

AN ANALYSIS ENGLISH TEXTBOOK FOR SECOND GRADE STUDENTS AT SENIOR HIGH SCHOOL BASED ON TOMLINSON'S PRINCIPLES

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Abstract

This research is intended to know whether the materials in the English textbook for second grade student senior high school compatible with Tomlinson's (2011) principles. Unfortunately, textbooks are sometimes developed for commercial purposes only. further, the textbook is not always appropriate with condition in classroom. The textbook fulfills listening skill, speaking skill, and writing skill for some chapter, when the researcher analyzes the English textbook for second grade student senior high school. The researcher applies qualitative content analysis as the research design. The finding of this study shows that the English textbook for second grade student senior high school fulfils 8 of Tomlinson's principles. The textbook can be a useful source of learning materials and help students, especially EFL students, in learning English.

Keywords: *English textbook, compatibility, Tomlinson's principles*

1. INTRODUCTION

As one of the mostly used instructional materials, textbook has an important role in helping the student learning English. In Indonesia context, English textbook is often regarded as the main source of learning materials in the classroom. According to Azizifar and Baghelani (2014), there are some reasons for textbook evaluation. The first is the requirement to adapt new textbooks. The second is to recognize the strengths and weaknesses in the textbook. The third is textbook evaluation is very useful for teachers' development and professional growth. In addition, teachers need to be able to evaluate, adapt, and establish materials so that it would be appropriate for their particular book.

There are four reasons why textbook is always used in teaching and learning process. First, it is to find and are commercially provided. Second, it provides a guide or road map for the learners that offer expected behaviors that they have to perform. Third, it helps teachers prepare the lesson. Last, it also becomes a flexible syllabus for teaching and learning process based on students' need (Crawford in Richards and Renandya, 2002). Tomlinson (1998,p.2) proposes that materials are something that should be considered to aid language learning. It means that textbook can help the teacher in teaching and learning process. furthermore the teachers have to be able to select and analyze the contents of textbook properly.

According to Cunningsworth (1984: 1), textbook is a book written by experienced and well-qualified people and the material contained in them is usually carefully tested in

pilot studies in actual teaching situations before publication. Textbook is used in the teaching learning process exactly in teaching English. Indonesia has been using textbook for many years in education.

O'Neill (1982: 104) added the reasons for the use of textbooks: Firstly, most parts of textbook materials are appropriate for students' needs, even if they are not especially designed for them. Secondly, they make it possible for students to plan for future learning and also review the previous materials or lessons. Thirdly, textbooks provide students with high quality materials at a reasonable price. Finally, suitable textbooks allow teachers to adapt and modify them to meet the learners' needs and also allow for natural interaction to happen.

Actually, the teachers depend on the textbook. It becomes an important thing in the class for teaching and learning process. A textbook means a created material designed as materials for teaching learning process in order to increase the learners' knowledge and experience. "Textbook are best seen as a source in achieving aims and objectives that have been set in terms of learner needs" (Cunningsworth, 1995: 7). Thus, textbook is one source of materials in teaching learning process.

Based on the explanation above, the researcher is interested in analyzing textbook for second grade student for senior high school published by Ministry of Education and Culture of Indonesia (MECI) in 2014 as a source for analyzing the textbook based on Tomlinson's principles of material development for language teaching.

2. LITERATURE REVIEW

2.1 TOMLINSON'S PRINCIPLES (2011)

Based on Brian Tomlinson's principles, materials have some characteristics that they are appropriate to be used in teaching and learning process. Tomlinson (2011) proposes that there are sixteen criteria to fulfill good instructional materials. These are the following criteria:

1. Materials should achieve impact.

This means that the materials should have interesting presentation and content to achieve the target of learners. Then, materials should have big obvious impact on learners' curiosity, interest and attention are attracted. Materials can achieve impact through:

- a. Novelty (for example extraordinary topics, illustrations and activities),
- b. Variety (take some materials with different activities and different types of sources)
- c. Attractive presentation (For example, use of attractive colors and use of photographs. It makes the learners to feel interest with the material)
- d. Appealing content (For example, the material should use local references, interesting topic to the target learners.

