Feasibility Analysis of Grade IX Arabic Textbook Based on Tomlinson's Theory

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Abstract

The primary issue identified in this research is the quality of circulating textbooks, especially Arabic language textbooks. Errors within these textbooks hinder student learning and negatively impact overall education quality. This study evaluates the feasibility of an Arabic textbook for grade IX published by the Directorate of KSKK Madrasah, using Tomlinson's theory, which includes 16 criteria for good textbooks. This research uses qualitative methods with content analysis techniques. The first step in this research is to compile an instrument in the form of a checklist table consisting of several assessment indicators according to Tomlinson's criteria. Then, the textbook was analyzed comprehensively to assess the suitability of the content with the instrument. The obtained data were then calculated and converted into percentages to determine the feasibility category. The analysis results show that the Arabic textbook for grade IX is highly suitable for Tomlinson's criteria. With a score of 58 out of a maximum score of 64, or 90%, this textbook falls into the "Good" category. This conclusion is supported by high scores on most of the assessment indicators, indicating that this textbook meets the established standards in various aspects of foreign language learning. The Arabic textbook for grade IX is reckoned as a highly feasible learning media. However, some aspects still require improvement, such as aspects of variety, unplanned discourse, optional extras, etc. Improvements in these aspects aim to improve the quality of textbooks, which impacts the effectiveness of learning and ensures student achievement is in line with the expected competencies.

Keywords: *Textbooks, Feasibility, Arabic, Tomlinson's Theory*

Introduction

Textbooks have a crucial role in the learning process, as they become one of the determining factors for learning success (Ismail et al., 2022; Rihanah et al., 2022; Rahayu et al., 2019). The material presented in a textbook is crucial in acquiring knowledge, as the educator can only determine the approach, method, or learning strategy after deciding on the material that needs to be taught (Ediyani et al., 2020). Textbooks help teachers organize learning more systematically, while students can more easily understand the material presented (Ilmiyah et al., 2023; Kusuma et al., 2020; Azhari, 2018). They also can facilitate the overall teaching and learning process (Huda et al., 2021). Therefore, it can be inferred that textbooks have a crucial role in enhancing the quality of education and achieving learning objectives (Faoziyah et al., 2021; Nurbaeti, 2019; Prihantoro et al., 2017).

Textbooks are also essential in foreign language learning (Moser, 2020). Arabic as a foreign language has its complexities in learning (Annisa et al., 2023; Sa'diyah et al., 2021). Students need appropriate assistance in understanding language structures, vocabulary, and

grammar different from their native language (Zainuri, 2019). Therefore, Arabic learning textbooks must be of the highest quality and capable of the requirements of students learning the language. Presently, an extensive collection of textbooks is available, which are published by the Ministry of Education and Culture or by various other publishers (Ramadhani et al., 2022). The availability of multiple textbooks provides teachers with many choices when determining which textbooks suit their learning needs. However, despite the variety of options, some textbooks are not suitable, such as textbooks containing inaccurate material (Ramadhani et al., 2022).

One of them is the Arabic language textbook for MTs Class VIII, published by the Ministry of Religious Affairs of the Republic of Indonesia, which contains several errors in its writing, such as in the aspects of syntax, phonology, and morphology (Wafi et al., 2023). The Arabic textbook for grade 7 MTs published by the Ministry of Religious Affairs of the Republic of Indonesia still contains errors in the vocabulary learning material content (Fadilah et al., 2023). Although the government published these textbooks, several areas for improvement were still found. This shows that the textbooks in circulation need several reviews before being used for learning. Using inappropriate textbooks in terms of material content and delivery might have a negative impact on students' learning process. Textbooks that are not factually accurate can provide misinformation to students, hindering their understanding of the subject matter.

