

# CHAPTER I

## INTRODUCTION

This study aims to analyze the materials in the English textbook entitled “Active English”. This first chapter provides an overview of the background of the study, research questions, research purposes, research significance, conceptual framework, research scope, and previous studies.

### A. Background of the Study

In the educational context, instructional materials play a pivotal role in enhancing the quality of student learning. According to Tomlinson (2011), teaching materials encompass any resources used by educators or learners to support language acquisition. Among these, textbooks stand out as essential tools, offering learners structured access to knowledge and learning experiences. In Indonesia, as noted by Rambe (2020), textbooks often serve as the primary instructional resource in classrooms, underscoring their central role in teaching and learning processes.

Textbooks provide not only structured content but also flexibility, making them invaluable in diverse educational settings. O’Neill (as cited in Rambe, 2020) highlights several advantages of using textbooks: they broadly align with students’ needs, facilitate lesson planning and review, and offer high-quality content at an affordable price. These characteristics align with the principles of material development proposed by Tomlinson (2011), which emphasize the importance of designing adaptable and meaningful resources that meet learners’ developmental and contextual needs.

Moreover, textbooks empower teachers to adapt and customize content to better meet students’ needs. Fidian and Sandy, cited in Syahid et al. (2024), describe textbooks as primary sources of knowledge that directly support the learning process. By critically examining textbook content, educators can refine their instructional strategies and enhance student outcomes (Firmansyah, 2020). In line with Tomlinson (2008, 2011), English Language Teaching (ELT) materials should be developed based on sound principles of language

acquisition, ensuring that each unit is purposeful, relevant, and cohesive. In practice, however, many commercially available textbooks are not grounded in these theoretical foundations, resulting in materials that may not optimally support learners' language development. Tomlinson (2008) further highlights a crucial concern: while language learning materials should ideally align with these principles, market demands often shape commercial textbooks. Publishers prioritize features that appeal to buyers rather than those that maximize pedagogical effectiveness, potentially limiting their value for language acquisition.

Given this challenge, it is essential for teachers to be critical when selecting textbooks for their students. However, conducting a thorough textbook evaluation can be difficult due to time constraints and limited resources. Cunningsworth (1995) notes that teachers' demanding schedules often prevent them from critically analyzing textbooks, leading to the selection of materials that do not fully support learners' needs. This underscores the importance of research-driven evaluations in bridging this gap. By providing in-depth analyses, research can help educators make informed decisions, ensuring that the materials they use align with academic standards and students' developmental needs.

Their impact in real classroom settings must be carefully examined to ensure that textbooks effectively support learning. In EFL contexts, textbooks serve as primary input sources, providing learners with exercises, readings, and visual aids aligned with national educational standards (Richards, 2001). However, their effectiveness depends not only on content quality but also on their ability to engage students and foster meaningful language use in real-world contexts (Cunningsworth, 1995). An effective textbook should motivate learners, support the development of communicative competence, and provide opportunities for authentic language use. Therefore, a structured framework is necessary to assess textbook quality systematically. One such framework is Tomlinson's theory of materials development, which provides essential principles for evaluating teaching materials.

Tomlinson's theory of materials development provides a structured approach to analyzing teaching materials, ensuring they support effective language learning. Tomlinson (2011) emphasizes that the primary goal of material developers is to provide meaningful input grounded in effective language learning processes. This input can take various forms, such as textbooks, narratives, and illustrations, designed to expose learners to authentic and engaging language use. Tomlinson outlines three critical questions for material developers: What content should be presented? How should it be delivered? And, how can it best facilitate language learning?

Applying Tomlinson's principles enables educators and researchers to evaluate whether a textbook meets essential criteria for fostering language acquisition, such as engagement, contextual relevance, and pedagogical coherence. An effective textbook should engage students actively, foster participation and reflection, and facilitate both cognitive and communicative development. These principles emphasize the importance of creating instructional materials that not only align with theoretical frameworks but are also effective in diverse classroom settings.

Building on this foundation, this study aims to analyze the EFL textbook *Active English X* using Tomlinson's principles, focusing on its quality and suitability for learners. The textbook was selected because it aligns with the current curriculum and is used in Indonesian schools, including MAN 1 Lombok Timur. By evaluating this textbook against Tomlinson's principles, the study seeks to provide valuable insights into the textbook evaluation process. These findings aim to guide educators in selecting or adapting instructional materials that meet students' developmental needs and language learning objectives, ensuring that textbooks function as engaging and enriching tools for effective language acquisition.

