



**CONTENT ANALYSIS OF STUDENT BOOK “WHEN ENGLISH RINGS  
A BELL” FOR GRADE VIII JUNIOR HIGH SCHOOL**

**a final project  
submitted in partial fulfillment of the requirements  
for the degree of *Sarjana Pendidikan*  
in English**

**by  
Dian Setiawati  
2201411107**

**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
SEMARANG STATE UNIVERSITY  
2015**

## PERNYATAAN

Dengan ini saya:

Nama : **Dian Setiawati**

NIM : **2201411107**

Prodi/ Jurusan: **Pend. Bahasa Inggris S-1/ Bahasa dan Sastra Inggris**

Fakultas Bahasa dan Seni Universitas Negeri Semarang, menyatakan dengan sesungguhnya bahwa skripsi/ tugas akhir/ final project yang berjudul:

### CONTENT ANALYSIS OF STUDENT BOOK “WHEN ENGLISH RINGS A BELL” FOR GRADE VIII JUNIOR HIGH SCHOOL

yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar- benar merupakan karya saya sendiri, dan telah melalui proses penelitian, pembimbingan dan diskusi, dan pemaparan atau ujian. Semua kutipan, baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, wahana elektronik, maupun sumber lainnya, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah.

Dengan demikian, walaupun tim penguji dan pembimbing skripsi ini membubuhkan tanda tangan sebagai keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan pelanggaran terhadap konvensi tata tulis ilmiah, saya bersedia menerima akibatnya.

Demikian, surat pernyataan ini dapat digunakan sebagaimana mestinya.

Semarang, Juni 2015  
Yang membuat pernyataan,



Dian Setiawati  
NIM. 2201411107

## APPROVAL

This final project was approved by the Board of Examiners of the English Department of the Faculty of Languages and Arts of Semarang State University on June 3<sup>rd</sup>, 2015

Board of Examiners:

1. Chairperson

Drs. Agus Yuwono, M.Si, M.Pd.  
NIP. 196812151993031003



2. Secretary

Rohani, S.Pd., MA.  
NIP. 197903122003121002



3. First Examiner

Dra. Sri Suprapti, M.Pd.  
NIP. 195911241986032001



4. Second Examiner

Sri Wahyuni, S.Pd., M.Pd.  
NIP. 197104082006042001



5. Advisor as Third Examiner

Dr. Rudi Hartono, S.S., M.Pd.  
NIP. 196909072002121001



Approved by



Faculty of Languages and Arts

Dr. Agus Nuryatin, M.Hum

NIP. 196008031989011001

**If your dream doesn't scare you, it isn't big enough.**

**(Kristine K. Stevens)**

To:

My True Heroes (Mbah Kakung, Mbah Putri, Mama)

My Beloved Friends of English Department 2011

The Great Family of BSC Unnes and REM FM Unnes

## ACKNOWLEDGMENTS

First, I would like to praise Allah SWT, the merciful and almighty, who always blesses and guides me so that I was able to finish my study. Many people have helped me while I was writing my final project. Therefore, on this occasion I would like to express my gratitude to them.

I extend my deepest appreciation to Dr. Rudi Hartono, S.S., M.Pd, my advisor in providing the very valuable guidance, advice as well as encouragement from the beginning until this final project is completed.

I convey my biggest thanks to Direktorat Jenderal Pendidikan Tinggi (Ditjen Dikti) Indonesia who gave me a great opportunity to attend this wonderful college through Bidikmisi Scholarship.

My sincerest thanks also go to all lecturers of the English Department of Semarang State University who have taught and shared their knowledge since I began my study.

Finally, I dedicate my big thanks for my true heroes (my grandfather, grandmother, and mother), my beloved little brother, uncles, aunts, and cousins, my life mentor (M. Ridho Hasanudin), the great family of BSC Unnes and REM FM Unnes, my beloved friends of English Department 2011, team KKN Kecamatan Ngampel, team PPL SMP N 8 Semarang, and the members of Tasmania Cost.

Last but not least, I would like to thank people whose names cannot be mentioned one by one, who helped me in completing my final project.

Semarang, June 2015



Dian Setiawati

NIM. 2201411107

## ABSTRACT

Setiawati, Dian. 2015. *Content Analysis of Student Book "When English Rings a Bell" for Grade VIII Junior High School*. Final Project. English Department. Faculty of Languages and Arts. Semarang State University. Advisor: Dr. Rudi Hartono, S.S, M.Pd.

**Keywords:** Content analysis, student book, 2013 curriculum.

The aim of the research is to analyze the relevance between the materials in the student book "When English Rings a Bell" for grade VIII Junior High School with the Core and Basic Competence in 2013 Curriculum in terms of Cognitive and Psychomotor domains of learning. This research used descriptive qualitative content analysis as its research method. The data were collected from the English student book "When English Rings a Bell" for eight graders of Junior High School written by the book writer team of Ministry of Education and Culture of Indonesia. In this research, the materials in the textbook are classified based on the basic competence three as the cognitive domain and basic competence four as the psychomotor domain. The data are taken from the data source and entered to the checklist table to make comparison between the materials on the textbooks and the materials required in 2013 English lesson syllabus for eight graders of Junior High School. Then, the researcher evaluated the instruction of each material according to its relevancy with the cognitive and psychomotor domains action verbs stated by Anderson and Simpson.

The result of this study showed that in term of the relevancy of the materials in the textbook with the cognitive domain, there are 29 materials in the book which are relevant or about 78.37 %, 4 materials which are partly relevant or about 10.81 %, and 4 materials which are irrelevant or about 10.81 %. While in term of relevancy of the materials in the textbook with the psychomotor domain, there are 15 materials in the book which are relevant or about 38.46 %, 14 materials which are partly relevant or about 35.59 %, and 10 materials which are irrelevant or about 25.64 %. From the research findings, the researcher suggests the book writer to improve and develop the materials in this book. For the book users, the researcher suggests them to look for other books as additional learning source to complete the materials from this book. The researcher also hope the government to hold an evaluation related to the implementation of 2013 curriculum, and for the other researcher to conduct research related to the textbook analysis in other terms.

## TABLE OF CONTENTS

<b>STATEMENT OF ORIGINALITY.....</b>	<b>ii</b>
<b>APPROVAL.....</b>	<b>iii</b>
<b>MOTTO AND DEDICATION.....</b>	<b>iv</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>v</b>
<b>ABSTRACT.....</b>	<b>vi</b>
<b>TABLE OF CONTENTS.....</b>	<b>vii</b>
<b>LIST OF TABLES.....</b>	<b>ix</b>
<b>LIST OF FIGURES.....</b>	<b>x</b>
<b>LIS OF APPENDICES.....</b>	<b>xi</b>
<b>I INTRODUCTION.....</b>	<b>1</b>
1.1 Background of the Study.....	1
1.2 Reasons for Choosing the Topic.....	3
1.3 Research Questions.....	5
1.4 Purposes of the Study.....	6
1.5 Significance of the Study.....	6
1.6 Outline of the Report.....	7
<b>II REVIEW OF RELATED LITERATURE.....</b>	<b>9</b>
2.1 Review of the Previous Study.....	9
2.2 Review of the Theoretical Study.....	14
2.3 Framework of the Present Study.....	36

<b>III RESEARCH METHODS.....</b>	<b>38</b>
3.1 Research Design.....	38
3.2 Object of the Study.....	40
3.3 Role of the Researcher.....	40
3.4 Type of Data.....	41
3.5 Procedures of Collecting Data.....	41
3.6 Procedures of Analyzing Data.....	44
<b>IV FINDINGS AND DISCUSSION.....</b>	<b>46</b>
4.1 The Relevance of Textbook Materials with the Cognitive Domain.....	65
4.2 The Relevance of Textbook Materials with the Psychomotor Domain.....	125
<b>V CONCLUSION AND SUGGESTION.....</b>	<b>197</b>
5.1 Conclusion.....	197
5.2 Suggestion.....	199
<b>REFERENCES.....</b>	<b>202</b>
<b>APPENDICES.....</b>	<b>206</b>

## LIST OF TABLES

Table 1. Core and Basic Competence of 2013 Curriculum.....	19
Table 2. The Cognitive Process Dimension.....	25
Table 3. The Cognitive Domain Action Verbs.....	30
Table 4. Psychomotor Domain.....	31
Table 5. Research Data of Cognitive Domain for Relevant Materials	66
Table 6. Research Data of Cognitive Domain for the Partly Relevant and Irrelevant Materials.....	85
Table 7. The Conformity of Textbook Materials to the Basic Competence Three.....	92
Table 8. Research Data of Psychomotor Domain for Relevant Materials.....	126
Table 9. Research Data of Psychomotor Domain for Partly Relevant and Irrelevant Materials.....	134
Table 10. The Conformity of Textbook Materials to the Basic Competence Four.....	159
Table 11. Observation Checklist of Cognitive Domain.....	207
Table 12. Observation Checklist of Psychomotor Domain.....	218

## **LIST OF FIGURE**

2.3 Framework of the Present Study.....	36
---	----

## **LIST OF APPENDICES**

1. Research Instrument of Cognitive Domain.....	207
2. Research Instrument of Psychomotor Domain.....	218

# **CHAPTER I**

## **INTRODUCTION**

This chapter discusses the introduction which is divided into six parts: background of the study, reasons for choosing the topic, research questions, purposes of the study, significance of the study, and outline of the report.

### **1.1 Background of the Study**

There is no denial that learning English has become an absolute necessity in today's globalized world. For better or worse, by choice or force, English has 'traveled' to many parts of the world and has been used to serve various purposes (Sharifian in Naji and Pishghadam, 2012: 84). According to Chang (2006), "English has been the prevailing foreign language in the curricula of educational institutions and in foreign language learning. English as an International Language (EIL) is a term used to characterize the status of English as the world's major second language and the commonest language used for international business, trade, travel, communication, and many others."

Realizing the importance of English language in globalization era, recently, Indonesian government has implemented English subject into the academic curriculum as a compulsory subject to be taught in Junior and Senior High School. Recently, by Peraturan Pemerintah No.32 Th. 2013 the educational

system of Indonesia has launched the 2013 curriculum. The aim of this curriculum is preparing Indonesian people to be religious, productive, creative, and innovative. Furthermore it is hoped that they also can give contribution for their social life, nation, country and world civilization. This new launched curriculum has Core and Basic competences and uses Scientific Approach in its teaching and learning process.

Due to the new launched curriculum, there are several changes in some parts of education, including the teaching materials. Teaching materials can be developed from many learning sources, one of it is from textbook, thus, it also need special attention regarding its changes toward recent applied curriculum. The adjustment of textbook to the recent curriculum should be conducted because English teachers tend to display a strong reliance on textbook usage. A good textbook should be reflected the curriculum which is applied. It is because there is a strong relationship between both of them. The relationship of textbook and curriculum can be described as water and fish, or as the two sides of coin, two but one, one but two (Tarigan and Tarigan, 1990: 66). It should be matched with the goal of the curriculum and be able to support curriculum and facilitate the process of teaching and learning.

The main textbooks used in English teaching and learning process in 2013 curriculum are teacher and student book which are published by Ministry of Education and Culture of Indonesia (MECI). Teacher book is textbook that is published for the teachers. It contains the procedures and tips how to teach

English use student book. Whereas student book is textbook that is published for the students. It contains materials that will be learned by the students. For Junior High School, the English textbooks entitled “When English Rings a Bell.” Although this book is published by Ministry of Education and Culture of Indonesia (MECI), no one can guarantee that the materials in this book are relevant with the Core and Basic Competence in 2013 Curriculum.

According to those reasons stated, this study is aimed to analyze the student book entitled “When English Rings a Bell” based on the relevance of materials with the Core and Basic competence in 2013 curriculum.

## **1.2 Reasons for Choosing the Topic**

The 2013 curriculum is the newest curriculum that is applied in Indonesia. This curriculum is very different from the previous curriculum. The competences in 2013 curriculum are named Core Competence and Basic Competence, whereas in the previous curriculum or 2006 curriculum it is called Standard Competence and Basic Competence. The 2013 curriculum also uses different approach. It uses Scientific Approach in its teaching and learning process. Because of this condition, the 2013 curriculum requires new textbook as the main learning source.

Ministry of Education and Culture of Indonesia (MECI) has published teacher and student books as the main textbook used in the 2013 curriculum

teaching and learning process. English student book in Junior High School entitled “When English Rings a Bell”. This is a new book that is published in 2014, so we need an analysis to evaluate the content of this book in order to support the book improvement. According to Azizifar and Baghelani (2014), there are many various reasons for textbook evaluation. The first important reason is the requirement to adapt new textbooks. The second reason is to recognize specific strengths and weaknesses in textbooks which have been already in use. The third one is that textbook evaluation can be very useful in teachers’ development and professional growth. Hence, such activities also permit teachers to make optimum use of their strong points and strengthen the weaker areas by adapting and substituting materials from other books. In addition, textbook analysis and assessment do not only assist teachers to cultivate themselves, but also aids them to obtain helpful perceptions about the materials. The other reason is the understanding that no course book can be suitable for any kind of learners. Therefore, teachers need to be able to appraise, adjust and establish materials that would be appropriate for their particular class.

Bloom in Poerwati and Amri (2013:47) states that there are three domains which should be learn by the students in teaching and learning process, they are Affective, Cognitive, and Psychomotor domains. However, domains that can be stated in the textbook are only Cognitive and Psychomotor domains. So, in this research the researcher tried to analyze the relevance of materials in this book

with the Core and Basic Competence in 2013 Curriculum in terms of Cognitive and Psychomotor domains.

### **1.3 Research Questions**

In order do not discuss anything irrelevant, this study has been limited by presenting and focusing the attention to the following problem:

1. How is the relevance between the materials in the student book entitled “When English Rings a Bell” for grade VIII Junior High School with the Core and Basic Competence in 2013 Curriculum in terms of Cognitive domain?
2. How is the relevance between the materials in the student book entitled “When English Rings a Bell” for grade VIII Junior High School with the Core and Basic Competence in 2013 Curriculum in terms of Psychomotor domain?

### **1.4 Purposes of the Study**

Based on the formulated problems above the objectives of this final project are:

1. To describe the relevance between the materials in the student book entitled “When English Rings a Bell” for grade VIII Junior High School with the Core and Basic Competence in 2013 Curriculum in terms of Cognitive domain.

2. To describe the relevance between the materials in the student book entitled “When English Rings a Bell” for grade VIII Junior High School with the Core and Basic Competence in 2013 Curriculum in terms of Psychomotor domain.

### **1.5 Significance of the Study**

- 1) For the book writers

Hopefully, the result of this study gives an inspiration for the book writers about the relevance between the materials written in this book with the Core and Basic Competence in 2013 curriculum in terms of Cognitive and Psychomotor domains. Those data can help the book writers to know the weakness of this book. By knowing the weakness of this book, it will be easier for them to improve the book.

- 2) For the book user

The result of this study can be used as the reference by the book user to know the weakness of this book, so they can look for another textbook as a complement book to complete the materials from this main textbook.

- 3) For the government

Hopefully, the result of this study can be used as a tool to help the government evaluate the implementation of 2013 curriculum. Because the

2013 curriculum is new, the government need continue evaluation toward its implementation.

4) For the other researchers

Hopefully this study can give an inspiration for other researchers to do the next analysis and evaluation of this student book

## **1.6 Outline of the Report**

The researcher divided this study into five chapters:

1. Chapter I is the introduction, which contains the background of the study, reasons for choosing the topic, research questions, objectives of the study, significance of the study, and outline of the report.
2. Chapter II is the review of related literature, which consists of the review of the previous study, review of the theoretical study, and framework of the present study.
3. Chapter III is the research methods, which consists of research design, object of the study, role of the researcher, type of data, procedures of collecting the data, and procedures of analyzing the data.

4. Chapter IV is the findings and discussion, which consists of the presentation and analysis of the research data. The data presentation is outlined in two parts. The first part is the relevance of textbook materials to the Cognitive Domain, and the second part is the relevance of textbook materials to the Psychomotor Domain.
  
5. Chapter V presents the conclusion and suggestion.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter covers review of the previous study, review of the theoretical study, and framework of the present study.