Teachers need to know the quality of textbooks that will be used in the learning process (Novianto et al., 2024). Choosing the right textbook is an important key to providing students with an effective and meaningful learning experience. A good textbook should align with the relevant curriculum (Hidayah, 2022). Textbooks must also meet quality standards in order to be suitable for use in the learning process (Azhari, 2018). A good textbook must meet specific standards or criteria (Witdianti et al., 2022). There are 16 criteria for good textbooks according to Tomlinson's theory: 1) Materials should achieve impact; 2) Materials should help learners to feel at ease; 3) Materials should help learners to develop confidence; 4) What is being taught should be perceived by learners as relevant and useful; 5) Materials should require and facilitate learner self-investment; 6) Learners must be ready to acquire the points being taught; 7) Materials should expose the learners to language in authentic use; 8) The learners' attention should be drawn to linguistic features of the input; 9) Materials should provide the learners with opportunities to use the target language to achieve communicative purposes; 10) Materials should take into account that the positive effects of instruction are usually delayed; 11) Materials should take into account that learners differ in learning styles; 12) Materials should take into account that learners differ in affective attitudes; 13) Materials should permit a silent period at the beginning of instruction; 14) Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right- and left-brain activities; 15) Materials should not rely too much on controlled practice; and 16) Materials should provide opportunities for outcome feedbac. Thomlinson's theory is used because it is simple, easy to understand, and applicable (Sholah et al., 2021).

Textbook analysis plays a crucial role in determining the quality of textbooks, aiding teachers in making informed choices (Bahy et al., 2021). In this regard, a leading academic in the field of learning materials development, Brian Tomlinson, has developed principles that can be used as a guide in determining quality second language textbooks. Through his work entitled "Materials Development for Language Teaching", Tomlinson proposed 16 criteria to evaluate the feasibility of good textbooks, specifically in second language learning, also known as Tomlinson's theory. These criteria provide helpful guidelines for teachers in choosing language textbooks that meet eligibility standards.

Research using Tomlinson's theory has been widely conducted through the Google Scholar Publish or Perish source by applying the keywords Tomlinson and Textbook. The latest research was in 2023, and the title is "The Analysis of Feasibility in EFL Textbook: A Contribution to Kurikulum Merdeka", written by Senowarsito et al. This research was conducted on junior high school English textbooks. Research on foreign language textbooks using this theory has been carried out by several researchers, one of which, as already mentioned, was found in English. However, this theory has yet to be utilized to evaluate the feasibility of Arabic textbooks.

This study aims to evaluate the feasibility of an Arabic textbook authored by Yushi M. Mahmudah and published by the Directorate of KSKK Madrasah for students in grade IX of MTs. This textbook was chosen because it is used in various schools in Indonesia and is one of the important references for learning Arabic at that level. By evaluating the feasibility of this textbook, it is anticipated that it will enhance the quality of Arabic learning at the MTs level. Several previous relevant studies have indicated that this textbook falls into the category of good textbooks, particularly supporting the learning of Arabic grammar (nahwu and sharaf) (Ilmiyah et al., 2023).

Another study that evaluated Arabic textbooks for grade 10 provided by the Directorate of Madrasah KSKK of the Ministry of Religious Affairs of the Republic of Indonesia, applying the Praxeology approach, showed that the book is not suitable for use as learning materials for students, as it fails to effectively support the Arabic learning objectives in both theoretical and practical aspects (Khalid et al., 2023). Therefore, improvements are needed in terms of content. The analysis that researchers with previous studies will carry out is different because this analysis uses the theory put forward by Tomlinson to find out how good second language textbooks are (Taufiq et al., 2023). Textbooks must align with the curriculum and match the requirements for good textbooks. It should also be suitable for use in the learning process. Researchers will utilize Tomlinson's theory for evaluation purposes.

Method

This research uses a qualitative design with content analysis techniques. Content analysis is known as a technique for analyzing and understanding a text (Sopian et al., 2022). This technique is done by reviewing and analyzing the content of a text based on a certain theory to be able to conclude as a result of a study (Asrory et al., 2022). The object of this research is an Arabic textbook for grade IX students written by Yushi M. Mahmudah and published by the Directorate of KSKK Madrasah in 2020.

