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A TEXTBOOK ANALYSIS ENTITLED *FORWARD AN ENGLISH* FOR VOCATIONAL HIGH SCHOOL BASED ON TOMLINSON'S THEORY



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BY

ARUM HANDARU PURNAMA DEWI

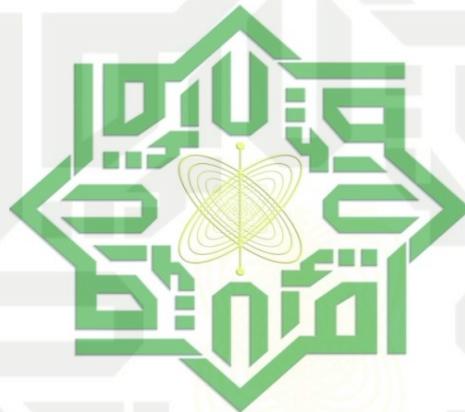
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STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM
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A Skripsi

Submitted as partial fulfillment of the Requirements
for Bachelor Degree of English Education
(S. Pd)

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM
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SUPERVISOR APPROVAL

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Pekanbaru, , 20

The Reseacher

Arum Handaru Purnama Dewi

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ABSTRACT

Arum Handaru Purnama Dewi (2022): An Analysis of the Textbook Entitled "FORWARD AN ENGLISH" for Vocational High School Based on Tomlinson's Theory

Textbooks are instruments that contain educational materials designed to support the teaching and learning process. Today, most commercial materials are written by professional material writers where they write briefly about what the publisher determines based on a market needs analysis. This is quite challenging for the teachers when they are required to choose the textbook that suits the needs of their students. Tomlinson stated that teachers can be good material writers by paying attention to the needs of students. The textbook "Forward an English" was written by Shyla K. Lande and Eka Mulya Astuti. Tomlinson established sixteen criteria for good textbook writing. These criteria include that the written material must have a strong impact and provide opportunities to generate responses. This study aimed to find out how the English Textbook "Forward an English" meets the criteria of a good textbook as suggested by Tomlinson. This study used a literature study to analyze the contents of English textbooks with a descriptive analysis design approach. The primary data source of this research was documented. The main data source in this study came from the entire contents of English textbooks. The findings obtained reveal that the textbook "Forward an English" meets the criteria for a good textbook as proposed by Tomlinson. From the analysis process, it is known that although the textbook does not fully meet the criteria for a good book, it has have met the twelve criteria for a good textbook proposed by Tomlinson.

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ABSTRAK

Arum Handaru Purnama Dewi (2022) : Analisa Buku Teks yang Berjudul FORWARD AN ENGLISH untuk Sekolah Menengah Kejuruan Berdasarkan Teori Tomlinson

Buku teks merupakan instrumen yang berisi materi pendidikan yang dirancang untuk mendukung proses belajar mengajar. Saat ini, sebagian besar materi komersial ditulis oleh penulis materi profesional yang menulis secara singkat ditentukan oleh penerbit berdasarkan analisis kebutuhan pasar. Ini menantang para guru untuk memilih buku teks yang sesuai untuk siswa mereka. Tomlinson menyatakan bahwa guru dapat menjadi penulis materi yang baik yang memperhatikan kebutuhan siswa. Buku Ajar "Forward an English" yang ditulis oleh Sylla K. Lande dan Eka Mulya Astuti. Tomlinson menetapkan enam belas kriteria buku teks yang baik yang terdiri dari "materi harus memberi pengaruh yang kuat" sampai "materi harus memberikan peluang untuk menghasilkan respon". Penelitian ini bertujuan bagaimana Buku Teks Bahasa Inggris "Forward an English" memenuhi kriteria buku teks yang baik yang disarankan oleh Tomlinson. Penelitian ini menggunakan studi kepustakaan untuk menganalisis isi buku teks bahasa Inggris dan pendekatan yang digunakan oleh penulis adalah desain analisis deskriptif. Sumber data primer penelitian ini adalah dokumen. Sumber data utama dalam penelitian ini berasal dari keseluruhan isi buku teks bahasa Inggris. Temuan mengungkapkan bahwa buku teks "Forward an English" memenuhi kriteria buku teks yang baik yang diusulkan oleh Tomlinson. Dari proses analisis, dapat diketahui bahwa buku teks memenuhi dua Belas kriteria buku teks baik yang diajukan oleh Tomlinson tetapi tidak sepenuhnya memenuhi kriteria lainnya

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ملخص

أروم هاندارو فورناما ديوي، (٢٠٢١): تحليل الكتاب المدرسي للغة الإنجليزية
Forward an English للمدرسة
المهنية بناء على نظرية توملينسون

الكتب المدرسية هي أدوات تحتوي على مواد تعليمية مصممة لدعم عملية التعليم. حالياً، تتم كتابة معظم المواد التجارية بواسطة كتاب مواد محترفين يحدد الناشر كتابتهم القصيرة بناء على تحليل احتياجات السوق. فإنه يتحدى المدرسين لاختيار الكتاب المدرسي المناسب لتلاميذهم. قال توملينسون إن المدرس يمكن أن يكون كاتباً جيداً للمواد الدراسية يهتم باحتياجات التلاميذ. والكتاب المدرسي *Forward an English* كتبه شيلا ك. لاندي وإيكا موليا أستوتى. حدد توملينسون ستة عشر معياراً لكتاب مدرسي جيد تتراوح بين "يجب أن تحقق المادة تأثيراً" إلى يجب أن توفر المادة فرصاً للتغذية المرتدة على النتائج". وهذا البحث يهدف إلى إجابة السؤال هل الكتاب المدرسي للغة الإنجليزية *Forward an English* يلبى معايير الكتاب المدرسي الجيد الذي اقترحه توملينسون. واستخدم هذا البحث أسلوب الدراسة المكتبية لتحليل محتوى الكتاب المدرسي للغة الإنجليزية *Forward an English* والمدخل المستخدم فيه تصميم التحليل الوصفي. ومصدر البيانات الأساسي فيه توثيق. ومصدر البيانات الأساسي فيه محتوى الكتاب المدرسي للغة الإنجليزية *Forward an English*. ونتيجة البحث دلل على أن الكتاب المدرسي للغة الإنجليزية *Forward an English* يلبى معايير الكتاب المدرسي الجيد الذي اقترحه توملينسون. وبناء على نتيجة تحليل البيانات عرف بأن هذا الكتاب يلبى اثني عشر معياراً لكتاب مدرسي جيد الذي اقترحه توملينسون.