#### **2.1 Review of the Previous Study**

Some researches on 2013 curriculum textbook had been conducted in the previous time. Fitriyani (2013), for instance, she did an analysis of English Textbook for seventh graders of Junior High School entitle “When English Rings a Bell”. This study used qualitative method in Textbook Analysis and used the Thematic Coding to cover the research. Thematic coding refers to any method of categorizing segments of qualitative data into meaningful things. The research showed that from the sides of communicative function of the nine integrated standard, the Textbook was proportional enough because it contained almost the whole communicative competence through it. But from the side of age analysis, the book of “When English Rings a Bell” was not necessarily used on their grade although it was suitable with the curriculum nowadays, but for the real communication used, almost the students felt too easy to learn the content of this textbook. It was quite simple as their grade level. The unitizing of this textbook seems badly done. Some extent of the sub topic was not in uniting with

the grand topic ones, there was even a repetition on a topic with different grand topic. If we compare the research conducted by Fitriyani with the one conducted by me, there are some similarities and differences. The similarities are the object of the study and the research method. Here, we analysed textbook with the same title, “When English Rings a Bell” with the qualitative research method. The differences are, although has the same title, but the book that is analysed by me different with the book that is analysed by Fitriyani. The book that is analysed by me is for eighth graders of Junior High School, whereas the one that is analysed by Fitriyani is for seventh graders. Although both of us used the qualitative research method in our research, but I analysed the relevance between the materials in the book with the core and basic competences in 2013 curriculum used descriptive qualitative method, whereas Fitriyani used Thematic Coding to evaluate the whole book.

Ratnasari (2014) also did an analysis of 2013 curriculum textbook for Senior High School grade X entitle “Pathway to English” which is published by Erlangga. She analysed the relevance between the materials written in that book with 2013 English Standard Curriculum in terms of Cognitive and Psychomotor domains. She implemented descriptive qualitative research design in her study. The result of this study showed that the materials in the textbook ‘Pathway to English’ are all relevant with the cognitive domain which is contained in the 2013 English Standard Competence. From the analysis tables, the researcher

found that all the materials are relevant to the sub-competences in basic competences three. Meanwhile, the researcher found that the materials in that book are quite relevant with the psychomotor domain in the 2013 English Standard Competence. From the twelve tables for the analysis of basic competence four, there are two tables which showed that the materials in this textbook are not fully relevant to sub-competences in the psychomotor domain. This research has similarities with the one that conducted by me. The similarities are both of them use the same research design, descriptive qualitative research design and focused on the relevance between the materials written in that book with 2013 English Standard Curriculum in terms of Cognitive and Psychomotor domains. However, there is a difference between those researches. The research conducted by Ratnasari used textbook entitle ‘Pathway to English’ for ten graders of Senior High School published by Erlangga as its research object, whereas the one that is conducted by me used textbook entitle ‘When English Rings a Bell’ for eight graders of Junior High School.

Salsabil (2014) conducted a transitivity analysis of 2013 curriculum textbook entitle “Bahasa Inggris When English Rings the Bell”. The objective of this research was to describe Process Types, Participant Functions, and Circumstantial Elements of Transitivity Analysis that characterize in English Texts of an English textbook entitle “Bahasa Inggris When English Rings the Bell”. This research used descriptive qualitative method. The study found out that

characterized Process Types and Participant Functions were Relational (41.22%) and its Participants named Carrier, Attribute, Identified, and Identifier (42.59%). The characterized Circumstantial Element is Place-Location (55.51%). Based on the analysis, the genre refers to descriptive texts and the texts in the textbook have appropriately maintained the competencies stated in the recent curriculum. This research has similarities with the one that is conducted by me. The similarities are both of them had same research object and method. The objects of both researches were 2013 curriculum textbook entitle "Bahasa Inggris When English Rings the Bell". The method used by both of the researchers was descriptive qualitative method. However, there is a difference between those researches. The research made by Salsabil had objective to describe Process Types, Participant Functions, and Circumstantial Elements of Transitivity Analysis that characterize in English Texts written of the book. Whereas the one that conducted by me had objective to describe the relevance between the materials in the book with the Core and Basic Competence in 2013 Curriculum in terms of Cognitive and Psychomotor domains.

Kamila (2014) did a study on the relevance of materials in 2013 curriculum textbook entitle "Bright" for Seventh Graders of Junior High School published by Erlangga to 2013 Curriculum. The objectives of this study were to analyze the relevance of the materials with the cognitive domain which are contained in the 2013 English Standard Competence and the relevance of the

materials with the psychomotor domains which are contained in the 2013 English Standard Competence. The method used in this study was descriptive qualitative method. This study found out that some of the materials are not relevant with the cognitive and psychomotor domains which are contained in the 2013 English Standard Competence. However, there are more materials which are relevant with the 2013 English Standard Competence than the materials which not. Thus, it can be concluded that the materials in this textbook are quite relevant with 2013 curriculum, especially with the cognitive and the psychomotor domains. This research has similarities with the one that is done by me. The similarities are both of them use the same research design that was descriptive qualitative research design and focused on the relevance between the materials written in that book with 2013 English Standard Curriculum in terms of Cognitive and Psychomotor domains. However, there is a difference between those researches. The object of the research conducted by Kamila is textbook entitle “Bright” for seventh graders of Senior High School published by Erlangga, whereas the object of the research that is conducted by me is textbook entitle ‘When English Rings a Bell’ for eight graders of Junior High School.

## 2.2 Review of the Theoretical Study

This sub-chapter covers review of the theoretical study. There are five theories which are related to this research, theory about textbook, textbook analysis, curriculum, 2013 curriculum, and Cognitive and Psychomotor Domain.

### 2.2.1 Textbook

Buckingham in Tarigan (1990) stated, "Textbook is a learning media which is used in schools and colleges to support a teaching program." According to Tarigan and Tarigan (1990: 13), textbook is a lesson book in specific field of study, which is a standard book written by the experts in that field according to the instructional purpose, completed by suitable teaching media which is easy to be understood by the users in schools or college. Sitepu (2012) points out that textbook is all book used in the teaching and learning process, including working book, modules, and reference book.

Tarigan and Tarigan (1990: 31) categorized textbooks into three, they are:

#### 1) Single Textbook

Single textbook is a textbook that consists of one book. For example:

Ramlan, M. 1983. *Sintaksis*. Yogyakarta: CV Karyono.

#### 2) Bound Textbook

Bound textbook is a lesson book for specific class or grade. For example:

Depdikbud. 1981. *Bahasa Indonesia I, II, dan III*. Jakarta: Proyek Pengadaan Buku Pelajaran, Perpustakaan dan Keterampilan SLU.

### 3) Series Textbook

Series textbook is bound lesson book includes several grades, for example from Elementary School – Junior High School – Senior High School. The example of series book is Tarigan, Henry Guntur and Djago Tarigan. 1985.

*Terampil Berbahasa Indonesia (untuk SD-9 jilid)*. Bandung: Angkasa.

Textbook has many benefits, and according to Betsy in Weddel (2009:3), those are the benefits of textbooks:

- a) It assures a measure of structure, consistency, and logical progression in a class.
- b) It minimizes preparation time for teachers.
- c) It allows learners to review material or preview other lessons.
- d) It meets a learner's needs or expectations of having something concrete to work from and take home for further study.
- e) It provides novice teachers with guidance in course and activity design.
- f) It may provide multiple resources: tapes, CDs, videos, self-study workbooks etc.

Whereas according to Sitepu (2012: 21), textbook has functions for student as manual instructor in studying, and for teacher as direction to teach a lesson. The student uses textbook as the main source for:

- 1) Preparing the student as individual or group before the teaching and learning process in the class.
- 2) Interacting in the class teaching and learning process.
- 3) Doing the assignments given by the teacher
- 4) Preparing the student for the test or formative and summative examination

Whereas for the teacher, textbook used as the source for:

- 1) Making teaching design
- 2) Preparing the other learning source
- 3) Developing contextual learning source
- 4) Giving the assignments
- 5) Arranging evaluation materials

### **2.2.2 Textbook analysis**

Textbook analysis is one process of textbook evaluation. According to Hutchinson and Waters in Cheng, Hung, and Chiech (2011: 93), textbook evaluation is basically a straightforward, analytical matching process: matching needs to available solutions. As stated by Wahab (2013:56), there are several reasons of evaluating textbook. One major reason is the need to adopt new course books. Another reason is to identify particular strengths and weaknesses in textbooks already in use. On the other hand, evaluation is universally accepted as

an integral part of teaching and learning. It is one of the basic components of any curriculum and plays a pivotal role in determining what learners learn. One other reason for textbook evaluation is that it can be very useful in teachers' development and professional growth.

There are three basic methods of evaluating textbooks according to Wahab (2013: 56). The first is called the impressionistic method and it involves analysing a textbook on the basis of a general impression. The general impression would be gained by reading the blurb and the contents page and then skimming through the book to get a sense of organization, topics, layout, and visual. This method is not adequate in itself but could be combined with for example the second method, which is called the checklist method. This method is systematic in the way that the criteria on the list are checked off in a certain order. It is also easy to compare different materials and it is not very time-consuming compared to other methods. The third method, the in-depth method, suggests a careful examination of representative features such as the design of one particular unit or exercise, or the treatment of particular language elements. An obvious disadvantage in this method is that the selected section might not be representative of the book as a whole.

### 2.2.3 Curriculum

The term curriculum has many different definitions just as the curriculum development process has many alternative approaches. Smith, Stanley, Shores in Nasution (2006: 4) define curriculum as a sequence of potential experiences set up in the school for the purpose of disciplining children and youth in group ways of thinking and acting. Whereas Oliva in Tim Pengembang MKDP Kurikulum dan Pembelajaran (2013: 5) stated, “Curriculum is the plan or program for all experiences which the learner encounters under the direction of the school.”

There are two kinds of curriculum, formal and informal curriculum. The formal curriculum includes the planned organizational structure and the instructional delivery system which are designed to help students achieve the learning goals, outcomes, and objectives of the instruction; the instructional plan, and the evaluation system for determining the degree to which students achieve the specific outcomes. Whereas the informal curriculum is composed of other planned activities which are not directly to a particular class or subject but which are considered as supplementary to the formal curriculum (Winecoff, 1989: 1).

Until now, Indonesian government has developed some curriculums, changed one with the other to find a better curriculum for teaching learning in Indonesia. Those curriculums are Lesson Plan 1947, Dissociated Lesson Plan 1952, Curriculum 1968, Curriculum 1975, Curriculum 1984, Curriculum 1994 and the Supplement of Curriculum 1999, Competence-Based Curriculum

(Curriculum 2004), School Based Curriculum (Curriculum 2006), and 2013 Curriculum (Poerwati and Amri 2013: 4)

#### **2.2.4 The 2013 Curriculum**

The 2013 Curriculum is the newest curriculum which is applied in Indonesia. The purpose of this curriculum is for preparing Indonesian citizen to have the ability to live as individual person and citizen who are religious, productive, creative, innovative, and affective and able to give their contribution to the society, nation, country, and world civilization.

The competences in 2013 curriculum named Core and Basic Competence. The core competence is an operationalization of competency standards. Then, the core competence is broken down into basic competence. There are four core competences in 2013 curriculum, core competence 1 as religious domain, core competence 2 as affective domain, core competence three as cognitive domain, and core competence four as psychomotor domain (Priyatni: 2014:17). Every lesson has different core and basic competence according to the grade. Those are the core and basic competence of English for eight graders of Junior High School:

Table 1: Core and Basic Competence of 2013 Curriculum

<b>CORE COMPETENCE</b>	<b>BASIC COMPETENCE</b>
1. Appreciate and comprehend fully the followed religion doctrine.	1.1 Be grateful for the chance of studying English as international communication language which is proved by study seriously.
2. Appreciate and comprehend the honesty, discipline, responsibility, care (tolerance, cooperative), and confidence behaviour in effective interaction with the social and natural environment.	2.1 Show the well-mannered in doing interpersonal communication with teacher and friends. 2.2 Show the honesty, discipline, confidence, and responsibility behaviour in doing transactional conversation with teacher and friends. 2.3 Show the responsibility, care, cooperative, and peaceful behaviour in doing functional communication.
3. Appreciate and comprehend knowledge (factual, conceptual, and procedural) according to the learner's curiosity of science, technology, arts, and culture related to the visible phenomena.	3.1 Apply text structure and language feature to implement the social function of gaining attention, checking understanding, giving compliment, and asking and giving opinion expressions and responses according to context. 3.2 Apply text structure and language feature to implement the social function of stating and asking ability and willingness according to context. 3.3 Apply text structure and language feature to implement the social function of giving instruction, giving invitation, giving prohibition, asking for permission expressions and responses according to context. 3.4 Apply text structure and language feature to implement the social function of personal invitation letter and greeting card according to context.

	<p>3.5 Apply text structure and language feature to implement the social function of stating and asking the presence of people, things, and animal in uncountable amount according to context.</p> <p>3.6 Apply text structure and language feature to implement the social function of stating and asking routine activity or general truth according to context.</p> <p>3.7 Apply text structure and language feature to implement the social function of stating and asking event that happens right now according to context.</p> <p>3.8 Apply text structure and language feature to implement the social function of stating and asking cause and effect relation and contrary relation according to context.</p> <p>3.9 Apply text structure and language feature to implement the social function of stating and asking the amount and character comparison of people, animal, things, according to context.</p> <p>3.10 Apply the text structure and language feature to implement the social function of short descriptive text by stating and asking about the description of people, animal, and things according to context.</p> <p>3.11 Apply text structure and language feature to implement the social function of stating and asking past events according to context.</p> <p>3.12 Apply text structure and language feature to implement the social function of short recount text by stating and asking about activity, event, and phenomena according to context.</p> <p>3.13 Apply text structure and language feature to implement the social function of short message and notice according to context.</p>
--	---

	<p>3.14 Understand the social function, text structure, and language feature of narrative text in form of fable according to context.</p> <p>3.15 Apply text structure and language feature to implement the social function of song.</p>
<p>4. Process, present, and reason in concrete domain (use, break, arrange, modify, and make) and abstract domain (write, read, count, draw, and compose) according to the materials taken from the school or other sources which have similar point of view/theory.</p>	<p>4.1 Compose simple spoken text to express and respond gaining attention, checking understanding, and giving compliment expression by notice on the right social function, text structure, and language feature according to context.</p> <p>4.2 Compose spoken and written text to state and ask for ability and willingness to do something by notice on the right social function, text structure, and language feature according to context.</p> <p>4.3 Compose simple spoken and written text to state, ask, and respond giving instruction, giving invitation, giving prohibition, asking for permission expressions by notice on the right social function, text structure, and language feature according to context.</p> <p>4.4 Understood the meaning of personal invitation letter and greeting card.</p> <p>4.5 Compose written text in form of very short and simple personal invitation letter and greeting card by notice on the right social function, text structure, and language feature according to context.</p> <p>4.6 Compose spoken and written text to state and ask about the presence of people, things, and animal in uncountable amount by notice on the right social function, text structure, and language feature according to context.</p> <p>4.7 Compose spoken and written text to state and ask for routine events or general truth</p>

	<p>by notice on the right social function, text structure, and language feature according to context.</p> <p>4.8 Compose spoken and written text to state and ask about events that happen right now by notice on the right social function, text structure, and language feature according to context.</p> <p>4.9 Compose spoken and written text to state and ask about cause and effect relation and contrary relation by notice on the right social function, text structure, and language feature according to context.</p> <p>4.10 Compose spoken and written text to state and ask for amount and character comparison of people, animal, and things by notice on the right social function, text structure, and language feature according to context.</p> <p>4.11 Understood the meaning of short and simple spoken and written descriptive text.</p> <p>4.12 Compose short and simple spoken and written descriptive text about people, animal, and things by notice on the right social function, text structure, and language feature according to context.</p> <p>4.13 Compose spoken and written text to state and ask past events by notice on the right social function, text structure, and language feature according to context.</p> <p>4.14 Catch the meaning of short and simple spoken and written recount text about activity, event, and phenomenon.</p> <p>4.15 Compose short and simple spoken and written recount text about activity, event, and phenomenon by notice on the right social function, text structure, and language feature according to context.</p>
--	--

	<p>4.16 Understood the meaning of very short and simple message and notice.</p> <p>4.17 Compose written text in form of very short and simple message and notice by notice on the right social function, text structure, and language feature according to context.</p> <p>4.18 Understood the meaning of spoken and written narrative text in form of short and simple fable.</p> <p>4.19 Understood the meaning of song.</p>
--	--

