ENGLISH TEXTBOOK EVALUATION FOR 8th GRADE OF JUNIOR HIGH SCHOOL BASED ON THOMLINSON'S THEORY

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Abstract: This study conducts a comprehensive evaluation of English textbooks designed for 8th-grade students in junior high schools, utilizing Thomlinson's Theory of Differentiation as the theoretical framework. The objective is to assess the alignment of these textbooks with Thomlinson's principles of differentiated instruction, which emphasize tailoring educational materials to cater to the diverse learning needs of students. This study is part of an evaluation study, incorporating qualitative content analysis and quantitative assessment to gauge the textbooks' suitability for enhancing student engagement and learning outcomes. Findings from this evaluation will inform educators and curriculum developers about the extent to which these textbooks effectively address the requirements of 8th-grade English learners, with implications for improving teaching and learning strategies in the junior high school context.
Keywords: English Textbook Evaluation, Thomlinson's theory

Introduction

Textbook is one of the important components of the language program. It is important in providing the groundwork for the content of the lesson, the balance of skills taught, and the types of language practice that students engage in (Richard, 2001; Şahin, 2020). Some experts believe that a textbook provides a framework for both teachers and students to create expectations on the educational goal and recall preceding material (Tomlinson, 2011) and supports the teacher in encouraging classroom activities without dictating them (Garton & Graves, 2014). Furthermore, textbooks are regarded as an effective resource for self-directed learning, an effective source of information for materials presentation (spoken and written), a source of ideas and activities for class discussions, a reference source for students, a syllabus reflecting pre-determined learning objectives, and assistance for less experienced teachers who have yet to gain confidence (Cunningsworth, 1995). These theories demonstrate that textbooks serve an unquestionably important purpose. As a result, using qualified and relevant textbooks is highly essential to assisting learning and providing students with a meaningful learning experience.

Given the importance of an ELT textbook, it is important to ensure that the correct components of the learning material are included in the textbook to avoid induced mistake, which is a sort of misunderstanding about the learning context (Brown, 2007). Additionally, textbook review is essential for language teachers to guarantee that the textbook used to deliver current curricular requirements fulfills the students' language input needs, social-cultural background, linguistic needs and interests, learning facilities, and learning source (Lestari & Martiarini, 2021). Another goal is to identify specific strengths and weaknesses in current textbooks in order to optimize their strong aspects while improving

their poor portions by adaptation or substitution of content from other books (Moazam & Jodai, 2014).

Azizifar and Baghelani (2014) suggested three main elements to consider while evaluating textbooks: the necessity to adapt new textbooks; participants in education programs will find unique strengths and weaknesses in textbooks by examining textbooks; the results of analyzing textbooks may be incredibly helpful for education development and professional advancement. As a result, textbook evaluation contributes to teachers' professional development by enabling them to be aware of the key features of materials and to conduct academic evaluations of textbooks.

As previously described, in assuring the usefulness of a textbook, there are several methods to conduct an evaluation analysis. The first evaluation method is the impressionistic method. It is used to get a subjective evaluation of the textbook. According to Cunningsworth (1995), the impressionistic review comprises looking at the blurb, table of contents, layout, physical format, and audio-visuals. This evaluation seems to be inadequate if it is administered solely. The next method of evaluation is the checklist method. A textbook evaluation checklist is an instrument that is used by practitioners to get a refined evaluation of the several generalizable aspects of the textbook (Mukundan, 2012). Through the evaluation checklist, the process of evaluation analysis would become more systematic (Tomlinson, 2011). The most prevalently used checklists are Ur (1999), Nimehchisalem, Mukundan, & Rafik-Galea (2011), Littlejohn (1998) and Tomlinson (2011).