The steps taken in this study are as follows. The first step is to compile an instrument in the form of a checklist table consisting of several assessment indicators using a Likert scale, coinciding with the 16 criteria for a good textbook as outlined in Tomlinson's theory. Each criterion is accompanied by specific indicators that the textbook must meet. Second step, the researcher reads the entire contents of the Arabic textbook for grade IX. This step is crucial to understanding the overall content of the textbook before matching it with the instrument. The reading is done in detail to identify every relevant part of the book in relation to the assessment indicators. Third step, researchers match the contents of the textbook with the instruments that had been prepared. This process involves evaluating each content of the textbook based on the assessment indicators in the checklist table. After that, the assessment of the results of the research instrument was carried out using the following formula (Lestari et al., 2018):

$$Percentage = \frac{\Sigma x}{N} \times 100\%$$

Σx: Total score obtained

N: Total maximum score

Then, the score is converted into four categories proposed by Pusat Perbukuan (Aslamiyah et al., 2022):

Table 1. The Conversion of Fulfillment Average Into Four Categories

Range of Fulfillment Score	Category
80% - 100%	Good
60% - 79%	Fair
50% - 59%	Sufficient
0% - 50%	Poor

The last step, the researcher reviews the data gathered in the third step to determine whether the content of the textbook aligns with the criteria stated in Tomlinson's theory, a detailed description of the quality of the Arabic textbook based on these criteria. This evaluation highlights contents in the textbook that meet or fail to meet the criteria, offering insights into the overall suitability of the textbook. The findings from this analysis are used to provide a comprehensive overview of the textbook's feasibility and to offer recommendations for future improvements in the quality of Arabic textbooks for grade IX.

Results

Researchers analyzed the data obtained from all chapters in the textbook to determine the suitability of the content or material in the Arabic textbook for grade IX with the criteria for good textbooks according to Tomlinson through the observation table instrument.

Table 2. Table of Observation Checklist According to Tomlinson's Theory

No	Criteria by Tomlinson's Theory	Score	Indicator of Score	Check	Total Score
1	Materials should achieve an impact	1	Novelty	✓	3
		1	Variety	✗	
		1	Attractive presentation	✓	
		1	Achievable challenge	✓	
2	Materials should help learners feel at ease	2	Illustrations	✓	4
		2	Examples	✓	
3	Materials should help learners develop confidence	2	Completing sub-tables	✓	4
		2	Writing simple sentences	✓	
4	What is being taught should be perceived by learners as relevant and useful	2	Relevant materials to the student's real-life	✓	4
		2	The materials are useful and can be used for daily activities	✓	
5	Materials should require and facilitate learners' self-investment	4	Activities that require students to make self-discoveries (such as analyzing a particular linguistic feature of a text)	✓	4
6	Learners must be ready to acquire points to be taught	4	Provide learning objectives	✓	4
7	Materials should expose the learners to language in authentic use	2	Planned discourse	✓	3
		1	Semi-planned discourse	✓	
		1	Unplanned discourse	✗	
8	The learners' attention should be drawn to the linguistic features of the input	4	Grammar info	✓	4

9	Materials should provide the learners with opportunities to use the target language to achieve communicative purposes	1	Listening	✓	4
		1	Reading	✓	
		1	Writing	✓	
		1	Speaking	✓	
10	Materials should take into account that the positive effects of instruction are usually delayed	2	Recycle instructions	✓	4
		2	Frequent exposure	✓	

Researchers analyzed the data obtained from all chapters in the Arabic textbook for grade IX using an observation table instrument based on Tomlinson's criteria for good textbooks. The assessment results show a high suitability between the textbook's content and the established criteria.

The assessment is carried out by calculating the total score obtained from all indicators in the observation table and then converting it into a percentage to determine the feasibility category of this textbook. With a score of 58 out of a maximum score of 64, the calculation is as follows:

$$Percentage = \frac{58}{64} \times 100\% = 90{,}625\%$$

Based on the fulfillment score range proposed by the Textbook Center, this Arabic textbook falls into the "Good" category. This indicates that the textbook has met the established quality standards and possesses several advantages, such as clear presentation of material, easy-to-understand language, and sufficient exercises. Therefore, this textbook is highly suitable for use by ninth-grade students as an effective learning guide in studying Arabic.

