



## SUITABILITY OF CONTENT IN TEXTBOOK “ENGLISH FOR NUSANTARA” FOR JUNIOR HIGH SCHOOL

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### Abstract

This research focuses on the analysis of textbooks intended for 9th-grade junior high school students, which are specifically designed according to the latest curriculum known as the Merdeka curriculum. The purpose of this study is to determine the suitability of the textbook content for 8th-grade students based on Tomlinson's theory. The main data source for this study is the English textbook "English for Nusantara SMP/MTS Grade IX", published by the Ministry of Education, Culture, and Research in 2022. Using a descriptive approach and document analysis, this study focuses on the content of the textbook, examining elements such as impact, learner comfort, building confidence, relevance, language exposure, and more. The textbook's content was examined during data collection, and the analysis included subjective and objective evaluations based on Tomlinson's sixteen criteria for successful learning materials. The textbook mostly complied with Tomlinson's criteria, as evidenced by fifteen of the sixteen criteria being satisfied, such as engaging content, learner participation, and a variety of learning options. However, the textbook lacks facilitation of materials and exercises that can make students' left and right brains work in balance.

**Keywords:** Textbook, Tomlinson's Theory

### INTRODUCTION

The interaction between teachers and students cannot be separated from the learning materials. The use of instructional resources is a crucial component in carrying out classroom learning activities. It must adhere to the requirements. Teaching materials are any kind of content used in the classroom, including things that students must learn and become proficient in (Susilaningih et al., 2022). Teachers will be able to better communicate lesson goals to their students, and pupils will have a greater grasp of the content they will be learning thanks to the use of instructional resources. Textbooks are just one kind of instructional resource.

Textbook should have genuinely high-quality material that is presented in an engaging manner and aligns with relevant curriculum, both in terms of content standards and the degree to which instructors and students can comprehend the teaching materials. The quality of a textbook is one of the key variables in a student's capacity to utilize it effectively. The best outcomes in the learning process can be achieved through high-quality textbooks.

In Indonesia, textbooks are often regarded as the main source of educational materials in the classroom (Rambe et al., 2020). They are vital tools in teaching, significantly contributing to effective English instruction and promoting an environment that enhances student learning. Furthermore, textbooks are important sources of information, providing students with valuable resources that enrich their educational experience (Fidian & Sandy, 2020).

An ELT textbook acts as a model and offers useful information, giving instructors the knowledge they need to develop acceptable instructional materials. By analyzing its content, teachers may gain a deeper understanding and inspiration to improve their teaching strategies and create resources that are specifically designed to meet the needs of their students (Firmansyah, 2020). According to Cunningsworth (1995), ELT textbooks have a variety of functions in the classroom. These responsibilities include giving lesson content, encouraging engagement, serving as a resource for vocabulary and grammar, providing classroom activities, and promoting self-directed learning. Textbooks, therefore, aid in the creation of an evaluation and assessment system for pupils, as well as in influencing the way teaching and learning take place in the classroom (Mahmood, 2011)

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The significance of textbooks in education necessitates that teachers thoughtfully choose ones that meet their students' requirements. Thus, performing an analysis of textbooks is crucial to evaluate their quality. By studying textbooks, it is anticipated that this will aid in the decision-making process for choosing suitable textbooks to utilize. One approach that can be utilized to examine textbooks is the theory put forward by Brian Tomlinson. As stated by Tomlinson (2011), creators of educational resources typically strive to deliver content derived from their insights into how language can be successfully learned through immersion. This input can include textbooks, stories, perspectives, or examples of language application. Furthermore, Tomlinson recommends that materials developers concentrate on three essential questions while designing instruction: what material should be given to language learners, the manner of its presentation, and how it can facilitate language learning

Drawing from the description provided and taking into account the different English textbooks employed in the classroom, this study intends to examine a particular book titled "English for Nusantara untuk SMP/MTS Kelas IX," published by the Ministry of Education, Culture, and Research in 2022. The goal is to assess its alignment with the language learning theory principles put forth by Brian Tomlinson.