Adapted from: *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah.*

### **2.2.5 Cognitive and Psychomotor Domains**

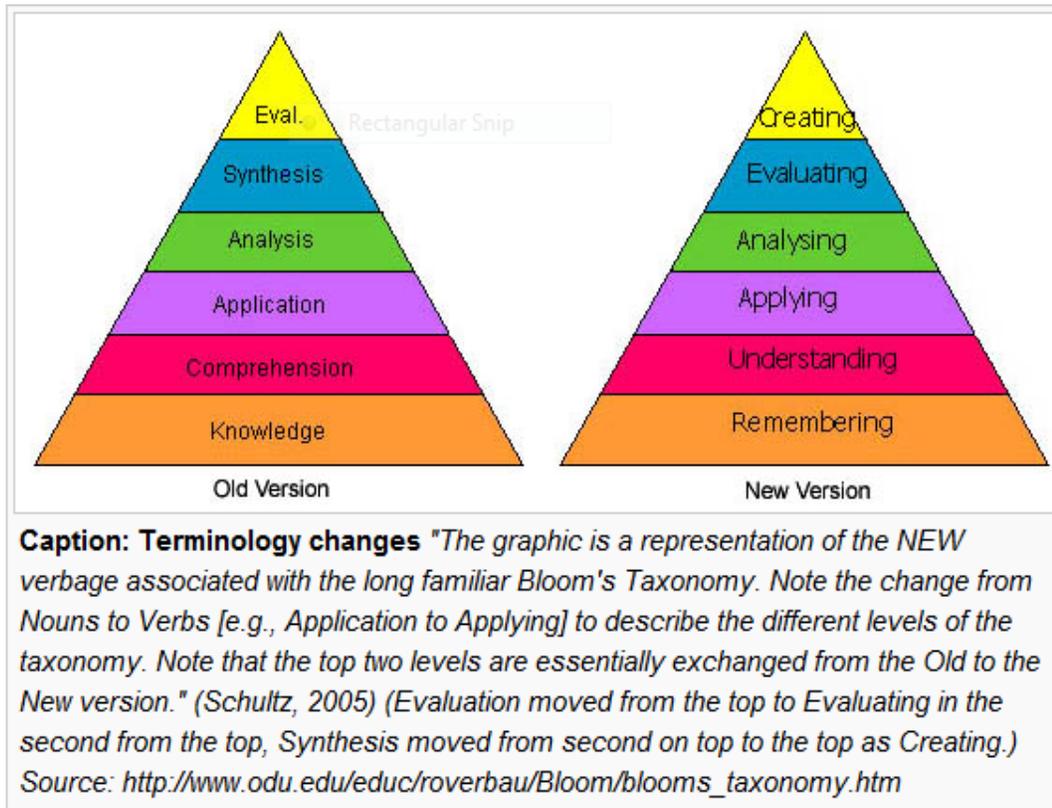
According to Nasution (2008: 49), the curriculum conductors conducted the purpose of curriculum according to book entitled *Taxonomy of Educational Objectives* by Benjamin Bloom which is published in 1956. They divided the purpose of the study into three domain, Cognitive, Affective, and Psychomotor domain. Cognitive refers to the knowledge domain. It is related to the learner's thinking. Affective refers to the emotional and values domain. It is related to the learner's attitude. And Psychomotor refers to the use of motoric creativity. It is related to the learner's skill. Here, I reviewed more about Cognitive and Psychomotor domains which are related to this research.

### **2.2.5.1 Cognitive Domain**

Cognitive domain related to the learner's thinking. This objective emphasizes remembering or reproducing something which has been learned. Cognitive objectives vary from simple recall of material learned to highly original and creative ways of combining and synthesizing new ideas and materials.

Winecoff (1988) stated, "The cognitive domain has six levels or categories around which learning outcomes and objectives can be developed. The levels proceed from the lowest – basic knowledge (recall of facts, events, terms) to the highest – evaluation (informed judgment)."

Bloom et al. (1956) states the learning level of cognitive domain, they are: knowledge, comprehension, application, analysis, synthesis, and evaluation. Anderson (2001) revised the cognitive domain in the learning taxonomy and made some changes. The most prominent changes are: 1) the names in the six categories from noun to verb forms, and 2) slightly rearranging them. The revised cognitive domain categories are: remember, understand, apply, analyze, evaluate, and create. The following picture shows the old version of Bloom's taxonomy conducted by Benjamin Bloom and the new version of Bloom's taxonomy conducted by Anderson:



In this research, I used the new version of Bloom's taxonomy conducted by Anderson as my research theory, so I reviewed more about it. The following table explains more about the cognitive process dimension according to Anderson:

Table 2: The Cognitive Process Dimension

Categories and Cognitive Process	Alternative Names	Definitions and Examples
1. Remember – Retrieve relevant knowledge in long-term memory		
1.1 Recognizing	Identifying	Locating knowledge in long-term memory that is consistent with

1.2 Recalling	Retrieving	presented material (e.g., Recognize the dates of important events in U.S. history)  Retrieving relevant knowledge from long-term memory (e.g., Recall the dates of important events in U.S. history)
2. Understand – Construct meaning from instructional messages, including oral, written, and graphic communication.		
2.1 Interpreting	Clarifying, paraphrasing, representing, translating	Changing from one form or representation (e.g., numerical) to another (e.g., verbal) (e.g., paraphrase important speeches and documents)
2.2 Exemplifying	Illustrating, instantiating	Finding a specific example or illustration of concept or principle (e.g., Give examples of various artistic painting styles)
2.3 Classifying	Categorizing, subsuming	Determining that something belongs to a category (e.g., concept or principle) (e.g., classify observed or described cases of mental disorders)
2.4 Summarizing	Abstracting, generalizing	Abstracting a general theme or major point (s) (e.g., write a short summary)

2.5 Inferring	Concluding, extrapolating. Interpolating, predicting	of the events portrayed on a videotape)  Drawing a logical conclusion from presented information (e.g., In learning a foreign language, infer grammatical principles from examples)
2.6 Comparing	Contrasting, mapping, matching	Detecting correspondences between two ideas, objects, and the like (e.g., compare historical events to contemporary situations)
2.7 Explaining	Constructing models	Constructing a cause-and-effect model of a system (e.g., explain the cause of important 18 <sup>th</sup> century events in France)
3. Apply – Carry out or use a procedure in a given situation		
3.1 Executing	Carrying out	Applying a procedure to a familiar task (e.g., Divide one whole number by another whole number, both with multiple digits)
3.2 Implementing	Using	Applying a procedure to an unfamiliar task (e.g., use newton's second law in situations in which it is appropriate)

4. Analyze – Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose		
4.1 Differentiating	Discriminating, distinguishing, focusing, selecting	Distinguishing relevant from irrelevant parts or important from unimportant parts of presented material (e.g., distinguish between relevant and irrelevant numbers in a mathematical word problem)
4.2 Organizing	Finding, coherence, integrating, outlining, parsing, structuring	Determining how elements fit or function within a structure (e.g., structure evidence in a historical description into evidence for an against a particular historical explanation)
4.3 Attributing	Deconstructing	Determine a point of view, bias, values, or intent underlying presented material (e.g., determine the point of view of the author of an essay in terms of his or her political perspective)
5. Evaluate – Make judgments based on criteria and standards		
5.1 Checking	Coordinating, detecting, monitoring, testing	Detecting inconsistencies or fallacies within a process or product has internal consistency; detecting the effectiveness of a procedure as it is

5.2 Critiquing	Judging	<p>being implemented (e.g., determine if a scientist's conclusions follow from observed data)</p> <p>Detecting inconsistencies between a product and external criteria, determining whether a product has external consistency; detecting the appropriateness of a procedure for a given problem (e.g., judge which of two methods is the best way to solve a given problem)</p>
6. Create – Put elements together to form a coherent or functional whole; recognize elements into a new pattern or structure		
6.1 Generating	Hypothesizing	Coming up with alternative hypotheses based on criteria (e.g., generate hypotheses to account for an observed phenomenon)
6.2 Planning	Designing	Devising a procedure for accomplishing some task (e.g., plan a research paper on a given historical topic)
6.3 Producing	Constructing	Inventing a product (e.g., build habitats for a specific purpose)

Taken from: Anderson, Lorin W. Krathwohl, David R. Airasian, Peter W. et al. 2001. *A Taxonomy for Learning, Teaching, and Assessing : A Revision on Bloom's Taxonomy of Educational Objectives* . London: Longman Group Ltd.

From the table above, the researcher concluded that there are specific action verbs which show the cognitive process. Here, the researcher has made a table that divided the verbs according to the cognitive domain categories:

Table 3. The cognitive domain action verbs

Cognitive Domain Category	Action Verb
1. Remember	Recognize, identify, recall, retrieve.
2. Understand	Interpret, classify, paraphrase, represent, translate, exemplify, illustrate, instantiate, categorize, subsume, summarize, abstract, generalize, infer, conclude, extrapolate, interpolate, predict, compare, contrast, map, match, explain, construct, model.
3. Apply	Execute, carry out, implement, use.
4. Analyze	Differentiate, discriminate, distinguish, focus, select, organize, find, coherence, integrate, outline, pars, structure, attribute, deconstruct.
5. Evaluate	Check, coordinate, detect, monitor, test, critic, judge.
6. Create	Generate, hypothesize, plan, design, produce, construct.

### 2.2.5.1 Psychomotor Domain

According to Anderson and Simpson in Sitepu (2012: 96), psychomotor domain relates to the learner's skill, includes physical movement, coordination, and the use of motoric creativity. There are six levels of psychomotor domain: Perception, Set, Guided Response, Mechanism, Complex Overt Response, Adaptation, and Origination. The following table shows the further explanation of psychomotor domain:

Table 4. Psychomotor Domain

<b>Psychomotor Domain</b>				
<b>Level</b>	<b>Category or 'level'</b>	<b>Description</b>	<b>Examples of activity or demonstration and evidence to be measured</b>	<b>Action verbs which describe the activity to be trained or measured at each level</b>
1	Perception	Awareness, the ability to use sensory cues to guide physical activity. The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.	Use and/or selection of senses to absorb data for guiding movement Examples: Detects non-verbal communication cues. Estimate where a ball will land after it is thrown and then moving to the correct location to catch the ball. Adjusts heat of stove to correct temperature by smell and taste of food. Adjusts the height of the forks on a forklift by comparing where the forks are in relation to the pallet.	chooses, describes, detects, differentiates, distinguishes, feels, hears, identifies, isolates, notices, observe, recognizes, relates, see, selects, separates, touches,

2	Set	<p>Readiness, a learner's readiness to act. Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).</p>	<p>Mental, physical or emotional preparation before experience or task</p> <p>Examples: Knows and acts upon a sequence of steps in a manufacturing process. Recognize one's abilities and limitations. Shows desire to learn a new process (motivation). NOTE: This subdivision of Psychomotor is closely related with the "Responding to phenomena" subdivision of the Affective .</p> <p>“By the end of the physical education program, students will be able to demonstrate the proper stance for batting a ball.”</p>	<p>arranges, begins, displays, explains, gets set, moves, prepares, proceeds, reacts, shows, states, volunteers, responds, starts,</p>
3	Guided Response	<p>Attempt. The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.</p>	<p>Imitate or follow instruction, trial and error.</p> <p>Examples: Performs a mathematical equation as demonstrated. Follows instructions to build a model. Responds hand-signals of instructor while learning to</p>	<p>assembles, builds, calibrates, constructs, copies, dismantles, displays, dissects, fastens, fixes, follows, grinds, heats, imitates,</p>

		Basic proficiency, the ability to perform a complex motor skill.	operate a forklift. “By the end of the physical education program, students will be able to perform a golf swing as demonstrated by the instructor.”	manipulates, measures, mends, mixes, reacts, reproduces, responds sketches, traces, tries.
4	Mechanism	This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency.	Competently respond to stimulus for action  Examples: Use a personal computer. Repair a leaking faucet. Drive a car.  “By the end of the biology program, students will be able to assemble laboratory equipment appropriate for experiments.”	assembles, builds, calibrates, completes, constructs, dismantles, displays, fastens, fixes, grinds, heats, makes, manipulates, measures, mends, mixes, organizes, performs, shapes, sketches.
5	Complex or Overt Response	Expert proficiency, the intermediate stage of learning a complex skill. The skillful performance of motor acts that involve complex movement patterns.  Proficiency is indicated by a	Execute a complex process with expertise  Examples: Maneuvers a car into a tight parallel parking spot. Operates a computer quickly and accurately. Displays competence while playing the piano.	assembles, builds, calibrates, constructs, coordinates, demonstrates, dismantles, displays, dissects, fastens, fixes, grinds, heats, manipulates,

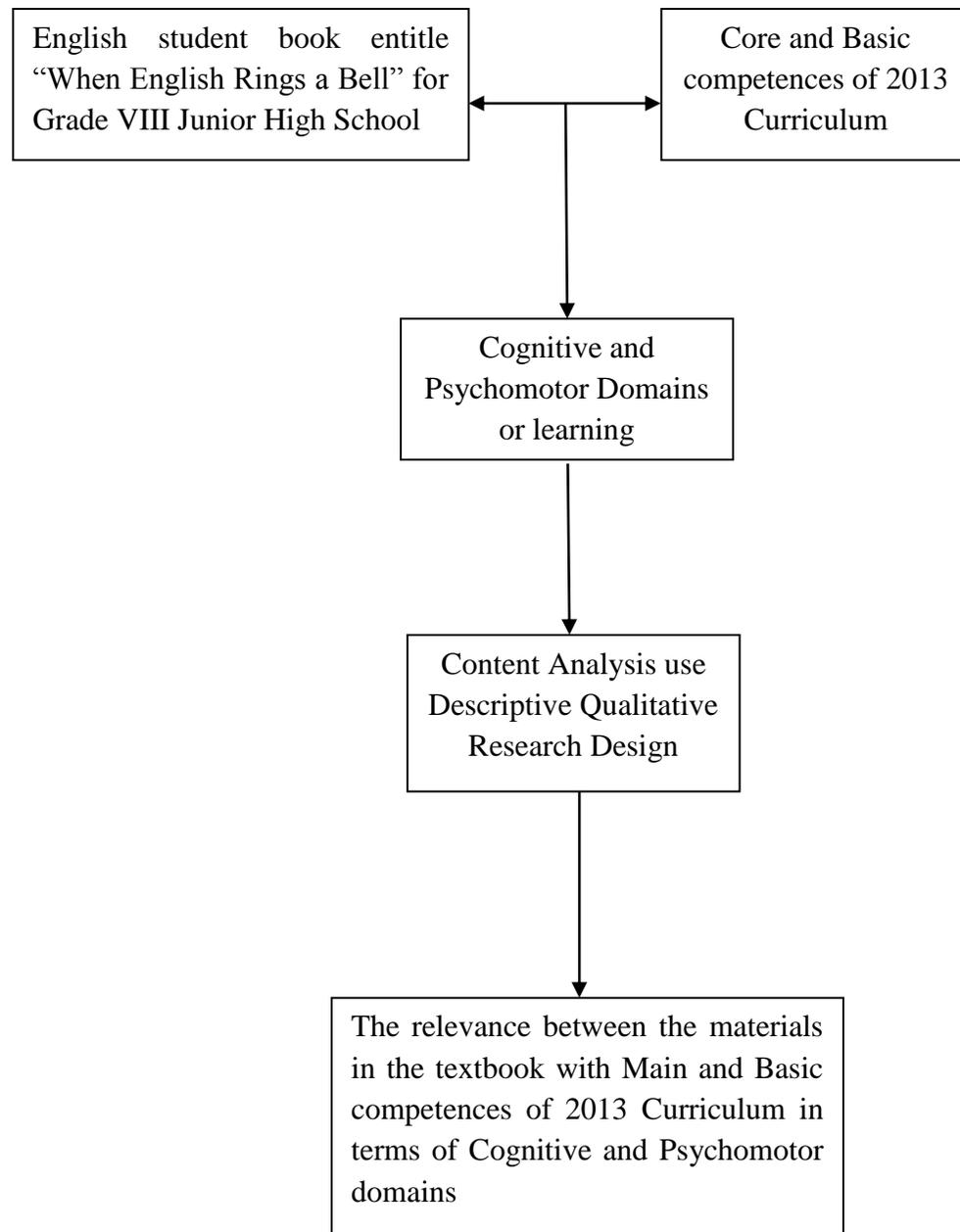
		<p>quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance. For example, players are often utter sounds of satisfaction or expletives as soon as they hit a tennis ball or throw a football, because they can tell by the feel of the act what the result will produce.</p>	<p>“By the end of the industrial education program, students will be able to demonstrate proper use of woodworking tools to high school students.”</p>	<p>measures, mends, mixes, organizes, sketches.</p> <p>NOTE: The key words are the same as Mechanism, but will have adverbs or adjectives that indicate that the performance is quicker, better, more accurate, etc.</p>
6	Adaptation	<p>Adaptable proficiency, a learner's ability to modify motor skills to fit a new situation. Skills are well developed and the individual can modify movement patterns to fit special requirements.</p>	<p>Alter response to reliably meet varying challenges</p> <p>Examples: Responds effectively to unexpected experiences. Modifies instruction to meet the needs of the learners. Perform a task with a machine that it was</p>	<p>Adapts, adjusts, alters, changes, integrates, rearranges, reorganizes, revises, solves, varies.</p>

			<p>not originally intended to do (machine is not damaged and there is no danger in performing the new task).</p> <p>“By the end of the industrial education program, students will be able to adapt their lessons on woodworking skills for disabled students.”</p>	
7	Origination	<p>Creative proficiency, a learner's ability to create new movement patterns.</p> <p>Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.</p>	<p>Develop and execute new integrated responses and activities</p> <p>Examples: Constructs a new theory. Develops a new and comprehensive training programming. Creates a new gymnastic routine.</p>	<p>arranges, builds, combines, composes, constructs, creates, designs, formulates, initiate, makes, modifies, originates, re-designs, trouble-shoots.</p>

Addapted from: Sitepu, B.P. 2012. *Penulisan Buku Teks Pelajaran*. Bandung: PT Remaja Rosdakarya.