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CHAPTER V CONCLUSION AND SUGGESTION

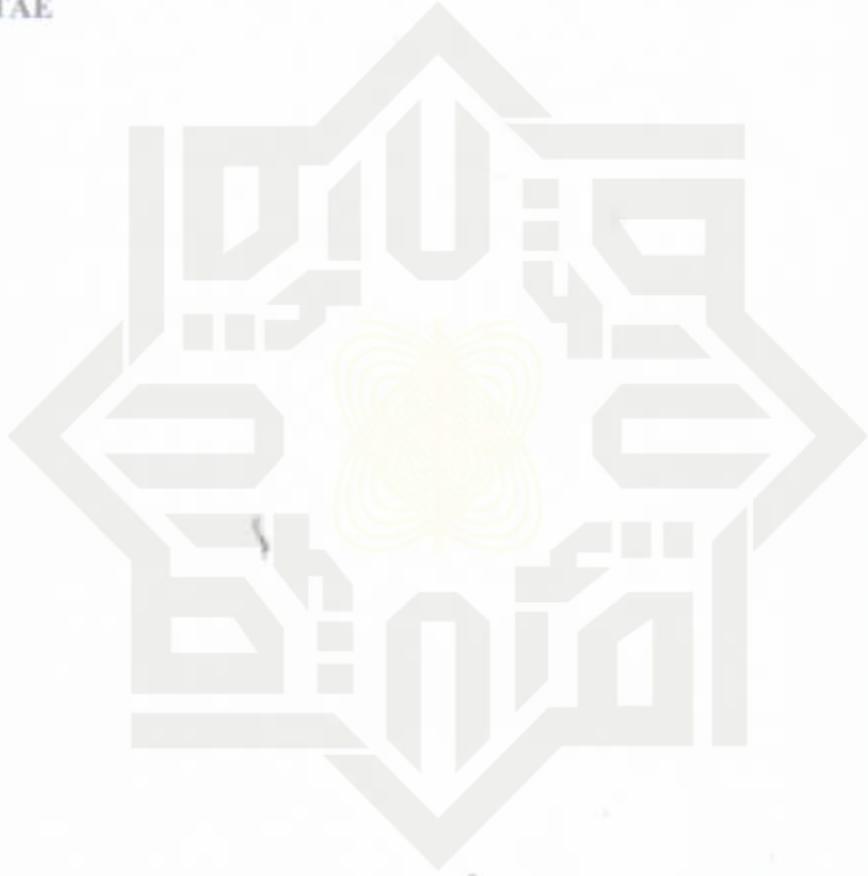
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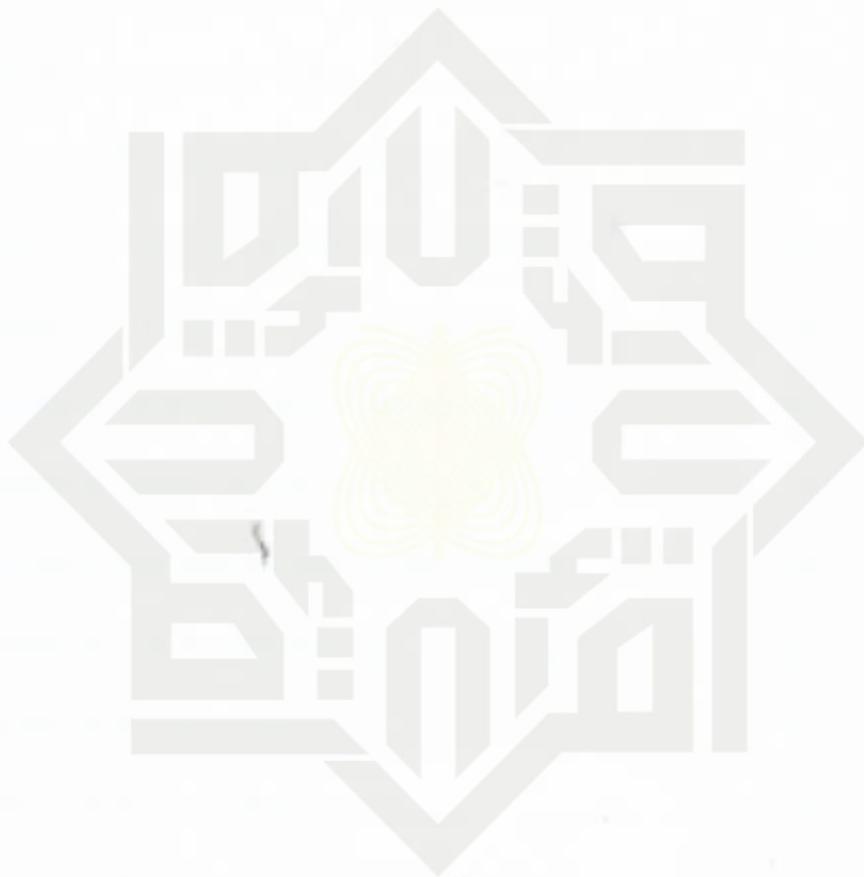


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- Appendix 1 English Textbook "forward an English"
- Appendix 2 Application Letter of Supervisor
- Appendix 3 Recommendation Letters

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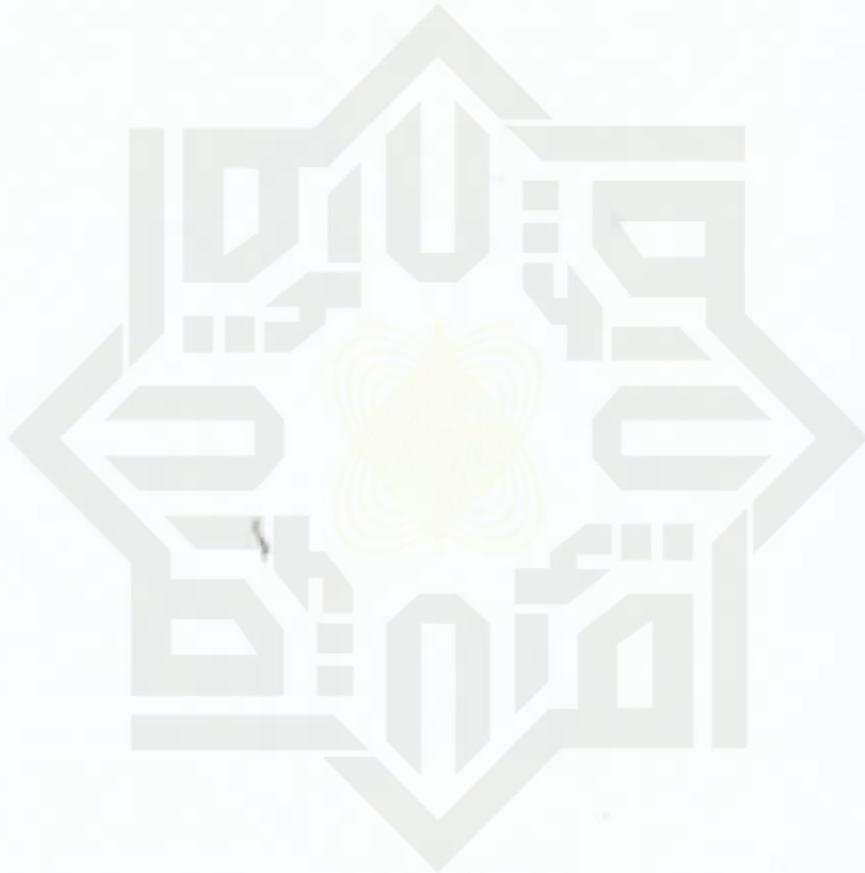
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CHAPTER I INTRODUCTION

A. Background of the Problem

In teaching and learning process of English, numerous aspects could affect the outcome learning for students. These aspects could emerge from the before teaching preparations, whilst teaching and learning are on progress, or post teaching and learning takes place. Textbooks are the important media of learning in education. The existence of textbook gives impact in supporting teaching learning process. Textbook is one of the significant factors in the success of learning. It can develop learners ability. Teacher and learner can use textbook as a source of learning. From the textbook, they find knowledge and exercises.

English Language Teaching (ELT) textbook plays very important role in language classrooms. It has been more crucial when English is learnt as foreign language like in Indonesia. As a language being learnt beside mother tongue, English is likely to be learned by Indonesian learners only in the classroom. Consequently, English textbook was potentially been the only student access to language in the classroom. Most teachers often use textbook as a primary resource book for ideas and instructional activities as well as giving guides for what they do. Every teacher who teaches in the classroom in carrying out the learning process can not be separated from the book. Textbook is defined as a comprehensive learning resource that is in print or electronic form, or that consists of any combination of print, electronic, and non-print materials collectively (Ministry of Education, 2006).