According to Tomlinson, content producers have traditionally sought to offer materials that align with their understanding of effective language learning strategies. Ideally, they create textbooks, share narratives, articulate viewpoints, and provide illustrations of language application. Furthermore, as noted by Tomlinson (2011), individuals creating materials should focus on three crucial questions when offering support: determining the suitable content for language learners, choosing the instructional methods, and exploring how it can be employed to enhance language learning outcomes

## METHODOLOGY

This study employed a qualitative descriptive approach using content analysis as the primary method to evaluate the English for Nusantara textbook for Grade IX. The objective was to examine how well the textbook aligns with Tomlinson's (2011) sixteen principles for effective language learning materials. Content analysis is appropriate in this context as it allows for a systematic, in-depth examination of textual and visual data, focusing on the presence, frequency, and quality of pedagogical elements within the textbook (Rahmawati, 2018).

The primary data source for this study is the English for Nusantara textbook for ninth-grade students (SMP/MTs), published by the Ministry of Education, Culture, Research, and Technology of Indonesia in 2022. As a part of the implementation of the Kurikulum Merdeka, this textbook is formally utilized in junior high schools, making it a pertinent topic for discussion in connection with national curriculum change and the student-centered learning concept.

The instrument used in this study was a rubric-based evaluation grid constructed from Tomlinson's (2011) sixteen principles. Each criterion was operationalized into observable indicators, allowing the researchers to assess whether and how each principle was represented in the textbook. For example, principles such as "materials should achieve impact" or "materials should expose learners to authentic language use" were mapped to specific features like task design, language input, illustrations, and student engagement strategies.

The data collection was carried out through document analysis, in which each selected chapter of the textbook was read carefully and evaluated against the rubric. The analysis procedures involved the following steps:

- Reading and comprehending the textbook under study
- Identifying the textbook's content that conforms to the criteria
- Compiling the pictures of images, sentences, or paragraphs that contain the information related to the conformity of the textbook's content to the evaluation criteria
- Listing the data for data analysis
- Presenting and interpreting the conformity of each evaluation item.

To enhance the credibility and validity of the analysis, the researchers ensured consistency in applying the rubric and used multiple readings of the textbook chapters. Triangulation was conducted by comparing results across chapters and validating them against the theoretical framework. In addition, peer debriefing was employed by consulting with fellow researchers to ensure interpretation consistency. Through this methodological approach, the study aimed to provide an informed and comprehensive evaluation of the English for Nusantara textbook in the context of learner-centered, communicative, and curriculum-relevant English language instruction in Indonesia.



## FINDINGS AND DISCUSSION

The following conclusions were drawn from the researcher's examination of the textbook's general description or representation of identity:

Title	: English for Nusantara untuk SMP/MTs Kelas IX
Authors	: Ika Lestari Damayanti, Yusnita Febrianti, Pipit Prihartanti Suharto, Iyen Nurlaelawati, Aji Jehan Fellani, Hendra.
Reviewers	: Diah Royani Meisani, Joko Priyana
Supervisos	: Supriyatno, Lenny Puspita Ekawaty, Awaliyah Nurina Utami Umri,Erвина
Contributors	: Imam Susilp, Wiwin Handayani
Ilustrators	: Okky Bagus Wahyudi, Febrylia Sasmita, Fernando Ghazalba, Zainul Rozikin
Editor	: Kristine Ann Manreal Capa
Designer	: Dannireza Ghiffari
Publisher	: Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi
Issued by	: Pusat Perbukuan
First Edition	: 2022
ISBN (Complete Edition)	: 978-602-244-884-6
ISBN (Volume 3)	: 978-602-427-942-4

The textbook “English for Nusantara untuk SMP/MTs Kelas IX” consisted of a total of 399 pages, and there were five chapters in it. This textbook is designed with specific functions to support students’ language development. Chapter 1 entitled Explore Fauna of Indonesia, Chapter 2 entitled Taking Trips, Chapter 3 entitled Journeys to The Fantasy World, Chapter 4 entitled Upcycling used Material, and Chapter 5 entitled Digital life. Every Chapter has a Unit. Each unit is structured with a clear purpose to enhance students’ communicative competence through listening, speaking, reading, and writing activities.