(Adopted from Tomlinson,1998)

In order to gain impact, the researcher should give choices, such as texts, topics, and activities. For example, when the teacher provides the materials related with animals or fruits without using media or real pictures, the situation in the classroom is different.

Sometimes the learners do not know the animals or fruits that the teacher talks about. Because the teacher can make the learners feel enthusiastic to follow the learning activities by giving some pictures, real pictures or authentic materials can be used.

2. *Materials should help learners feel at ease.*

This means that the materials should have text and illustration which can make the learners feel comfortable, relaxed and being supportive. Materials can help learners feel at ease when the materials have lots of white space, texts and illustration which are related with their culture, and “voice” is relaxed and supportive. It means that the materials can provide listening text, exercises by using a song. Then, white space refers to the canvas space left in between different elements of the design. It is used to make the design more interesting, but the principle is not something that the reader does not want to focus. In addition, material should provide lots of different activities on the same page. The purpose is to make the learners more understand and know very well with the materials. The learners can understand very well, if the materials provide some exercises to measure the understanding related with it.

3. *Materials should help learners to develop confidence.*

This means that the materials should make learners feel successful and support the learners to improve their skills. Then, Tomlinson (1998) proposes that the learners can feel relax and self confident, if they want and would like to think that the materials is easy and they enjoy with the course. Self-confidence is a natural personality trait. The learners who have self-confidence tend to speak more and know how to get their point across. In addition, self-confidence can be taught by using some teaching strategies. Teachers can help the students to feel confident. Then, encourage the learners to do than they did before. For example the student got score “B” on science test, and the teacher should be able to encourage the student to get score “A” this time. It is important for learners to complete against themselves not their classmates. In addition, sometimes the teacher cannot control their emotion in the classroom, for example the students cannot say certain words correctly and the teacher wants to interrupt the students and correct them. That is not a good way to establish their self-confidence. however, the teacher should avoid this way.

4. *What is being taught should be perceived by learners as relevant and useful?*

This means that materials should be relevant and useful to be used in teaching and learning process. Sometimes, the English teacher can easily get the materials that have relation with the topics and tasks. However, the teachers should be careful in choosing the material so that the materials are useful to use in teaching and learning process. In ESP materials, the teaching points are relevant and useful by relating them to know learner interests and to real-life tasks which the learners need to perform in the target language or situation.

5. *Material should require and facilitate learners' self-investment.*

This seems that the learners profit most if they invest interest, effort, and attention in learning activity. It is possible and extremely useful for textbooks to selection,

photographs and other resources. It has positive effect for learners, because it is interesting and motivating. It also provides some cultural information about the target culture and exposure to real language. The characteristics of good materials are not only thought by the teacher, but it should be able to motivate the learners.

provide the learner self-investment. According to Tomlinson (1998,p.11) one of the most profitable ways of doing this is to get the learners interested in a written or spoken text, to help them to analyze a particular linguistic feature of it in order to make discoveries for themselves, and to get them to respond it globally and effectively. In addition, to get successful in English teaching and learning process due to a large extent to a learners' own personal investment of effort, time and attention to target language. It explains that English teaching and learning process is more useful when the learners can find the concept of their learning by themselves and have their own investment of effort, time and attention in their learning activities before coming to the class. Then, material can help the learners to gain this by providing them with choices of focus and activity, by giving topic control.

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

According to Krashen (1985) in Tomlinson, each learner learns from the new input that they are ready to learn. It needs variation features not previously taught. Then, materials should be developed so teachers can easily do initial and ongoing assessment. The purpose is to ensure that the learners have gained sufficient mastery over the developmental features of the previous stage before teaching a new one. For example, in writing activities, the teacher provides two sample essays about the same issue. By comparing those essays with guidance from the teacher, the students are asked to analyze and evaluate both of them. Then, they give their opinion. The teacher can copy what the learners do in the class so that they can use it in the feedback process. Then, Kennedy (1973:76) states that it is also important that the learners is always in charge in their product, we can never completely control what the learner does to select and organize, whatever the input. Each learner has different style thinking and different ways to explore what they want to do.