Discussion

This textbook generally meets most of the criteria stated in Tomlinson's theory. In this section, each assessment point will be discussed in detail to provide a more in-depth picture of the suitability of this textbook's content with the criteria of Tomlinson's theory.

Materials should achieve an impact

The materials in the textbook must have a significant impact or influence on students. This point is assessed based on four indicators:

a. *Novelty*: The content of the textbook should provide unusual topics, illustrations, and activities. This textbook consists of six chapters with different topics. The topics are, 1) Ra'su as-sanah al-hijriyyah (Hijri New Year), 2) al-Ḥaflu bi mawlid ar-rasūl S.A.W., (Commemoration of the birthday of the Prophet Muhammad S.A.W.), 3) Nuzūlu al-qur'ān wa al-'idān (Descent of the Qur'ān and two holidays: Eid al-Fitr and Eid al-Adha), 4) Jamālu aṭ-ṭabī'ah (Beauty of Nature), 5) Khalaqu al-'ālam (Creation of Nature), 6) al-Ḥifāẓu 'alā al-bī'ah (Preservation of the Environment). This textbook also provides new illustrations in each chapter. It can be concluded that this textbook has novelty because it provides different topics and illustrations in each chapter.

b. *Variety*: Variety can be achieved by providing texts from various sources, using several different instructor voices, and providing unexpected activities, such as creative project activities. Variety can help students understand Arabic in various contexts and situations. This textbook does not provide a variety of texts from different sources, audio, or other

additional activities. There is only one text in each chapter except in chapter III, where there are two texts.

c. *Attractive presentation*: This appealing impression is achieved through the use of attractive colors, ample white space, and photographs. Because it can help attract students' attention and make it easier for them to understand the material presented (Intika, 2018). This textbook meets this criterion.

d. *Achievable challenge*: Achievable challenges or challenging tasks that trigger students to think (Suciawati, 2019). The inclusion of leveled practice questions and tasks that students can complete shows that this textbook can meet Tomlinson's criteria, which are found in chapter I on pages 5, 7, 8, etc., chapter II on pages 23, 25, 27, etc., chapter III on pages 36, 37, 38, etc., chapter IV on pages 58, 60, 62, etc., chapter V on pages 72, 74, 76, etc., and chapter IV on pages 86, 88, 90, etc.

Materials should help learners feel at ease

This point is assessed based on two indicators:

a. *Illustrations*: Illustrations used in textbooks can play a big role in helping students feel more comfortable and connected to the material. Pictures, diagrams, and other visual illustrations can make the material more interesting and improve student comprehension (Adam, 2021; Vandayo et al., 2020). This textbook meets the criteria which were found in chapter I on pages 4, 6, 8, etc., chapter II on pages 22, 24, and 26, chapter III on pages 36, 37, 40, etc., chapter IV on pages 57, 59, 61, and 67, chapter V on pages 71, 73, 75, and 81, and chapter VI on pages 85, 89, 91, and 95.

b. *Examples*: Good examples can assist students in comprehending how the material's concept is conveyed (Setiawan et al., 2017). In this textbook, as in chapter I on pages 8, 9, 16, and 18, chapter II on pages 26 and 30, chapter III on pages 40, 41, 43, and 46, chapter IV on pages 61, 62, and 65, chapter V on pages 75 and 79, and chapter VI on pages 89, 90, and 93.