To assess the quality of the textbook, the researchers analyzed all chapters using a rubric based on Tomlinson’s (2011) sixteen criteria for successful language learning materials. These criteria range from “Materials should achieve an impact” to “Materials should provide opportunities for outcome feedback.” Through this rubric-based analysis, the study aimed to determine the extent to which the textbook aligns with Tomlinson’s principles and supports effective English language learning at the junior high school level. Thomlinson (2011) gives good criteria for a textbook, which are:

### 1. Materials should achieve impact

Impact can be attained if the content is fresh, varied, visually appealing, and presented well. The five distinct chapters in the textbook “English for Nusantara” demonstrate its novelty are 1) Explore Fauna of Indonesia, 2) Taking Trips, 3) Journey to Fantasy World, 4) Upcycling used Material, and 5) Digital Life. Every chapter consists of three units. This textbook’s content covers a wide range of subjects as well. A variety of textual variations within each unit demonstrate the material’s diversity. On pages 45, 64, 74, 107, 124, 143, 171, 172, 177, 188, 196, 247, and 315, you can see how the text has changed. Additionally, this “English for Nusantara” textbook includes comic strips and images that are relevant to the subjects. They are located on pages 26, 29, 32, 35, 61, 2, 84, 90, 199, 213, 214, 215, 233, 271, 274, and 283. In the meantime, this book contains several pictures on various pages 23, 27, 30,33, 37, 43, 52, 59, 62, and 79.

Progress Check 1	140
<b>Chapter 3 Journey to Fantasy Worlds</b>	149
Unit 1. Andira and Princesa Sorghin	152
Unit 2. Andira dan Ratu	167
Unit 3. The Multiverse Story of Timun Mas	185
<b>Chapter 4 Exploring Great Materials</b>	205
Unit 1. Look At My New Creation	208
Unit 2. They're So Cute	198
Unit 3. Let's Decide	214
<b>Chapter 5 Digital Life</b>	205
Unit 1. Let's Check the Facts	208
Unit 2. Stay Safe in the Digital World	206
Unit 3. Turn Back Time	214
Progress Check 2	230
Index	343
Glossary	343
Daftar Pustaka	352
Daftar Gambar	353
Daftar Perbaikan	354

Figure 1. Table of contents from text book English for Nusantara

## 2. Material should help learners to feel at ease

Materials that include dialogue and pictures, texts and illustrations, grammar and examples, exercises, and blank spaces can help students feel more at ease. Comic strips are used to present the dialogue in this book in order to pique students' interest and facilitate their comprehension of the subject matter. On pages 26, 29, 32, 35, 61, 82, 84, 90, 199, 213, 214, 215, 233, 271, 274, and 283, comic strips are demonstrated. The images can then be found on a number of pages, including 23, 27, 30,33, 37, 43, 52, 59, 62, and 79. The following pages provide evidence for the text and illustration: 45, 64, 74, 107, 124, 143, 171, 172, 177, 188, 196, 247, and 315. See pages 38, 48, 65, 86, 109, 127, 157, 176, 220, 251, 288, 310 for examples and proof of grammar. As a result, the textbook satisfies this requirement in the image below.



Figure 2. Dialogue picture page 81-82

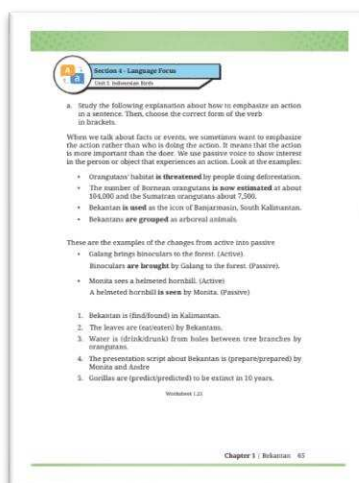


Figure 3. Grammar and examples on page 65

### 3. Material should help learners develop confidence

Tomlinson (2003) believes that learners might feel relaxed and confident if they wish to believe that the content is simple and that they can enjoy the course. Numerous simple tasks and activities are available in “English for Nusantara”. Students should also be stimulated by the tasks and activities. Every task in the textbook is completed using straightforward language. Consequently, “English for Nusantara” satisfies this requirement.