7. *Materials should expose learners to language in authentic use.*

A lot of teaching materials provide authentic input through some instructions, advices, and activities, spoken and written texts in the materials. It can be done through the advice the materials give, the instruction for their activities, the spoken and written text, and the learners can interview the teacher and listen the radio. Authentic material refer to the use in teaching of texts, magazines, video selection, photographs and other resources. It has positive effect for learners, because it is interesting and motivating. It also provides some cultural information about the target culture and exposure to real language. The characteristics of good materials are not only thought by the teacher, but it should be able to motivate the learners.

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

In this principle, the learners should focus on linguistics features that which are needed to make a generalization related with the function of the language features based on the main materials.

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9. *Materials should provide learners with opportunities to use.*

This means that the learners have to practice their language to communicate with someone in real life not in the classroom that controlled by the teacher. Communicative is important thing to measure their ability in language use. The communicative interaction can be in the form of information or opinion gap activities, post-listening and post-reading activities, and creative writing and creative speaking activities. Furthermore, the learners should be given opportunities to use language for communicative rather than to practice it in certain situations that controlled by the teacher and materials. Furthermore, communicative interaction can provide opportunities for picking up language from the new input generated as well as opportunities for learner output to become an informative source of input (Sharwood-Smith, 1961). For example, ask the learners to write something may be their experience or a story based on their imagination. The teacher can ask the learners to make a drama. Drama can help the learners to improve their speaking skill.

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

This means that learners who want to learn language cannot an instantaneous process but a gradual one. So, this is the important way to give frequent and sample exposure in communicative use. This textbook provides the language features material after the writing material. It means that students are asked to produce language first and then study the features later. The features are also not recycled; each feature is studied once on every chapter.

11. *Materials should take in account that learners differ in learning style.*

This means that the materials should provide a variety of activities and support all learning activities. Every learner has different style in learning process, for example learners prefer experiential learning more likely to achieve some information from reading a story with a predominant grammatical feature (for example reported speech). So, based on the explanation above should fulfill all of learning styles. There are some styles to be fulfilled in language learning material, such as visual learners (for example, the learners prefer to notice the language written down) , auditory learners (for example, the learners prefer to hear the language), kinesthetic learners (for example, the learners prefer to do something physical such as following instruction), experiential learners (for example, the learners prefer to use the language and focus on communication although they do not know about the correct sentence), analytic learners (the learners focus on discrete bits of language and learn them one by one), global learners (for example, the learners feel happy to give some responses to whole chunks of language at the time), dependent learners (for example, the learners prefer to learn from their teachers and from a book) and independent learners (for example, the learners feel happy when they learn from their own experience).

12. *Materials should take in account that the learners differ in affective attitudes.*

Ideally language learners should have strong and consistent motivation, because it can determine the success or failure in student's learning. Then, learning without motivation, it is so difficult to succeed. Actually, the ideal learners do not exist. Obviously there are no materials developer can fulfill all of these affective variables, but this is the important thing to someone who is writing learning materials to be aware of the inevitable

attitudinal differences of the reader or users toward the materials. There are some ways to distinguish the users' attitudinal, such as providing some choices with different types of activities, providing some information extras to someone or learners who has high motivation and active, researching for the diverse interests of the target learners.

13. *Materials should permit a silent period at the beginning of instruction.*

This means that the materials should not force learners to speak until they are ready, but they should not force silence either. Communication in second language makes the learners cannot explore the language like their first language.

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

This means that this principle can stimulate the learners to learn the same lesson involving different cerebral processes and different states of consciousness in many different part of the brain.

15. *Materials should not rely too much on controlled practice which means they should focus on language use.*

This means that the materials should focus on language use. Actually, the purpose of this principle to state it is still controversial to say that controlled practice activities are valuable. There is statement that the most spontaneous performance is attained by dint of practice (Sharwood-Smith, 1981) and automaticity is achieved through practice (Bialystok, 1988) have no evidence.