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Angga (2017) explained textbook are essential parts in learning for students and even teachers. In the teaching and learning process, textbooks are considered to be the basic foundations of courses. Textbooks may not contain all aspect needed in the teaching and learning process but their existence as teaching sources is still paramount. Falk (2010, p.58) said Textbook is as a resource, it can be printed or soft file forms. Schoolbooks are constructed as educational tools. Materials arrange in many tools, textbook is created as a tool of learning. Textbook and learning materials have the power to transmit knowledge, build skills, and shape the way learners interact with the world. It means that textbook will fulfill of knowledge, skills, and activities.

Williams states that (2000) textbook is a tool, and the teacher must know not only how to use it, but also how useful, it can be. As a tool, textbook was expected to be useful sources in guidance teaching. The education sector (2005) explained that the primary purpose of textbook is to transmit knowledge, values, attitudes, skill and behavior that are a constant. It is stated that textbook was important learning tool, because all of the capabilities of learning was provided. From the explanation above, it can be stated that textbook was a tooled of learning resources that was provided knowledge, skill, values, attitudes, activities, and to motivate learner achieve capability of education.

O'neill (2000, p. 115) explains textbooks are teaching instructors that are widely used in the teaching and learning process. O'neill stated the reasons for using textbooks in courses and others were (1) The textbook contains a lot

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of material that will be taught, although a textbook is not specifically designed for one group, it could be very suitable for their needs. (2) textbooks make it possible for teachers and students to look ahead to what we are going to do or to look back at what we had done. (3) Textbooks provide well-presented learning materials. (4) textbooks allow a teacher to adapt to the teaching process and improvise while the teacher is teaching. It means textbooks play an important role by helping teachers to save their costs and time more efficiently when prepared learning materials to be taught. David (2000) suggests that one of the primary advantages of using textbooks is that they are psychologically essential for students since their progress and achievement can be measured concretely when we use them.

Nowadays, a lot of English textbooks published by various publishers are sold in the market. Tomlinson (2014) said that most commercial materials were written by professional material writers who write to a brief determined by the publishers based on an analysis of market needs. Therefore, it challenges the teachers to choose the appropriate textbook for their students. Alan (2002, p.67) stated that selecting the textbook becomes a challenging task because many English teaching materials were published and available in the market. It means the teacher must be able to make the right choices in selecting the textbook.

Due to a large number of a textbook published by many publishers, textbook evaluation is very important to find the best textbook which can help teachers and learners. In her journal article, Josilda (2015, p. 78) agreed with Grant's opinion which stated that a good textbook should not only suit the

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students' needs, interests, and abilities but also the textbook should look at the needs of teachers and meet the needs of officials or learning objectives. It also claims that by evaluating textbooks, teachers will have information about the strengths and weaknesses of the textbooks they used and be involved in their professional development.

In addition, Tomlinson (2014, p. 77) claimed that teacher was one of the people who know their students' need. They can be materials writers who can produce imaginative materials of relevance and appeal to their learners. It means the teacher could be the good material writers which take account the students' need. The writer analyzed the textbook "Forward an English" that was used by twelfth grade students of vocational school. It was published by Erlangga written by Shyla K. Lande and Eka Mulya Astuti. This textbook was expected to be appropriate with the syllabus and students' need. The textbook also provides many examples that appear or occur around the students. A textbook should be suitable not only with curriculum but also for the students. However this book can use for student and appropriate with the syllabus but the material in this textbook is hard to understand. The students also find difficulties to understand the material easily. Nowadays, many cases are reported that textbooks contain unsuitable content or text for the students. The society, especially the parents, are worried about this problem. And also the teachers sometimes realize that the content is not suitable for the students when they are teaching in the class.

Tomlinson (2011, p. 90) states that the teacher who develops their textbook will provide material based on the applicable curriculum, students'

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needs, and relevant conditions. So, this textbook was expected to be appropriate with the syllabus and students' need. The textbook also provides many examples that appear or occur around the students. The writer will analyze the quality of the textbook because it is one of the learning tools that underlie the success of the teaching-learning process. This textbook also becomes a reference for a teacher to deliver teaching materials that have been specified in the syllabus. Therefore, the quality of the textbook is very important. The textbook also influences in learning outcomes for students. Consequently, the analysis on textbook is needed to find the appropriate textbook with syllabus and the students' need. Based on interview the English teacher; it was found that the teacher use the book to teach the students.

. This textbook has never analyzed by previous researcher. Tomlinson's theory has already used by Avinahari (2021). The researcher has used the theory to analyzed another book. The researcher has already analyzed about english textbook Entitled "*Bahasa Inggris Lintas Minat SMA Kelas X*" for Grade X of Senior High School written by Marsudiono. Based on the phenomenon above, the writer was interested in conducting a study entitled "**A TEXTBOOK ANALYSIS ENTITLED *FORWARD AN ENGLISH FOR VOCATIONAL HIGH SCHOOL BASED ON TOMLINSON'S THEORY***".

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B. Problem**1. Identification of Problem**

Based on the background of the problem the identification of the problem is the teacher finds difficulties in using textbook and the students difficult to understand the material.

2. Limitation of Problem

Based on the identification of the problem, research on textbook analysis entitle "Forward an English" written by Shyla K. Lande and Eka Mulya Astuti for Vocational High School of twelfth grade, the writer limited the research in textbook analysis based on Tomlinson's theory. The writer will analyze the contents of the textbook by using the sixteen criteria developed by Tomlinson's theory to know the quality of the textbook.

3. Formulation of the Problem

Are the materials in the Textbook "Forward an English" compatible with the criteria in Tomlinson's theory?

C. Research Objective

Based on the formulation of the problem, the research objective is how English Textbook "Forward an English" meets the criteria of good textbook suggested by Tomlinson.

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D. Significant of the Research

1. Theoretically
 - a. This research contributes to development of theories about textbook analysis. It is importance to develop qualified teaching materials especially textbooks.
 - b. This research can be used by teacher of English subject to choose which English textbook is suitable with the grade.
2. Practically
 - a. This research can be used a curriculum developer to take account in the way of teaching English for students.
 - b. This research can be used by the environment of English education department to enlarge the model of activities inside the teaching material



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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Textbook

In teaching English, the students and English teacher must have the textbook, because English have difference between literacy and sound of English. This thing forces the students and teacher must belong the textbook. Next, the textbook is the source of knowledge and science. Textbook is a book that teacher a particular subject and that is used especially in school and collage (2000, p.343). Textbook plays an important role in teaching and learning activities. Without textbook teacher and student have problem what should learned. Although textbook itself is not everything. According to Allan (1984:8), textbook are only and aid to the language learning process, which also depend upon individual, their needs and the relationship in the classroom. Teacher and student find their own ways of using a textbook to suit the circumstances and to suit their own method of learning.

Biljana and Jagoda (2016) refer to a textbook as a teacher, a map, a resource, a trainer and an authority. As a teacher, a textbook gives students relevant information about grammar and vocabulary, as well as English speaking countries and their cultures. As a map, it shows an outline of linguistic and cultural elements as a structured programme and it guides students and teachers to follow the steps taken in previous lessons. A textbook is viewed as a resource as it contains a set of materials and activities available to the teacher from which one can choose. It can also be a trainer for novice



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teachers who need valuable instructions, support and guidance. As an authority, a textbook is seen as valid, reliable, written by experts and authorized by important publishers or ministries of education.