#### a. Stimulating task

The assignment in the textbook boosts students’ self-esteem. The textbook provides examples of stimulating tasks on pages 39, 54, 70, 96, 115, 135, 164, 180, 199, 223, 241, 257, 296, 318.

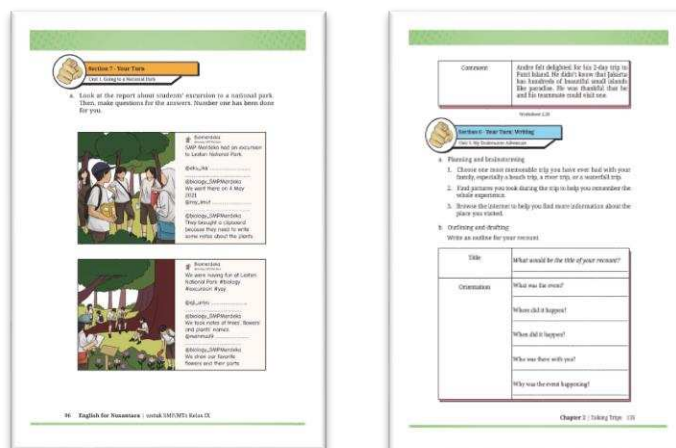


Figure 4. Stimulating Task Page 96 and Page 135

#### b. Using simple language to accomplish every task

The vocabulary used in the textbook is simple. By including a word box column with vocabulary that can aid students in understanding new words, the textbook demonstrates simple language. On pages 23, 24, 27, 33, 37, 90, 106, 123, 126, 157, 171, 174, 211, 218, 248, 272, 278, 304, 314, and 326, simple words are demonstrated. It is an illustration of simple language.



Figure 5. Word box in page 123

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

The resources are pertinent and helpful for the students' lives and careers. Materials pertaining to the subjects are provided by the English textbook for Nusantara. Chapter 1 talks about animals native to Indonesian wildlife, identifies specific information about Indonesian wildlife, and describes characteristics and features of an animal. Chapter 2 talks about personal experiences, identifies a series of past events, and writes about personal experiences in the past. Chapter 3 discusses sequence events in a fantasy story, analyzes a problem-solution pattern faced by the main characters, and rewrites a fantasy story. Chapter 4 talks about things by describing the material and functions, identifying and categorizing specific information about goods and their prices, and describing an object with specific characteristics and details. Chapter 5 discusses how to ask and give information on how to use search engines, identify specific information about ways to stay safe online, and write a procedural text.