## **B. Research Questions**

Based on the background above, the researcher formulates research questions as follows:

- 1) To what extent do the materials in Active English X align with Tomlinson's principles of materials development?
- 2) How do the students respond to the materials in the Active English X textbook?

### **C. Research Purposes**

Based on the research questions, the purposes of the study are:

- 1) To assess the alignment of the materials in Active English X with Tomlinson's principles of materials development.
- 2) To explore students' responses to the materials in the Active English X textbook.

### **D. Research Significances**

This study offers significant contributions to both theoretical and practical domains within English Language Teaching (ELT):

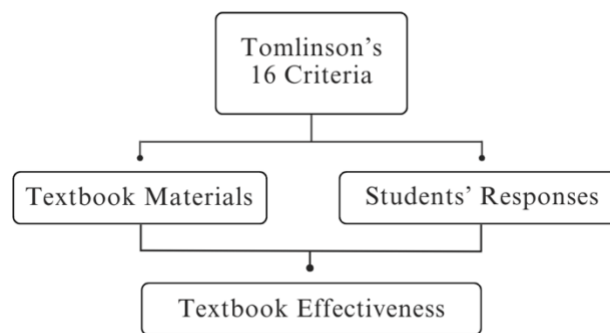
- 1) Theoretical Contributions
  - a. Expands the application of Tomlinson's framework by evaluating its utility in assessing the pedagogical quality of EFL textbooks in the Indonesian context.
  - b. Provides critical insights into how textbook design influences language acquisition, enriching the literature on material evaluation and development.
- 2) Practical Implications
  - a. Equips educators with an analytical perspective to assess and adapt the Active English X textbook, enhancing its alignment with students' learning needs.
  - b. Offers curriculum developers evidence-based recommendations for designing engaging, learner-centered materials.
  - c. Highlights the importance of rigorous textbook evaluation, aiding policymakers in ensuring quality educational resources.

### **E. Research Scope**

This study analyzes the materials in the English textbook *Buku Interaktif Active English* (English for Senior High School Students Grade X) by

Kurniawati, Nurvitasari, and Susiningsih (2022), published by Intan Pariwara. The textbook consists of ten chapters, each following a consistent structure, including Objectives, Lead-in, Activities (Listening and Speaking, Reading and Viewing, Writing, and Presenting), Check It Out!, Tip, Good Manner, Let's Investigate!, Challenge, Reflection, and Assessment. This study focuses on analyzing two chapters—Chapter One and Chapter Six—guided by Tomlinson's (2011) principles of materials development. The analysis examines the textbook's pedagogical quality, alignment with language acquisition principles, and suitability for EFL learners. Additionally, this study incorporates student responses to explore their perceptions of the textbook's effectiveness in supporting their learning, providing supplementary insights into its alignment with Tomlinson's principles of materials development.

#### F. Conceptual Framework



**Figure 1. 1 Conceptual Framework**

This study is based on Brian Tomlinson's (2011) theory of materials development, highlighting the importance of instructional materials that effectively support language learning. According to Tomlinson, effective materials should provide learners with meaningful and engaging opportunities to use the target language. His framework outlines key principles for developing and evaluating teaching materials to ensure they support effective learning.

In this study, Tomlinson's sixteen criteria for materials evaluation serve as the foundation for analyzing the Active English X textbook. These criteria

focus on important aspects of language learning, such as engagement, authenticity, confidence-building, and relevance to learners' needs. By applying these principles, this study aims to assess how well the textbook supports language acquisition and helps students develop their English skills.

Along with analyzing the textbook, the study includes students' responses as an essential evaluation part. While the researcher assesses the textbook based on Tomlinson's criteria, student responses provide direct insights into how the textbook works in practice. A textbook evaluation cannot rely only on the researcher's perspective because students are the ones using the materials in authentic learning situations. Their responses strengthen the evaluation by revealing whether the textbook is engaging, easy to understand, and effective in helping them learn. This combination of textbook analysis and student responses provides a complete understanding of the textbook's strengths and areas for improvement.

The following table outlines Tomlinson's sixteen criteria, which serve as the foundation for this study's textbook evaluation:

**Table 1. 1 Tomlinson's Sixteen Criteria**

No	Criteria	Meaning
1	Materials should achieve an impact.	Capture learners' curiosity and maintain attention.
2	Materials should help learners feel at ease.	Create a comfortable and supportive learning space.
3	Materials should help learners develop confidence.	Foster learners' belief in their abilities.
4	What is being taught should be perceived by learners as relevant and useful.	Provide meaningful content to learners.
5	Materials should require and facilitate learner self-investment.	Encourage active engagement and effort in learning.
6	Learners must be ready to acquire the points being taught.	Align with learners' developmental readiness.
7	Materials should expose the learners to language in authentic use.	Provide language as it is naturally used.
8	The learners' attention should be drawn to the linguistic features of the input.	Highlight important linguistic elements in the input.