Furthermore, the need for textbook evaluation in EFL contexts prompted several researchers to perform in-depth studies on the subject. Tyas and Safitri (2019) conducted research on an English textbook titled Bahasa Inggris Bahasa Inggris SMA/MA SMK/MAK Kelas X. The findings demonstrated that this textbook was well-designed and fostered students' independence in learning and using the language. Rahim, Mohammadi, and Hashemi (2021) also conducted research to investigate a critical evaluation of the Twelfth Grade English language textbook for Afghan high schools. The results demonstrate that the course objectives did not closely match to the objectives of the teaching program and the demands of the learners in the textbook 21st Century Skills. According to the study, the textbook should be changed to focus more on topic information relating to the required abilities and to make it more user-friendly. Karsudianto (2019) investigated the English textbook "When English Rings The Bell." The findings indicated that the course-book was well received by the teachers, with some suggestions for improvement.

These previous research were critical in directing the current study, which addressed a similar problem on textbook assessment but with various considerations, most notably the degree of textbook used in classroom instruction and the textbook criteria. Specifically, this study was aimed to evaluate the English textbooks entitled "Headline English 2" for eighth grade student junior high school, based on the content and contexts criteria of a good textbook as proposed byTomlinson (2011).

The identity of the book can be explained in the following table

Book Title	Author	Descriptions	Contents
Headline English 2	M. Badrus Sholeh	Student book Local textbook (2018) 8 bab, 276 hlm	Chapter I "Pay attention, please" Chapter II "What is youropinion?" Chapter III "You must go to school" Chapter IV "Stand up, please" Chapter V "It's a greeting card"Chapter VI "She is reading a book." Chapter VII "My holiday inBali" Chapter VIII "Its' a short message"

Research Methodology

This study is part of an evaluation study. According to Babbie (2013), evaluation research refers to a research goal rather than a specific method. The field of evaluation research has become an increasingly popular and active research specially as reflected in textbook,course, and project. This study is considered evaluation research because the researcher attempted to evaluate "Headline English 2" using good textbook criteria based on Tomlinson's theory.

The data for this study is made up of all of the English learning content available in the textbook. The information is presented in the form of texts, conversations, tasks, activities, tables, and so on. The textbook that was analyzed contain different chapters. It consists of 8 chapters in 276 pages. It is an English textbook designed for eight grades junior high school. This book is also intended to aid in the K-13 teaching and learning process. Based on the preface of the book, this book provide vast opportunities for students to practice, improvise, and personalize topics as they earn them, boosting the students' confidence as they speak and write inEnglish.

In this study, a technique to collecting data is document analysis. Document analysis is based on the checklist. The data for this study were gathered through several steps of observation: first, the researcher thoroughly observed the learning materials, activities, tasks, and dialogues from the textbook; second, the researcher created a checklist from the content based on Tomlinson's theory. Finally, the researchers collected the instrument table's data and results.

To evaluate the textbook, the researcher utilized Tomlinson's (2011) textbook criteria. It is critical to concentrate on the compatibility of those requirements.

Here is the table formulationthat will be used to examine the textbook:

No	Textbook Criteria by Thomlinson's Theory
1	Materials should achieve impact (through novelty, variety, surprise, bizarreness, attractive presentation and appealing content).
2	Materials should help learners to feel at ease
3	Materials should help the learners to develop confidence
4	What is being taught should be perceived by 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 both in terms of linguistic, developmental readiness and of psychological readiness too
7	Materials should expose the learners to language in authentic use
8	The learners' attention should be drawn to linguistic features of the input
9	Materials should provide the learners with opportunities to use the target language to achieve communicative purposes
10	Materials should take into account that the positive effects of instruction are usually delayed
11	Materials should take into account that learners differ in learning styles
12	Materials should take into account that learners differ in affective attitudes
13	Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and leftbrain activities
14	Materials should provide opportunities for outcome feedback

Findings and Discussion

"Headline English 2" textbook for the eighth grade for Junior High School level which has been a core derived from the principle of 2013 curriculum has 8 chapters fulfilled Core Competence and Base Competence used for the eighth grade students. So, most of conformitycan support the achievement of KI and KD predetermined. Materials presented fairly broad and deep well of concepts, definitions and examples because the description of the material in this textbook is quite describe to explore the depths of the materials contained in the books of each chapter and reasonably so help building student understanding of the materials presented.