### 2.3 Framework of the Present Study

This is the diagram of framework of the present study:



English student book entitle “When English Rings a Bell” is one of the new textbooks published by Ministry of Education and Culture of Indonesia related to the implementation of the newest curriculum, that is 2013 curriculum. Although this book is published by the Ministry of Education and Culture of Indonesia, no one can guarantee that this book is good and all materials written here is suitable with Core and Basic competence of 2013 curriculum. So, we need an analysis to evaluate the book in order to help the improvement of this book. Unfortunately, because this book is published in 2014, there just a few analysis of this book. According to those reasons, the researcher tried to analyse this book in terms of the relevance between the materials written in the book with the Core and Basic competence in 2013 curriculum. The researcher limited the analysis in terms of Cognitive and Psychomotor domains of Core and Basic competence three and four. The researcher analysed the book with content analysis approach in descriptive qualitative research design. The result of this research was the evaluation of the textbook in terms of its relevance with the Core and Basic competence of 2013 curriculum.

## **CHAPTER III**

### **RESEARCH METHODS**

This chapter presents a description of research methods. It contains several parts. They are research design, object of the study, role of the researcher, type of data, procedures of collecting data, and procedures of analyzing data.

#### **3.1 Research Design**

Since this study deals with analysis of the content of the textbook especially in the form of document book, the researcher implemented descriptive qualitative content analysis as her research design. As stated by Moleong (2005), “Qualitative research is a research which has purpose to understand phenomena about what is happen to the research subject, for instance behaviour, perception, motivation, act, etc., holistically, in descriptive way in forms of words and languages, in natural and specific context use various natural method.”

This research was conducted by using content analysis because the data that were collected came from the textbooks. According to Krippendorff (2004:37), “Content analysis is a research technique for making replicable and valid inferences from texts (printed matter, recorded speech, visual

communications, works of art, artifacts) or other meaningful matter to the contexts of their use”.

Palmquist in Al-Ghazo and Smadi (2013:347) asserted that content analysis is a research tool focused on the actual content and internal features of media. It is used to determine the presence of certain words, concepts, themes, phrases, characters, or sentences within texts or sets of texts and to quantify this presence in an objective manner. Texts can be defined broadly as books, book chapters, essays, discussions, newspaper headlines and articles, historical documents, speeches, conversations, advertising, theatre, informal conversation, or really any occurrence of communicative language. To conduct a content analysis on a text, the text is broken down, into manageable categories on a variety of levels word, word sense, phrase, sentence, or theme and then examined using one of content analysis' basic methods: conceptual analysis or relational analysis. The results are then used to make inferences about the messages within the text(s), the writer(s), the audience, and even the culture and time of which these are a part. In this research, I used book as my research object and did the analysis by broke down the materials in the book into two categories, Cognitive and Psychomotor domains and examined them by relational analysis to Core and Basic competences of 2013 curriculum.

### **3.2 Object of the Study**

The object of this study was English student book for eight graders of Junior High School entitled “When English Rings a Bell” which is published by Ministry of Education and Culture Indonesia in 2014. The writers of this book are the book writer team from Ministry of Education and Culture of Indonesia. This book is written based on the 2013 curriculum. The textbook consist of 12 chapters and 223 pages. The materials of each unit are organized into 4 parts based on the Scientific Approach; (1) Observing and Questioning, (2) Collecting Information, (3) Associating, (4) Communicating. The researcher focused on just one book and all of the activities in the textbook in the scope of first semester and second semester.

### **3.3 Role of the Researcher**

The role of the researcher here is as the main research instrument to collect the data. Lincoln Guba in Sugiyono (2013: 306) said, “The instrument of choice in naturalistic inquiry is the human. We shall see that other forms of instrumentation may be used in later phrases of the inquiry, but the human is the initial and continuing mainstay. But if the human instrument has been used extensively in earlier stages of inquiry, so that an instrument can be constructed that is grounded in the data that the human instrument has product.”

Qualitative researcher as the human instrument, has a function to state the research focus, select informant as a data source, compile the data, judge the

quality of the data, analyze the data, interpreting the data, and make a conclusion about his/her findings. (Sugiyono , 2013: 306).

### **3.4 Type of Data**

The type of the data in this research is qualitative data. It concerned with describing the researcher findings. In this research, I tried to find the relevance between the materials written in the textbook entitled “When English Rings a Bell” with the Core and Basic Competence in 2013 Curriculum in terms of Cognitive and Psychomotor aspects.

### **3.5 Procedures of Collecting Data**

There are two techniques for collecting the data in this research, Observation and Document Review.

#### **3.5.1 Observation**

Nasution in Sugiyono (2013: 310) said that, observation is a foundation for all science. The scientist only can work according the data, that is a fact about the real life which got by observation. That data collected and often helped by various high technology tools, so the tiny things like proton and electron or very far things like those in the outer space can be observed clearly.

Observation is a complex process, a process that arranged from various biological and psychological processes. Two of them which are the most important

are observation and remembrance processes. (Sutrisno Hadi in Sugiyono 2013 : 203).

The data from this study was collected through several steps of observation. First, the researcher read and observed the content of the textbook thoroughly. Second, the researcher compared the content of the textbook with the 2013 Curriculum in terms of cognitive domain. Third, the researcher compared the content of the textbook with the 2013 Curriculum in terms of psychomotor domain.

The researcher used the tables of observation checklist as the observation instrument. As stated by Cunningsworth in Alavinia and Siyadat (2013: 154), one of the research instruments in content analysis is checklist. There are two kinds of observation checklist. First is observation checklist to observe the relevance between the materials in the book with the cognitive aspect in basic competence three of the 2013 English curriculum. In this checklist, there is a table consisted of two columns. The first column is the Basic Competence three of 2013 Curriculum. This column is split into three columns which contain basic competence, topic, and materials according to the syllabus. Second column is the materials written in textbook entitled "When English Rings a Bell". This column is split into three columns consist of the example of materials which are suitable with the materials in the basic competence three, the page where the materials are written, and checklist of the relevance between the materials and the basic competence and

topic. The second observation checklist is to observe the relevance between the materials in the book with the psychomotor aspect in basic competence four of the 2013 English curriculum. In this checklist, there is also a table consisted of two columns. The first column is the Basic Competence four of 2013 Curriculum. This column is split into three columns which contain basic competence, topic, and materials according to the syllabus. Second column is the materials written in textbook entitled “When English Rings a Bell”. This column is split into three columns consist of the example of materials which are suitable with the materials in the basic competence four, the page where the materials are written, and checklist of the relevance between the materials and the basic competence and topic.

### **3.5.2 Document Review**

Document is a note about past event or phenomenon. Document can be form of writing, picture, or monumental works of someone. The examples of written document are daily note, life histories, story, biography, rules, and regulation. The examples of picture document are photo, life picture, sketch, etc. document in form of works for example arts which can be in form of picture, statue, movie, etc. document review is a complement for the use of observation and interview method in qualitative research. (Sugiyono, 2013 : 329).

In this research, the researcher will review the document in form of writing like book, articles, journals, and regulation about 2013 curriculum.

### 3.6 Procedures of Analysing Data

In terms of qualitative data analysis, Bogdan in Sugiyono (2013 : 334) said, “ Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others”.

In this research the process of analysing data use those steps:

1. Classifying the materials in the textbooks based on the basic competence three as the cognitive domain and basic competence four as the psychomotor domain.
2. Collecting the data from the data source and entered the data to the checklist table to make comparison between the materials on the textbooks and the materials required in 2013 Curriculum.
3. Identifying the differences and similarities between the materials in the textbook with those are suggested by Core and Basic Competence of 2013 curriculum and the Cognitive and Psychomotor domains of learning.
4. Evaluating the materials in the textbook to find out its relevancy with the Main and Basic Competence of 2013 curriculum.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

In this chapter, the obtained data are presented and analyzed. The data presentation is outlined in two parts. The first part is the relevance of textbook materials with the Cognitive Domain, and the second part is the relevance of textbook materials with the Psychomotor Domain.

According to Priyatni (2014:17), there are four core competences in 2013 curriculum, core competence 1 as religious domain, core competence 2 as affective domain, core competence 3 as cognitive domain, and core competence four as psychomotor domain. Core competences are broken down into basic competences. Core competence 1 is broken down into basic competence 1, core competence 2 is broken down into basic competence 2, core competence 3 is broken down into basic competence 3, and core competence 4 is broken down into basic competence 4.

Because I just analyzed the relevance of textbook materials with cognitive and psychomotor domains, I just concerned on the basic competence three and four. I used Bloom's Taxonomy as my comparison tool. I compared the instruction of each material in the book with the Bloom's Taxonomy action verbs of Cognitive and Psychomotor domains. At first, I divided the materials in the book according to sub-basic competence three and four. Then, I compared the

instruction of each material with Bloom's Taxonomy action verbs and decided whether it was relevant, partly relevant, or irrelevant with them. I used checklist to analyze the data found. I marked the materials exist in the textbook with (√), and (-) for the materials required that do not exist in the textbook based on the sub-basic competences three and four and the topic. Then, I interpreted the analysis by giving my own opinions.

Before I analyzed the relevance between the materials in the textbook with the cognitive and psychomotor domains, I divided the materials in the book according to the chapters and the basic competence three and four. There are 12 chapters in the textbooks, 37 sub-basic competences of basic competence three, and 39 sub-basic competences of basic competence 4. Here, I matched the materials in the book with the sub-basic competences three and four. This is the result:

### **1. Chapter 1**

Chapter 1 of this book is entitled "It's English Time". This chapter is found on page 8 until page 25. This chapter has 4 materials to be learnt by the students. The first material is asking for someone's attention, the second material is checking for someone's understanding, the third material is giving and asking for opinion, and the last material is showing appreciation to friends. After I analyzed the materials, I decided that the materials written in this chapter are suitable with the basic competence 3.1 and 4.1. According to the 2013 curriculum English lesson syllabus

for eight graders of Junior High School, basic competence 3.1 is about text structure and language feature to implement the social function of gaining attention, checking understanding, giving compliment, and asking and giving opinion expressions and responses according to context. While basic competence 4.1 is about composing simple spoken text to express and respond gaining attention, checking understanding, and giving complement expression by notice on the right social function, text structure, and language feature according to context. The basic competence 3.1 has four sub-basic competences, sub-basic competence 3.1.1 which contains spoken text for gaining attention in terms of expressions and responses, sub-basic competence 3.1.2 which contains spoken text for checking understanding in terms of expressions and responses, sub-basic competence 3.1.3 which contains spoken text for giving compliment in terms of expressions and responses, and sub-basic competence 3.1.4 which contains spoken text for asking and giving opinion in terms of expressions and responses. While basic competence 4.1 has three sub-basic competences, sub-basic competence 4.1.1 that contains instruction to compose simple spoken text to express and respond gaining attention expression, sub-basic competence 4.1.2 that contains instruction to compose simple spoken text to express and respond checking understanding expression, and sub-basic competence 4.1.3 that contains instruction to compose simple spoken text to express and respond giving compliment expression. Then, I matched the sub-basic competences in basic competence 3.1 and 4.1 with the materials in the chapter 1, and the result are the sub-basic competence 3.1.1 and 4.1.1 are matched

with the first material, that is about gaining attention expression, the sub-basic competence 3.1.2 and 4.1.2 are matched with the second material, that is about checking understanding expression, the sub-basic competence 3.1.3 and 4.1.3 are matched with the last material, that is about showing appreciation, and the sub-basic 3.1.4 is matched with the third material, that is about giving and asking opinion.

## **2. Chapter 2**

Chapter 2 of this book is found on page 26 until 39. The title of this chapter is “Can You Play Guitar”. There are two materials in this chapter, the first one is stating and asking someone’s ability and the second one is stating and asking someone’s willingness. After I analyzed the materials, I decided that the materials written in the book are suitable with the basic competence 3.2 and 4.2. According to the 2013 curriculum English lesson syllabus for eight graders of Junior High School, basic competence 3.2 is about text structure and language feature to implement the social function of stating and asking ability and willingness according to context. This basic competence is divided into two sub-basic competence, sub-basic competence 3.2.1 and 3.2.2. The sub-basic competence 3.2.1 is about spoken and written text for stating and asking ability use modal *can*, and sub-basic competence 3.2.2 is about spoken and written text for stating and asking for willingness use modal *will*. While basic competence 4.2 is about composing spoken and written text to state and ask for ability and willingness to

do something by notice on the right social function, text structure, and language feature according to context. This basic competence is divided into two, sub-basic competence 4.2.1 that contains the instruction to compose written and spoken text for stating and asking someone's ability, and sub-basic competence 4.2.2 which is about the instruction to compose written and spoken text for stating and asking someone's willingness to do something. Then, I matched the sub-basic competences in basic competence 3.2 and 4.2 with the materials in the chapter 2, and the result are the sub-basic competence 3.2.1 and 4.2.1 are matched with the first material of chapter 2, that is about stating and asking someone's ability, and sub-basic competence 3.2.2 and 4.2.2 are matched with the second material, that is stating and asking someone's willingness.

### **3. Chapter 3**

Chapter 3 of the book is entitled "Would You Like to Come?". This chapter is found on page 40 until 56. There are four materials written in this chapter. The first material is about giving and responding to instructions. The second material is about giving and responding to invitation. The third material is about giving and responding to prohibition. And the fourth material is about asking for permission. After I analyzed the materials, I decided that the materials written in the book are suitable with the basic competence 3.3 and 4.3. According to the 2013 curriculum English lesson syllabus for eight graders of Junior High School, basic competence 3.3 is about text structure and language feature to implement the social function of

giving instruction, giving invitation, giving prohibition, asking for permission expressions and responses according to context. There are four sub-basic competences of basic competence 3.3, the first one is sub-basic competence 3.3.1 which contains spoken and written text for giving instruction in terms of expressions and responses, the second one is sub-basic competence 3.3.2 which contains spoken and written text for giving invitation in terms of expressions and responses, the third sub-basic competence is sub-basic competence 3.3.3 which contains spoken and written text for giving prohibition in terms of expressions and responses., and the last one is sub-basic competence 3.3.4 which contains 3.3.4 spoken and written text for asking and giving permission in terms of expressions and responses. While basic competence 4.3 is about compose simple spoken and written text to state, ask, and respond giving instruction, giving invitation, giving prohibition, asking for permission expression by notice on the right social function, text structure, and language feature according to context. This basic-competence is divided into four sub-basic competences, they are sub-basic competence 4.3.1 which contains instruction to compose simple written and spoken text to state, ask, and respond giving instruction expression, sub-basic competence 4.3.2 which contains instruction to compose simple written and spoken text to state, ask, and respond giving invitation expression, sub-basic competence 4.3.3 which contains instruction to compose simple written and spoken text to state, ask, and respond giving prohibition expression, and sub-basic competence 4.3.4 which contains instruction to compose simple written and

spoken text to state, ask, and respond asking for permission expression. Then, I matched the sub-basic competences in basic competence 3.3 and 4.3 with the materials written in the chapter 3 of the book. The result are sub-basic competence 3.3.1 and 4.3.1 are matched with the first material in chapter 3, that is about giving and responding instruction, sub-basic competence 3.3.2 and 4.3.2 are matched with the second material that is giving and responding invitation, sub-basic competence 3.3.3 and 4.3.3 are matched with the third material that is giving and responding prohibition, and sub-basic competence 3.3.4 and 4.3.4 are matched with the last material in chapter 3, that is asking for permission.