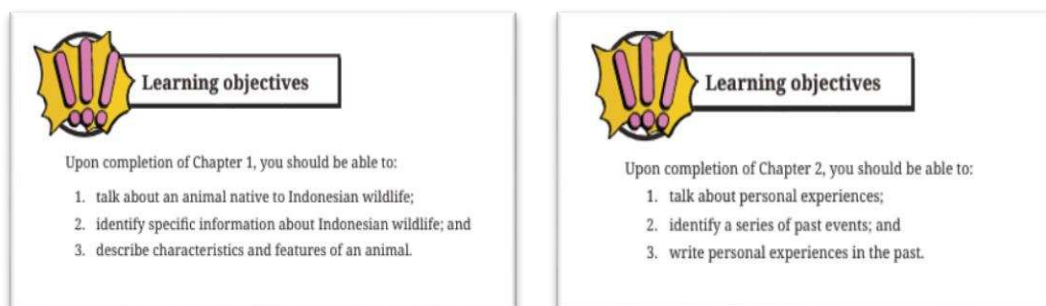


Figure 6. Picture Learning Objectives in Textbook English for Nusantara

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

This criterion suggests that materials and learning activities in the textbook should arouse learners' attention, interest, and effort. To make it happen, Tomlinson (2011) suggests some ways to facilitate learners' investment. The first way is providing students' choice of focus and activity, topic control, and participation in learner-centered discovery activities can all help achieve this. In every chapter, English for Nusantara offers a variety of exercises and activities. The textbook consists of five chapters. Each chapter in the textbook offers controlled practice as well. Additionally, the textbook employs a scientific approach to both teaching and learning. The textbook satisfies this requirement as a result. It can be proved in Chapter 2 on the theme "My Underwater Adventure" page 135, in this activity, students are asked to write a recount text based on their experience.

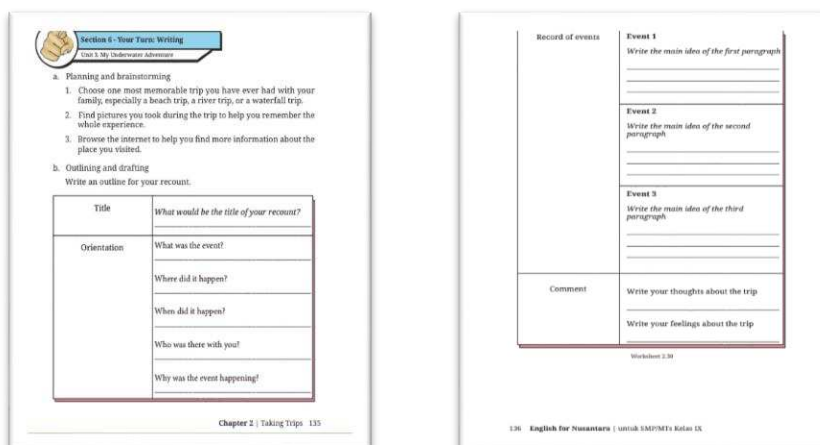


Figure 7. Activity “Your Turn” Page 135-136

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

The resources help students become prepared by drawing their attention to grammatical or linguistic features. The language focus sub-chapter is included in the English for Nusantara textbook. Each chapter offers a language focus. The goal of language focus is to increase students’ knowledge, particularly in grammar. In the textbook, language is the main focus.

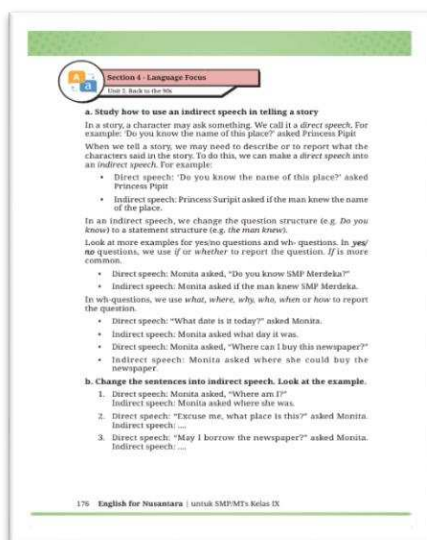
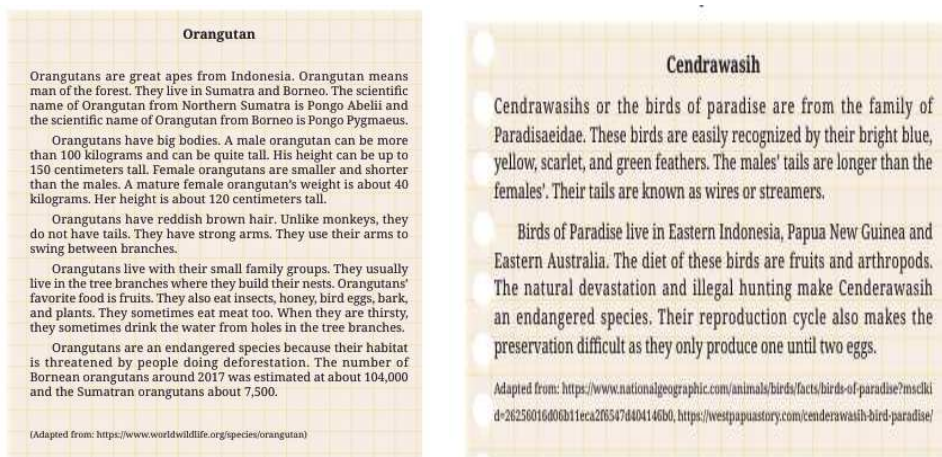