There are 8 chapters presented in this textbook. The each chapters are Pay attention, please, What is your opinion?, You just go to school, Stand up, please, It's a greeting card, She is reading a book, My holiday in Bali, It's a short message. Chapter 1 to chapter 4 will be learnt in the first semester and the rest of it will be taught in the next semester.

On each chapter, the textbook provides some features that more varieties than other book. The features are let's start, work alone, work in pairs, work in groups, important notes, grammar in focus, competence test, homework, school project, remedial test, enrichment test, time for fun, time for review, reflection, and vocabulary list. Let's start contains with starting activities allowing students to observe the material discussed in the sub-unit. For work alone, this part contains activities which should be done by students individually, while work in pairs contain activities which should be done by students in pairs and work in groups contain activities that can help students to build teamwork in their learning process and should be done in groups. Important notes provide some expressions which are used in daily conversation. Grammar in focus provides students with explanation about grammar with activities which help students to have a better understanding of the grammar material. Competence test, homework, remedial test, enrichment test and time for review provides some tasks which encourage students to learn more about the materials that have been taught. In school project provides students with some individual and group projects which can encourage them to apply their skills in real-life situation and experiences. For time for fun, it provides games or songs which can help students learn the materials in a fun way. While reflection provides all materials, which are discussed in the chapter. This feature can help students to determine their own weakness and strength in the learning process. The last feature, vocabulary list provides the dictionary-meaning of some words which are mentioned in the chapter.

The Meet of the Criteria of a Good Textbooks: Brian Tomlinson's Perspective

The researcher adopted a textbook checklist based on 14 criterions stated in Brian Tomlinson's book. The researcher chose these criterions to know the strengths and weaknesses of the textbook. The 14 criterions also believed in covering the criteria of a good textbook

1. Criteria 1 (Materials should achieve impact)

To meet the first requirement, the materials should have an engaging presentation and content in order to reach the intended audience of learners. The resources should therefore have a

clear influence on learners' interest, interest, and attention. According to Tomlinson (2011), materials can have an influence through the following mechanisms:

a. novelty (for example extraordinary topics, illustrations and activities)

b. Varieties (take some materials with different activities and different types of sources)

c. Appealing presentation (for example, use of appealing colors and photos). It piques the learners' interest in the content)

d. Appealing content (for example, the material should include local allusions and a topic of interest to the target learners).

The materials in the textbook are presented in an interesting manner. There were several photographs and fascinating themes that attracted the students' interest. The writer organized the contents with varied exercises, used engaging topics, and included photos to stimulate the learners' interest in the material. The textbook has a comprehensive motivating at the beginning of each chapter is offered in the form of an image, as well as motivational as well as an attempt to prepare students' minds for the topic is going to study. For example, at the beginning of chapter 1 presented images of the teacher and students interact in the classroom indicating the discussion about asking and showing attention in the English language. At the beginning of each textbook chapter is also equipped with an introduction that includes the goals of the prerequisites required once things expected as a result of the study of each chapter. Figure 1 shows an example from Chapter 1 page 2 which illustrate the students directly about expressions in asking for and showing attention.
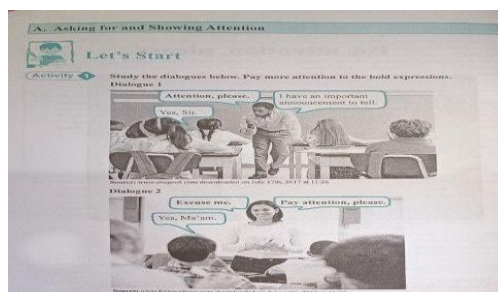
Figure 1. Picture of the evidence for criteria

Another example is given in Chapter 3, which provides an appealing presentation by incorporating photographs linked to the themes and encourages students to observe and debate the information. Figure 2 illustrates this
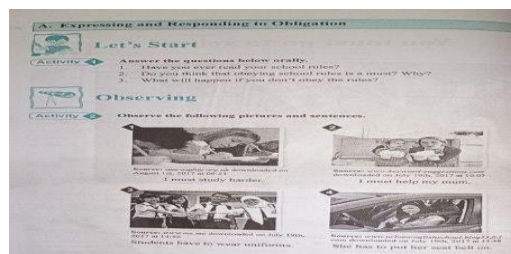
Figure 2. Picture of the evidence for criteria 1

