. This sense of accomplishment contributes to a positive learning experience, making students more willing to participate in future speaking activities.

3) Materials should help learners to develop confidence

Some aspect to evaluate in this criterion, are:

- Tasks which are stimulating
- **The data:**

(Chapter 4, page 215)

- a. Look at Picture 4.12 and answer the questions. Discuss the answer with your classmates.
1. Why did the swimmer in the first picture look angry?
 2. What do you think is on the man's head in the second picture? Why is it on his head?



The task in the image, which asks students to observe and discuss questions about an anti-littering campaign, is an example of a stimulating task. Instead of merely asking for factual answers, this task encourages students to analyze and interpret the meaning behind the pictures. Questions such as "Why did the swimmer in the first picture look angry?" or "What do you think is on the man's head?" do not have a single correct answer. This effectively trains students' critical thinking skills to make inferences and argue based on what they see.

The impact of this approach on student confidence is highly positive. Without a single, absolute correct answer, students become

braver in expressing their own opinions, which directly builds independence in their thinking. The resulting group discussion also creates a safe and supportive environment, where students learn that every interpretation has value. They become more confident in speaking English, as their fear of making mistakes is reduced, and they feel that their voices are valued.

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

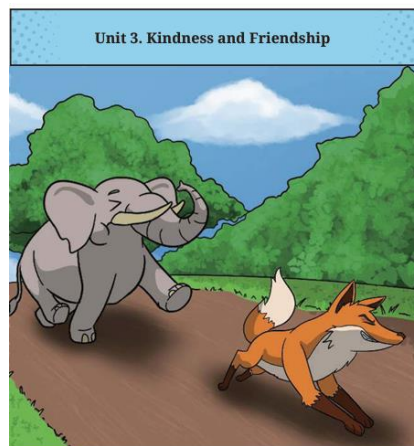
The aspect to evaluate in this criterion is:

- The material should relate to the teaching points, interesting and challenging tasks, and facilitate the achievement of outcomes desired by the learners.

The data:

(Chapter 2, page 103, 114)

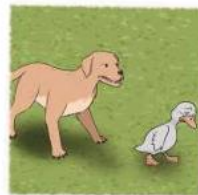
- a. Work with a classmate. What can you tell about the characters' traits or behavior and feelings in the following pictures? Use past tense forms of 'to be' or 'feel'/'become' with an Adjective.



The two grown-up chickens were _____.
The Ugly Duckling felt _____.



The cow _____.
The Ugly Duckling _____.



The Ugly Duckling _____.
The dog _____.



The Ugly Duckling _____.

“Unit 3. Kindness and Friendship

Materials: Describing Characters' Traits and Behavior in a Story

Tasks: a. Work with a classmate. What can you tell about the characters' traits or behavior and feelings in the following pictures?

Use past tense forms of 'to be' or 'feel' / 'become' with an Adjective.”

Based on the description of Unit 3: Kindness and Friendship, the materials and tasks are well-integrated to ensure effective learning. The material on "Describing Characters' Traits and Behavior" is directly relevant to the unit's theme, making the lesson more meaningful and purposeful. The tasks themselves are both interesting and challenging, as they require students not just to identify but also to analyze character traits and use specific past tense forms of verbs in a practical context. This interconnectedness facilitates the achievement of desired learning outcomes, namely the mastery of functional grammar, improved critical thinking skills, and the development of effective communication skills in English. As a result, students don't just learn theory but can apply it in a functional and valuable context.

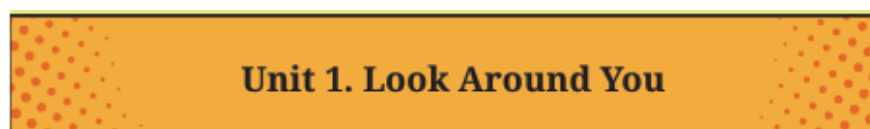
5) Materials should require and facilitate learner self-investment.

Some aspect to evaluate in this criterion, are:

- providing learners with choices of focus and activity, by giving topic control, and by engaging them in learner-centred discovery activities.