Figure 8. Language Focus Page 176

## 7. Materials should expose the learners to language in authentic use

An authentic source text is provided in the textbook English for Nusantara. Page 45 contains the text that discusses turtles. It adapted from [www.worldwildlife.org](http://www.worldwildlife.org) , and page 64 adapted from [www.nationalgeographic.com](http://www.nationalgeographic.com)



Picture 9. Authentic text pages 45 and 64

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

Linguistic features in English related to the use of sentence construction, grammar, and the medical aspect of writing (Harsono, 2007). Language focus is a subchapter in some chapter of the English for Nusantara textbook. This sub-chapter shows that the textbook pays attention to the linguistic aspects of the input. An effective method to draw students' attention to linguistic elements of input is to use experiential discoveries, in which students are led to respond to the content of a text first and then make their findings regarding the function of specific features (Tomlinson, 2003).

## 9. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes

Activities involving creative writing, creative speaking, and post-reading can all be used to foster communication. Tomlinson (2011) states that the material in the textbook should provide opportunities to make learners use the target language for communication. The textbook "English for Nusantara" has sections that address those kinds of conversations. It can be shown in Chapter 5, page 280.



Figure 9. Conversation page 280-281

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

Tomlinson (2011) states that recycling instruction provides frequent exposure to the instructed language features, which is effective in acquiring language. The textbook can recycle the instructions that were expected to help the students acquire language. It was proven in the “English for Nusantara” textbook. All Chapter in this textbook contains a variety of exercises, including questions, visuals, and listening tasks, that reinforce learning over time. It demonstrates that the English for Nusantara Textbook meets these requirements. Students who wish to learn a language must do so gradually rather than all at once. Thus, that is the most crucial method of providing regular and representative communicative exposure.

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

Different people have different learning styles. They are dependent, independent, kinesthetic, visual, auditory, experiential, analytical, and global. Laksana (2019) states that the learning process adapted to students' learning styles will make students process teaching materials faster because they have their hobbies or uniqueness in learning information processing activities. There are resources in the textbook that address different learning styles. The textbook includes a lot of text and images for those who learn best visually. The textbook offers listening section for those who learn best by hearing. It is one method of teaching students in an auditory style. Following listening, the teacher may repeat a challenging word, and the students may do the same. The textbook includes games and activities in some subchapter warmers and a speaking section for kinesthetic learners.

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

Tomlinson (2011) states that there were many ways for textbooks to improve students' motivation in language learning. They were providing choices of different types of text, providing a choice of different types of activities, providing optional extras, including units in which the value of learning English as a topic for students' discussion, and providing activities that involve the students to discuss their attitude and feelings about the course. In this textbook, diverse activities across Chapters 1 and 2 encourage motivation and emotional engagement. Listening, speaking, reading, and writing activities help students explore language while discovering vocabulary and structure.

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

Effective internalization of grammar and other language components is facilitated by the silent period. Students may benefit from it by becoming proficient. Additionally, activities that first require comprehension before production are used to introduce new language points during the silent period. There is a Word Box section in the textbook. Students learn new vocabulary as a result. It demonstrated how the textbook aids in students' proficiency development. Additionally, the textbook offers sub-chapter readings in certain chapters before sub-chapter writing and speaking. It demonstrates that English for Nusantara textbooks prioritize comprehension skills over production skills. English for Nusantara textbooks thus meet this requirement.