Materials should help learners develop confidence

This point is assessed based on two indicators:

a. *Completing sub-tables*: This activity is essential because it helps students feel more confident (Zulkarnain et al., 2023). Providing exercises that require students to complete sub-tables encourages students to think logically and systematically, which can increase their confidence. This textbook is found in chapter I on pages 5 and 10, chapter II on page 23, chapter III on pages 37, 41, and 43, chapter IV on pages 58, 62, and 63, chapter V on pages 72 and 76, and chapter IV on page 86.

b. *Writing simple sentences*: The ability to write simple sentences is an essential foundation in language learning, as it provides students with a strong foundation in language skills (Idawati, 2019). Training students to write simple sentences can help students feel more confident in their writing ability. These tasks are found in chapter I on pages 11, 16-18, chapter II on pages 27, 30-32, chapter III on pages 38, 39, 42, etc., chapter IV on pages 60, 65-67, chapter V on pages 74, 76, 79, and 80, and chapter VI on pages 88, 90, 93, and 94.

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

This point is assessed based on two indicators:

a. *Relevant materials to the student's real life*: Relevance is a crucial aspect of learning because it helps students understand how their learning can be applied in their lives

(Ansya, 2023; Sadiyah et al., 2022). The relevant materials can be found in chapter I on page 6, chapter II on page 24, chapter III on pages 37 and 39, chapter IV on page 59, chapter V on page 73, and chapter VI on page 87.

b. *The materials are useful and can be used for daily activities*: The materials presented can be used in daily activities. These useful materials are important because students tend to be more motivated to learn when they see how the material they learn can be applied directly in their lives (Lailiyah et al., 2019). In this textbook, it is found in chapter I on pages 7, 10, 13, 16, etc., chapter II on pages 27, 28, 30, and 31, chapter III on pages 42, 44, 46, and 47, chapter IV on pages 62, 63, 65-67, chapter V on pages 75-77, and 79, etc., and chapter VI on pages 86, 88, 89, 91, etc.

Materials should require and facilitate learners' self-investment

This point is assessed based on the indicator: *Activities that require students to make self-discoveries*. The textbook offers activities that encourage active student participation in the learning process and facilitate self-discovery, such as analyzing or determining certain linguistic features of the text. So that students can maximize their understanding of the material. This textbook meets the criteria that were found in chapter I on pages 10 and 11, chapter II on pages 27 and 30, chapter III on pages 41-43, chapter IV on pages 62 and 63, chapter V on page 76, and chapter VI on page 90.

Learners must be ready to acquire points to be taught

This point is assessed based on the indicator: *Provide learning objectives*. Providing clear learning objectives is crucial as it builds students' readiness to learn the material. Well-defined objectives can ensure that the learning process can be structured, increasing learning effectiveness (Irfannisa, 2023). This textbook clearly states the learning objectives, which are on the first page of each chapter.

Materials should expose the learners to language in authentic use

This point is assessed based on three indicators:

a. *Planned discourse*: Planned discourse is a pre-planned form of communication, such as a reading text or a dialogue composed of specific learning objectives (Zulkarnain et al., 2023). This textbook provides examples of planned discourse that help students understand Arabic structures and vocabulary in a clear context. It is very important as it gives students a solid foundation in more formal and structured language use.

b. *Semi-planned discourse*: Semi-planned discourse covers communication situations with spontaneity but still follows a predetermined framework. This material helps students learn to adapt to communication situations that are more dynamic and less structured than planned discourse. This textbook provides exercises that reflect semi-planned discourse, such as monologues or guided everyday conversations on a specific topic.

c. *Unplanned discourse*: Unplanned discourse to further enhance students' exposition to authentic language use, such as spontaneous conversations, can develop students' more natural speaking skills. There is no spontaneous conversation material in this textbook.

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

This point is assessed based on the indicator *Grammar Info*. Providing comprehensive and integrated grammar information in the textbook helps strengthen students' linguistic skills as it helps students understand the rules and structures underlying language use. This

textbook provides clear and structured grammar information in each chapter, such as in chapter I on pages 8 and 9, chapter II on page 26, chapter III on pages 40, 41, and 43, chapter IV on page 61, chapter V on page 75, and chapter VI on page 89.