The data:

(Chapter 3, page 130)



“Unit 1. Look Around You”

Based on the title "Unit 1. Look Around You", this unit takes a student-centred approach to learning. Instead of forcing predetermined topics, it gives topic control to students by encouraging them to choose what they want to observe and describe from their surroundings. This process directly involves them in learner-centred discovery activities,

where students actively identify objects and try to describe them in English. This makes the learning more relevant and personal, which in turn increases motivation, active participation, and material retention because the knowledge they gain is a result of their own exploration and experience.

- Mini project

The data:

(Chapter 3, page 176)

Post your poster on your social media account, school information board, or the status feature on your online messenger.



Picture 3.7. Posting poster on social media, text messenger status, wall magazine

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“Post your poster on your social media account, school information board, or the status feature on your online messenger.”

The instruction to create and share a poster on social media or a school board is an excellent example of a mini project. This task goes beyond a simple worksheet, requiring students to use their language skills in a creative and practical way. It promotes learner self-investment because students are personally involved in their work. Since the posters will be seen by others, there is a strong incentive to produce high-quality work. This process makes learning more meaningful and helps students see English not just as an academic subject, but as a tool for self-expression and real-world

communication. Ultimately, this boosts their motivation and confidence.

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

The aspect to evaluate in this criterion is:

- Grammar Information

The data:

(Chapter 5, page 244)



Learning to express opinions

Expressing opinions is important in a discussion. It is a skill that we can use to argue our position on issues, such as whether or not to wear makeup, or just to express simple likes and dislikes about ideas such as hobbies, favorite food, and games.

There are many useful phrases to express opinions. Some of the most common expressions are:

Table 5.1 Expressing opinions

No.	Expressing opinions with 'I'	Other expressions
1.	I think (that)	In my view...
2.	Personally, I think (that)	In my opinion...
3.	I believe (that)	According to me...
4.	I am sure (that)....	From my point of view...

This “Language focus” gives information about expressing opinions so order students are ready to learn the material. This point is crucial. Grammar material will only be effective if students have a sufficient foundation to understand it.

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

Some aspect to evaluate in this criterion, are:

- The input should vary in style (casual text message conversation between friends)

The data:

(Chapter 5, page 255)



The conversation in this comic is an excellent example of how learning materials should present language in authentic use. The dialogue is not rigid or artificial; instead, phrases like "It's a good story, isn't it?", "You're right," and "Thanks, Galang" are common and natural in everyday conversation. This shows learners how people communicate in real-life situations, rather than just memorizing grammar rules. Furthermore, the conversation has a clear emotional and social context, where the students share personal feelings and experiences about failure and self-discovery. This demonstrates that language is used to express emotions, provide support, and build social connections. Additionally, the comic integrates non-verbal language such as facial expressions and body language that work together with the text to convey meaning. In authentic communication, non-verbal cues are highly important, which trains learners to understand the broader context. Overall, this comic is authentic material because it presents language in a natural, functional, and relatable context for students, helping them to see language as a living and dynamic tool.

- mode (conversations, videos, audio recordings, articles)

Videos

The data:

(Chapter 4, page 208)

- d. Circle one of the pictures that shows what happened to the turtle in the YouTube video.

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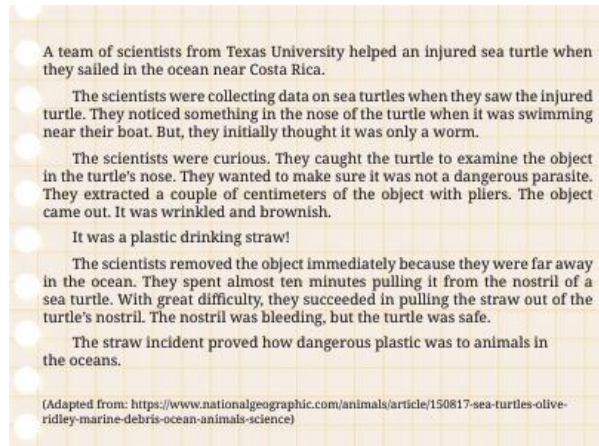
“d. Circle one of the pictures that shows what happened to the turtle in the YouTube video.”

The task "circle one of the pictures that shows what happened to the turtle in the YouTube video" is highly relevant to the principle that learning materials should present language in authentic use. This task uses a YouTube video, which is an authentic source because its content is widely consumed in real life, not made specifically for teaching. It trains students to process information multimodally, combining what they hear from the narration with what they see in the pictures, an essential skill in everyday communication. By connecting their language comprehension with a non-verbal action (choosing a picture), the task demonstrates how language is used functionally to navigate the real world. Therefore, this task doesn't just test comprehension; it also makes language learning more relevant, dynamic, and engaging.