16. *Materials should provide opportunities for outcome feedback, especially feedback on the effectiveness of use of language rather than accuracy of language.*

This means that the materials should focus on the effectiveness of the outcome rather than accuracy of the output. Then, the learners who are successful to achieve a particular communicative purpose will get positive feedback on the effectiveness of the language use of the language for further language outcome.

2.2 TEXTBOOK ANALYSIS

According to Krippendorff (2003, p.18) Textbook Analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of they used. As a technique, textbook Analysis involves specialized procedure. It is learnable and divorceable from the personal authority of the researcher. As a research technique also, the textbook Analysis provides new insights, increases researcher understanding of particular phenomena, or inform practical actions. This textbook Analysis could be likely a research tool Textbook Analysis as a research method is a systematic and objective means of describing and quantifying phenomena (Krippendorff, 1980, p.18). It is also known as a method of analyzing documents. Textbook Analysis allows the researcher to test theoretical issues to enhance understanding of the data. Through textbook Analysis, it is possible to distil words into fewer content related

categories. It is assumed that when classified into the same categories, words, phrases and the like share the same meaning (Cavanagh in cited Fitriyani 2013).

Textbook Analysis is a research method for making replicable and valid inferences from data to their context, with the purpose of providing knowledge, new insights, a representation of facts and a practical guide to action. The aim is to attain a condensed and broad description of the phenomenon, and the outcome of the analysis is concepts or categories describing the phenomenon (fitriyani,2013). Usually the purpose of those concepts or categories is to build up a model, conceptual system, conceptual map or categories. The researcher makes a choice between the terms ‘concept’ and ‘category’ and uses one or the other.

3. METHODOLOGY

The researcher used content analysis as design in this study. Wallen and Fraenkel (2001) propose that content analysis is an analysis of the written and visual contents of document. Then, Hancock (2002,p.21) states “Content analysis is a procedure for the categorization of verbal or behavioral data for purposes of classification, summarization and tabulation”. It means that content analysis method is used to take a conclusion based on the data. So, it can be concluded that content analysis is a research technique that can be used to relate words and concepts within various forms of data. The researcher use English textbook for second grade student senior high school for this research, this textbook fulfill criterion of some principle material development based Tomlinson principles, textbook for second grade student senior high school published by Ministry of Education and Cultural of Indonesia (MECI) in 2014 as a source for analyzing the textbook based on Tomlinson principles of materials development for language teaching.

4. RESULT

4.1 THE COMPATIBILITY OF MATERIALS IN THE ENGLISH TEXTBOOK WITH TOMLISON’S THEORY

4.1.1 Principle materials development no 5 “materials should require & facilitate learners’ self-investment”

This principle suggests that materials and learning activities in the textbook should arouse learners “attention, interest, and effort. In order make it happen, Tomlinson (2011) suggests some ways to facilitate learner’s self-investment. The first way is providing choices focus and activity based on result the researcher find out in chapter 3 on theme “party time” in this chapter the student focus to understand how the way to make invitation card, and the second way give the student mini project for example in activity chapter 3 about party time the student can make invitation card by themselves by looking the example on page 39 in this textbook.



Picture 4.1.1 principle materials no 5

The last way student must find materials from other resource to support the main materials the learners well offering opportunities to the learners to choose text and how to use them for example the student can find the materials about invitation card by search in internet.

4.1.2 Principle materials development no 6 “learners must be ready to acquire the points being taught“.

This principle show that readiness in learning activity is needed because the learners cannot perform well when they are not ready (Tomlinson, 2011). Based on sixth principles readiness can be achieved when the materials present are comprehensible and slightly above the learner’s current proficiency. In order to identify the availability of the sixth principle the research analyze textbook for second grade student senior high school in chapter 7 on theme “meaning through music” the student must understand the meaning every single lyrics of the song about teenager life. For example on page 91-92 in song Maria Carey in title “hero”

"Hero" by Mariah Carey

If you look inside your heart
You don't have to be afraid
Of what you are
There's an answer
If you reach into your soul
And the sorrow that you know
Will melt away.