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

This point is assessed based on four indicators:

a. *Listening*: Listening activities such as listening to dialogues, lectures, or audio recordings relevant to the subject matter can help students develop comprehension skills related to pronunciation and language use (Zulkarnain et al., 2023). Although not equipped with audio CDs or internet links, this textbook provides listening instructions. The teacher will model listening skills to students in learning activities. As in chapter I on pages 4, 6, and 13, chapter II on pages 22, 24, and 28, chapter III on pages 36, 37, 39, and 44, chapter IV on pages 57, 59, and 63, chapter V on pages 71, 73, and 77, and chapter VI on pages 85, 87, and 91.

b. *Reading*: Reading text can enrich students' vocabulary and understanding of the structure and use of the target language. This textbook offers a text designed to enhance students' reading abilities and comprehension of texts, which is found in chapter I on pages 4, 6, 7, etc., chapter II on pages 22, 24, and 28, chapter III on pages 36, 37, 39, and 44, chapter IV on pages 57, 59, and 63, chapter V on pages 71, 73, and 77, and chapter VI on pages 85, 87, and 91.

c. *Writing*: Writing exercises that require students to write sentences, paragraphs, and texts, which help them hone their writing skills and organize ideas effectively (Budiman et al., 2023; Mirnawati et al., 2019). The textbook provides various writing exercises that enable students to develop their writing skills. Such as in chapter I on pages 5, 8, 10, etc., chapter II on pages 23, 25, 27, etc., chapter III on pages 38, 39, 41-43, etc., chapter IV on pages 60, 62-67, chapter V on pages 74, 76, 78, 79, and 80, and chapter VI on pages 86, 88, 90, 92-94.

d. *Speaking*: Speaking activities such as monologues, dialogues, and group discussions help students build confidence and the ability to communicate orally in the target language (Zulkarnain et al., 2023). This textbook provides opportunities for students to practice speaking skills. As in chapter I on pages 13, 16, and 18, chapter II on pages 28 and 32, chapter III on pages 44 and 46, chapter IV on pages 63, 65, and 67, chapter V on pages 77, 79, and 81, and chapter VI on pages 91, 93, and 95.

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

The materials in the textbook should ensure that the beneficial impacts of instruction last for a significant period and remain accessible to students when necessary. This point is assessed based on two indicators:

a. *Recycle instructions*: Repetition of instructions is essential as it helps students internalize the concepts learned, allowing them to process the information more deeply. With repetition, the concepts and skills taught are learned once and reinforced through various contexts (Zulkarnain et al., 2023). This textbook integrates repetition of instruction to strengthen students' comprehension. As in chapter I on page 16, chapter II on page 30, chapter III on page 46, chapter IV on page 65, chapter V on page 79, and chapter VI on

page 93. On these pages, the textbook consistently asks students to pay attention to the text structure formula and use the formula according to the discussion in each chapter.

b. *Frequent exposure*: Through frequent exposure, students can develop fluency and automation in using target language vocabulary. Frequent exposure is important in language acquisition as it enables students to interact with the target language in different contexts regularly. As in chapter I on pages 10 and 11, chapter II on page 27, chapter III on pages 41 and 43, chapter IV on pages 62 and 63, chapter V on page 76, and chapter VI on page 90. On those pages, the textbook repeatedly asks students to pay attention to the given sentence structure, apply grammar rules such as verb conjugation and transformation, insert certain words, and fill in the blanks or complete sentences based on the provided examples. All the questions aim to test and develop students' understanding of the concepts of sentence structure and Arabic grammar rules in each chapter.