9	Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.	Promote meaningful use of the target language.
10	Materials should take into account that the positive effects of instruction are usually delayed.	Recognize that learning is gradual, not an instantaneous process.
11	Materials should take into account that learners differ in learning styles.	Address various learner preferences and approaches to learning.
12	Materials should take into account that learners differ in affective attitudes.	Be sensitive to learners' emotions, motivations, and attitudes.
13	Materials should permit a silent period at the beginning of instruction.	Allow learners to process language input without forced production.
14	Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement which stimulates both right- and left-brain activities.	Stimulate both cognitive and affective engagement.
15	Materials should not rely too much on controlled practice.	Reduce emphasis on repetitive drills and focus on meaningful use.
16	Materials should provide opportunities for outcome feedback.	Focus feedback on outcome effectiveness rather than just accuracy.

By combining Tomlinson's theoretical framework with students' perspectives, this study provides a more balanced evaluation of the Active English X textbook. Since textbooks are designed to help students learn, their effectiveness cannot be judged only through theoretical analysis. Student responses ensure that the evaluation considers both how the textbook is designed and how it works in actual classroom use. The findings from this study contribute to a better understanding of the textbook's effectiveness and offer recommendations for improving instructional materials in EFL classrooms.



## **G. Previous Studies**

In the context of the topic under investigation, several relevant studies from previous research are summarized as follows:

In the first study, “A Content Analysis of Students’ English Textbook Based on Tomlinson’s Theory,” Yuliana & Widiastuty (2024) from IAIN Palangka Raya investigated the book “Bahasa Inggris Kelas XII SMA/MA/SMK/MAK Edisi Revisi 2018.” Using a descriptive qualitative method, the research analyzed two chapters to assess their alignment with Tomlinson’s principles. Results showed that fourteen out of sixteen criteria were met, though some extraneous elements were identified as shortcomings. The authors concluded that while the textbook supported language learning, supplementary materials were recommended for optimal outcomes.

The following study, “An Analysis of the English Textbook Entitled ‘Pathway to English’ for Second Grade Students of Senior High School Based on Tomlinson’s Theory,” was carried out by Sholah & Rohma (2021) from IAI Al-Qolam Malang. This qualitative descriptive study employed library research and content analysis methods. The results revealed that the textbook aligned with all sixteen criteria, confirming its suitability as a teaching resource. The study emphasized the importance of evaluating textbooks before use and encouraged publishers to maintain high standards.

The third study, conducted by Rambe (2020) from Samudra University, was titled “An Analysis of English Textbook for Second-Grade Students at Senior High School Based on Tomlinson’s Principles.” Using qualitative content analysis, the study found that the textbook met eight of sixteen criteria. Although partially aligned with Tomlinson’s framework, the textbook was considered a useful resource for EFL students. Recommendations included improving the material design to address all criteria and better meet learners’ needs.

The fourth study, “Analysis on English Textbook ‘Bahasa Inggris Lintas Minat SMA Kelas X’ Based on Tomlinson’s Theory,” was written by Ahidaturrohman (2021) of the State Institute of Islamic Studies Ponorogo. This



research examined the textbook's alignment with Tomlinson's frameworks for quality teaching materials. Findings showed that nine out of sixteen criteria were met. While the textbook helped learners develop confidence and provided linguistic features, other areas required improvement to meet Tomlinson's standards fully.

Pratiwi (2024) of Raden Intan State Islamic University Lampung conducted the fifth study, titled "English as a Foreign Language Published Material: An Analysis of English Textbook for Ninth Graders. " The research analyzed the textbook "English Way 3" using document analysis. The research showed high conformity with fourteen criteria but moderate alignment with two criteria due to limited diversity in illustrations and optional features. The overall score of 95.89% categorized the textbook as suitable for classroom use, though additional resources were recommended to address gaps.

These studies collectively highlight the importance of evaluating textbooks using established frameworks such as Tomlinson's principles to ensure their effectiveness in language learning. While many textbooks were generally suitable, common recommendations included enhancing learner engagement, fostering self-investment opportunities, and providing supplementary materials. By evaluating Active English X, this present study builds on previous research and offers further insights into how textbooks align with Tomlinson's principles in the Indonesian EFL context. This analysis aims to provide educators with valuable guidance in selecting materials that enhance language learning outcomes.