#### **4. Chapter 4**

Chapter 4 in this book is found on page 57 until 66. The title of this chapter is “You are Invited”. There are two materials included in this chapter, the first one is making personal invitation and the second one is making a greeting card. After I analyzed the materials, I decided that the materials written in this chapter is matched with the basic competence 3.4, 4.4, 4.5. According to the 2013 curriculum English lesson syllabus for eight graders of Junior High School, the basic competence 3.4 is about text structure and language feature to implement the social function of personal invitation letter and greeting card according to context. This basic competence is divided into two sub-basic competences, the first one is sub-basic competence 3.4.1 which contains written text in terms of very short and simple personal invitation letter, and the second one is sub-basic competence 3.4.2

which contains written text in terms of very short and simple greeting card. Basic competence 4.4 contains material about understood the meaning of personal invitation letter and greeting card. This basic competence only has one sub-basic competence that is sub-basic competence 4.4.1 which contains material about the exercise about personal invitation letter and greeting card. Basic competence 4.5 is about compose written text in the form of very short and simple personal invitation letter and greeting card by notice on the right social function, text structure, and language feature according to context. This basic competence is divided into two sub-basic competences, they are sub-basic competence 4.5.1 which contains instruction to compose written text in forms of very short and simple personal invitation letter and sub-basic competence 4.5.2 which contains instruction to compose written text in forms of very short and simple greeting card. Then, I matched the sub-basic competences in basic competence 3.4, 4.4, and 4.5 with the materials written in the chapter 4 of the book. The result are sub-basic competence 3.4.1, 4.4.1, and 4.5.1 are matched with the first material of chapter 4, that is making a personal invitation, and sub-basic competence 3.4.2, 4.4.1, and 4.5.2 are matched with the second material of chapter 4, that is making a greeting card.

## **5. Chapter 5**

Chapter 5 of this textbook is entitled “My Uncle is a Zookeeper”. This chapter is found on page 67 until 85. In this chapter, the students will learn to communicate states and events that happen routinely or as general truths in order to appreciate

the nature, show their pride of something, and give good and bad sample. This chapter also covers materials about the presence of people, animal, and things. After I analyzed the materials, I decided that the materials in this chapter are suitable with basic competence 3.5, 3.6, 4.6, and 4.7. According to the 2013 curriculum English lesson syllabus for eight graders of Junior High School, basic competence 3.5 is about text structure and language feature to implement the social function stating and asking the presence of people, things, and animal in uncountable amount according to context, basic competence 3.6 is about text structure and language feature to implement the social function of stating and asking routine activity or general truth according to context, basic competence 4.6 is about compose spoken and written text to state and ask about the presence of people, things, and animal in uncountable amount by notice on the right social function, text structure, and language feature according to context, and basic competence 4.7 is about compose spoken and written text to state and ask for routine events or general truth by notice on the right social function, text structure, and language feature according to context.

## **6. Chapter 6**

Chapter 6 of this book is found on page 86 until 107. The title of this chapter is “What are You Doing?”. This chapter covers three materials, the first one is about events in progress right now, the second one is about cause and effect relation, and the last one is about contrary relation. After I analyzed the materials, I decided that

the materials in this chapter are suitable with basic competence 3.7, 3.8, 4.8, and 4.9. According to the 2013 curriculum English lesson syllabus for eight graders of Junior High School, the basic competence 3.7 is about text structure and language feature to implement the social function of stating and asking event that happens right now according to context, basic competence 3.8 is about text structure and language feature to implement the social function of stating and asking cause and effect relation and contrary relation according to context, basic competence 4.8 is about composing spoken and written text to state and ask about event that happens right now by notice on the right social function, text structure, and language feature according to context, and basic competence 4.9 is about composing spoken and written text to state and ask about cause and effect relation and contrary relation by notice on the right social function, text structure, and language feature according to context. Basic competence 3.7 is divided into two sub-basic competence, sub-basic competence 3.7.1 which contains spoken text to state and ask something that happens right now, and sub-basic competence 3.7.2 which contains material about written text to ask and state something that happens right now. Basic competence 3.8 is divided into two, sub-basic competence 3.8.1 which contains spoken and written text for stating and asking cause and effect relation, and sub-basic competence 3.8.2 which contains spoken and written text for stating and asking contrary relation. Basic competence 4.8 has only one sub-basic competence, sub-basic competence 4.8.1 which contains instruction to compose spoken and written text to state and ask for event that happens right now. While

basic competence 4.9 is divided into two sub-basic competences, they are sub-basic competence 4.9.1 which contains instruction to compose spoken and written text to state and ask about cause and effect relation, and sub-basic competence 4.9.2 which contains instruction to compose spoken and written text to state and ask about contrary relation. Then, I matched sub-basic competences in basic competence 3.7, 3.8, 4.8, and 4.9 with the materials written in chapter 6, and the result is sub basic competence 3.7.1, 3.7.2, and 4.8.1 are matched with the first material of chapter 6, that is events in progress right now, sub basic competence 3.8.1 and 4.9.1 are matched with the second material in this chapter, that is cause and effect relation, and sub-basic competence 3.8.2 and 4.9.2 are matched with the third material that is contrary relation.

## **7. Chapter 7**

Chapter 7 of this book is entitled “Bigger is not always better”. This chapter is found on page 108 until 131. In this chapter, the students will learn about three materials, the first one is about amount and character comparison of people, the second one is about the amount and character comparisons of animals, and the third one is about amount and character comparison of things. After I analyzed the materials, I decided that the materials written in this chapter is suitable with basic competence 3.9 and 4.10. According to 2013 curriculum English lesson syllabus for eight graders of Junior High School, basic competence 3.9 is about the text structure and language feature to implement the social function of stating and

asking the amount and character comparison of people, animal, things, according to context. This basic competence is divided into three sub-basic competences, they are sub-basic competence 3.9.1 which contains spoken and written text for stating and asking the amount and character comparison of people, sub-basic competence 3.9.2 which contains spoken and written text for stating and asking the amount and character comparison of animal, and sub-basic competence 3.9.3 which contains spoken and written text for stating and asking the amount and character comparison of things. While basic competence 4.10 is about composing spoken and written text to state and ask for amount and character comparison of people, animal, and things by notice on the right social function, text structure, and language feature according to context. This basic competence is also divided into three sub-basic competence, they are sub-basic competence 4.10.1 which contains the instruction to compose spoken and written text to state and ask for amount and character comparison of people, sub-basic competence 4.10.2 which contains the instruction to compose spoken and written text to state and ask for amount and character comparison of animal, and sub-basic competence 4.10.3 which contains the instruction to compose spoken and written text to state and ask for amount and character comparison of things. Then, I matched the sub-basic competences in basic competence 3.9 and 4.10 with the materials written in the chapter 7. The result are the sub-basic competence 3.9.1 and 4.10.1 are matched with the first material in chapter 7, that is amount and character comparison of people, the sub-basic competence 3.9.2 and 4.10.2 are matched with the second material of chapter

7, that is amount and character comparison of animal, and sub-basic competence 3.9.3 and 4.10.3 are matched with the third material in chapter 7, that is amount and character comparison of things.

## **8. Chapter 8**

Chapter 8 of this book is found on page 132 until 157. The title of this chapter is “I’m proud of Indonesia”. There are three materials included in this chapter, the first one is describing people, the second one is describing animal, and the third one is describing things. After I analyzed the materials in this chapter, I found out that the materials in this chapter are relevant with the basic competence 3.10, 4.11, and 4.12. According to the 2013 curriculum English lesson syllabus for eight graders of Junior High School, sub-basic competence 3.10 is about text structure and language feature to implement the social function of short descriptive text by stating and asking about the description of people, animal, and things according to context. This basic competence is divided into three, sub-basic competence 3.10.1 which contains short and simple written text to state and ask about people description, sub-basic competence 3.10.2 which contains short and simple written text to state and ask about animal description, and sub-basic competence 3.10.3 which contains short and simple written text to state and ask about things description. Sub-basic competence 4.11 is about understood the meaning of short and simple spoken and written descriptive text. This basic competence is only have one sub-basic competence, that is sub-basic competence 4.11.1 which

contains exercise about short and simple spoken and written descriptive text. Sub-basic competence 4.12 is about composing short and simple spoken and written descriptive text about people, animal, and things by notice on the right social function, text structure, and language feature according to context. This basic competence has three sub-basic competence, sub-basic competence 4.12.1 which contains instruction to compose short and simple spoken and written descriptive text about people, sub-basic competence 4.12.2 which contains instruction to compose short and simple spoken and written descriptive text about animal, and sub-basic competence 4.12.3 which contains instruction to compose short and simple spoken and written descriptive text about things. Then, I matched the sub-basic competences of basic competence 3.10, 4.11, and 4.12 with the materials written in chapter 8, and the result are: sub-basic competence 3.10.1, 4.11.1, and 4.12.1 are suitable with the first material of this chapter, that is describing people, sub-basic competence 3.10.2, 4.11.1, and 4.12.1 are suitable with the second material in chapter 8, that is describing animal, and sub-basic competence 3.10.3, 4.11.1, and 4.12.3 are suitable with the last material, that is describing things.

## **9. Chapter 9**

Chapter 9 of this book is entitled “When I was a child”. This chapter is found on page 158 until 180. This chapter covers two materials, the first one is spoken text to state and ask past events, and the second one is written text to state and ask past events. After I analyzed the materials written in this chapter, I found that these

materials are relevant with basic competence 3.11 and 4.13. According to the 2013 curriculum English syllabus for eight graders of Junior High School, the basic competence 3.11 is about text structure and language feature to implement the social function of stating and asking past events according to context, and basic competence 4.13 is about composing spoken and written text to state and ask past events by notice on the right social function, text structure, and language feature according to context. Sub-basic 3.11 is divided into two sub-basic competences, the first one is sub-basic competence 3.11.1 which contains spoken text to state and ask past events, and sub-basic competence 3.11.2 which contains written text to state and ask past events. Basic competence 4.13 is also divided into two sub-basic competences, the first one is sub-basic competence 4.13.1 which contains instruction to compose spoken text to state and ask past events, and sub-basic competence 4.13.2 which contains instruction to compose written text to state and ask past events. Then, I matched the sub-basic competences in basic competence 3.11 and 4.13 with the materials included in this chapter. The result is sub-basic competence 3.11.1 and 4.13.1 are suitable with the first material of this chapter, that is spoken text to state and ask about past events, and sub-basic competence 3.11.2 and 4.13.2 are suitable with the second material, that is written text to state and ask about past events.

## 10. Chapter 10

Chapter 10 of this book is entitled “Yes, we made it!”. This chapter is found on page 181 until 198. There are two materials written in this chapter, the first one is short spoken recount text, and the second one is short written recount text. After I analyzed the materials in this chapter, I decide that these materials are suitable with basic competence 3.12, 4.14, and 4.15. According to the 2013 curriculum English lesson syllabus for eight graders of Junior High School, the basic competence 3.12 is about text structure and language feature to implement the social function of short recount text by stating and asking about activity, event, and phenomena according to context. This basic competence is divided into two sub-basic competences, the first one is sub-basic competence 3.12.1 which contains short and simple spoken recount text, and the second one is sub-basic competence 3.12.2 which contains short and simple written recount text. Basic competence 4.14 is about understood the meaning of short and simple spoken and written recount text about activity, event, and phenomenon. This basic competence has only one sub-basic competence, sub-basic competence 4.14.1 which contains exercise about short and simple spoken and written recount text. While basic competence 4.15 is about composing short and simple spoken and written recount text about activity, event, and phenomenon by notice on the right social function, text structure, and language feature according to context. This basic competence is divided into two sub-basic competences, sub-basic competence 4.15.1 which contains instruction to compose short and simple spoken recount text about

activity, event, and phenomenon, and sub-basic competence 4.15.2 which contains instruction to compose short and simple written recount text about activity, event, and phenomenon. Then, I matched the sub-basic competence of basic competence 3.12, 4.14, and 4.15 with the materials written in this chapter. The result is, sub-basic competence 3.12.1, 4.14.1, and 4.15.1 are suitable with the first material of this chapter that is short spoken recount text, while sub-basic competence 3.12.2, 4.14.1, and 4.15.2 are suitable with the second material that is short written recount text.

## **11. Chapter 11**

Chapter 11 of this book is found on page 199 until page 213. The title of this chapter is “Don’t forget it, please!”. This chapter covers two materials, the first one is short messages and the second one is short notice. After I analyzed the materials in this chapter, I decided that these materials are suitable with basic competence 3.13, 4.16, and 4.17. According to the 2013 curriculum English lesson syllabus for eight graders of Junior High School, sub-basic competence 3.13 is about text structure and language feature to implement the social function of short message and notice according to context. This basic competence is divided into two sub-basic competences, the first one is sub-basic competence 3.13.1 which contains written text in the form of short messages, and the second one is sub-basic competence 3.13.2 which contains written text in the form of notice. Basic competence 4.16 is about understood the meaning of very short and simple

message and notice. This basic competence is also divided into two sub-basic competences, sub-basic competence 4.16.1 which contains exercise about very short and simple message, and sub-basic competence 4.16.2 which contains exercise about very short and simple notice. While basic competence 4.17 is about composing written text in the form of very short and simple message and notice by notice on the right social function, text structure, and language feature according to context. This basic competence is divided into two sub-basic competences, they are sub-basic competence 4.17.1 which contains instruction to compose very short and simple written message and sub-basic competence 4.17.2 which contains instruction to compose very short and simple written notice. Then, I matched the materials in this chapter with the sub-basic competences of basic competence 3.13, 4.16, and 4.17. The result is sub-basic competence 3.13.1, 4.16.1, and 4.17.1 are suitable with the first material of this chapter that is short message, while sub-basic competence 3.13.2, 4.16.2, 4.17.2 are suitable with the second material that is short notice.

## **12. Chapter 12**

Chapter 12 of this book is entitled “Mousedeer and Crocodile”. This chapter is found on page 214 until 226. This chapter covers three materials, the first one is spoken fable, the second one is written fable, and the third one is English song. After I analyzed the materials in this chapter, I decided that these materials are suitable with basic competence 3.14, 3.15, 4.18, and 4.19. According to the 2013

curriculum English lesson syllabus for eight graders of Junior High School, basic competence 3.14 is about understanding the social function, text structure, and language feature of narrative text in the form of fable according to context. This basic competence is divided into two sub-basic competences, sub-basic competence 3.14.1 which contains spoken narrative text in the form of fable, and sub-basic competence 3.14.2 which contains written narrative text in the form of fable. Basic competence 3.15 is about text structure and language feature to implement the social function of song. This basic competence has only sub-basic competence that is sub-basic competence 3.15.1 which contains English song. Basic competence 4.18 is about understood the meaning of spoken and written narrative text in the form of short and simple fable. This basic competence is divided into two sub-basic competences, sub-basic competence 4.18.1 which contains exercise about written narrative text in the form of short and simple fable, and sub-basic competence 4.18.2 which contains exercise about spoken narrative text in the form of short and simple fable. While basic competence 4.19 is about understanding the meaning of song. This basic competence has only one sub-basic competence that is sub-basic competence 4.19.1 which contains exercise about English song. Then, I matched the materials written in this chapter with sub-basic competences in basic competence 3.14, 3.15, 4.18, and 4.19. The result is sub-basic competence 3.14.1 and 4.18.1 are suitable with the first material of this chapter that is spoken fable, sub-basic 3.14.2 and 4.18.2 are suitable with the

second material that is written fable, and sub-basic competence 3.15 and 4.19 are suitable with the third material of this chapter that is English song.

After I divided the materials in the book by the chapter and basic competence, I analyzed the relevance of the materials with the cognitive and psychomotor domain. This is the result of my analysis:

#### **4.1 The Relevance of the materials with the Cognitive Domain**

In order to find out the relevance between the materials written in the book with the cognitive domain, I used the observation checklist as my research instrument. I made an observation checklist of basic competence three compared with the action verbs mentioned in the Bloom's Taxonomy cognitive domain of learning which is stated in Anderson, et.al (2001:67). The observation checklist is a table consisted of two columns. The first column is the Basic Competence three of 2013 Curriculum. This column is split into three columns which contain basic competence, topic, and materials according to the syllabus. Second column is the materials written in textbook entitled "When English Rings a Bell". This column is split into three columns consist of the example of materials which are suitable with the materials in the basic competence three, the page where the materials are written, and checklist of the relevance between the materials and the basic competence and topic.