2. Criteria 2 (Materials should help learners to feel at ease)

The materials should include language and illustrations that make the students feel at ease, relaxed, and supportive. Materials may assist learners feel at ease when all materials and activities expose the character and environment that the learners are comfortable with. According to the analysis, the textbooks are likely to be meaningful to the target learners since they provide content and activities that are similar to what happens in real life. This textbook's subjects are all centered on the students' daily lives. They are closely related, such as My holiday in Bali, She is reading a book, and You must go to school. Aside from that, the textbook resources give students with grammar information, practice per person or in groups, notes, examples, and discussion that are directly tied to students' lives. Figure 3 shows one illustration of this.
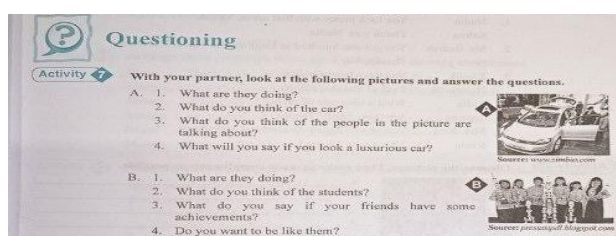
Figure 3. Picture of the evidence for crit

Criteria 3 (Materials should help the learners to develop confidence)

Tomlinson (2003) believes that learners might feel relaxed and confident if they wish to believe that the contents are simple and that they enjoy the course. According to the textbook analysis, the contents were designed to let students relax and enjoy the activities. The difficulty level was arranged from easy to complex. It starts with a listening exercise in which students observe the information on their own until they are able to develop their own assignment linked to the topic. The activities also varied depending on whether the learner could undertake the tasks alone, in pairs, or in groups. As a result, they may enjoy reading the textbook and gain confidence in the learning process (see Figure 4).
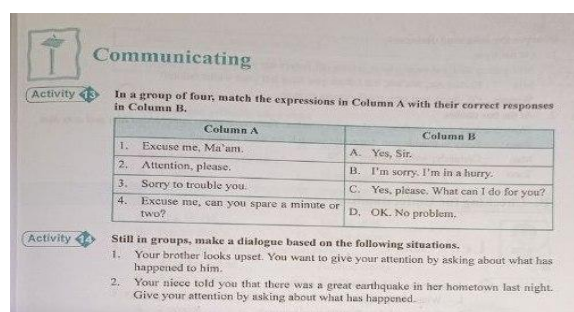
Figure 4. Picture of the evidence for criteria 3

The language presented in the "Headline English" textbook is explained using examples or pictures that students may imagine and in accordance with the students' level of social emotional development. The language utilized in this book is simple and straightforward in its presentation of the subject. The language used in textbooks in line with the level of education equal junior high school and the rules of grammar English is simpler for students to understand.

3. Criteria 4 (What is being taught should be perceived by learners as relevant and useful)

The material studied in a good textbook should be relevant and beneficial in everyday life and for students' future. "Headline English 2" attempted to give relevant and helpful teaching materials by tying them to students' interests as well as their real-life experiences. The textbook includes resources relating to the themes. Chapter 1–3 present students with suitable expressions to utilize in their daily lives when expressing compliments, opinions, obligations, prohibitions

and suggestions. Learning from these chapters may assist students improve communication skills in a real-life setting involving a specific condition. Chapters 5 and 8 teach students how to properly compose greeting cards and short messages. As a result, all chapters in the textbook are relevant and valuable to students in real life. On page 242, for example, the textbook instructed students to compose an announcement regarding their school activities. It is highly important for students since some of them join organizations that must make an announcement.