- Medium (sources of text)

The data:

(Chapter 4, page 210)

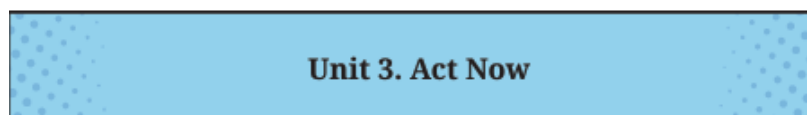


Based on the provided image, the text adapted from National Geographic is a perfect example of how learning materials should present language in authentic use. This text source is authentic because it comes from a credible, real-world media outlet intended for a general audience, not created specifically for language students. Therefore, the language used in this text is natural, functional, and has a clear communicative purpose: to inform the reader about the dangers of plastic pollution to marine animals. The use of a narrative and factual style often found in scientific journalism gives students a realistic exposure to this kind of writing. This not only teaches them new vocabulary but also shows them how language is organized coherently to convey an important message. By using material from a well-known and interesting source, students are motivated because they can see the relevance and usefulness of the language skills they are learning in the real world.

- Purpose

The data:

(Chapter 3, page 162)



“Unit 3. Act Now”

The topic "Unit 3: Act Now" is highly relevant because it focuses on concrete actions for environmental issues. This topic has a dual function: to inform, by allowing students to convey facts about environmental problems, and to persuade, by encouraging them to use persuasive language to motivate behavioural change. Its connection to the principle that "materials should present language in authentic use" is very strong. With this topic, students don't just learn language theoretically, but use it for real purposes such as creating campaigns or presentations, which reflects how language functions in the real world. This makes learning more meaningful and effective, as students see language as a tool to create a positive impact.

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

Some aspect to evaluate in this criterion, are:

- information or opinion gap activities, which require learners to communicate with each other and/or the teacher to close the gap (group discussion)

The data:

(Chapter 1, page 72)

- b. Work with a classmate and predict the sequence of the story. Give a number on each picture based on your prediction. Number one has been done for you.

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“b. Work with a classmate and predict the sequence of the story. Give a number to each picture based on your prediction. Number one has been done for you.”

The task "Work with a classmate and predict the sequence of the story" is a perfect example of an "information or opinion gap" activity. This task effectively forces students to communicate to fill either an information or opinion gap. Each student may have a different idea

about the story's sequence, so they must discuss, share their reasoning, and negotiate to reach a consensus. This activity mimics authentic communication where people must collaborate, argue, and agree to solve a problem. As such, the task is not merely a mechanical exercise but also encourages the functional and relevant use of language.

- post-listening and post-reading activities

The data:

(Chapter 1, page 73)

d. Listen again to Audio 2.2 and read the story. Circle the correct underlined verbs Worksheet 2.1. See the **Word Box**.

“Listen again to Audio 2.2 and read the story. Circle the correct underlined verbs Worksheet 2.1.”

The task "Listen again to Audio 2.2 and read the story. Circle the correct underlined verbs" is a highly effective post-listening activity. This activity directly supports the principle that materials should provide learners with opportunities to use the target language to achieve communicative purposes. Here, the communicative purpose is to understand the narrative in detail and identify the key information being conveyed. By combining listening and reading skills to choose the correct verbs, students use language functionally—as a tool to solve a problem and achieve accurate comprehension. This is different from a rigid and mechanical grammar exercise, as students learn to use language in a meaningful and purposeful context, which reflects how we use language in the real world.

- creative writing and creative speaking activities, such as writing a story or improvising a drama

The data:

(Chapter 2, page 121)

c. Write your group's story.

“Write your group’s story”

The task "Write your group's story" is an excellent example of creative writing that serves a communicative purpose. This task directly supports the principle that learning materials should provide students with opportunities to use the target language to achieve communicative purposes. Instead of just focusing on grammar rules, this task encourages students to use language functionally to tell a story. This involves collaboration and negotiation among group members to construct a narrative, thereby mimicking authentic language use where people interact to achieve a common outcome. Thus, writing this story becomes a meaningful and effective tool for practicing language skills, as students are motivated to use the language correctly so that their story can be understood and enjoyed.

