CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter presents the theoretical framework that support the focus of this study. It begins by explaining the core theories used to analyze differentiated content, particularly the theory of differentiated instruction developed by Tomlinson (2001), which provides the main theoretical framework. It also discusses the concept of differentiated content in relation to students' readiness, interests, and learning profiles.

In addition, the chapter includes a description of material evaluation principles as proposed by Tomlinson (2011), which help assess the pedagogical value of the textbook tasks beyond differentiation. Furthermore, this chapter presents previous relevant studies to show the academic background and research gap that justify this study

A. Theoretical Framework

This chapter outlines the theories and concepts relevant to this study, including the framework of differentiated instruction, content differentiation, and material evaluation.

1. Differentiated Instruction

Differentiated instruction is an instructional approach that acknowledges and addresses the diverse learning needs, preferences, and readiness levels of students within the same classroom. This concept was primarily developed and promoted by Carol Ann Tomlinson, who defines differentiated instruction as "a way of thinking about teaching and learning that recognizes the need to accommodate differences in how students learn" (Tomlinson, 2001, p. 1). Rather than offering a uniform curriculum for all learners, differentiated instruction involves proactive planning to adjust the curriculum, teaching methods, resources, and learning activities to suit individual student needs.

Tomlinson (2001) emphasizes that differentiated instruction is both student-centered and responsive, focusing on maximizing each student's growth and academic success. It involves making thoughtful adaptations to four key

components of the curriculum: content, process, product, and learning environment.

a. Elements of Differentiated Instruction

According to Tomlinson (2001), there are four curriculum elements that can be differentiated:

1) Content refers to what students need to learn or how the learner will access the information. Teachers may present content using different media or adjust the complexity of materials to match students' readiness levels.

2) Process involves the ways in which students make sense of or master the content. Teachers can differentiate process by providing various activities that support different learning styles and by using flexible grouping strategies.

3) Product is the way students demonstrate what they have learned. Students may be given choices in how they express their understanding, such as through written reports, presentations, or creative projects.

4) Learning Environment refers to the way the classroom works and feels. Teachers may organize the classroom in a way that supports both collaboration and independent work, and create a climate that supports risk-taking and growth.

b. Principles of Differentiated Content

This study focuses specifically on differentiated content, which involves adapting what is taught to make it accessible and appropriately challenging for all learners. According to Tomlinson, content can be differentiated in the following ways:

1) Readiness-Based Variation

This concept refers to providing tasks at varying levels of difficulty that align with students' current knowledge, skills, or language proficiency. Differentiation by readiness ensures that all learners are appropriately challenged and supported. It may involve tiered tasks, simplified instructions for beginners, or enrichment options for advanced students. Tomlinson (2001) emphasizes that readiness is dynamic and must be considered continuously as students progress.

2) Student Choice

Student choice is a key feature of differentiated content that empowers learners to select from various options in how they engage with or express their understanding of a topic. Tomlinson (2001) suggests that allowing students to make choices increases their sense of ownership, engagement, and motivation. In textbooks, student choice may appear in the form of topic selection, task format options (e.g., oral, written, or visual), or collaborative role preferences. When students can choose, they are more likely to connect personally with the learning experience.

3) Learning Profiles

Learning profile-based differentiation refers to presenting content in ways that align with how students best process and internalize information. Tomlinson explains that learning profiles can be shaped by factors such as learning styles (e.g., visual, auditory, kinesthetic), intelligence preferences, or personal working styles. In textbook content, this indicator is evident when tasks are offered in varied modalities, including images, discussions, physical activities, and individual reflections. Addressing learning profiles helps accommodate diverse cognitive strengths and processing preferences in the classroom.

4) Interest-Based Content

Interest-based content incorporates topics and themes that are meaningful, relevant, and engaging to students' personal lives. According to Tomlinson (2001), integrating student interests into learning increases motivation and encourages deeper exploration of content. In the context of textbook analysis, this indicator is fulfilled when activities relate to themes such as sports, health, identity, technology, or social issues that resonate with teenagers. Tasks that invite personal reflection, opinion sharing, or storytelling are also considered interest-driven.

5) Accessible Content

Accessible content is a crucial element to ensure that all learners can understand and complete tasks regardless of their language level or background knowledge. Accessibility involves clear instructions, visual

supports, vocabulary scaffolds (e.g., glossaries or word banks), and age-appropriate content. Materials that meet this criterion contribute to equity and inclusion by reducing cognitive overload and enabling students to participate confidently in learning tasks.

2. Material Evaluation

Material evaluation is a critical process in language teaching that involves assessing the effectiveness, relevance, and appropriateness of instructional materials in achieving learning goals. In the field of English Language Teaching (ELT), material evaluation helps educators determine whether teaching resources, especially textbooks, align with learners' needs, interests, and language proficiency levels.