Figure 5. Picture of the evidence for criteria 4

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

As stated in Tomlinson's theory, it will be beneficial to the students if they invest their interest, effort, and attention in the learning activity. One method for facilitating students' self-investment was to stimulate their interest in written and spoken text, then have them reply to it and assist them in analyzing linguistic elements of it. The textbook "Headline English 2" attempted to assist students' self-investment, as seen on pages 36 of Chapter 2, 190 of Chapter 6, and 219 of Chapter 7. On those pages, the textbook instructed students to read sentence samples from each chapter before analyzing the text structure and language component.

Figure 6. Picture of the evidence for criteria 5

Figure 6 shows that the textbook includes some characteristics that represent current events or situations as learning assistance resources. The textbook's explanation, illustrations, and practice problems encourage students to draw clear conclusions and responses in accordance with the theory provided in the chapter.

Furthermore, Tomlinson stated that additional strategies to increase students' self-investment were to include them in mini-projects, discover supplemental materials, or give them responsibility for deciding which texts to use and how to utilize them. Mini projects are student-centered learning processes that focus on context-specific learning, students' effort, and achieving their goals via social engagement and knowledge and understanding sharing. On page 93 of the textbook "Headline English 2," there was also a mini-project task. Students were instructed to create some school regulations using prohibition terms.
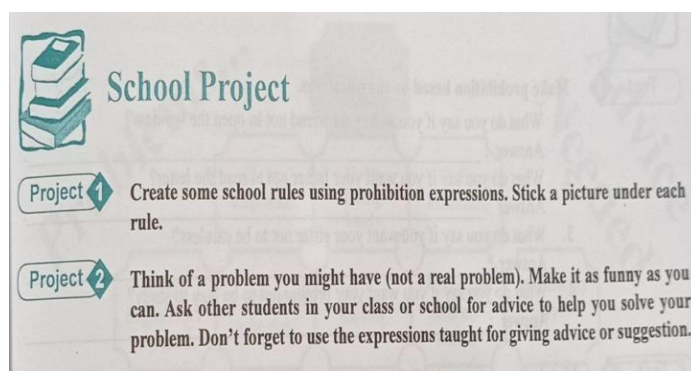

Figure 7. Picture of the evidence for criteria 5

5. Criteria 6 (Learners must be ready to acquire the points being taught both in terms of linguistic, developmental readiness and of psychological readiness too)

The materials prepare students by bringing their attention to linguistic or grammatical elements. Important Notes is a sub-chapter in the textbook "Headline English 2" that contains grammatical aspects related to the topic of the chapter. On page 7 of Chapter 1, the textbook contains terminology for asking for and expressing attention. In Chapter 5, the textbook introduces grammatical principles for describing habit and broad truth using simple present tense. The sentences in the textbook comprised both nominal and verbal sentences.

Figure 7. Picture of the evidence for criteria

6. Criteria 7 (Materials should expose the learners to language in authentic use)

The textbook "Headline English 2" contained a formal lecture, semi-planned discourse, and unstructured discourse, which can help students apply their knowledge to real-world situations. The term "formal lecture" suggested that the materials were well-organized, tightly constructed, and presented in a highly polished way. On page 37 of Chapter 2, the textbook provided information on asking and providing opinions. The textbook included information on duty phrases on page 73 of Chapter III.
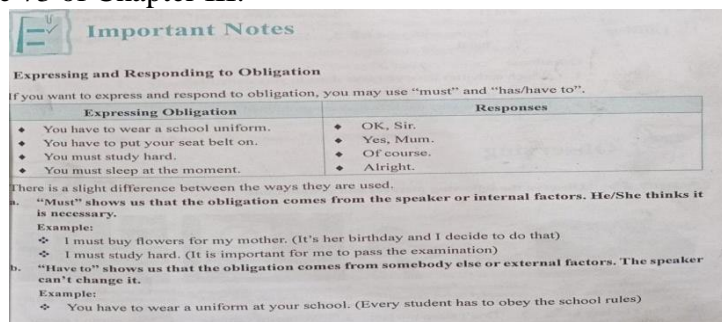