- formal instruction given in the target language

The data:

(Chapter 2, Unit 2, page 108)

b. Read a story of an elephant and his friends. See the Word Box.

“Read a story of an elephant and his friends.”

The instruction "Read a story of an elephant and his friends" is an example of a formal instruction given in the target language. By providing the instruction directly in English, the material forces students to be exposed to and become accustomed to the language from the very beginning. This is a functional and authentic use of language, as its purpose is to direct the student's actions. This helps students develop the ability to understand the language in a real context without needing a translation, which is a crucial step in internalizing the language more deeply. Thus, even a simple instruction can be part of a meaningful language exposure.

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

Some aspect to evaluate in this criterion are:

- materials to recycle instruction and to provide frequent and ample exposure to the instructed language features in communicative use.

The data:

(Chapter 5, page 253)

Unit 2. I know I Can Do It

“Unit 2. I know I Can Do It.”

The topic "Unit 2: I Know I Can Do It" is highly effective because its focus on motivation and personal success encourages functional learning. The materials in this unit are designed to continuously recycle previously taught language features, such as the past tense and modal verbs, within a meaningful context. This provides frequent and ample exposure for students to master these features. With this topic, students don't just memorize grammar; they actively use it to achieve real communicative purposes like telling a success story, encouraging a friend, or describing feelings. This turns language into a practical tool that students can use to interact in the real world.

- 10) Materials should take into account that learners differ in learning style

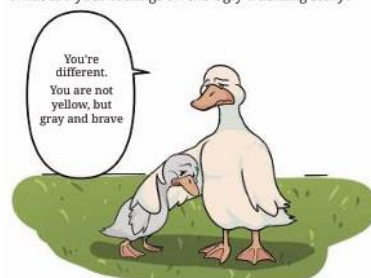
Some aspect to evaluate in this criterion, are:

- visual (pictures and words)

The data:

(Chapter 2, page 87)

b. What are your feelings on the Ugly Duckling story?



Picture 2.5 Part of The Ugly Duckling story

The task that includes the picture and the question "What are your feelings on the Ugly Duckling story?" effectively accommodates different student learning styles. For visual learners, the strong illustration and dialogue bubble serve as an engaging entry point to understand the story's themes of difference and acceptance. Meanwhile, auditory learners can actively participate in a class discussion prompted by the question, allowing them to process information verbally. Finally, the task is also relevant for kinesthetic learners as it encourages an emotional and personal response that can be expressed through activities like writing or role-playing. By providing multiple ways to engage with the material, the task shows an understanding that every student has a unique way of processing information.

- kinaesthetic (prefer to do something physical, instructions for a game);

The data:

Chapter 5, page 245



Instruction:

- Divide the class into two teams.
- Choose a student from one team to come to the front of the class and to mime an action shown on a card.
- Guess the miming action from one of your teammates.

“Section 5 - Fun Time: What am I Doing?”

Instruction:

- *Divide the class into two teams.*
- *Choose a student from one team to come to the front of the class and to mime an action shown on a card.*
- *Guess the miming action from one of your teammates.*

For the students who mime:

- *Take one card*
- *Think of what you are going to mime*

- *In two minutes, mime what is shown on the card*
- *The members of his/her team guess the answer, for example 'You are shaving your beard'.*
- *If the team member is correct, they score a point for their team. If not, the student continues with the mime.*
- *When an action is correctly guessed, a student comes up from the other team, and so on. “*

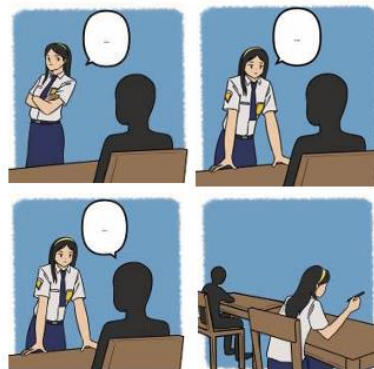
The game "What am I Doing?" is a good example of a kinesthetic activity because it focuses on physical movement to communicate ideas. Instead of using words or visuals, participants must move and act. The brief and clear instructions of the game allow kinesthetic learners to jump straight into the action without too much theory. Since they learn by doing, activities like miming actions (such as "shaving a beard") make the learning process fun and effective for them, which they might find boring with methods that only rely on listening or reading. Thus, materials that consider different learning styles, like the instructions for this game, are able to accommodate the unique needs of kinesthetic learners and make the learning experience more inclusive and effective.