Muslich (2010) stated there is the assumption of most people (especially the education community) that the text books to support classroom learning activities are grouped into two, namely compulsory textbooks and supporting textbooks. Compulsory textbooks (also commonly referred to text books) is a text book issued or issued by the government, in this case the Ministry of National Education. Meanwhile, the supporting text books (also called supplementary book) is a textbook published by private publishers. Such opinions may not actually accounted for in terms of scholarship because both "types" such textbooks are equally oriented to the current curriculum, both in terms of approach, content, and strategy. Because the same orientation, the second type of textbooks that actually have the same status and function in supporting the implementation of classroom learning.

As a consequence, the mandatory text book published by the government distributed free to schools throughout Indonesia. Only, the number of books distributed far below the needs of students. Minister of Education and Culture for example, never admit that because of limited funds, compulsory textbooks are distributed only 20% of real needs. This means that still 80% that have not been able underserved compulsory textbooks. This is where the role of supporting text book can be engaged to "replace" the position of compulsory textbooks. This opportunity seems to good use by private publishers to fill the vacancy.

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Apart from the advantages and disadvantages, textbooks in circulation (both mandatory and supporting textbooks) encountered singularity-singularity. Peculiarity is seen as follows.

- a. There are textbooks that are inconsistent with the message of the curriculum.
- b. There are textbooks that contain material points (a kind of summary).
- c. There is a text book description is very technical.
- d. There are textbooks that are inconsistent with the message the student mindset.
- e. There is a lack of textbooks "aplicable".

Unequal situation is certainly worth looking for the cause. Accordingly, Mills and Doeglass (1957 p. 255-263) mentions in detail the causes of teachers' dependence on textbooks as follows.

- a. Teachers less well prepared subject being taught.
- b. Teachers are given more problematic areas of study at the college level, but highly problematic is presented relevant to the school where they teach.
- c. Lack of trained teachers to plan learning materials.
- d. A tradition that assumes that the text book as a complete source of ready to be served is still very dominant.
- e. Impact of the use of standard tests as a measure of academic achievement.

The five factors that must be anticipated by a responsible party, either by the Directorate General of Primary and Secondary Education (cq Direktorat Sarana Pendidikan) as well as by the educational staff of institutions (lembaga

pendidikan tenaga kependidikan/ LPTK), in order to avoid continuing inequality.

Furthermore, Muslich (2010) add no textbook is perfect. Therefore, teachers should have the option of assigning supplementary materials ribased on their own specific needs in their own specific teaching situation. In line with this, Penny in Muslich (2010) argues below, namely:

1. The arguments for using a textbook are:
 - a. a textbook is a framework which regulates and times the programs,
 - b. in the eyes of learners, no textbook means no purpose,
 - c. without a textbook, learners think their learning is not taken seriously,
 - d. in many situations, a textbook can serve as a syllabus,
 - e. a textbook provides ready-made teaching texts and learning tasks,
 - f. a textbook is a cheap way of providing learning materials,
 - g. a learner without a textbook is out of focus and teacher-dependent, and perhaps most important of all,
 - h. for novice teachers a textbook means security, guidance, and support.
2. The counter-arguments are:
 - a. if every group of students has different needs, no one textbook can be a response to all differing needs,
 - b. topics in a textbook may not be relevant for and interesting to all,
 - c. a textbook is confining, i.e., it inhibits teachers' creativity,
 - d. a textbook of necessity sets prearranged sequence and structure that may not be realistic and situation-friendly,

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- e. textbooks have their own rationale, and as such they cannot by their nature cater for a variety of levels, every type of learning styles, and every category of learning strategies that often exist in the class, and most important of all, perhaps,
- f. teachers may find themselves as mediators with no free hand and slave, in fact, to others' judgments about what is good and what is not.

Any textbook should be used judiciously, since it cannot cater equally to the requirements of every classroom setting (Williams,2010). Furthermore, Ansary et all (2010) mentioned that teachers, students, and administers are all consumers of textbooks. All these groups, of course, may have conflicting views about what a good/standard textbook is. However, the question is where they can turn to for reliable advice on how to make an informed decision and select a suitable textbook. The literature on textbook selection and/or textbook evaluation procedure is vast. Various scholars have suggested different ways to help teachers become more systematic and objective in their approach.

2. The Role of Textbook

Kasmadi (2003) state that textbook represents a significant learning tool for almost all subject in the curriculum. Application of textbooks by teachers have a broad sense, especially on the information presented in particular subject. The textbook also gives influence in the development of subjects. No doubt a vary good textbook provide depth of study materials presented by the teacher. Teachers in a modern learning system always pays attention to textbook and other references. Most teachers and curriculum developer to use textbooks in the development of unit and lesson themes. Beside that textbook are instrument for

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convey the material of curriculum, so it is have the central role to all levels of education.

There is a difference between books (scientific) and textbook. Textbook tend to be prepared not very scientific. That is, not too strict attention to role of writing scientific papers, including book. Textbook are not prepared as the academic literature, or it may not be use for a wide circles. The main objectives of student and refers to a particular syllabus. But for the teachers, in addition to holding on the textbook, he must be able to explore a scientific book. On the subject of a comprehensive, learning requires extensive writing of textbooks, not just referring to the intensity of the topics listed in the curriculum. So the book is not always associated with many expected to syllabi or curriculum. However, textbook can not be categorized as a popular book or books are not scientific, because rule has to make rational, base on data and fact right, and do not tend to Commercial.

Normally, there is only one textbook supplied. Event textbook are rarely use property. Various views on the existence of textbook is still a polemic. The good teachers rarely need it. But there also assume the absence of more textbooks give teachers the opportunity to talk more, presenting of variety of activities, show libraries, and so forth. On the other hand consider the need for teacher textbooks, because very important as a supplement for students. Biljana and Jagoda (2016) explains the roles of textbooks are identified as:

- a. an effective resource for self-directed learning and self-study
- b. a valuable resource for presentation material (written and spoken)
- c. a source of ideas and activities for learner practice and

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- d. communicative interaction
- e. a reference source for students
- f. a syllabus
- g. a support for less experienced teachers to gain confidence and demonstrate new methodologies.

3. The Criteria of a Good Textbook

As a teacher should be able to choose a good textbook, which according to curriculum, and clear in it's writing. Activity selection of textbooks in accordance with the criteria that a good book would be useful in learning. Kasmadi (2003) that state criteria to be considered are:

- a) Academic integrity, this proved too nuanced scientific textbooks as a tested and academic meaning. In fact, often it was written by some experts with the help of teachers and curriculum. The writers always use the resources of scientific references. Writing them is also not free from the correct fact and data. In addition, the meaning should be avoid or limited conclusions or even absolute, making it difficult for students to develop them, find solutions, and interpretation.
- b) Thoroughness of coverage, textbooks should not only deepen the topic subjects, but each topic must be developed so that it implementation in accordance with the competence field of study. To test if so, teacher can ask question, "What textbook on certain chapters provide enough opportunities for students not making a lot of notes in the book?"
- c) Details provided, that textbook should be written clearly, correctly, and not abstract or outside the boundaries of the authority field of science. Also

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provided the possibility for students to make notes from textbook itself is a result of creative thinking.