Materials should take into account that learners have different learning styles

This point is assessed based on four indicators:

a. *Visual*: Using a variety of visual elements enhances the learning process by making it engaging and interactive, which can improve students' understanding and retention of the material being taught (Nurhikmah et al., 2023). Students with visual learning preferences benefit greatly from this method in understanding and remembering information. This textbook meets the criteria, such as in chapter I on pages 4, 8, etc., chapter II on pages 22, 24, etc., chapter III on pages 36, 37, etc., chapter IV on pages 57, 59, etc. and chapter V on pages 71, 73, etc., and chapter VI on pages 85, 89, etc.

b. *Auditory*: Listening activities, audio recordings, and verbal instructions can help students learn more easily through hearing. This textbook provides learning materials with live audio and references exemplified by the teacher.

c. *Studial*: This learning style involves a more systematic, structured, and repetitive approach to learning related to language structure. This textbook provides a variety of exercises and activities that allow students to study in-depth and repetitively. As in chapter I on pages 10, 11, etc., chapter II on pages 25, 27, etc., chapter III on pages 38, 41, etc., chapter IV on pages 58, 60, etc., chapter V on pages 72, 74, etc., and chapter VI on pages 86, 88, etc.

d. *Experiential*: These activities can be mini-projects, experiments, role-playing, or others that allow students to learn through practical experience. Example, chapter I is on pages 17 and 18, chapter II is on page 32, chapter III is on pages 46 and 48, chapter IV is on pages 65 and 67, chapter V is on pages 79 and 81, and chapter VI is on pages 93 and 95.

Materials should take into account that learners differ in affective attitudes

This point is assessed based on four indicators:

a. *Provide choices of different types of text*: Diversity of text types is important to maintain student interest and provide a range of preferences that match students' affective needs (Zulkarnain et al., 2023). This textbook provides a variety of text types that can meet different students' preferences. There is narrative text in chapter I on page 6, chapter III on page 37, and chapter IV on page 59. In chapter II, on page 24, there is biographical text. In chapter III, on page 39, and chapter V, on page 73, there is descriptive text, and in chapter VI, on page 87, there is expository text.

b. *Provide choices of different types of activities*: Diversity of activities is important to maintain student motivation and create a fun and interesting learning environment. Students are not only required to do practice questions in the textbook but also required to learn through direct experience. As in chapter I on page 18, chapter II on page 32, and chapter III on page 48, students are required to compose a simple text of their own experiences or provide a representation of something. In chapter III, on page 39, students are asked to compare the text in the textbook with the text on the internet and then asked to create a narrative text. In chapter IV on page 67, chapter V on page 81, and chapter VI on page 95, students are asked to tell their experiences, explain a picture, and speak according to the theme of the chapter.

c. *Provide optional extras*: These extra options can be additional resources, optional activities, or supporting materials that can help students who want to deepen their comprehension of the material being taught. Providing additional options can help meet the needs of students who are more interested or who need extra challenges in learning. This textbook does not provide additional activity options.

d. *Including discussion activities*: Such activities involve students engaging in discussions to express their attitudes and emotions toward the topic and the learning process. These activities help students learn to communicate effectively, share opinions, listen to others, and develop deeper understanding through social interaction. Discussion can also help students feel more involved in the learning process. There is no discussion activity in this textbook.

Materials should permit a silent period at the beginning of instruction

This silent period is essential because it gives students time to process new language input independently without pressure to produce language immediately. This point is assessed based on two indicators:

a. *Listening-Speaking*: Activities such as listening to stories, dialogues, or teacher instructions can help students understand context and vocabulary before they are asked to speak (Zulkarnain et al., 2023). Allowing time for listening before speaking helps students build confidence and better understanding before they start to use the language actively (Syamsuardi et al., 2021). As in chapter I on pages 4, 7, and 13, chapter II on pages 22 and 28, chapter III on pages 36 and 44, chapter IV on pages 57 and 63, chapter V on pages 71 and 77, and chapter VI on pages 85 and 91.

b. *Reading-Writing*: This silent period is essential because it allows students to observe and understand the structure and vocabulary of the text's language before attempting to write themselves. Activities such as reading a text, article, or story before writing a summary, response, or essay can help students internalize the language and structure of the text. Such as in chapter I on pages 8, 14, etc., chapter II on pages 25, 27, etc., chapter III on pages 38, 39, etc., chapter IV on pages 60, 62, etc., chapter V on pages 74, 76, etc., and chapter VI on pages 86, 88, etc.