[Chorus]
And then a hero comes along
With the strength to carry on
And you cast your fears aside
And you know you can survive
So when you feel like hope is gone
Look inside you and be strong
And you'll finally see the truth
That a hero lies in you.

It's a long road
When you face the world alone
No one reaches out a hand
For you to hold
You can find love
If you search within yourself
And the emptiness you felt
Will disappear.

[Chorus]
And then a hero comes along
With the strength to carry on
And you cast your fears aside
And you know you can survive
So when you feel like hope is gone
Look inside you and be strong
And you'll finally see the truth
That a hero lies in you.

The Lord knows
Dreams are hard to follow
But don't let anyone
Tear them away
Hold on
There will be tomorrow
In time
You'll find the way.

[Chorus]
And then a hero comes along
With the strength to carry on
And you cast your fears aside
And you know you can survive
So when you feel like hope is gone
Look inside you and be strong
And you'll finally see the truth
That a hero lies in you.

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Discussion Questions for Hero

1. What is the song "Hero" about?
2. According to the song "Hero", what makes a hero?
3. Who is your hero? Why?
4. How does this song make you feel?

Picture 4.1.2 principle materials no 6

So, student readiness is important because if the student not understand about the materials "meaning through music" the student cannot take a meaning the lyrics of the song and student cannot answer do the task about hero song by Maria Carey

4.1.3 Principles material development no 8 "The learners attention should be drawn to linguistic features of the input".

This principle show that li linguistic features in english related to the use sentence construction, grammar, and mechanical aspect of writing (Budi Harso, 2006). Based on the eight principle, an effective way to draw student attention to linguistic features of the input by using the experiential discoveries discoveries where the student are lead to respond to the content of a text first and make discoveries by themselves about the from function of certain features (Tomlinson, 2013), for example on page 124 about bullying in titled a cancer that the must be eradicated, based on text the student can take the function experiential discoverace student should not bullying everyone including people with cancer. So the linguistic features in English related to the use of sentences construction by the bullying text the student can make applying in daily life.

B Reading Activity

**Bullying:
A cancer that must be eradicated**

Note:
All names have been changed to protect the privacy of those involved, especially the victims.

A tragic end to an education that had barely begun – 13-year-old Kiki stopped schooling because her classmates used to make fun of her relentlessly. They had accidentally discovered her humble background, her father being a street vendor. In another case, 15-year-old Dinda could not take it anymore. She became depressed, left school and stayed at home because she was constantly teased by her classmates for failing in junior high school.

And in yet another, more recent case, some senior students of a junior high school took seven junior students, and subjected them to violent beatings. Sherry, one of the junior students, was rushed to hospital with bruises on his abdomen. He is extremely scared to go to school. Julie, a 10-year-old, fifth grade student, states that her first two years of elementary school were a traumatic experience. She sadly remembers being cruelly bullied by her male classmates



Picture 4.1.3. principles materials no

4.1.4 principle material development no 9 “materials should provide learners with opportunities to use target language to achieve communicative purposes.

The ninth principle focuses on the materials in the textbook should provide opportunities to make the learners use the target language for communication (Tomlinson,

2011) there are some ways in providing opportunities for the learners to achieve communicative purposes. The first way is through information or opinion gap activities in which the learners are required to communicate with their peers or their teacher to complete the information. The second way can be done through post-listening and post-reading activities. The third one is through creative writing and creative speaking like composing a story or having classroom. Based on analysis the researcher state that in chapter 2 on theme opinion & thought, in this chapter student can applying social function structure text, linguistic features, social direct interaction and written that involve action of give and ask in the information about opinion & taught related the use of context, active conversation about opinion and taught that saw on page 19 & 20.

A Pre-Activity

With a partner, read the conversational text given.



Siti

Jane

Why are you looking so sad?

I was reading an opinion article on bullying. It made me extremely sad.

Ah! People like to exaggerate things, bullying as such is no big deal.

No, I don't think so. Bullying is prevalent in our society. It is important that everyone should be made aware of this social evil.