- d) A good process is a style, that is the important problem. Textbook writers need to consider effective form or language use, so that children can read well and easily. Avoid foreign words, words that are not exactly short, and long sentences. Give students chance opportunity to make records in accordance with the process of thinking, do not spend the principal's mint only by the author or the teacher. possibility records come from the teacher, if he general in nature, and it important to know all students by way of dictation. Do not use the writing of an unknown meaning, on the contrary a clear follow of thought, even is possible whit a flat language. Avoid terms that contain multiple abstractions, such ad democracy and nationalism, the variety and style, classic and traditional, The term is for a professor may be clarified in the abstract but for students it should not be imposed. Provide a factual and operational differences.
- e) Interesting; the writer my present an attractive style, but does not provide to opportunity for the students to think further, unsustainable textbook for the process of thinking. Likewise, author's personal interest, not that also appeals to students. An example of a history textbook writers are interested in economics. He can not be present in accordance with a form of sociology, thus deviating from the curriculum, syllabi, and learning in accordance with levels of education. A writer is enjoying the novel, he is also the author or novel, but it is impossible to give such an interest in the textbook he wrote.

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- f) Well-organized, is a textbook writer must understand the technique of writing, so that the textbooks follow the steps coherently base syllabus, and also in accordance with standard criteria of textbook writing. If the author of textbooks rather than teacher, preferably in writing textbooks, as though he acted as a teacher with expertise in subject areas, so that the orientation for it is very necessary. Follow the procedure of technical scientific writing. For example a consistent table of contents, introduction as clear formulation of general objectives, including guidelines for their use. The title has a suitable. For a junior high school textbooks, elementary, and high school, should be given the title of a paragraph on each small side. This will allow students to make notes if necessary.
- g) Pleasant format; in modern publishing, this is addressed. Design format good skin, bright colors, use white paper, and printing clear. Similarly, illustrations, graphics, and maps, published on the relevant pages. Do not give a lot of attachments that are not much to explain the text.
- h) Illustration helpful; although the addition of illustrations add to the burden of publications funds, the illustration are interesting and useful to develop student's thinking process is very necessary. Nowadays many illustrations aided by material from television, science magazines, and newspapers. Each illustration should also be given data source, from with taken.
- i) In variety of exercises; is the textbooks are written on the basis of careful and comprehensive research, it will provide useful material for teachers. Therefore, teachers can explain can explain how the topic were developed. In the end of the textbooks should be included various forms



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on the questions, issues for discussion, explanations, suggestion for research, class activities, compile the project, suggestion for further reading, glossary lists, spelling lists, or too specific.

The textbook must be revised frequently, for long textbook are often not much help, because it has been the development of science or learning techniques era changing. One the needs to be taken by schools and teachers are assessing which can be use textbooks students. Assessment system can be determined by the school with good criteria, adequate or interesting, less attractive, and unattractive. Assessment should be done by a team of ad Hock, consisting of principals, teachers, and curriculum specialists, science specialist, or psychologists to study. Avoid official who did not have the commitment and competency to asses the bandwagon. If possible, present can be involved.

4. Advantage and Disadvantage Using Textbook

Jabberwoch (2010) mentioned that a textbook is a collection of the knowledge, concepts, and principles of a selected topic or course. It's usually written by one or more teachers, college professors, or education experts who are authorities in a specific field. Most textbooks are accompanied by teacher guides, which provide you with supplemental teaching materials, ideas, and activities to use throughout the academic year.

Textbooks provide you with several advantages in the classroom: a) Textbooks are especially helpful for beginning teachers. The material to be covered and the design of each lesson are carefully spelled out in detail, b) Textbooks provide organized units of work. A textbook gives you all the plans and lessons you need to cover a topic in some detail, c) A textbook you with a



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balanced, chronological presentation of information, d) Textbooks are a detailed sequence of teaching procedures that tell you what to do and when to do it. There are no surprises—everything is carefully spelled out, e) Textbooks provide administrators and teachers with a complete program. The series is typically based on the latest research and teaching strategies, f) Good textbooks are excellent teaching aids. They're a resource for both teachers and students

According Sommer Dowdell, mentioned that use textbook have advantages and disadvantages, namely:

a. Student Advantages

Textbooks have many positive effects on the academic lives of students. The ease in finding information relevant to studies is its primary benefit to readers. Along with this, the ability to add side notes or highlight key points makes textbooks a great study guide. For students who are self-motivated and wish to integrate textbook work with other sources, the companion websites, DVDs, workbooks and other supplements offered in addition to most textbooks give students alternate methods to learn the same information. Furthermore, the ability to review what is learned in any course using the textbook in conjunction with other course materials makes this an invaluable tool in any educational setting. While often seen as a one-time-only tool, textbooks also provide an acceptable reference for most academic writing (for instance, term papers, essays, thesis) and may be resold online or to the campus bookstore. Textbooks can also be returned without charge if borrowed from the campus library.



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© b. Instructor Advantages

Instructors and textbooks work together to enhance student comprehension of course materials. The difficulty level of the information provided inside a textbook increases gradually, making retention of key points easier, since course topics are usually taught by chapter. Textbooks also make it easier for instructors to organize tests and structure lectures and classroom activities. As new editions are published, new insight to old topics is provided, in order to keep readers current with new technologies and other findings related to the subject matter. In addition to this, companion websites, DVDs, workbooks and other supplements give instructors a variety of tools to help students prepare for tests and improve comprehension. The more students understand about a subject, the more effective lectures and other course-related activities tend to be.

c. Advantages to Educational Institutions

When the proper textbook is selected for any given course, and if used by most students in the proper manner not just as a sole source of information, but as one of many sources high letter grades and test scores are often the result. In turn, the institution looks better when its students and its instructors perform better. Other advantages to educational institutions are the profits derived from textbook sales. If on campus bookstores do not offer the textbooks required for courses, someone else will so they make it their business to offer the books students need and they use the profits to obtain more textbooks and lend financial support to student activities.

Then, Jabberwocky, at the same article (2010) defined that the weakness of textbook, they are: 1) The textbook is designed as a the sole source of



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Information, 2) Textbook is old or outdated, 3) Textbook questions tend to be low level or fact-based, 4) Textbook doesn't take students' background knowledge into account, 5) Reading level of the textbook is too difficult, 6) The textbook has all the answer to all the questions

And the difficulties of using textbook, they are; 1) Students only see one perspective on a concept or issue, 2) Information shared with students is not current or relevant, 3) Students assume that learning is simply a collection of facts and figures, 4) Teacher does not tailor lessons to the specific attributes and interests of students, 5) Students cannot read or understand important concepts, and 6) Students tend to see learning as an accumulation of correct answers. The

Ways of Overcoming Problem of using textbook for the students, they are: 1) Provide students with lots of information sources such as trade books, CD-ROMS, websites, encyclopedias, etc, 2) Use textbook sparingly or supplement with other materials, 3) Ask higher-level questions and provide creative thinking and problem-solving activities, 4) Discover what students know about a topic prior to teaching. Design the lesson based on that knowledge, 5) Use lots of supplemental materials such as library books, Internet, CD-ROMs, etc, and 6) Involve students in problem-solving activities, higher-level thinking questions, and extending activities.

5. Tomlinson's Theory

Tomlinson argued that material developers always did so ideally in principled ways related to what they know about how language can be effectively learned when they provide input. They might write a textbook, tell stories, express an opinion, or provide samples of language use. Moreover, Tomlinson

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© also stated that the material developers should focus on three vital questions while providing input, they were (1) what should be provided for the learners, (2) How the input should be provided, and (3) what can be done with the input to promote language learning. Tomlinson (2014) gave good criteria of the textbook.