Here is the result of the analysis:

Table 5. Research Data of Cognitive Domain for the Relevant Materials

Basic Competence Three (Cognitive Domain)			When English Rings a Bell				
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
3.1 Apply the text structure and language feature to implement the social function of gaining attention, checking understanding, giving	Everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class.	3.1.1 Spoken text for gaining attention in terms of expressions and responses.	10,11, 12,19, 20	Play the roles of the speakers in the pictures. Say the speakers' sentences correctly and clearly. First, repeat after me.  Teacher: <i>"Everybody, May I have your attention, please?"</i> Students: <i>"Yes, Ma'am."</i>	√		
		3.1.2 Spoken text for checking understanding in terms of expressions and responses.	10,14, 21	Write down the expressions from the box to complete the dialogue! Then, play the roles of the speakers sentences correctly and clearly.  Teacher: <i>"Do you understand?"</i> Students: <i>"....."</i>	√		

compliment, and asking and giving opinion expressions and responses according to context.		3.1.3 Spoken text for giving compliment in terms of expressions and responses.	16,19, 21	Play the roles of the speakers in the pictures. Say the speakers' sentences correctly and clearly. First, repeat after me. Siti: <i>"Your picture is beautiful! I like the color."</i> Dayu: <i>"Thanks"</i> .	√		
		3.1.4 Spoken text for asking and giving opinion in terms of expressions and responses.	10,11, 15,19, 20	Write down the expressions from the box to complete the dialogue! Then, play the roles of the speakers sentences correctly and clearly.  Dayu: <i>"Do you think it's good?"</i> Edo : <i>"....."</i>	√		
3.2 Apply the text structure and language feature to implement the social function	Everything that is related to the interaction between teacher and students during the teaching and learning process, both	3.2.1 Spoken and written text for stating and asking ability use modal <i>can</i> .	27,28, 30,31, 32	1. Written text: Do an interview with your friends to fill in the table by using "Can you?" After you interview your friends, please make some statements based on the previous table you've done. One example is given to you here. First, copy the example.	√		

of stating and asking ability and willingness according to context.	inside and outside the class.			2. Spoken text: Write down some dialogues by using “Can you...?” After that, play the roles of the speakers. Say the sentences correctly and clearly.			
		3.2.2 Spoken and written text for stating and asking for willingness use modal <i>will</i> .	33,34, 36,37, 38,	1. Spoken text: Write down some dialogues by using “Will you..?” After that, play the roles of the speakers. Say the sentences correctly and clearly.  2. Written text: Please write 10 sentences based on the pictures you’ve drawn before. Write the complete in neat and accurate hand-writing. Make sure your punctuation marks and spelling of the words are correct.	√		

3.3 Apply the text structure and language feature to implement the social function of giving instruction, giving invitation, giving prohibition, asking for permission expressions and responses according to context.	Everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class.	3.3.1 Spoken and written text for giving instruction in terms of expressions and responses.	41,46, 47,	<p>1. Spoken text: Play the roles of the speakers in the pictures. Say the speakers' sentences correctly and clearly. First, repeat after me. Teacher: <i>"Please put the book in the table!"</i> Dayu: <i>"All right."</i></p> <p>2. Written text: Please write down some sentences based on the pictures that you've found.</p>	√		
		3.3.2 Spoken and written text for giving invitation in terms of expressions and responses.	42,45, 48,54, 55	<p>1. Spoken text: Play the roles of the speakers in the pictures. Say the speakers' sentences correctly and clearly. First, repeat after me. Edo: <i>"Let's go to the canteen!"</i> Beni: <i>"Okay."</i></p> <p>2. Written text: Make the list of instructions and prohibitions for those activities.</p> <ol style="list-style-type: none"> <li>To go on camping trip</li> <li>To green the school</li> <li>To spend the weekend</li> <li>To play in the school ground</li> </ol>	√		

				<ul style="list-style-type: none"> <li>e. To work together with friends</li> <li>f. To celebrate your grandma's birthday</li> </ul>			
		<p>3.3.3 Spoken and written text for giving prohibition in terms of expressions and responses.</p>	<p>43,46, 47,48, 50, 55</p>	<p>1. Spoken text:  These students are planning to do for Lina's birthday. Play the roles of the speakers in the pictures. Say the speakers' sentences correctly and clearly. First, repeat after me.</p> <p>Edo: <i>"Don't open it here, please."</i>  Lina: <i>"Ok."</i></p> <p>2. Written text:  Make the list of instructions and prohibitions for those activities.</p> <ul style="list-style-type: none"> <li>a. To go on camping trip</li> <li>b. To green the school</li> <li>c. To spend the weekend</li> <li>d. To play in the school ground</li> <li>e. To work together with friends</li> <li>f. To celebrate your grandma's birthday</li> </ul>	√		

3.5 Apply the text structure and language feature to implement the social function stating and asking the presence of people, things, and animal in uncountable amount according to context.	The name of people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility	3.5.1 Spoken text for stating and asking the presence of people in uncountable amount.	69, 70	<p>Play the roles of the speakers in the pictures. Say the speakers' sentences correctly and clearly. First, repeat after me.</p> <p>Beni: <i>"How many visitors in the zoo?"</i>  Siti : <i>"There are few visitors in the zoo."</i></p>	√		
		3.5.2 Spoken text for stating and asking the presence of things in uncountable amount.	69, 70	<p>Play the roles of the speakers in the pictures. Say the speakers' sentences correctly and clearly. First, repeat after me.</p> <p>Dayu: <i>"How much food does the elephant eat?"</i>  Edo: <i>"Not much, just half a bucket of food."</i></p>	√		

<p>3.6 Apply the text structure and language feature to implement the social function of stating and asking routine activity or general truth according to context.</p>	<p>Routine activity which do every day by students, friends, teacher, and family and also general truth events.</p>	<p>3.6.2 Written text for stating and asking routine activity or general truth events.</p>	<p>71,72, 79,81, 82</p>	<p>What are your daily activities? Write them down here!</p>	<p>√</p>		
<p>3.7 Apply the text structure and language feature to implement</p>	<p>Activity that is doing by students, friends, parents, brother, sister, younger</p>	<p>3.7.1 Spoken text to state and ask something that happens right now.</p>	<p>90,95, 96</p>	<p>Play the roles of the speakers in the pictures. Say the speakers' sentences correctly and clearly. First, repeat after me.</p> <p>Beni: <i>"What are you doing, Edo?"</i> Edo : <i>"I am drawing a picture."</i></p>	<p>√</p>		

the social function of stating and asking event that happens right now according to context.	brother, younger sister, and teacher.	3.7.2 Written text to ask and state something that happens right now.	91,92, 93,98 99	Ask your classmates about what they are doing now! Write each answer in the table below!	√		
--	---------------------------------------	---	-----------------	--	---	--	--

<p>3.8 Apply the text structure and language feature to implement the social function of stating and asking cause and effect relation and contrary relation according to context.</p>	<p>Activities which show cause and effect relation and contrary relation did by students, friends, family, and teacher.</p>	<p>3.8.1 Spoken and written text for stating and asking cause and effect relation.</p>	<p>100, 101, 102, 103</p>	<p>1. Spoken text:</p> <p>What are they doing? Play the roles of the speakers in the picture. Say the speakers' sentences meaningfully, loudly, correctly, and clearly. First, repeat after me.</p> <p>Teacher: <i>"What are you doing?"</i>  Siti : <i>"I am watering the plant because there's no raining for couple days."</i></p> <p>2. Written text:</p> <p>Now, write down in your notebook the speakers' statements about what are they doing. Don't miss any information. Make sure your handwriting is neat and clear, and your spelling of the words and punctuation marks are correct. Work with your group, if you have any problem, go to me.</p>	<p>√</p>		
---	---	--	---------------------------	--	----------	--	--

<p>3.9 Apply the text structure and language feature to implement the social function of stating and asking the amount and character comparison of people, animal, things, according to context.</p>	<p>People, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility .</p>	<p>3.9.1 Spoken and written text for stating and asking the amount and character comparison of people.</p>	<p>109, 111, 112, 113, 115, 116, 118, 121, 124, 125, 126</p>	<p>1. Spoken text:</p> <p>Play the roles of the speakers in the picture. Say the speakers' sentences meaningfully, loudly, correctly, and clearly. First, repeat after me.</p> <p>Lina: <i>"I think Bono will win the race!"</i>  Siti : <i>"I think so too. Bono is smaller but stronger than Gani. Gani is bigger but weaker than Bono.</i></p> <p>2. Written text:</p> <p>Now, hand-write in your notebook what Benny, Edo, Siti, Dayu, Lina, and Udin are saying. The first one has been done for you. First, copy the example. Work with your group. If you have any problem, go to me.</p> <p>Dayu agrees with Shinta that Dini and Dani ldo not look like twins.....  .....</p>	<p>√</p>		
--	---	--	--	--	----------	--	--

		3.9.2 Spoken and written text for stating and asking the amount and character comparison of animal.	109, 118, 121, 126	<p>1. Spoken text:</p> <p>Play the roles of the speakers in the picture. Say the speakers' sentences meaningfully, loudly, correctly, and clearly. First, repeat after me.</p> <p>Beni: <i>"Look! The horse and the donkey look like each other. But the horse is bigger than the donkey. The donkey is smaller than the horse, right?"</i></p> <p>2. Written text:</p> <p>Now, compare people, things, and animals you know very well in and around your school, home, and town. Make at least 3 sentences about each of the following. Provide an explanation to every comparison. One example is given to you. First, copy the example. Work with your group. If you have any problem, go to me.</p>	√		
--	--	---	--------------------	---	---	--	--

		<p>3.9.3 Spoken and written text for stating and asking the amount and character comparison of things</p>	<p>109, 110, 111, 112, 113, 115, 116, 118, 120, 121, 123, 124, 126, 128</p>	<p>1. Spoken text:</p> <p>Play the roles of the speakers in the picture. Say the speakers' sentences meaningfully, loudly, correctly, and clearly. First, repeat after me.</p> <p>Dayu: <i>“My ruler is longer than Dina’s. Dina’s is shorter than mine. Mine is 50 centimeters long, and Dina’s only 30 centimeters long.”</i></p> <p>2. Written text:</p> <p>Now, hand-write in your notebook what Benny, Edo, Siti, Dayu, Lina, and Udin are saying. The first one has been done for you. First, copy the example. Work with your group. If you have any problem, go to me. Mr. Hendrik is explaining the difference between two tables. This is what he is saying,</p> <p>“ .....</p> <p>.....</p> <p>.....</p> <p>.....”</p>	<p>√</p>		
--	--	---	---	---	----------	--	--

3.10 Apply the text structure and language feature to implement the social function of short descriptive text by stating and asking about the description of people, animal, and things according to context.	Description of people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility	3.10.1 Short and simple written text to state and ask about people description.	139, 140, 141, 142, 143, 146, 148	<p>The following texts are the descriptions given by Beni, Lina, and Dayu about Simon, Sofia, and Mrs. Herlina. But they are not yet punctuated nor written properly. Rewrite them in good sentences. The first one has been done for you. First, copy the example. Work with your group. If you have any problems, go to me.</p> <p>Shofia is tall and thin .....</p>	√		
		3.10.2 Short and simple written text to state and ask about animal description.	144	<p>These students are saying good things about their objects because they are proud of them or love them.</p> <p>Play the roles of the speakers in the picture. Say the speakers' sentences meaningfully, loudly, correctly, and clearly. First, repeat after me.</p> <p><i>Stiti: I love my cat, Manis. She makes me happy. When I tickle her, she rolls around and taps her paws on my hand. I like the feeling. She has three colors,</i></p>	√		

				<i>white, yellow, and black. She often lies on my feet when I study or watch TV. Sometimes she sleeps in my bed with me, on my feet. It feels warm.</i>			
		3.10.3 Short and simple written text to state and ask about things description.	133, 134, 135, 136, 146, 147, 148, 156	Use the table to list the things that the students like and do not like about the people and the things they are describing. The first one has been done for you. First, copy the example. Work with your group. If you have any problems, go to me.	√		

3.11 Apply the text structure and language feature to implement the social function of stating and asking past events according to context.	Past events which relevance with students' life, by giving example of discipline, honesty, care, health lifestyle, and friendly attitude toward the environment.	3.11.1 Spoken text to state and ask past events.	159, 160, 173, 174, 175, 176	<p>Play the roles of the speakers in the picture. Say the speakers' sentences meaningfully, loudly, correctly, and clearly. First, repeat after me.</p> <p>Dayu: "This is me when I was a baby. I was three point four kilograms and fifty centimeters long. Now, I am fifty kilograms and one hundred fifty centimeters tall. I was bald. I have no hair. Now I have long hair.</p>	√		
		3.11.2 Written text to state and ask past events.	161, 167, 172, 178	<p>Write down in your notebook Dayu's statements about her in the past. The first one (<i>Dayu when she was a baby</i>) has been done for you. First, copy the example in your notebook. Work with your group. If you have any problems, go to your teacher.</p> <ol style="list-style-type: none"> <li>1. Dayu when she was in kindergarten.</li> <li>2. Dayu when she was in primary school.</li> <li>3. Dayu's sweet memories in the primary school.</li> </ol>	√		

<p>3.12 Apply the text structure and language feature to implement the social function of short recount text by stating and asking about activity, event, and phenomena according to context.</p>	<p>Past events which relevance with students' life, by giving example of discipline, honesty, care, health lifestyle, and friendly attitude toward the environment.</p>	<p>3.12.1 Short and simple spoken recount text.</p>	<p>182, 185, 188, 189, 191, 193</p>	<p>Edo and Beni have put what they said on paper. Now, they are presenting their experiences in front of the class. Say their sentences correctly and clearly. First, repeat after me.</p> <p>Teacher: <i>"I heard that you made garden benches. How did you make them?"</i></p> <p>Edo: <i>"My brother, Rizal, and I made garden benches when my father cut down the old mango tree behind our house three weeks ago. We saw a big piece of wood. Then, we had an idea. We told dad we wanted to make garden benches. He agreed and he would help us. Then, he sawed the trunk into three pieces. 25 cm in diameter, and 25 cm in height. After that Rizal and I rubbed them with sandpaper to make them smooth. After that we dried them in the sun for one week. When they were dry, we painted them, one green, one red, and one blue.</i></p>	<p>√</p>		
---	---	---	---	--	----------	--	--

				<i>Finally, we dried them in the sun again for three days.</i>			
		3.12.2 Short and simple written recount text.	184, 187, 192, 194	<p>Now, find the sentence (s) that state (s) each event or happening. Write your answers in your notebook. The first one has been done for you. First, copy the examples. Work with you group. If you have any problems, go to me.</p> <p>Last Saturday, my little sister did something funny.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	√		
3.13 Apply the text structure and language feature to implement the social function	Rundown of event, memo /short message text, warning, caution, advertisement, brochure, pamphlet, and traffic sign in the	3.13.1 Written text in the form of short message.	200, 201, 202, 203, 204	<p>Udin and Edo are texting each other. Read the short messages correctly and clearly. First, repeat after me.</p> <p>Edo: Udin, we have a lot of assignments for tomorrow. Let's work together at my house. Beni and Lina are coming too.</p>	√		

of short message and notice according to context.	students' environment			<p>Me: Sure, what time will we start?</p> <p>Edo: At 3 pm. Don't forget to bring a calculator, ok?</p> <p>Me: Ok. See you then.</p>			
		3.13.2 Written text in the form of notice.	206, 207, 208, 209, 212	<p>Hand-write each of them on a piece of paper. At the top of the paper write the title "NOTICE". Under the notice, on the right side of the paper, write down the date when you write it. Then, put your name and signature under the date. One example is given here. First, copy the example. Work with your group. If you have any problems, go to me.</p>	√		

<p>3.14 Understand the social function, text structure, and language feature of narrative text in the form of fable according to context.</p>	<p>Fairy tale, folklore, and legends in the form of fable around the students' environment.</p>	<p>3.14.2 Written narrative text in the form of fable.</p>	<p>218, 219</p>	<p>As you see, the story consists of three paragraphs. Now, read it carefully. Find from each paragraph the sentence (s) that belong (s) to each part of it. Two parts of the first have been done for you. First, copy the examples. Work with your group. If you have any problems, go to me.</p>	<p>√</p>		
---	---	--	-----------------	---	----------	--	--

Table 6. Research Data of Cognitive Domain for the Partly Relevant and Irrelevant Materials

Basic Competence Three (Cognitive Domain)			When English Rings a Bell				Suggestion
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Partly Relevant	Irrelevant	
3.3 Apply the text structure and language feature to implement the social function of giving instruction, giving invitation, giving prohibition, asking for permission expressions and responses according to context.	Everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class.	3.3.4 Spoken and written text of asking and giving permission expressions and responses.	50, 54	<p>1. Spoken text: Play the roles of the speakers in the pictures. Say the speakers' sentences correctly and clearly. First, repeat after me.</p> <p>Lina: <i>"Can I use your pen?"</i> Dayu: <i>"Sure. Take the green one."</i></p> <p>2. Written text: -</p>	√		In order to improve the materials in the book to become relevant with the 3.3.4 sub-basic competence, I suggest the book writer add materials in the form of written text for asking and giving permission expressions and responses using cognitive domain action verbs in its instruction.