I don't agree with you. Little bit teasing here and there is acceptable.

I am of the opinion that no one has any right to harass or make people feel inferior. No one should have that kind of power.

Hey! Stop! You are getting too serious!

Yes! You should be serious about it as well. I would like to point out that bullying is everyone's problem and responsibility. If you condone bullying in any way, shape or form it means you are taking part in it whether it is directly or indirectly by being silent.

Discuss these questions with your partner.

1. What is happening between Siti and Jane?
2. What kind of conversation are they having?
3. Whom do you agree with, Jane or Siti? Why?
4. Have you witnessed bullying? Describe how you felt.

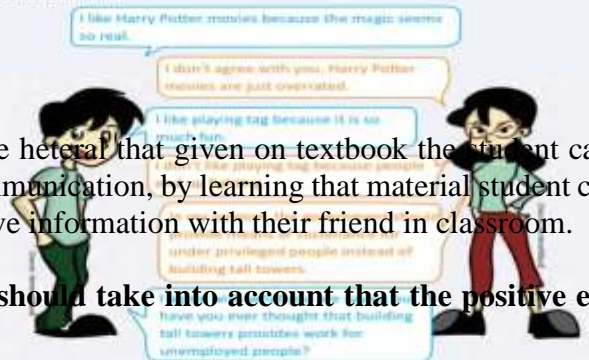
Bahasa Inggris 19

B Building Blocks

Opinions

An opinion is the way you feel or think about something. Our opinion about something or someone is based on our perspective. Whenever we give or express our opinion, it is important to give reasoning or an example to support our opinion.

Some Opinions:



I like Harry Potter movies because the magic seems so real.

I don't agree with you, Harry Potter movies are just overrated.

I like playing tag because it is so much fun.

I don't like playing tag because people under privileged people instead of building tall towers.

Have you ever thought that building tall towers provides work for unemployed people?

DID YOU KNOW ?

We can use collocations to express opinions, for example strong argument, strong criticism, strong denial, strong opinion, strong resistance, quite strongly.

So from the material that given on textbook the student can apply the use of target language for communication, by learning that material student can practice speaking skill by asking and give information with their friend in classroom.

4.1.5 Materials should take into account that the positive effects of instruction are

usually delayed.

This principle shows the positive effect refer to the learners' ability in using the language for communication. According to Tomlinson (2011), the learners cannot learn a new feature and be able to use effectively in the same time. They can still produce the language right after they learn it or when the materials are prompted by the teacher but they may forget if after a while. In relation to the tenth principle, the learning materials in the textbook should be rich of exposure to achieve the positive effects of instruction. For example on chapter 4 about exposition text, not all student can distinguish and capture the meaning of exposition text orally in writing by providing and asking for information related to actual issues in accordance with the context, because we cannot force student's ability to understand new material or use it at the same time.

4.1.6 Principle material development no 12 "materials should take in account that learners differ in affective attitudes".

In term of instructional process, affective usually relates to learners motivation and positive feelings towards the target language, their teacher, their peers, and the materials themselves. Dealing with the twelfth principle, Tomlinson (2011) suggest diversifying the materials. In other words, the materials in the textbook should be varied by having different types of texts. The materials should have different types of learning tasks and offer opportunities to the learners to share their attitude and their feelings towards the course and the materials.

For example chapter 1 on theme offer & suggestion, student can apply social function structure text, and linguistic features involves action give and ask information about offer and suggestion, furthermore this chapter improving speaking skill. Chapter 5 in theme letter writing student can compile special text in the form of personal letters related to the activities of themselves and those around them, oral and written, by paying attention to social function, structure text, and linguistic elements, correctly and in context, furthermore this chapter improving writing skill. Chapter 7 in theme meaning through music student can capture contextual meanings related to social functions and linguistic elements of song lyrics related to teenager life, furthermore this chapter improving writing skill