They were:

a. Materials should achieve impact

The impact can be achieved by the materials when the students' curiosity, attention, and interest are attracted. The materials can achieve impact through:

- 1) Novelty. The materials developers should provide unusual topics, illustrations, and activities in the textbook to attract students' interest.
- 2) Variety. Variety means the textbooks provide unexpected activities, use many different text-types taken from many different types of sources, and use several different instructor voices on a CD.
- 3) Attractive presentation. It means, the materials in the textbook should be presented in attractive colors, lots of white space, and provide photographs.
- 4) achievable challenge. The textbook should provide tasks that challenge the learners to think.

However, the materials which achieve impact to a student might not achieve impact with other students. Materials developers need to know as much as possible about the target learners and about what is likely to attract their attention. They should provide more varieties of topics, text, and activity choices in the textbook.



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b. Materials should help learners to feel at ease

In Tomlinson's theory, it mentioned that materials could help learners to feel at ease in several ways. Most learners are more comfortable with written materials in lots of white space. They also feel at ease if the materials provided in texts and illustrations that students can relate to their own culture. The textbooks also should provide material with dialogue, a lot of pictures, then grammar and examples to help the students feel more comfortable in the learning process.

c. Materials should help learners to develop confidence

Tomlinson argued the students felt confident if they thought the material they learned were not too difficult. The material developers can help the students to increase their confidence by providing materials in simple language to accomplish easy tasks. Students' confidence can be stimulated through completing substitution tables, writing simple sentences, and filling in the blanks in dialogues. Tomlinson also stated that many teachers and learners also felt welcome this approach.

d. What is being taught should be perceived by learners as relevant and useful

Tomlinson stated that the materials that were presented in the textbook should relevant and useful by relating them to students' interest and their real life. The relevance and utility can be achieved by relating the teaching points to interesting and challenging tasks and also presenting the materials that could facilitate the achievement of the tasks' outcomes desired by the students. The relevant and useful teaching point will help the students to achieve long-term academic or career objectives.



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e. Materials should require and facilitate learner self-investment

In Tomlinson's theory, it was stated that the students would get many advantages if they invested their interest, effort, and attention in the learning activity. Materials in the textbook should help them to achieve this, by providing students with choices of focus and activity, by giving them topic control, and by engaging them in learner-centered discovery activities. For example, the material in the textbooks can facilitate students' self-investment by getting their interest in writing and spoken text. The textbook could ask the students to respond to the written or spoken text globally, then help them to analyze the linguistic feature of it. The materials also can facilitate students' self-investment by involving the students in mini-project, finding supplementary materials, or let them make decisions about which texts to use and how to use them.

f. Learners must be ready to acquire the points being taught

Pienemann claims that instruction can improve the language acquisition process and improve students' grammar mastery if it balances with students' readiness. Then, Tomlinson states that the materials can increase students' readiness by creating situations that require the use of various language features. Readiness also can be achieved by materials that ensure the students mastering the previous features they learned before teaching a new one. It can also be achieved by materials that get students to focus on features of the target language they have not acquired before so that they feel more attracted to these features.

g. Materials should expose the learners to language in authentic use

Tomlinson claimed that students needed an authentic use of the target language. It means, they need an experience of how language is used for a

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communicative purpose. In addition, Tomlinson said that the materials in the textbook should stimulate authentic input which understandable enough to achieve the purpose for responding to it. It can be concluded that rather than just being a passive reception, the textbook should stimulate students' interaction with the authentic input. Activity such as making interviews, doing a project in the local community, listening to the radio, can facilitate the students in process of authentic use.

Tomlinson said in his theory that it was important for the students that they were exposed to planned, semi-planned, and unplanned discourse if they want to be able to use the language for general communication. A formal lecture, an informal radio interview, and a spontaneous conversation are examples of planned, semi-planned, and unplanned discourse.

h. The learners' attention should be drawn to linguistic features of the input

Tomlinson stated that helping the students to pay attention to linguistic features of authentic input can help them acquire some of those features. The students' attention which is paid to the language can be conscious and unconscious. For example, the students might be paying conscious attention to the attitude of one of the characters in a story and might be paying unconscious attention to the second conditional which the character used. Then, the students are asked to make a generalization about the function of the character's attitude they paid attention to before. Therefore, the students become aware of the gap between a feature of their inter language and the equivalent feature in the target language. In Tomlinson's theory, it is also said that there is another approach that can help the students to notice the gap between their use of features in English and

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how the native speakers use it. The textbook can ask the students to compare their indirect speech with the way it is used by native speakers.

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

Tomlinson stated that the students should be given opportunities to use language for communication rather than just to practice it controlled by the teacher and the material. It will encourage the students in a situation in which the content and the expression of the interaction are determined by the students.

Moreover, communicative interaction can provide opportunities for students to pick up language from the new input generated, as well as opportunities for learner output to become an informative source of input. Therefore, the materials should provide the students with opportunities for such interactions in planned or unplanned mode. Those interactions can be achieved through:

- 1) Information or opinion gap activities require the students to communicate with each other to close the gap such as finding out what food people would like at the class party.
- 2) Post-listening and post-reading activities require the students to use information from the text to achieve a communicative purpose such as discussing whom to vote for or writing a review of a book or film.
- 3) Creative writing and creative speaking activities such as writing a story and improvising drama.

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j. Materials should take into account that the positive effects of instruction are usually delayed

Tomlinson stated that there was a statement from a research of language which showed that rather than from instant adjustment, language acquisition was gained from a gradual and dynamic process of internal generalization. The students cannot be expected to learn new language features and be able to use them effectively in the same lesson. They might practice it, to retrieve it from short-term memory, or produce it after their teacher asks them. However, the students get it wrong in the following week. The students should have enough time, instruction, and exposure to acquiring the new feature. Therefore, Tomlinson stated that recycling instruction and providing frequent and sufficient exposure to the instructed language features in communicative use is more important than facilitating the gradual process in the material. The language acquisition will be successful if it requires frequent, spaced, and varied recycling.

k. Materials should take into account that learners differ in learning style

In Tomlinson's Theory, it mentioned that the activities in the textbook should be varied and ideally met all learning styles, because if there were different students in the class, then the learning style preferred will be different too.

Philominraj (2017) stated that There are many kinds of learning style preferred by the students, include:

- 1) Visual learning style. Philominraj (2017) stated that the learning style in which the materials of the study are presented through printed words, painting drawings, pictures, photography, cartography, diagrams, graphs, charts, images, signs, and slides. The materials are associated with the visual tools.

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- 2) Auditory learners. The students prefer to learn through hearing the language. They gain information through verbal discussion and listening to others speech.
 - 3) Kinesthetic learners. The students who prefer to do something physical. They also like movement, games, and work with touchable objects.
 - 4) Studial learners. The students who like to pay attention consciously to language features and want to be corrected.
 - 5) Experiential learners. The students prefer to learn the language from firsthand experience. The experiential students are more concerned with communication rather than correctness in written-based evaluation. The material developers should be aware and try to cater to all different learning styles in their material. The important thing is the material developers do not assume that the same approach will give the same benefit for all students.

1. Materials should take into account that learners differ in affective attitudes
 - Tomlinson argued that in the teaching-learning process, the students should have a positive feeling towards the target language, their teacher, their fellow students, and the materials. Students' motivation and attitude about the target language are will differ from each other. Therefore, the material developers should be aware of the motivation and attitude differences of the material users. The use of a variety of language instruction in the materials is the way to deal with a variety of cognitive styles. Ways of doing this include 1) providing choices of different type of text, 2) providing choices of different types of activities, 3) providing optional extras, 4) including units in which the value of learning English is a topic for discussion, 5) including activities which involve the students in discussing their attitudes and feelings about the course and the materials.