Figure 8. Picture of the evidence for criteria 7

The textbook also includes unplanned dialogue, which helps students learn about real-world target language usage. In the "preparation" section, for example, a picture is presented that requires students to be more interactive in response to the images presented, and in the "language usage" section, a task is presented that requires students to cultivate a dialogue known as one of the "hands on activities" and require them to display the results of the dialogue they created in front of the class. It was demonstrated in Chapter 3 page 86.
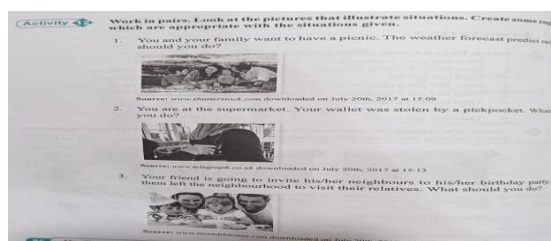

Figure 9. Picture of the evidence for criteria 7

Figure 7 illustrates how the textbook contents give an explanation of English in genuine use in various subjects. Aside from that, the textbook includes understandable tasks for students to do using various activities.

7. Criteria 8 (The learners' attention should be drawn to linguistic features of the input)

This theory demonstrates that linguistic elements in English are tied to sentence form, syntax, and mechanical aspects of writing. An effective method for drawing student attention to linguistic elements of input is to use experiential discoveries, in which students are led to respond to the content of a text first and then make their own findings regarding the function of specific features (Tomlinson, 2003). The textbook "Headline English 2" provides this method in which students respond to the information first by watching and questioning, and then at the end of the section they are given crucial notes that include Grammar Review for the topic discussed. Figure 10 shows an example of this practice from Chapter 3, pages 102 and 109.

Figure 9. Picture of the evidence for criteria 8

8. Criteria 9 (Materials should provide the learners with opportunities to use the target language to achieve communicative purposes)

According to Tomlinson's theory, communicative purpose may be realized through information or opinion gap activities, post-listening and post reading activities, creative writing and creative speaking activities, and so on. The textbook covers all of these tasks. Opinion gap tasks in the textbook were demonstrated on page 33 of Chapter 2. Figure 10 shows how the textbook asks students to share their opinions verbally in response to the questions.
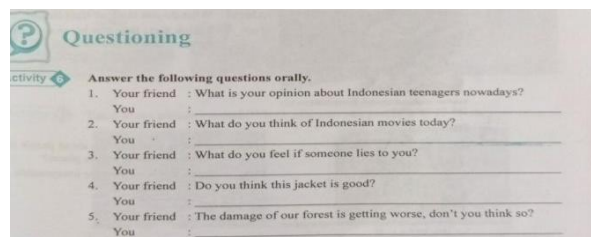

Figure 10. Picture of the evidence for criteria 9

Creative writing and creative speaking tasks offered in the textbook are another technique to achieve communication goals. It may be found on pages 108 and 109 of Chapter 4. Students were requested to debate classroom rules based on photographs provided on this page, as well as write instructions based on many scenarios provided.
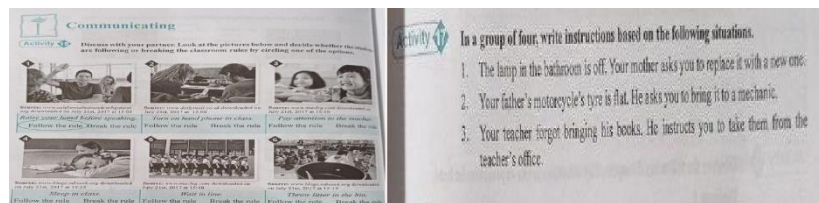
Figure 11. Picture of the evidence for criteria 9

The textbook revealed that all of the parts prepare students to communicate in English by presenting them with numerous activities related to real-life interactions. The content is presented visually in the form of descriptions, exercises, and assignments, and there is early communication in the form of instructions or notices that are plain and simple to grasp the aim and purpose of the material or activity. Based on these examples, the book is really communicative, thus there will be no confusion in the classroom while utilizing this textbook for teaching and learning. In addition to providing the actual nature of the occurrence, this textbook also offers a range of forms of expression that students are required to practice in the classroom as a consequence of the work offered on textbooks.