4.1.7 Principle material no 15 "materials should not rely too much on controlled practice".

Practice activities are designed to give opportunities for the learners to practice their ability in using the target language in appropriate way (Tomlinson, 2008). Controlled practice can mean wasting of time because the learners only follow the situation created without trying to create their own situation. Based on the fifteenth principle, Tomlinson (2011) suggest reducing the frequency of having controlled practice in the learning materials. The materials for the learners should be flexible. It means that the materials offer some choices to the learners to create their own situation when practicing their language. For example in the textbook for second grade student senior high school in chapter 6 on theme cause and effect, student can applying social function, text structure, and linguistic elements of oral and written transactional interaction involving the act of giving and asking for information related to causal relationships, according to the context

of its use (pay attention to the linguistic element *because of, ..., due to, ..., thanks to...*).
Controlled practices deal with dialogue practice that saw on page 75

A Pre-Activity

With a partner, read the conversation given below.

Jane: Hi Ray! What are you doing?

Ray: Hey Jane! I am reading an article on smoking.

Jane: Smoking! Why?

Ray: For presentation in Science class.

Jane: So tell me what you learnt about smoking.

Ray: Did you know that smoking is one of the main causes of sickness in smokers? For example:

1. Smoking weakens the lungs due to which there is a build up of poisonous substances.
2. Smoking causes heart attacks, strokes, ulcers.

Jane: Really? It sounds scary.

Ray: It is! If we do not educate people about the effects of smoking, there will be a lot of people suffering from these diseases.

Jane: You are right. We have to do it.

Discuss with your partner:

- What do you think is happening in the above conversation?
- Do you think smoking is dangerous?
- Do you think it should be banned?

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Picture.4.1.7 principle materials no 15

4.1.8 principle materials development no 16 “materials should provide opportunities for outcome feedback, especially feedback on the effectiveness of use of language rather than accuracy of language.”

Based on sixteenth principle, materials should provide a lot of opportunities for the learners in order to gain feedback. In this case, the opportunities deal with the learner’s attempts in using the target language in communication (Tomlinson, 2011). There are two main function of feedback such as to let the learners know that they do the right thing and to encourage their motivation in learning the language. In textbook for second grade student senior high school can give student feedback after student learning English in this textbook furthermore, can hone students abilities such as speaking skill, writing skill, and listening skill. Student ability speaking skill that saw in chapter 1 on theme offer &

suggestion, chapter 2 opinion and thought and the last one cause & effect, in some chapter student can make conversation about that themes for active conversation and student can use in daily life. For student ability writing skill that saw in chapter 3 about party time, this chapter can train student abilities about make invitation card, if the student will invite their friend for their party the student can make the invitation card by themselves, and the last one that saw in chapter 5 on theme letter writing, in this chapter student can make formal letter and informal letter based on explanation and example on this textbook for second grade student senior high school. Student ability listening skill that saw in chapter 7 on theme meaning through music, the student can make the meaning of the music if the student listening the music.

5. CONCLUSION

This research was done in order to assess the content of the “English textbook for second grade student senior high school” in some chapter by using of the principles material development composed by Tomlinson (2011), this principles present 16 principles. In this research, the researcher find 8 principles of 18 principles Tomlinson (2011), 8 principle include 1) principle materials development no 5 “materials should require and facilitate self-investment”. 2) principles materials development no 6 “learners must be ready to acquire the points being taught”. 3) principles materials development no 8 “the learners attention should be drawn to linguistic features of the input”. 4) principles materials development no 9 “ materials should provide learners with opportunities to use target language to achieve communicative purposes”. 5) principles materials no 10 materials should take into account that the positive effects of instruction are usually delayed”. 6) principles materials development no 12 “materials should into account that the learners differ in effective attitudes”. 7) principles materials development no 15 “materials should not rely too much on controlled practice”. 8) materials should provide opportunities for outcome feed back”. The further investigation of other Tomlinson principles is needed to confirm idea whether or not materials of the textbook fit the classroom condition.

The present study confirm that the English textbook for second grade student senior high school was not developed based on commercial purposes only. the textbook was theoretically appropriate with the principles of materials development from Tomlinson (2011). However, investigation that involves direct observation about implementation of the materials can be conducted to strengthen the present research.

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