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

The reason is that the ability to learn is influenced by how the brain works (Yusuf, 2019). This point is assessed based on two indicators:

a. *Right brain activities*: Activities that encourage aesthetic and emotional engagement, such as drawing, painting, singing, and other motor activities (Zulkarnain et al., 2023). These activities help students develop a deeper understanding and the evaluative skills needed to understand better and appreciate the target language content. There are no right-brain stimulating activities in this textbook.

b. *Left brain activities*: Activities that encourage intellectual engagement, such as analyzing, explaining, critiquing, discussing, and assessing. These activities help students to develop analytical and cognitive skills essential for understanding Arabic language structures and applying them in different communicative contexts. As in chapter I on pages 5, 7, 8, 10-17, chapter II on pages 25, 27, 29-31, chapter III on pages 37, 38, 39, 41, etc., chapter IV on pages 58, 60, 62-66, chapter V on pages 72, 74, 76, 78, and 80, and chapter VI on pages 86, 88, 90, 92-95.

Materials should not rely too much on controlled practice

The independent development of students' communicative skills and the application of language in real-life situations is very important. This point is assessed based on two indicators:

a. *Controlled practice*: Important to build a solid foundation in language structure and vocabulary so that students can master the primary material before they move on to more independent practice. This textbook provides structured and controlled practice to help students understand Arabic concepts better. Such as in chapter I on pages 5, 7, etc., chapter II on pages 23, 25, etc., chapter III on pages 36, 37, etc., chapter IV on pages 58, 60, etc., chapter V on pages 72, 73, etc., and chapter VI on pages 86, 87, etc.

b. *Semi-controlled practice*: These practices help students develop their ability to use language independently while still receiving guidance from the textbook. The textbook provides semi-controlled exercises that give students a little freedom to apply language concepts in a slightly more accessible context. Such as in chapter I on pages 17 and 18, chapter II on page 32, chapter III on pages 39 and 48, chapter IV on page 67, chapter V on page 81, and chapter VI on page 95.

Materials should provide an opportunity for outcome feedback

This point is assessed based on the indicator: *Reflection*. Reflection activities help students to identify their strengths and weaknesses and understand their learning process. This textbook provides activities that encourage students to reflect on their comprehension of the material studied. Providing opportunities for reflection, this textbook allows students to recognize their improvement in understanding the target language. This textbook contains reflections at the middle and the end of the semester, namely in chapter III on pages 49-53 and chapter VI on pages 96-99.

Conclusion

This Arabic textbook for grade IX generally fulfills most of the criteria set. From a total of 16 Tomlinson criteria, this textbook managed to reach the "Good" category with a fulfillment percentage of 90%. Indicated that this textbook can positively impact the learning process by providing useful and valuable material for students. Nevertheless, some aspects need to be

improved, namely, aspects of *variety*, *unplanned discourse*, *providing optional extras*, *discussion activities*, and *right brain activities*.

The following suggestions are for improving and enhancing the quality of this textbook. First, enrich the material with more varied texts from various sources. Second, providing unplanned activities such as spontaneous conversations, group discussion tasks, debates, and role plays. Those unplanned activities will help students develop more flexible and contextualized speaking skills by getting them used to more natural and spontaneous language. The third is by adding optional extra activities, such as assigning students to do a small research on a particular topic related to Arabic culture or history, then presenting their findings in front of the class, or writing a short story, etc. Students can choose the activities that best suit their interests and needs, helping them deepen their understanding and increase their motivation to learn. As for the fourth, providing discussion activities related to students' attitudes and feelings regarding Arabic materials and learning helps students communicate effectively, share opinions, listen to others, and develop deeper understanding through social interaction. Finally, activities that engage the right brain, such as materials that involve aesthetics and the emotional involvement of students, should be integrated.

The suggested improvements will make this textbook a solid foundation for students to master the Arabic language. This textbook will not only meet the curriculum requirements, but it will also be able to spark a more sustained interest in learning, allowing students to achieve higher levels of achievement, both in Arabic studies and other fields.

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