**14. Materials should maximize learning potential, which stimulates both right and left-brain activities**

Both the left and right brains play distinct roles in human existence. The right brain is responsible for spatial abilities like creativity, music, art, and shape. The left brain, meanwhile, is used for language, math, and logic. Numerous activities in the Nusantara English textbook engage the left side of the brain. Reviewing grammar, practicing pronunciation, and expanding one's vocabulary are all activities that activate the left side of the brain. On the other hand, Nusantara's English textbook lacks activities that engage the right brain. The textbook does not meet this requirement as a result.

**15. Materials should not rely too much on controlled practice**

During the controlled practice phase of a session, students practice a new language in a restricted format. In contrast, free practice allows the learner to freely construct language utilizing the goal content. Students can only concentrate on the new framework when they are engaged in controlled activities. There is only one sub-chapter in the Nusantara English textbook that is used for controlled practice. Vocabulary Builder is that. It is merely a type of controlled practice from nine or ten sub-chapters, even though it is offered in every chapter. Based on Sholichah and Ristati (2020) this helps students learn English more naturally and effectively because teaching material is an important aspect in the teaching learning process, as it has a significant impact on the achievement of learning objectives. The following pages have sub-chapter vocabulary builds: 23, 24, 27, 33, 37, 90, 106, 123, 126, 157, 171, 174, 211, 218, 248, 272, 278, 304, 314, and 326. Thus, the English for Nusantara textbook satisfies this requirement.

**16. Materials should provide for outcome feedback**

Reswari (2019) states that students can understand the target language after they read the implementation in the reading, listening, or other skill section. The textbook offers a sub-chapter reflection in every chapter, which facilitates feedback on the results. Reflection is used to determine whether or not students have understood the material. This textbook gives a chance to get feedback on their English skill. Reflection in “English for Nusantara” can be found on pages 73, 142, 204, 264, and 339. The textbook satisfies this requirement as a result.

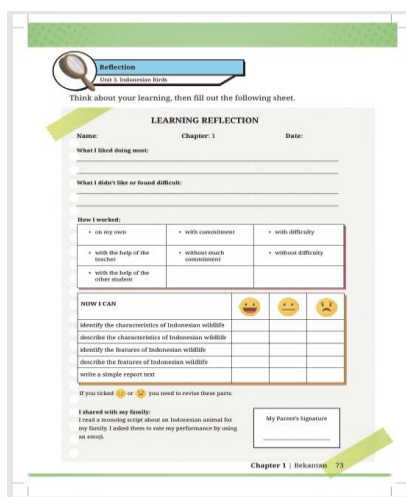


Figure 10. Learning Reflection (Feedback) Page 73

The research looked at how well textbooks followed the sixteen criteria for effective textbooks and Tomlinson's (2011) theory. According to the results, the textbook was of exceptional quality since it met fifteen of Tomlinson's requirements. Fifteen criteria were successfully achieved.

The following criteria were successfully achieved: 1) Materials should make a significant impression, 2) Materials should assist learners to feel at ease, 3) Materials should aid learners in building confidence, 4) Learners should perceive the content being taught as both pertinent and practical, 5) Materials should necessitate and enable learners to invest in themselves. 6) Learners should be prepared to grasp the concepts being taught, 7) Materials should present learners with language used authentically, 8) The focus of learners should be directed towards the linguistic characteristics of the input, 9) Learning materials should offer learners chances to utilize the target language for effective communication, 10) Materials should consider that the beneficial impacts of instruction typically manifest with a delay, 11) Materials should consider that learners vary in their preferred styles of learning, 12) Materials should consider that learners have varying emotional attitudes, 13) Materials should allow for a period of silent observation at the start of instruction, 14) Materials should avoid excessive reliance on controlled practice, and 15) Materials should include opportunities for feedback on outcomes.



However, in some irrelevant areas, the textbook fell short of expectations according to Tomlinson's theory. This unrelated factor was specifically criterion number fourteen, learning materials should maximize learning potential by encouraging intellectual, artistic, and emotional engagement, which will stimulate both left and right brain activities.