- Studial (e.g., Focusing on grammar exercises such as fill-in-the-blanks or correcting sentences)

The data:

(Chapter 5, page 243)

d. Fill in the bubbles in the comic with the words from the story.



Worksheet 5.4

“d. Fill in the bubbles in the comic with the words from the story.”

The activity "Fill in the bubbles in the comic with the words from the story" is an example of a studial exercise. It relates to this learning style because it requires a focus on grammar and sentence structure, similar to fill-in-the-blanks or sentence-correction exercises. This activity accommodates studial learners who learn effectively through the analysis and manipulation of text. They prefer structured tasks, such as filling in blanks or correcting errors, because they allow them to apply the grammatical rules they have learned. By incorporating this studial task into a visual format like a comic, the material becomes more engaging and helps studial learners understand the connection between words and the narrative context. Therefore, materials designed with various learning styles in mind, including the studial style, are more effective in reaching and engaging different types of learners.

- analytic (identifying all the verbs or nouns)

The data:

(Chapter 1, page 32)

Now read the dialogue in sections 2 and 3. Identify the regular verbs and irregular verbs. Then write the words on Worksheet 1.5.

Regular	Irregular

Worksheet 1.5

“Now read the dialogue in sections 2 and 3. Identify the regular verbs and irregular verbs. Then write the words on Worksheet 1.5.”

The task "Identify the regular verbs and irregular verbs" is an example of an analytical exercise because it requires learners to identify and categorize verbs based on grammatical rules. The task allows analytical learners to use their ability to dissect and group linguistic data, which makes the learning process more structured and

logical for them. Therefore, materials that include this type of analytical task will be more effective in engaging learners who rely on systematic thinking to understand and internalize new concepts.

11) Materials should take into account that learners differ in their effective attitude

Some aspect to evaluate in this criterion, are:

- providing choices of different types of text

The data:

(Chapter 1, Page 19)



Personal Experience in the past

Text types: Recount text

(Chapter 2, page 67)



Imaginative story

Text types: Recount text

(Chapter 3, page 127)



Ask and give opinions about familiar topics around school

Text types: Narrative text

(Chapter 4, page 179)



Past incidents or events

Text types: Recount text

(Chapter 5, page 233)



The main event of a story

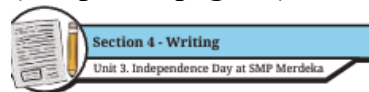
Text types: Narrative text

Every chapter in the textbook has different text types and each of them connected.

- providing choices of different types of activities

The data:

(Chapter 1, page 60)



We need to follow the text structure to write a good text. The following worksheets are made based on the structure of the recount text. They can guide you in learning how to write a good recount.

- Study the following picture and answer the questions to help you to write the orientation of the text.
- Write a suitable orientation based on your answer in part a.
- Rearrange the pictures of a sack race by giving numbers 1 to 5.
- Write the sentences based on the correct sequence of a sack race. Number one has been done for you.

“Section 4 - Writing

- Study the following picture and answer the questions to help you to write the orientation of the text.*
- Write a suitable orientation based on your answer in part a*
- Rearrange the pictures of a sack race by giving numbers 1 to 5*
- Write the sentences based on the correct sequence of a sack race. Number one has been done for you. “*

This task focuses on developing students' writing and sequencing skills through a series of connected activities related to a sack race. The prompt, written in Indonesian, requests an explanation of the pedagogical points behind offering choices of different activities and how these choices relate to learners' affective attitudes. The core principle behind this task design is differentiated instruction, which tailors' instruction to meet the needs of different learners. Providing choices of activities, even within a single topic like a sack race, directly addresses the fact that learners differ in their affective attitudes, their emotions, interests, and motivation towards learning.

- Part A: Students analyze a picture to gather information, which builds observation and comprehension skills. This serves as a scaffold for the writing task.
- Part B: Students write the orientation of a text, which is the opening part of a story that introduces the characters, setting, and time. This practice is foundational narrative writing.