One of the leading experts in this area is Brian Tomlinson, who defines materials as "anything which is used by teachers or learners to facilitate the learning of a language" (Tomlinson, 2011, p. 2). This includes not only textbooks but also workbooks, videos, audios, websites, and visual aids. Tomlinson emphasizes that effective materials should engage learners both cognitively and affectively, stimulate language acquisition, and promote meaningful communication.

a. Principles of Material Development

In the field of language education, the quality and effectiveness of learning materials, especially textbooks play a critical role in shaping students' learning experiences. To evaluate how well a textbook supports meaningful language learning, this study draws on the framework of Brian Tomlinson, a leading scholar in language materials development.

According to Tomlinson (2011), materials for language learning should be designed to promote natural acquisition, learner engagement, and cognitive development, rather than merely supporting rote memorization or mechanical grammar practice. His work emphasizes that learners need to be exposed to rich, meaningful input and to engage with materials in ways that activate their emotions, thinking skills, and experiences.

Tomlinson (2011) outlines several key principles of effective language learning materials, four of which are particularly relevant to this study:

1) Exposure to Rich and Meaningful Input

Learners should be exposed to language that is authentic, contextualized, and meaningful, rather than artificial or overly simplified. Input should resemble real-life communication and provide examples of how language is naturally used. Exposure to such input helps students internalize grammatical structures and vocabulary subconsciously and holistically.

2) Engagement (Affective and Cognitive)

Tomlinson emphasizes that materials must engage learners emotionally and intellectually. This means the content should be interesting, personally relevant, and thought-provoking. Tasks that encourage personal reflection, creative thinking, or emotional responses are more likely to facilitate deep learning and long-term retention.

3) Variety in Content and Activities

Learners have different preferences and learning styles, so materials should include a range of input types, task formats, and interaction styles. This includes using texts, images, audio, video, role play, games, and projects. Variety prevents boredom and increases the chance that all students can find a mode of learning that suits them.

4) Relevance to Students Lives

Materials should relate to students' personal experiences, cultural backgrounds, and real-life needs. When learners see connections between the content and their own lives, they are more likely to find it meaningful and motivating. Tasks that reflect real-life situations or prepare students for practical communication are considered highly relevant.

b. Type of Evaluation

Tomlinson (2003) distinguishes between predictive (pre-use), retrospective (post-use), and in-use evaluations:

1) Predictive evaluation is conducted before the materials are used, focusing on whether the materials are likely to work.

2) Retrospective evaluation takes place after the materials have been used and examines their actual effectiveness in the classroom.

3) In-use evaluation occurs while the materials are being used, helping teachers make ongoing adjustments.

For the purpose of textbook analysis, predictive evaluation is most commonly applied to assess the potential suitability of a textbook for a specific learner group or curriculum before its implementation. In this study, Tomlinson's principles are used to support the theoretical triangulation by providing an additional lens to evaluate the quality of textbook tasks. While Tomlinson's (2001) framework is used to assess differentiation in content, Tomlinson's (2011) principles help evaluate whether the material:

1) Provides meaningful language exposure

2) Engages learners affectively and cognitively

3) Offers variety in task design

4) Relates to students' lives and contexts

These principles are particularly important when determining whether tasks are pedagogically sound, even if they are not fully differentiated. For example, a task that is not readiness-based may still be engaging and relevant.

B. Previous Studies

In order to support this research, here are several previous studies related to it. The first research is thesis was done by Setyawati (2021) from Department of English Language Education, State Islamic Institute of Kediri, entitled: The Readability Analysis of Reading Text on "Interlanguage: English for Senior High School Students XI". A study conducted on the textbook "Interlanguage: English for Senior High School Students XI", published by the Department of National Education, focused on analyzing the readability level of reading texts using the Flesch Reading Ease formula and the Flesch-Kincaid readability test. Employing a descriptive qualitative design, the research aimed to determine whether the reading materials were suitable for the cognitive level of eleventh-grade students.

The findings revealed that the textbook contained texts across seven different readability levels. However, only 9 out of 43 texts were found to be

appropriate for the targeted grade level. The average readability score suggested that most texts were more suitable for students in 8th to 9th grade, indicating a mismatch between the content and the intended learners. The study concluded that textbook developers and educators should be more attentive in selecting and arranging texts based on students' proficiency levels, and recommended the use of readability formulas such as Flesch Reading Ease as a reliable tool for evaluating and improving textbook quality.

The second is the thesis was done by Azizah (2024) from Department of English Education, State Islamic Institute of Kediri, entitled: An Analysis on 'Pathway to English' Textbook Based on The Values of Pancasila Students Profile. This study analyzed the representation of Pancasila Student Profile values in the English textbook "Pathway to English", which is used within the framework of the Merdeka Curriculum. Using a descriptive qualitative method, the researcher employed a content checklist to collect data and applied the Miles and Huberman model for data analysis, involving data reduction, data display, and conclusion drawing.