9. Criteria 10 (Materials should take into account that the positive effects of instruction are usually delayed)

Headline English textbook have a good procedure regarding presentation technique from simple to the complex levels. It is clear from preparation, core material, language usage, language use, summary and reflection, enrichment, and enclosure that the concepts supplied progress from simple to complex. The material includes the presentation of images, drawings, charts, tables, and proportions to support information. It can be seen from the figure 12.
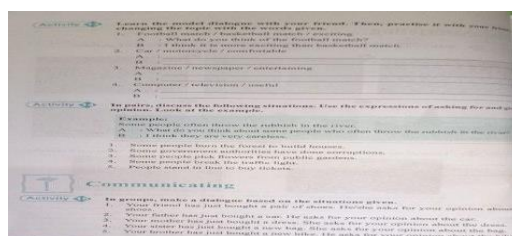

Figure 12. Picture of the evidence for criteria 10

10. Criteria 11 (Materials should take into account that learners differ in learning styles)

According to Tomlinson, the textbook should ideally accommodate all students' learning styles. Tomlinson's Theory addressed visual, auditory, kinesthetic, scholastic, and experiential learning types. The textbook contains visuals relating to the topic discussion that was proven in Chapter 2 on pages 34, 35, 37, and 39 for visual learners. Then, on pages 66,68,71 of Chapter 3. The example is shown in figure 13 below.
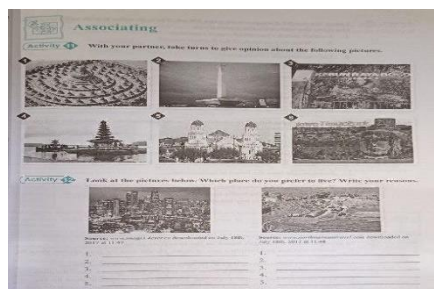

Figure 13. Picture of the evidence for criteria 11

Meanwhile, the textbook only gave a small portion of each sub-chapter for auditory learners. It may be found on pages 3, 9, and 14 of Chapter 1. The remainder of the chapter includes a listening segment related to the subject. Figure 14 depicts an example of a segment.
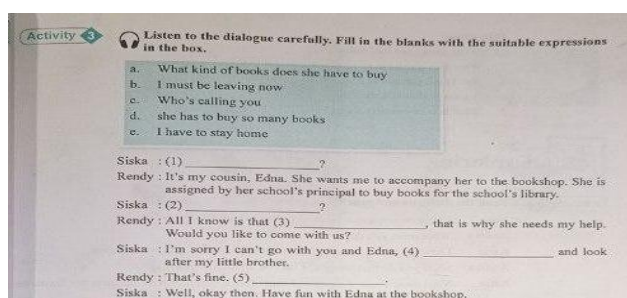

Figure 14. Picture of the evidence for criteria 11

11. Criteria 12 (Materials should take into account that learners differ in affective attitudes)

Affective relates to students' motivation and positive feelings for the target language, their teacher, their peers, and the resources themselves. When it comes to the twelfth principle, Tomlinson (2011) promotes material diversification. In other words, the textbook's materials should be varied by using a variety of books. The materials should include a variety of learning tasks as well as opportunities for students to express their thoughts and feelings about the course and its contents..

For example, in Chapter 1 on the topic of asking and giving opinions, students may use social functions and linguistic features to give and ask information about asking and giving opinions; also, this chapter improves speaking abilities. Students may generate distinctive text in the form of personal letters about their own and others' actions, both oral and written, by paying