- Part C: Students use critical thinking to sequence a series of pictures, which is a pre-writing activity that helps them logically structure a narrative.
 - Part D: Students write a narrative based on the correct sequence, reinforcing both their sequencing and writing skills.
- providing optional extras for the more positive and motivated learners

The data:

(Chapter 1, page 64)



Let's have fun. Here are the rules of the game.

- Work in a group of four.
- Each member prepares 10 names of famous tourist sites around Indonesia. start with the nearest ones in your area.
- Do the 'Guessing Game' in the group by asking '10 Yes or No Questions'. The examples are 'Is it in Bandung?', 'Is it the name of a mountain?', or 'Can we swim there?'.
- One person holds his chosen famous tourist site.
- The other three people ask questions and guess. The winner is the one who can guess correctly and fast.
- When one question has been guessed then there is a change of role. A new person asks the question.

Educational games can be a very effective "optional extra." Games offer an interactive and enjoyable experience, which directly increases the motivation and engagement of students who already have a positive attitude towards learning. Compared to conventional assignments, games can help them master the same concepts differently and more engagingly.

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

Some aspect to evaluate in this criterion, are:

- starting with a listening comprehension approach in which the learners listen to stories in the target language, which use sound effects.

The data:

(Chapter 5, page 242)

- b. Listen to a story in Audio 5.2.

“b. Listen to a story in Audio 5.2.”

The task "Listen to a story in Audio 5.2" uses a listening comprehension approach, which is highly effective because it mimics the natural way humans learn a language by listening first before speaking. The use of sound effects within the audio story plays a crucial role. Sound effects act as a non-verbal narrative aid that helps students understand the context of the story without needing to grasp every single word. For example, the sound of a creaking door or a dog barking provides direct clues about what is happening. In this way, the task reduces student anxiety. They don't feel pressured to understand every verbal detail; instead, they can rely on the audio cues to follow the story's plot. This makes the learning process more relaxed and enjoyable, thereby increasing their motivation. In short, this task not only trains listening skills but also teaches students to use contextual clues, making the learning experience deeper and more effective.

- permitting the learners to respond to target language questions by using their first language or through drawings and gestures.

The data:

(Chapter 5. page 243)

- c. Answer these questions. You may use Indonesian.
 1. How many people were there in the story? Were they friends?
 2. Where did the story take place?
 3. Can you guess the gender and age of 'T' character in the story?
 4. Who asked the question "Have you heard of makeup?" in the story?
 5. Why did she say that "You'd look prettier with makeup on"?
 6. Why did 'T' not say anything to her?
 7. What does the word 'intently' in "She looked at me intently" mean?
 8. Have you experienced looking at something intently?

“c. Answer these questions. You may use Indonesian. “

The task, "Answer these questions. You may use Indonesian," reflects an effective teaching strategy by allowing students to use their native language. This approach directly addresses one of the biggest hurdles in language learning: anxiety. By permitting students to answer in Indonesian, the teacher creates a safe space where they can focus on

comprehending the story, without having to worry about grammar or vocabulary mistakes in the target language. This is crucial for lowering a student's "affective filter." Instead of feeling pressured to produce perfect sentences in English, they can simply show that they truly understood the content of the story, which is the main goal of the listening task. Therefore, this task serves as a strong bridge. It builds student confidence by valuing their comprehension first, before demanding that they produce language. This is a critical step in the long-term process of language acquisition.

13) Materials should not rely too much on controlled practice

The aspect to evaluate in this criterion is:

- Free Practice

The data:

(Chapter 4, page 198)



- a. Who crossed the river first? Ask a classmate or your teacher a question related to the flashcard picture.
- b. Follow the instructions.
 1. Three students compete in this game.
 2. Place three sets of flashcards (around 9) on the floor in a winding manner.
 3. Each card represents a stepping stone in a river.
 4. Each card represents a picture.
 5. To step on each stone, you must ask a 'Yes/No' question with 'Did' or past tense 'to be' correctly.
 E.g. - Did it rain last night? (Flashcard picture shows rainfall)
 - Were there many children in the river? (Flashcard picture shows children playing and swimming in the river)
 6. The first one who asks the question correctly steps on the stone.
 7. Three cards are in red, meaning you answer the question that your teacher asks based on the picture.
 8. The first person to cross the river, wins!