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© m. Materials should permit a silent period at the beginning of instruction

Tomlinson claimed that forcing the students in the immediate production of a new language will only get a failure. It does not have a good impact on the reluctant students both affectively and linguistically. Furthermore, the silent period tries to facilitate the development of internalized grammar which can help the students to achieve proficiency. Unfortunately, some of the students use the silent period to avoid language learning. Tomlinson claimed that the purpose of the silent period was to introduce new language points through activities that require understand in rather than production. For example, the material in the textbook can introduce new vocabulary and language structures through stories then the students can respond to it using their first language.

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

Tomlinson claimed that varied making activities such as analytics, creativity, evaluation, and rehearsal are require processing capacity can lead to deeper and more durable learning. It would be better for the textbooks to provide material which stimulates students' thought and feeling. Furthermore, Tomlinson agreed with Lazanov that he allowed the students to received information through different brain processes and in different circumstances. Therefore, the information obtained by the students is stored in many different parts of the brain. Through this step, Lazanov tried to maximize students' recall. Suggestopedia engaged the students in a variety of both left- and right-brain activities such as reciting the dialogue, sing a song, writing a story, or dancing to

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Instruction.

o. Materials should not rely too much on controlled practice

Tomlinson noticed that most researchers seemed to agree with Elis who said that controlled practice seemed to have a slight long-term inaccuracy in which the new structures were given. Moreover, the controlled practice also has little effect on fluency. However, the controlled grammar practice activities still feature in popular textbooks significantly. Many teachers and students also consider the useful. In a recent analysis of low-level textbooks, Tomlinson found that nine out of ten textbooks contained many more opportunities for controlled practice rather than opportunities for language use. Tomlinson also stated that most students might be wasting their time doing drills and repeating dialogue.

p. Materials should provide opportunities for outcome feedback

Tomlinson claimed the feedback that more focused on outcome effectiveness rather than accuracy can lead the output to become a more profitable input source. It means the language will be more powerful and be an informative source of information if the language which was produced by the students was evaluated. In addition, the students who fail to achieve communicative purpose were more likely to obtain feedback about the effectiveness of their language use than those whose language was corrected without to non-linguistic outcome. Moreover, the material developers need to ensure that the language production activities in the textbook have desired result than just practice it.

B. Relevant Research

The first research conducted by Avinahari Ahidaturrohmah, 2021. The title was Analysis On English Textbook “*Bahasa Inggris Lintas Minat Sma Kelas X*”

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©Based On Tomlinson's Theory. The result showed that there were nine criteria of good textbook suggested by Tomlinson fulfilled by the textbook and there were seven criteria that were not fulfilled by the textbook. The criteria of a good textbook proposed by Tomlinson that can be found in textbook "*Bahasa Inggris Lintas Minat SMA Kelas X*" were: materials should help learners to feel at ease, materials should help learners to develop confidence, what is being taught should be perceived by learners as relevant and useful, materials should require and facilitate learner self-investment, learners must be ready to acquire the points being taught, the learners' attention should be drawn to linguistic features of the input, materials should take into account that the positive effect of instruction is usually delayed, materials should permit a silent period at the beginning of instruction, and materials should not rely too much on controlled practice which were perfectly fulfilled by the textbook.

The second research conducted by Desy Nur Fakhomah. 2017. The title was an analysis on english textbook entitled "*bahasa inggris SMA kelas X*" based on Tomlinson's theory. The result showed that there were 15 criteria of good textbook suggested by Tomlinson's theory fulfilled by the textbook. Meanwhile, the textbook does not fulfill one criterion. Therefore, the percentage of the compatibility materials in the textbook based on Tomlinson's theory is 93,75%. The textbook also supports three language skills for learning. They are reading, speaking, and writing. The percentage shows 75%. It can be concluded that *bahasa inggris* is a textbook which is suitable to used by tenth grade students of senior high school.

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The third researcher is Reni Amraini. 2010. The title of the research was An Analysis on the Readability Based on Flesch Reading Ease of the Second Year English Textbook Published by Erlangga. Based on the data interpretation, the reading text which consist of 12 reading material 1 of them is in ‘very easy’ classification of readability of text, 5 of them is in “easy” classification, and 5 is in fairly easy classification 1 of 12 reading text is in ‘difficult’ classification. The readability of text books become very easy, easy, fairy easy and difficult is based on their content of text, in the content of reading text will have good readability if the reading material consist of short sentences and should be easy to read and the formula of reading easy show us how to know the readability of the content of text books. Its means the text book is suitable to the students in the school because most of the text already have good readability

Next, the research conducted by Anisa Novita Sari (2019) An Analysis Of Textbook Entitled “Headline English” Published By Srikandi Empat Of Seventh Grade Of Junior High School. This research result was the quality of the Headline English textbook for the seventh grade of Junior High School based on BSNP the score is 93.75 % it means that quality is very good. This book contains 4 elements. These are content eligibility, presentation eligibility, language eligibility, and graphic eligibility. For content eligibility element side, not all items of its indicators are fulfilled clearly. The score content eligibility is 91.66 %. For presentation eligibility element side, not all items of its indicators are fulfilled. The score presentation eligibility is 91.66%. For language eligibility side, all of the items of its indicators are fulfilled clearly. The score language eligibility is 100%. For graphic eligibility side, not all items of its indicators are



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© fulfilled. The score graphic eligibility is 91.66%. Headline English textbook suggested to be used.

The last research conducted by Muniroh from Faculty of Education and Teacher training Walisongo Islamic State University entitled A Content Analysis of the English Textbook Entitled “When English Rings a Bell” for Grade VII of Junior High School Published by the Ministry of Education and Culture of Indonesia in the Year of 2016. This research aimed to identify the appropriateness of the materials in the English textbook with the content, presentation, linguistic, and graphics appropriateness determined by BSNP. The researcher conducted this research by a descriptive qualitative method. The source of data analysis in this research was an English textbook entitled “When English Rings a Bell for grade VII Junior High School” which was launched in 2013 and published by the Ministry of Education and Culture of Indonesia. The finding showed that the English textbook was categorized as “good” since it has fulfilled all the criteria determined by BSNP.

These relevant researches which are conducted by previous writer give contribution toward the research that will be conducted by the writer. They are as references to the writer because the previous researchers analyzed some english textbooks. So, the writer is interested in conducting a research entitled “A Textbook Analysis Entitled *Forward An English For Vocational High School Based On Tomlinson’s Theory*”. The differences between previous researches and the research that will be conducted by the writer sidifferent textbook. The english textbook that will be analyze entitled Forward an English.

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C. Conceptual framework.

The framework is developed from some underlying theories about content analysis. Those encompass the framework on textbook analysis and textbook development. This textbook will analyze based on Tomlinson's theory. The writer will analyze the contents of the textbook by using the sixteen criteria developed by Tomlinson to know the quality of the textbook. The sixteen criteria of Tomlinson's theory can be seen from the table below.