3.4 Apply the text structure and language feature to implement the social function of personal invitation letter and greeting card according to context.	Everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class.	3.4.1 Written text in terms of very short and simple personal invitation letter.	-	-		√	Because there is no material in the book that is suitable with the 3.4.1 sub-basic competence, I suggest the book writer add materials which are relevant with the materials and topic requires by the 3.4.1 sub-basic competence and also uses cognitive domain action verbs in each instruction.
		3.4.2 Written text in terms of very short and simple greeting card	-	-		√	Because there is no material in the book that is suitable with the 3.4.2 sub-basic competence, I suggest the book writer add materials which are relevant with the materials and

							topic requires by the 3.4.2 sub-basic competence and also uses cognitive domain action verbs in each instruction.
3.5 Apply the text structure and language feature to implement the social function stating and asking the presence of people, things, and animal in uncountable amount according to context.	The name of people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility	3.5.3 Spoken text for stating and asking the presence of animal in uncountable amount.	83	Please describe the animals below! Snake is a.....	√		In order to revised the materials in the book become relevant with the 3.5.3 sub-basic competence, I suggest the book writer add the materials about spoken text for asking and stating the presence of animal in uncountable amount in the form of interrogative, positive, and negative sentences.

<p>3.6 Apply the text structure and language feature to implement the social function of stating and asking routine activity or general truth according to context.</p>	<p>Routine activity which do every day by students, friends, teacher, and family and also general truth events.</p>	<p>3.6.1 Spoken text for stating and asking routine activity or general truth events.</p>	<p>-</p>	<p>-</p>		<p>√</p>	<p>Because there is no material in the book that is suitable with the 3.6.1 sub-basic competence, I suggest the book writer add materials which are relevant with the materials and topic requires by the 3.6.1 sub-basic competence and also uses cognitive domain action verbs in each instruction.</p>
---	---	---	----------	----------	--	----------	---

<p>3.8 Apply the text structure and language feature to implement the social function of stating and asking cause and effect relation and contrary relation according to context.</p>	<p>Activities which show cause and effect relation and contrary relation did by students, friends, family, and teacher.</p>	<p>3.8.2 Spoken and written text for stating and asking contrary relation.</p>	<p>104</p>	<p>1. Spoken text:  Play the roles of the speakers in the picture. Say the speakers' sentences meaningfully, loudly, correctly, and clearly. First, repeat after me.  Dayu: "Beni is wearing a jacket although the weather is warm."  Siti: "It's because he got fever."  2. Written text: -</p>	<p>√</p>	<p>In order to improve the materials in the book to become relevant with the 3.8.2 sub-basic competence, I suggest the book writer add materials in the form of written text for stating and asking contrary relation using cognitive domain action verbs in its instruction.</p>
---	---	--	------------	--	----------	---

<p>3.14 Understand the social function, text structure, and language feature of narrative text in the form of fable according to context.</p>	<p>Fairy tale, folklore, and legends in the form of fable around the students' environment.</p>	<p>3.14.1 Spoken narrative text in the form of fable.</p>	<p>-</p>	<p>-</p>		<p>√</p>	<p>Because there is no material in the book that is suitable with the 3.14.1 sub-basic competence, I suggest the book writer add materials which are relevant with the materials and topic requires by the 3.14.1 sub-basic competence and also uses cognitive domain action verbs in each instruction.</p>
<p>3.15 Apply the text structure and language feature to implement the social function of song.</p>	<p>Everything gives inspiring behavior.</p>	<p>3.15.1 English Song.</p>	<p>225</p>	<p>What messages do you learn from the song? The song tells us ..... ..... ..... .....</p>		<p>√</p>	<p>In order to improve the materials in the book to become suitable with the 3.15.1 sub-basic competence, I suggest the book</p>

							writer to use the cognitive domain action verbs in each instruction of the materials.
--	--	--	--	--	--	--	---

After I broke down the materials written in the book according to the basic competence three of 2013 curriculum and find out its relevance with the cognitive domain of learning used the checklist instrument above, the researcher resumed her findings. Here, the researcher concluded the conformity of textbook materials to the basic competence three in the following table:

Table 7. The Conformity of Textbook Materials to the Basic Competence Three

<b>The Relevance</b>	<b>The Basic Competence Three</b>
Relevant	Sub-Basic Competence 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.2.1, 3.2.2, 3.3.1, 3.3.2, 3.3.3, 3.5.1, 3.5.2, 3.6.2, 3.7.1, 3.7.2, 3.8.1, 3.9.1, 3.9.2, 3.9.3, 3.10.1, 3.10.2, 3.10.3, 3.10.4, 3.11.1, 3.11.2, 3.12.1, 3.12.2, 3.13.1, 3.13.2, and 3.14.2 .
Partly Relevant	Sub-Basic Competence 3.3.4, 3.5.3, 3.8.2, and 3.15.1.
Irrelevant	Sub-Basic Competence 3.4.1, 3.4.2, 3.6.1, and 3.14.1.

According to the table above, it can be seen that there are some materials which are relevant, partly relevant, and irrelevant with the sub-basic competence three. The materials which are relevant with the sub-basic competence are be able to

fulfill the purposes of the topic, language features, and social functions that are intended to be achieved by the students. While the materials which are not relevant to the sub-basic competence are not able to fulfill all of the purposes of the topic, language features, and social functions that are stated in the sub-basic competence three.

There are 29 materials which are relevant with the sub-basic competence three, they are: sub-basic competence 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.2.1, 3.2.2, 3.3.1, 3.3.2, 3.3.3, 3.5.1, 3.5.2, 3.6.2, 3.7.1, 3.7.2, 3.8.1, 3.9.1, 3.9.2, 3.9.3, 3.10.1, 3.10.2, 3.10.3, 3.10.4, 3.11.1, 3.11.2, 3.12.1, 3.12.2, 3.13.1, 3.13.2, and 3.14.2.

The 3.1.1 sub-basic competence is comprehending text structures and language features in gaining attention expressions and responses according to context. According to the syllabus of English lesson for eight graders of Junior High School written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the materials which should be stated in the book are in forms of spoken texts with topic everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. The materials stated in the book page 10,11,12,19, and 20 are clearly complete those requirements. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated by Anderson et. al. (2001: 67). In this book, the writer used verb "say" which

in this context has close meaning to the verb “model” and verb “repeat” which in this context has close meaning with verb “represent”, and also the verb “write” which in this context means “construct”. So, the researcher concluded that those materials are relevant with the 3.1.1 sub-basic competence.

According to the English syllabus of Eight Graders of Juniors High School stated in the *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the 3.1.2 sub-basic competence is about spoken text with text structures and language features of checking understanding expressions and responses according to context. The topic in this text is same with the 3.1.1 sub-basic competence, everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. After I analyzed the materials, those which are stated in the book page 10, 14, and 21 are matched with materials stated in the 3.1.2 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom’s Taxonomy Cognitive Domain stated in Anderson, et. al (2001: 67). The writer used verb “write” which in this context means “construct”, verb “say” which has close meaning with “model” in this context, and verb “repeat” which in this context has close meaning with “represent”. According to those reasons stated, the researcher concluded that the materials written in the book are relevant with the 3.1.2 sub-basic competence.

The 3.1.3 sub-basic competence is also still in the form of spoken text. According to the English lesson syllabus for eight graders of junior high school as stated in the *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the 3.1.3 sub-basic competence materials are about text structure and language features of giving compliment expressions and responses with topic everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. The materials written in the book page 16, 19, and 21 are fulfilled those requirements. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated by Anderson, et. al. (2001:67). The writer used verb "say" which has close meaning with "model" in this context, verb "repeat" which has close meaning with "represent", and verb "write" which in this context means "construct". Based on those facts, the researcher concluded that those materials are relevant with the 3.1.3 sub-basic competence.

The 3.1.4 sub-basic competence is in the form of spoken text which contains structures and language features of asking and giving opinion expressions and responses according to context, as stated in the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*. The topic in

this material is everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. The materials written in page 10, 11, 15, 19, and 20 are spoken texts which fulfilled all of the requirements above. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001:67). Here, the writer of the book used verb "say" which in this context has close meaning with "model", verb "repeat" which has close meaning with "represent", and verb "write" which in this context means "construct". Based on those reasons, the researcher concluded that those materials are relevant with the 3.1.4 sub-basic competence.

The 3.2.1 sub-basic competence is comprehending text structures and language features to implement the social function of stating and asking ability use modal *can* according to context. As stated in the English lesson syllabus for eight graders of junior high school written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the materials which should be stated in the book are in forms of spoken and written texts with topic everything that is related to the interaction between teacher and students during the teaching and learning process, inside and outside the class. The materials written in the book page 27, 28, 30, 31, and 32 are in the form of spoken and written text for stating and asking for ability use modal *can* with same language features and

topic with the 3.2.1 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated by Anderson et.al. (2001:67). The writer used verb "say" which has close meaning with "model" in this context, verb "repeat" which has close meaning with "represent", verb "do", "write", and "make" which has close meaning with verb "construct". So, the researcher concluded that those materials are relevant with the 3.2.1 sub-basic competence.

According to the English lesson syllabuses for eight graders of junior high school written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the 3.2.2 sub-basic competence is about text structures and language features to implement the social function of stating and asking for willingness use modal *will* according to context. The materials which should be stated in the book are in forms of spoken and written texts with topic everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. The materials written in the book page 33,34, 36, 37, and 38 are in the form of spoken and written texts which fulfilled those requirements. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001:67). The writer used verb "say" which has close meaning with "model" in this context, verb "repeat" which has close meaning with "represent",

verb “write” which has close meaning with “construct”, and verb “patch” which has close meaning with “find” in this context. According to those reasons, the researcher concluded that those materials are relevant with the 3.2.2 sub-basic competence.

The 3.3.1 sub-basic competence is about the text structures and language features to implement the social function of giving instruction expressions and responses according to context. As stated in the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the materials which should be stated in the book are in forms of spoken and written texts with topic everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. The materials written in the book page 41, 46, and 47 are in the form of spoken and written text which matched with the materials stated in 3.3.1 sub-basic competence. The instruction in those pages used action verbs which are included in the Bloom’s Taxonomy Cognitive Domain stated in Anderson, et.al. (2001:67). Here, the writer used verb “say” which has close meaning with “model” in this context, verb “repeat” which has close meaning with “represent”, verb “write” which has close meaning with “construct”, and verb “patch” which means “find” in this context. So, the researcher concluded that those materials are relevant with the 3.3.1 sub-basic competence.

According to the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the 3.3.2 sub-basic competence is about text structures and language features to implement the social function of giving invitation expressions and responses according to context. The materials which should be stated in the book are in forms of spoken and written texts with topic everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. The materials written in the textbook page 42, 45, 48, 54, and 55 are in the form of spoken and written texts which fulfilled the requirements stated in the syllabus. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001:67). Here, the writer used verb "say" which has close meaning with "model", verb "repeat" which has close meaning with "represent", and verb "write" and "make" which have close meaning with verb "construct" in this context. Because of those reasons, the researcher concluded that those materials are relevant with the 3.3.2 sub-basic competence.

The 3.3.3 sub-basic competence is about text structures and language features to implement the social function of giving prohibition expressions and responses according to context. According to the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan*

*Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah,*, the materials which should be stated in the book are in forms of spoken and written texts with topic everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. The materials written in the book page 43, 46, 47, 48, 50, and 55 are in form of spoken and written texts which are suitable with the materials stated in the 3.3.3 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated by Anderson, et.al (2001:67). Here, the writer used verb "say" which has close meaning with "model" in this context, verb "repeat" which has close meaning with "represent", verb "patch" which has close meaning with "find" in this context, and verb "make" which has close meaning with "construct". According to those reasons stated, the researcher concluded that those materials are relevant with the 3.3.3 sub-basic competence.

According to the English lesson syllabus for eight graders of junior high school stated in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the 3.5.1 sub-basic competence is comprehending text structures and language features to implement the social function of stating and asking the presence of people in uncountable amount according to context. The materials which should be stated in the book are in forms of spoken texts

with topic the name of people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility. The materials written in the book page 69 and 70 are in the form of spoken text which is suitable with the materials stated in 3.5.1 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001:67). The writer used verb "say" which has close meaning with "model" , and verb "repeat" which has close meaning with "represent" in this context. Because of those reasons, the researcher concluded that the materials written in the book are relevant with 3.5.1 sub-basic competence.

The 3.5.2 sub-basic competence is in the form of spoken text. As stated in the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the 3.5.2 sub-basic competence is about text structures and language features to implement the social function of stating and asking the presence of things in uncountable amount according to context. The topic of this sub-basic competence is the name of people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility. The materials written in the book page 69 and 70 are in the form of spoken text and suitable with those stated in the 3.5.2

sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated by Anderson, et.al. (2001:67). Here, the writer used verb "say" which has close meaning with "model", and verb "repeat" which has close meaning with "represent" in this context. So, the researcher concluded that the materials written in the book are relevant with 3.5.2 sub-basic competence.

The 3.6.2 sub-basic competence is in the form of written text. According to the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the 3.6.2 sub-basic competence is comprehending text structures and language features to implement the social function for stating and asking routine activity or general truth events according to context. The topic of the materials is routine activities which do every day by students, friends, teacher, and family and also general truth events. The materials written in the book page 71, 72, 79, 81, and 82 are in the form of written text which is matched with the require materials in the 3.6.2 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated by Anderson, et.al. (2001: 67). Here, the writer used verb "write" which has close meaning with "construct" in this context, verb "read" which means "recognize" in

this context, and verb “compare”. From those reasons, the researcher concluded that the materials written in the book are relevant with 3.6.2 sub-basic competence.

As stated in the English lesson syllabus for eight graders of junior high school stated in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the 3.7.1 sub-basic competence is about text structures and language features to implement the social function to state and ask something that happens right now. The materials which should be stated in the book are in forms of spoken texts with topic activity that is doing by students, friends, parents, brother, sister, younger brother, younger sister, and teacher. The materials written in the book page 90, 95, and 96 are in the form of spoken texts which are suitable with the materials required in 3.7.1 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom’s Taxonomy Cognitive Domain stated by Anderson, et.al (2001: 67). The writer used verb “say” which has close meaning with “model”, and verb “repeat” which has close meaning with “represent” in this context. So, the researcher concluded that the materials written in the book are relevant with 3.7.1 sub-basic competence.

The 3.7.2 sub-basic competence is about text structures and language features to implement the social function to state and ask something that happens right now. As stated in the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia*

*Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the materials which should be stated in the book are in forms of written texts with topic activity that is doing by students, friends, parents, brother, sister, younger brother, younger sister, and teacher. The materials written in the book page 91, 92, 93, 98, and 99 are in the form of written text which contains the same materials as stated in the 3.7.2 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001: 67). Here, the writer used verb "write" which has close meaning with "construct", verb "describe" which has close meaning with verb "explain" in this context, and verb "create". Because of those reasons stated, the researcher concluded that the materials written in the book are relevant with 3.7.2 sub-basic competence.

The materials in 3.8.1 sub-basic competence are in the form of spoken and written texts. According to the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, this sub-basic competence is about text structures and language features to implement the social function for stating and asking cause and effect relation with topic activities which show cause and effect relation and contrary relation did by students, friends, family, and teacher. The materials written in the book page 100, 101, 102, and 103 are in the form of

spoken and written texts which are suitable with the materials include in the 3.8.1 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al (2001: 67). The writer used verb "say" which has close meaning with "model", verb "repeat" which has close meaning with "represent", and verb "write" which has close meaning with "construct" in this context. Because of these reasons, the researcher concluded that the materials written in the book is relevant with 3.8.1 sub-basic competence.

As stated in the English lesson syllabus for eight graders of junior high school written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the 3.9.1 sub-basic competence is comprehending text structures and language features to implement the social function for stating and asking the amount and character comparison of people. The materials which should be stated in the book are in forms of spoken and written texts with topic people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility. The materials written in the book page 109, 111, 112, 113, 115, 116, 118, 121, 124, 125, and 126 are in the form of spoken and written texts which matched with the materials stated in the sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in

Anderson, et.al. (2001: 67). Here, the writer used verb “say” which has close meaning with “model”, verb “repeat” which has close meaning with “represent”, verb “write” and “make” which have close meaning with verb “construct” in this context, verb “compare”, and verb “discuss” which has close meaning with verb “coordinate”. According to those reasons, the researcher concluded that the materials written in the book is relevant with 3.9.1 sub-basic competence.

The 3.9.2 sub-basic competence is about text structures and language features to implement the social function for stating and asking the amount and character comparison of animal. According to the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the materials which should be stated in the book are in forms of spoken and written texts with topic people, things, and animal exist in the students’ environment, by giving example of friendly attitude toward the environment, confidence, and responsibility. The materials written in the book page 109, 118, 121, and 126 are in the form of spoken and written texts which are suitable with the materials stated in the sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom’s Taxonomy Cognitive Domain stated in Anderson, et.al (2001: 67). The writer used verb “say” which has close meaning with “model” in this context, verb “repeat” which has close meaning with “represent”, verb “write” and “make

which have close meaning with verb “construct”, verb “compare”, and verb “discuss” which has close meaning with verb “coordinate” in this context. Because of those facts, the researcher concluded that the materials written in the book is relevant with 3.9.2 sub-basic competence.