Buzan (2013) states that the most powerful learning occurs when the left and right hemispheres of the brain are working together. Both the left and right brains play distinct roles in human existence. The right brain is responsible for spatial abilities like creativity, music, art, and shape. The left brain, meanwhile, is used for language, math, and logic. Numerous activities in the English for Nusantara textbook engage the left side of the brain. Reviewing grammar, practicing pronunciation, and expanding one's vocabulary are all activities that activate the left side of the brain. On the other hand, the English for Nusantara textbook lacks activities that engage the right brain. The textbook does not meet this requirement as a result.

These findings indicate that the textbook effectively achieves impact, notably through the use of familiar and culturally embedded content that resonates with students. In Chapter 1, personalized tasks such as "Say What You Know" help students feel comfortable and emotionally connected to the material. The materials also aid in developing students' confidence, especially through pair work, personal storytelling, and opportunities to express opinions both orally and in writing. These types of activities support students in building communicative competence, as emphasized in Tomlinson's framework.

The content aligns well with students' social and cultural experiences regarding relevance. For instance, discussion prompts about Independence Day and acts of kindness serve not only as contextually relevant but also as springboards for authentic language use. Furthermore, the inclusion of time connectives and narrative sequences helps facilitate students' self-investment and the development of writing fluency. From a linguistic perspective, the book draws learners' attention to language features such as congratulatory expressions and polite requests. Listening tasks followed by comprehension questions assist students in reinforcing their understanding while also honing their listening strategies, addressing the principle of delayed instructional effects.

The textbook also demonstrates sensitivity to diverse learning styles and affective needs. It incorporates a blend of visuals, auditory input, kinesthetic games, and reflective exercises that stimulate both hemispheres of the brain—logical and creative. The "Fun Time" and "It's Your Turn" sections exemplify this multidimensional approach, fostering enjoyment and intellectual engagement.

Despite these strengths, the textbook could be further enhanced by integrating more authentic input, such as excerpts from genuine conversations, articles, or digital communication texts. Currently, while the textbook presents materials relevant to students' real-life contexts, much of the text and dialogues appear to be simplified or contrived for pedagogical purposes. Consequently, students may not be fully exposed to the variations in language, idioms, and discourse features that occur in authentic communication. For example, instead of carefully scripted dialogues that follow rigid question-and-answer structures, incorporating snippets of more natural conversations can better equip students for real-world listening and speaking demands. Additionally, the use of authentic texts like news articles or social media posts can provide students with insights into how English is used across different contexts and for various purposes, thereby broadening their communicative competence.

Moreover, the book lacks sufficient differentiation in task complexity to adequately accommodate the range of proficiency levels typically found in Indonesian classrooms. Merdeka Curriculum emphasizes personalized and student-centered learning, implying that instructional materials should cater to students' individual needs and learning styles. However, our analysis reveals that many tasks in the textbook maintain a uniform level of difficulty, which may not sufficiently challenge more advanced students or adequately support those who are struggling.

For instance, writing activities could include differentiated tasks such as composing simple sentences, structured paragraphs, or creative essays, depending on students' proficiency levels. Similarly, reading tasks could incorporate texts of varying lengths and complexities, with corresponding comprehension questions tailored to each level. By providing differentiated tasks, teachers can more effectively support the language development of all students in their classrooms, regardless of their current abilities.

By addressing these limitations, the English for Nusantara textbook can evolve into a more comprehensive and inclusive resource for English language learning, better preparing students for real-world communicative challenges and aligning more closely with the principles of the Merdeka Curriculum.

## CONCLUSION

Textbook English for Nusantara has been analyzed in this research using Thomlinson's theoretical framework and standards for assessing the caliber of instructional material. According to the research, the textbook largely complies with Tomlinson's requirement for useful language learning material. It effectively engages students,



increases self-esteem, offers pertinent content, models real-world language use, and adjusts to a range of affective attitudes and learning styles. The researcher concludes that the textbook English for Nusantara satisfies Tomlinson's standards for a quality textbook.

However, in some irrelevant areas, the textbook fell short of expectations according to Tomlinson's theory. Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional engagement, which will stimulate both left- and right-brain activities. This was the specific, unrelated aspect.

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