The study revealed that the textbook successfully integrates all six dimensions of the Pancasila Student Profile, including faith and noble character (7 instances), global diversity (9 instances), mutual cooperation (29 instances), independence (7 instances), critical thinking (77 instances), and creativity (16 instances). The findings suggest that "Pathway to English" aligns with the educational goals of the Merdeka Curriculum by embedding the core values of national character education. This study contributes to understanding how English textbooks can serve not only as linguistic tools but also as mediums for value-based education.

The third study is article journal was done by Dalila et al. (2022) from Journal of Research in Science Education, Universitas Pendidikan Indonesia, Bandung. Their research entitled: The Effect of Differentiated Learning in Problem Based Learning on Cognitive Learning Outcomes of High School Students. A study was conducted to examine the effect of differentiated learning within the Problem-Based Learning (PBL) model on students' cognitive learning outcomes in physics, specifically on the topic of momentum and

impulses. Employing a quasi-experimental design with a Non-equivalent Control Group, the research involved 70 tenth-grade students from a senior high school in Cimahi, Bandung, selected through purposive sampling. The instrument used was a set of four reasoned multiple-choice questions designed to assess students' cognitive understanding.

The findings indicated a significant difference in learning outcomes between the experimental and control groups. The experimental class, which received differentiated instruction within the PBL framework, achieved an average N-Gain score of 0.81 (high category), whereas the control class scored 0.42 (medium category). The statistical analysis showed an Asymp. Sig value of 0.00, confirming a significant effect. This study provides empirical evidence that integrating differentiated learning into the PBL model can effectively enhance students' cognitive performance in science education.

Fourth, the journal was done by Pradnyandari et al. (2024) from English Language Education, Universitas Pendidikan Ganesha, Singaraja. This research entitled: An Analysis of Differentiated Learning in the English Textbook "My Next Words Grade 6" Based on Emancipated Curriculum. A study analyzing the sixth-grade English textbook "My Next Word", developed under the Emancipated Curriculum (Kurikulum Merdeka), investigated the extent to which the textbook supports differentiated learning based on students' learning styles using the VARK (Visual, Auditory, Read/Write, and Kinesthetic) model.

Utilizing a descriptive qualitative method and document analysis, the researcher examined six topics from Semester 1 and conducted interviews with two English teachers from public elementary schools in Denpasar who had integrated the textbook into their curriculum. Data analysis followed Miles and Huberman's (2014) framework involving data collection, condensation, display, and conclusion drawing.

The findings revealed that the textbook only partially addressed the four learning styles, providing limited differentiation in content and lacking clear instructional guidance. Teachers also reported difficulties in using the textbook effectively due to the vagueness of the material. The study concluded that "My Next Word" does not sufficiently support differentiated instruction and fails to

bridge the gap between teaching materials and students' individual learning needs. This highlights the necessity for improved English teaching materials that align more closely with the principles of differentiated learning.

Last, the journal was done by Oktoma et al. (2025) from IJORER: International Journal of Recent Educational Research. This article entitled: Differentiated Learning in Teaching English Subject of the Merdeka Curriculum. This study was conducted at Senior High School 1 Garawangi, Kuningan Regency, West Java, which examined the implementation of differentiated learning in English language teaching within the framework of the Merdeka Curriculum. The research employed a descriptive qualitative approach, collecting data through classroom observations and teacher interviews.

The findings revealed that differentiated instruction, applied through content, process, and product, enhanced student engagement and supported diverse learning needs. However, the study also identified several challenges, including complex lesson planning, limited school facilities, and inconsistent teaching practices. The researchers concluded that improving teacher training, technical support, and infrastructure is essential for optimizing differentiated instruction under the Merdeka Curriculum. This study contributes valuable insights into the practical application of differentiated learning in Indonesian high school English classrooms and serves as a foundation for further research in similar educational contexts.

Previous studies have explored various aspects of English language teaching and materials in the context of the Merdeka Curriculum, including the integration of Pancasila values, alignment with learning styles, textbook readability, and the general impact of differentiated instruction in classroom settings. While these studies highlight important dimensions of curriculum implementation and textbook evaluation, they often focus on broader instructional methods, student outcomes, or isolated textbook features such as moral content or language difficulty.

However, none of these studies have specifically analyzed how differentiated content is represented in English textbooks, particularly in terms

of readiness, interest, and learning profile, the three essential components of content differentiation proposed by Tomlinson (2001). Moreover, although some research evaluates textbook quality using readability or learning style criteria, few, if any, combine Tomlinson's (2001) differentiated instruction theory with Tomlinson's (2011) material evaluation principles to assess how well textbook content supports diverse learner needs.

Therefore, this study aims to fill that gap by focusing on how differentiated content is reflected in the *Bahasa Inggris: Work in Progress* textbook for Grade X. By analyzing the content through the lens of differentiation theory and supported by established criteria in material development, this research contributes a focused and practical insight into the alignment between textbook content and the principles of differentiated learning, which remains underexplored in the current literature, particularly at the senior high school level in Indonesia.