Based on the image, the "Cross the River" task is a game designed to practice using questions in the past tense. Its relationship with the point that "Materials should not rely too much on controlled practice" is very clear. Controlled Practice is the type of exercise that gives students very little or no choice in how to respond. Classic examples include fill-in-the-blank exercises or repetition drills where students only change one word in a sentence. This kind of practice is important for building a foundation, but it's not enough to enable students to use the language naturally. Game-Based Activity is the "Cross the River"

game serves as free practice or semi-controlled practice. While the rules limit the question form ("Did" or a past tense verb), students must think independently to create a relevant question for the picture. They aren't just repeating a sentence pattern; they're producing new sentences that fit the context.

14) Materials should provide opportunities for outcome feedback.

The aspect to evaluate in this criterion:

- Reflection

The data:

(chapter 4, page 232)

Reflection
Unit 3. Indonesian Birds

Think about your learning, then fill out the following sheet.

LEARNING REFLECTION

Name: _____ Grade/Chapter: 8/4 Date: _____

What I liked doing most: _____

What I didn't like or found difficult: _____

How I worked:

• on my own	• with commitment	• with difficulty
• with the help of the teacher	• without much commitment	• without difficulty
• with the help of the other student		

NOW I CAN

	😊	😐	😞
talk about past incidents events			
make questions for a short interview about past incidents or events			
identify the main idea and detailed information on a series of past incidents or events			
write a series of past events			

If you ticked 😐 or 😞 you need to revise these parts.

I shared with my family: _____

My Parent's Signature: _____

Based on the image, this "Learning Reflection" form is a perfect example of a material that provides outcome feedback. The form empowers students to evaluate their own achievements. Through the "NOW I CAN" section, students can visually assess how well they have mastered specific skills by ticking an emoji. This gives them immediate and clear feedback on their learning outcomes. Furthermore, the form explicitly directs students who tick the "neutral"

or "sad" emoji to revise difficult sections, transforming the feedback from a mere assessment into a clear action plan for future improvement.

4.2.2 Does the material in the textbook “English for Nusantara” match the criteria of Brian Tomlinson’s Theory?

In this section, the researcher presents the analysis suitability between the textbook “English for Nusantara” and the criteria of Brian Tomlinson's Theory.

Aspects of Evaluation		Fulfilment	
No	Criteria by Thomlinson’s Theory	Yes	No
1	Materials should achieve impact	✓	
2	Materials should help learners feel at ease.	✓	
3	Materials should help learners develop confidence.	✓	
4	What is being taught should be perceived by learners as relevant and useful.	✓	
5	Materials should require and facilitate learners' self-investment.	✓	
6	Learners must be ready to acquire points to be taught	✓	
7	Materials should expose the learners to language in authentic use	✓	
8	The learners' attention should be drawn to the linguistic features of the input		✗
9	Materials should provide the learners with opportunities to use target language to achieve communicative purposes.	✓	
10	Materials should take into account that positive effects of instruction are usually delayed.	✓	
11	Materials should take into account that learners have different learning style.	✓	
12	Materials should take into account that learners differ in affective attitudes.	✓	
13	Materials should permit a silent period at the beginning of instruction.	✓	
14	Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulates both right and left-brain activities.		✗
15	Materials should not rely too much on controlled practice.	✓	
16	Materials should provide an opportunity for outcome feedback	✓	

Table 4.2.2 The fulfilment of criteria of Tomlinson’s theory

From the data, the English textbook entitled “English for Nusantara” for eight grades of Junior High School students based on the Merdeka curriculum matches 14 from 16 criteria of Brian Tomlinson.

The match of the materials in the textbook with Tomlinson's theory:

Total number

The number of criteria : 16

Total of criteria match by the textbook : 14

Percentage:

Total number of criteria fulfilled by the textbook

$$\frac{\text{TOTAL OF CRITERIA FULFILLED BY THE TEXTBOOK}}{\text{TOTAL THE NUMBER OF CRITERIA}} \times 100\%$$

$$\frac{14}{16} \times 100\% = 87,5\% \text{ (good)}$$

So, it indicates that the material of the English textbook "English for Nusantara" for Eighth grade of Junior High School matches with criteria of Brian Tomlinson's Theory, with the percentage "Good".