attention to social function, text structure, and linguistic aspects appropriately. It also strengthens writing abilities. One example is shown in Figure 15.
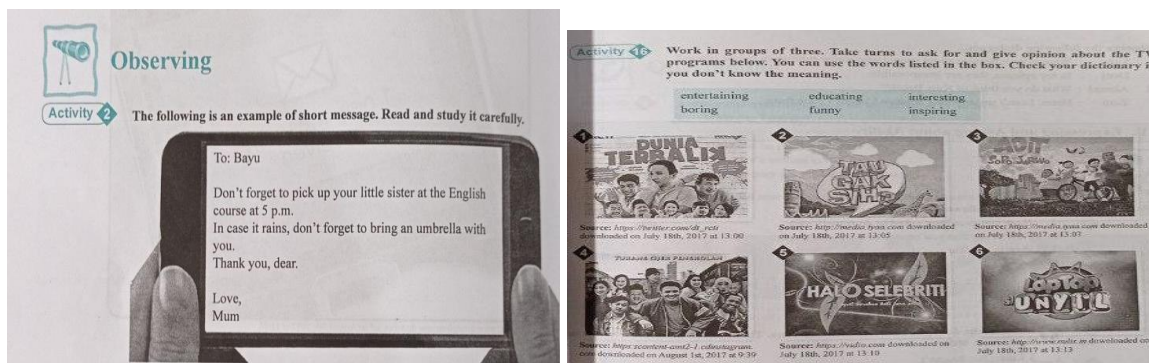

Figure 15. Picture of the evidence for criteria 12

12. Criteria 13 (Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities)

Tomlinson believed that students should be taught using both the left and right sides of their minds. The left brain is mostly associated with logical thinking abilities such as analyzing, explaining, criticizing, arguing, and evaluating. The right brain, on the other hand, is more concerned with creativity, such as drawing, painting, singing, and other motoric skills. The textbook tasks elicited left-brain activity but not right-brain activation.

The textbook encouraged left-brain exercises such as composing simple sentences in Chapters 1, 2, 3, and 4, speaking practice in Chapter 2 pages 34 and 47, organizing scrambled sentences in Chapter 5 on page 155, and writing a recount text on pages 221. The samples of activities are shown below.
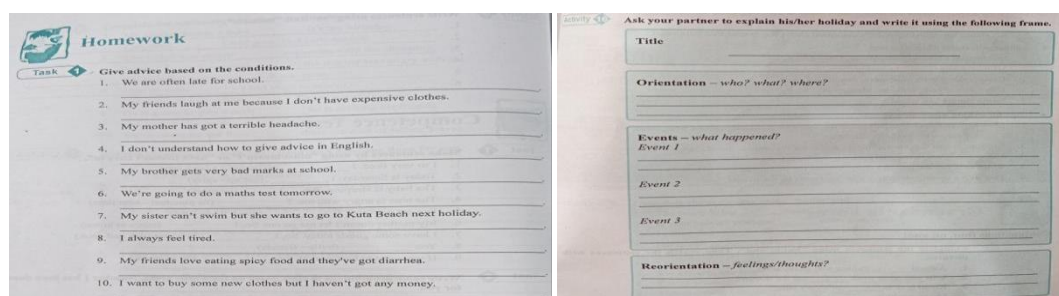

Figure 16. Picture of the evidence for criteria 13

13. Criteria 14 (Materials should provide opportunities for outcome feedback)

The textbook "Headline English 2" includes a "Reflection" sub-chapter that students may utilize for reflection or criticism on their performance. This sub-chapter was used to determine if students comprehended the material they had studied. The students were asked to rate their understanding of the material taught in each chapter. A reflection can be seen in Figure 17.

Figure 17. Picture of the evidence for criteria 14

Conclusion

The findings showed that the general arrangement and substance of the textbook satisfied and mostly fulfilled Tomlinson's theory. As a result, teachers and students are encouraged to utilize the textbook as a guide in the teaching-learning process. This evaluation study also shows that the textbook covers all language abilities and linguistic features, and that it primarilysatisfies the K-13 curriculum. The textbook, however, does not place equal emphasis on four language skills. Cultural awareness characteristics, which combine local and target cultures, are still insufficient. The textbook is missing an audio compact CD for listening tasks, as well as answer keys, making it difficult for teachers to check accurate answers. As a result, it is strongly recommended that the authors analyze and update the content of the textbook and its supporting materials so that it can be used meaningfully and appropriately by either teachers or learners, and to meet students' requirements, expectations, and interests in language learning

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