Table II.1
Sixteen Criteria By Tomlinson's Theory

No	Criteria	Definition
1	Materials should achieve impact	impact could be achieved if the materials were unusual, varied, presented attractively, and achievable challenge. Unusual topic means the topics will be discussed in the textbook have a different theme for each chapter.
2	Material should help learners to feel at ease	materials could help students to feel at ease by providing illustrations and examples that they can relate to their own culture
3	Materials should help the learners to develop confidence	Completing substitution tables, writing simple sentences, and filling in the blanks in dialogues were some of the easy tasks which could stimulate students' confidence
4	What is being taught should be perceived by learners as relevant and useful	The good textbook will provide relevant and useful teaching materials by connecting them to students' interests and also their real-life
5	Materials should require and facilitate learner self-investment	One of the way how to facilitate students' self-investment was by making them interested in written and spoken text, then making them respond to it and helping them to

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		analyze linguistic features of it
6	Learners must be ready to acquire the points being taught	the readiness will help students to acquire the materials that will be taught.
7	Materials should expose the learners to language in authentic use	the textbook should facilitate planned discourse such as a formal lecture, semi-planned discourse such as an interview, and unplanned discourse such as spontaneous conversation
8	The learners' attention should be drawn to linguistic features of the input	asking the students to generalize the function of a character's attitude in a story could help the students to pay attention to linguistic features.
9	Materials should provide the learners with opportunities to use the target language to achieve communicative purpose	communicative purpose can be achieved through information or opinion gap activities, post-listening and postreading activities, and also creative writing and creative speaking activities
10	Materials should take into account that the positive effect of instruction are usually delayed.	recycling instruction and provided frequent exposure to the instructed language features were more effective to acquire language
11	Materials should take into account that learners differ in learning styles	the textbook should ideally met all students' learning styles
12	Materials should take into account that learners differ in affective attitudes	providing choices of different types of text, providing choices of different types of activities, providing optional extras, including units in which the value of learning English is a topic for students' discussion, providing activities which involve the students to discuss their attitude and feelings about the course
13	Materials should permit a silent period at the beginning of instruction	the purpose of the silent period was to introduce students to the new language. The teaching-learning process will start from comprehension activities to production activities
14	Materials should maximise	the students should receive

	learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right- and leftbrain activities	information through different brains, left-brain and right brain
15	Materials should not rely too much on controlled practice	The activities which put the students in limited form practice situations were known as controlled Practice
16	Materials should provide opportunities for outcome feedback	The activity which allowed the students to practice the language point without a restricted manner was called free practice

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CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

In conducting this research, the writer used a library research to analyze the content of the English textbook and the approach that was used by the researcher was descriptive analysis design.. Dinzon (2011) said Library research is used to obtain and collect data from written material that needed by the writer. This study used library research because the researcher use document to analyzed that is English textbook. In addition, this study used descriptive analysis because the researcher want to describe and analyzed the criteria of good textbook that fulfilled by the English textbook “Forward an English”. Since library research is non-hypothesis research, so this study just collected the data, analyzed them, then draw a conclusion based on the data. In addition Arikunto (2014) explained it does not contain statistical analysis and empirical calculation.

To analyzed the data, the researcher used content analysis. Content analysis was one of many types of analyzing data in qualitative approach. Because this research investigated to what extent the English textbook “Forward an English” met the criteria of a good textbook suggested by Tomlinson, so the writer analyzed text (the content of the textbook) rather than numerical data.

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B. Research Setting

This research does not need a specific place because it was a kind of documentary research. It means this research can be done at any time and everywhere. This research conducted when the writer proposed the title and did the research up to the time when collecting the result of the study. This research begin in Desember 2021.

C. Source of Data

The primary data source of this research is a document. The main data source in this research come from the whole content of the English textbook. It included the material and the exercise in the textbook which consist of four language skills such as the activities for listening and speaking, and also text for writing and reading. The document that will use as a source of data in this research was the English textbook used by Twelfth Grade students of SMKN 1 Pekanbaru written by their English teacher entitled “*Bahasa Inggris Lintas Minat SMA Kelas X*”. It contained 180 pages and 9 chapters. Then, the writer analyzed the data (material of English textbook) as objectively as possible.

D. Data Collection Technique

In this research, the researcher used documentation as the technique in collecting data. The writer chose documentation because it was a method of collecting data in a written-based like a textbook. The process of data collection are start from finding the “Forward an English Kelas XII”, understanding the theory of good textbook proposed by Tomlinson and the textbook, finding and identifying all the content or material in the textbook by using criteria of good textbook proposed by Tomlinson, taking notes based on

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the criteria. The data took from the textbook entitled “Forward an English Kelas XII” written by Shyla K. Lande and Eka Mulya Astuti . The writer analyzed the whole units in the textbook as a source of the data which focused on sixteen criteria of Tomlinson’s Theory.

E. Technique of Data Analysis

The technique of data analysis is how writer go from mass data to meaningful insight. The writer determine whether the result answer the research question. After collecting the data from the textbook as a document, the data was analyzed by using content analysis in which the writer analyzed data and identify every component material in the English textbook using the criteria of good textbook proposed by Tomlinson. Then, the writer described the data which answer the research problem above. So, the writer analyzed the data by using an analysis procedure as follow:

1. Reading the textbook. The first step in collecting data, the researcher read the whole content of the textbook
2. Classifying the textbook. The researcher compare between each aspects in the criteria of good textbook with each part the content of the textbook.
3. Analyzing the textbook by using Tomlinson’s theory. To analyze the the content or material of the textbook, the researcher studies what is the aspect fulfilled by the textbook and not fulfilled by the textbook.
4. Making conclusion. The last step makes conclusion according to the data. After the researcher finds the answer from research problem, then the researcher will make the conclusion based on the finding (Creswell, 2011)



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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings in the previous chapter, it can be concluded that the textbook “Forward an English” met the criteria of a good textbook proposed by Tomlinson. From the process of analysis, it can be found that the textbook fulfilled twelve criteria of good textbook proposed by Tomlinson but did not fully fulfill the other four criteria.

B. Suggestion

Based on the conclusion of the English textbook analysis, the writer would like to give some suggestion as follows:

1. The authors of the textbook

The writer hoped that the English textbook will provide more language skills activity especially for speaking skill and listening skill, and provides more games that are appropriate with the material will be learnt. The author can try to balance among all criteria of a good textbook in every aspect in the textbook. so, it would make the textbook more complete and students more active in a teaching and learning process.

2. The teachers of Vocational High School

Teachers are expected to be more creative in presenting the materials. The teachers are expected to keep the class active and conducive. The teacher should choose the best English textbooks that are based on the students need and current curriculum. The teachers also expected not to focus on a certain textbook, but there may other reference books. The teacher are suggested to be more creative to invite their students. Therefore, the students can be more motivated to learn English not as

© a receiver, but also as the producer. It will be better if there is a good cooperation by both of them to practice the other kinds of communicative exercise in the teaching and learning process in the class. This book can use for every school such as islamic vocational school and vocational high school.



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CURRICULUM VITAE



ARUM HANDARU PURNAMA DEWI, was born on April 9th, 1996 in Bagan Bhakti, Rokan Hilir. She is the Two of Three children of beloved couple Mr. Rohmadi and Mrs. Suharsini S. Pd. She lives at Bagan Batu, Rohil.

ARUM HANDARU PURNAMA DEWI had finished her study at SDN 014 Bagan Sinembah, Rokan Hilir (2008), then she continued at SMPN 2 Bagan Sinembah (2011), then she continued her study at SMAN 1 Bagan Sinembah (2013). In (2014), she continued her study in State Islamic University of Sultan Syarif Kasim Riau at English Education Department, Faculty of Education and Teacher Training.

She followed the final examination of her thesis which entitled: "A Textbook Analysis Entitled FORWARD AN ENGLISH for Vocational High School Based on Tomlinson's Theory" on January 10th 2022. She passed her final examination and got Bachelor Degree of Education.

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