According to the English lesson syllabus for eight graders of junior high school written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the 3.9.3 sub-basic competence is about text structures and language features to implement the social function for stating and asking the amount and character comparison of things. The materials which should be stated in the book are in forms of spoken and written texts with topic people, things, and animal exist in the students’ environment, by giving example of friendly attitude toward the environment, confidence, and responsibility. The materials written in the book page 109, 110, 111, 112, 113, 115, 116, 118, 120, 121, 123, 124, 126, and 128 are in the form of spoken and written texts which contain the same materials with those stated in the 3.9.3 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom’s Taxonomy Cognitive Domain stated in Anderson, et.al. (2001: 67). Here, the writer used verb “say” which has close meaning with “model” in this context, verb “repeat” which has close meaning with “represent”, verb “write” and “make” which have close meaning with verb “construct”, verb “compare”, and verb “discuss” which has close meaning with verb

“coordinate” in this context. So, the researcher concluded that the materials written in the book is relevant with 3.9.3 sub-basic competence.

The materials in the 3.10.1 sub-basic competence are in the form of short and simple written texts. As stated in the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the materials in this sub-basic competence should contain text structures and language features to implement the social function of stating and asking about people description with topic description of people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility. The materials written in the book page 139, 140, 141, 142, 143, 146, and 148 are in the form of short and simple written texts which are suitable with those included in the 3.10.1 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001: 67). The writer used verb “rewrite” which has the close meaning with verb “reconstruct”, verb “say” which has close meaning with “model”, verb “repeat” which has close meaning with “represent”, and verb “list” which has close meaning with verb “organize” in this context. According to those reasons, the researcher concluded that the materials written in the book are relevant with the 3.10.1 sub-basic competence.

As stated in English lesson syllabus for eight graders of junior high school written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the 3.10.2 sub-basic competence is about text structures and language features to implement the social function of short and simple written text to state and ask about animal description. The topic in this material is description of people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility. The material written in the book page 144 is in the form of short and simple written text which has same content with the materials in the 3.10.1 sub-basic competence. The instruction in that page also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001: 67). Here, the writer used verb "say" which has close meaning with verb "model", and verb "repeat" which has close meaning with verb "represent" in this context. So, the researcher concluded that the materials written in the book are relevant with the 3.10.2 sub-basic competence.

The 3.10.3 sub-basic competence is about text structures and language features to implement the social function of short and simple written text to state and ask about things description, as stated in the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan*

*Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*. The topic in this material is description of people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility. The materials written in the book page 133, 134, 135, 136, 146, 147, 148, and 156 are in the form of short and simple written text which are suitable with the materials include in the 3.10.3 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001: 67). Here, the writer used verb "describe" which has close meaning with verb "explain", verb "say" which has close meaning with verb "model", verb "repeat" which has close meaning with verb "represent", and verb "list" which has close meaning with verb "organize" in this context. According to those reasons, the researcher concluded that the materials written in the book are relevant with the 3.10.3 sub-basic competence.

The 3.11.1 sub-basic competence is in the form of spoken text. As stated in the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, this sub-basic competence is about text structures and language features to implement the social function to state and ask past events. The topic of the material is past events which relevance with students' life, by giving example of discipline, honesty, care, health lifestyle, and friendly attitude toward the

environment. The materials written in the book page 159, 160, 173, 174, 175, and 176 are in the form of spoken text which is suitable with the materials stated in the 3.11.1 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001: 67). The writer used verb "say" which has close meaning with verb "model", verb "repeat" which has close meaning with verb "represent", and verb "discuss" which has close meaning with verb "coordinate" in this context. From these reasons stated, the researcher concluded that the materials written in the book is relevant with the 3.11.1 sub-basic competence.

According to the English lesson syllabus for eight graders of junior high school written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the 3.11.2 sub-basic competence is about text structures and language features to implement the social function of written text to state and ask past events. The topic of the material is past events which relevance with students' life, by giving example of discipline, honesty, care, health life style, and friendly attitude toward the environment. The materials written in the book page 161, 167, 172, and 178 are in the form of written text which is suitable with the materials stated in the 3.11.2 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001: 67). Here, the writer used verb "write"

which has close meaning with “construct”, verb “list” which has close meaning with verb “organize” in this context, and verb “create”. Because of those reasons, the researcher concluded that the materials written in the book is relevant with the 3.11.2 sub-basic competence.

The materials in 3.12.1 sub-basic competence are in the form of short and simple spoken recount text. As stated in the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, this sub-basic competence is comprehending text structures and language features to implement the social function of short and simple spoken recount text. The topic of the material is past events which relevance with students’ life, by giving example of discipline, honesty, care, health lifestyle, and friendly attitude toward the environment. The materials written in the book page 182, 185, 188, 189, 191, and 193 are in the form of short and simple spoken recount text which matched with the materials include in the 3.12.1 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom’s Taxonomy Cognitive Domain stated in Anderson, et.al. (2001: 67). Here, the writer used verb “say” which has close meaning with verb “model”, and verb “repeat” which has same meaning with “represent” in this context. So, the researcher concluded that the materials written in the book are relevant with the 3.12.1 sub-basic competence.

The 3.12.2 sub-basic competence is about text structures and language features to implement the social function of short and simple written recount text, as stated in the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*. The topic of the material is past events which relevance with students' life, by giving example of discipline, honesty, care, health lifestyle, and friendly attitude toward the environment. The materials written in the book page 184, 187, 192, and 194 are in the form of short and simple written recount texts which are suitable with the materials include in the 3.12.2 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001: 67). Here, the writer used verb "write" which has the close meaning with verb "construct" in this context. So, the researcher concluded that the materials written in the book are relevant with the 3.12.2 sub-basic competence.

As stated in the English lesson syllabus for eight graders of junior high school as stated in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the 3.13.1 sub-basic competence is about text structures and language features to implement the social function of written text in the form of short message according to context. The topic of the material is

rundown of event, memo /short message text, warning, caution, advertisement, brochure, pamphlet, and traffic sign in the students' environment. The materials written in the book page 200, 201, 202, 203, and 204 are in the form of short messages which have the same content with the materials written in the 3.13.1 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001: 67). The writer used verb "read" which has the close meaning with verb "recognize", verb "repeat" which has close meaning with verb "represent", verb "group" which means "organize", verb "rewrite" which has close meaning with verb "reconstruct", and verb "write" which has close meaning with verb "construct" in this context. According to those findings, the researcher concluded that the materials written in the book are relevant with the 3.13.1 sub-basic competence.

The materials in 3.13.2 sub-basic competence are in the form of written notice. According to the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, this sub-basic competence is about text structures and language features to implement the social function of written text in the form of notice according to context. The topic of the material is rundown of event, memo /short message text, warning, caution, advertisement, brochure, pamphlet, and traffic sign in the students' environment. The materials written in the

book page 206, 207, 208, 209, and 212 are in the form of written notice which is suitable with the materials written in the 3.13.2 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001: 67). Here, the writer used verb "read" which has close meaning with verb "recognize", verb "repeat" which has close meaning with verb "represent", verb "hand-write" and verb "write" which have close meaning with verb "construct" in this context. Because of those reasons, the researcher concluded that the materials written in the book are relevant with the 3.13.2 sub-basic competence.

According to English lesson syllabus for eight graders of junior high school as stated in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the 3.14.2 sub-basic competence is comprehending text structures and language features to implement the social function of spoken narrative text in the form of fable according to context. The topic in the material is fairy tale, folklore, and legends in the form of fable around the students' environment. The materials written in the book page 218 and 219 are in the form of spoken narrative text which is matched with the materials included in the 3.14.2 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001: 67). The writer used verb "read" which has close meaning with verb "recognize" in this

context and verb “find”. So, the researcher concluded that the materials written in the book are relevant with the 3.14.2 sub-basic competence.

There are four materials which are partly relevant with the sub-basic competence three, they are: sub-basic competence 3.3.4, 3.5.3, 3.8.2, and 3.15.1.

As stated in the English lesson syllabus for eight graders of junior high school written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the 3.3.4 sub-basic competence is about text structures and language features to implement the social function of asking and giving permission expressions and responses according to context. The materials which should be stated in the book are in forms of spoken and written texts with topic everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. The materials written in the book page 50 and 54 are spoken texts with instruction used action verbs which are included in the Bloom’s Taxonomy Cognitive Domain stated in Anderson, et.al. (2001: 67). The writer used verb “say” which has close meaning with verb “model” and verb “repeat” which has close meaning with verb “represent” in this context. Unfortunately, the materials written in the book are just spoken text, whereas the materials which should be written in the book based on the 3.3.4 sub-basic competence are spoken and written text. Because of those findings, the researcher concluded that the materials written in the book are partly relevant with the 3.3.4 sub-

basic competence. In order to improve the materials in the book to become relevant with the sub-basic competence 3.3.4, I suggest the book writer add materials in the form of written text for asking and giving permission expressions and responses using cognitive domain action verbs in its instruction.

The materials in the 3.5.3 sub-basic competence are in the form of spoken text. According to the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, this sub-basic competence is about text structures and language features to implement the social function of stating and asking the presence of animal in uncountable amount according to context. The topic of the materials is the name of people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility. The material written in the book which is related to the presence of animal in uncountable amount is just written in page 83. The instruction in that page is used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al (2001: 667) that is verb "describe" which has close meaning with verb "explain" in this context. However, the materials which should be written in the book based on the 3.5.3 sub-basic competence is not only about describing the animal, but also stating and asking the presence of animal in uncountable amount. According to that reason, the researcher

concluded that the material written in the book is partly relevant with the 3.5.3 sub-basic competence. In order to revised the materials in the book become relevant with the 3.5.3 sub-basic competence, I suggest the book writer add the materials about spoken text for asking and stating the presence of animal in uncountable amount in the form of interrogative, positive, and negative sentences.

According to English lesson syllabus for eight graders of junior high school as stated in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the 3.8.2 sub-basic competence is about text structures and language features to implement the social function for stating and asking contrary relation. The materials which should be stated in the book are in forms of spoken and written texts with topic activities which show cause and effect relation and contrary relation did by students, friends, family, and teacher. The materials written in the book page 104 are spoken texts with instruction used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001: 67). Here, the writer used verb "say" which has close meaning with verb "model" and verb "repeat" which has close meaning with verb "represent" in this context. Unfortunately, the materials written in the book are just spoken text, whereas the materials which should be written in the book based on the 3.8.2 sub-basic competence are spoken and written text. From that finding, the researcher concluded that those materials written in the book are partly relevant with the 3.8.2

sub-basic competence. In order to improve the materials in the book to become relevant with the 3.8.2 sub-basic competence, I suggest the book writer add materials in the form of written text for stating and asking contrary relation using cognitive domain action verbs in its instruction.

The 3.15.1 sub-basic competence is about text structure and language feature to implement the social function of song with topic everything gives inspiring behavior, as stated in the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*. The material in the book which is suitable with the materials stated in the 3.15.1 sub-basic competence is just written in page 225. However, the instruction used here is not suitable with action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001: 67). The instruction written here just used question mark "what". Because of this reason, the researcher concluded that the materials written in the book are partly relevant with the 3.15.1 sub-basic competence. In order to improve the materials in the book to become suitable with the 3.15.1 sub-basic competence, I suggest the book writer to use the cognitive domain action verbs in each instruction of the materials.

There are four materials which irrelevant with the sub-basic competence three, they are: sub-basic competence 3.4.1, 3.4.2, 3.6.1, and 3.14.1.

According to English lesson syllabus for eight graders of junior high school as stated in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the 3.4.1 sub-basic competence is about text structures and language features to implement the social function of very short and simple personal invitation letter according to context. The materials which should be stated in the book are in forms of written texts with topic everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. Unfortunately, there is no material written in the book which is suitable with the 3.4.1 sub-basic competence materials and topic. The instruction used in the book also did not use action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated by Anderson, et.al (2001: 67). According to those findings, the researcher concluded that the materials written in the book are irrelevant with the 3.4.1 sub-basic competence. In order to improve the book, because there is no material in the book that is suitable with the 3.4.1 sub-basic competence, I suggest the book writer add materials which are relevant with the materials and topic requires by the 3.4.1 sub-basic competence and also uses cognitive domain action verbs in each instruction.

The 3.4.2 sub-basic competence is about text structures and language features to implement the social function of very short and simple greeting card according to context, as stated in the English lesson syllabus for eight graders of junior high school

which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*. The materials which should be stated in the book are in forms of written texts with topic everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. Unfortunately, there is no material written in the book which is suitable with the 3.4.2 sub-basic competence materials and topic. The instruction in the book also did not use action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001: 67). According to those reasons, the researcher concluded that the materials written in the book are irrelevant with the 3.4.2 sub-basic competence. In order to improve the book, because there is no material in the book that is suitable with the 3.4.2 sub-basic competence, I suggest the book writer add materials which are relevant with the materials and topic requires by the 3.4.2 sub-basic competence and also uses cognitive domain action verbs in each instruction.

The materials in the 3.6.1 sub-basic competence are in the form of spoken text. As stated in the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, this sub-basic competence is about text structures and language features to implement the social function text for

stating and asking routine activity or general truth events according to context. The topic of the materials is routine activities which do every day by students, friends, teacher, and family and also general truth events. Unfortunately, there is no material written in the book which is suitable with the 3.6.1 sub-basic competence materials and topic. The instruction in those pages also did not use action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001: 67). Because of those reasons, the researcher concluded that the materials written in the book are irrelevant with the 3.6.1 sub-basic competence. In order to improve the book, because there is no material in the book that is suitable with the 3.6.1 sub-basic competence, I suggest the book writer add materials which are relevant with the materials and topic requires by the 3.6.1 sub-basic competence and also uses cognitive domain action verbs in each instruction.

As stated in the English lesson syllabus for eight graders of junior high school written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the 3.14.1 sub-basic competence is comprehending text structures and language features to implement the social function of written narrative text in the form of fable according to context. The topic in the material is fairy tale, folklore, and legends in the form of fable around the students' environment. Unfortunately, there is no material written in the book which is suitable with the 3.14.1 sub-basic competence materials and topic. The instruction in those

pages also did not use action verbs which are included in the Bloom's Taxonomy Cognitive Domain as stated in Anderson, et.al. (2001: 67). Because of those findings, the researcher concluded that the materials written in the book are irrelevant with the 3.14.1 sub-basic competence. In order to improve the book, because there is no material in the book that is suitable with the 3.14.1 sub-basic competence, I suggest the book writer add materials which are relevant with the materials and topic requires by the 3.14.1 sub-basic competence and also uses cognitive domain action verbs in each instruction.

After I analyzed the data, I made a percentage form of the data analysis. At first, made a percentage of the book relevancy with cognitive domain. There are 37 materials which include in the cognitive domain according to the 2013 curriculum standard of contents. Here is the result of the percentage:

1. Relevant Materials

There are 29 materials which are relevant with the cognitive domain. So, the percentage is:

$$\frac{29}{37} \times 100 = 78.37\%$$

The percentage of the relevant materials is 78.37%.

2. Partly Relevant Materials

There are 4 materials which are partly relevant with the cognitive domain. So, the percentage is:

$$\frac{4}{37} \times 100 = 10.81\%$$

The percentage of the partly relevant materials is 10.81%.

### 3. Irrelevant Materials

There are 4 materials which are irrelevant with the cognitive domain. So, the percentage is:

$$\frac{4}{37} \times 100 = 10.81\%$$

The percentage of the irrelevant materials is 10.81%.

According to those percentage, I concluded that the textbook covers around 78.37% materials which are relevant with the cognitive domain and able to fulfill the purposes of the topic, language features, and social functions of the ideal materials which are intended to be achieve by the students.

#### **4.1 The Relevance of the materials with the Psychomotor Domain**

The second analysis was the analysis of the relevance between the materials written in the book with the Psychomotor Domain. In this part, I also used the observation checklist as her research instrument. To observe the relevance of the materials written in the book with the psychomotor domain, I made an observation checklist. In this checklist, compared the instruction of each material which is included in the basic competence four with the action verbs mentioned in the Bloom's Taxonomy psychomotor domain of learning which is stated by Anderson and Simpson in Sitepu (2012: 96). The observation checklist used by the researcher also consisted of two columns, same as the one for the cognitive domain analysis. The first column contained basic competence, topic, and materials according to the syllabus, while the second column contained the materials written in textbook, the page where the materials found, and the relevance between the materials with the basic competence and topic.

Here is the result of the analysis:

Table 8. Research Data of Psychomotor Domain for Relevant Materials

Basic Competence Four (Psychomotor Aspect)			When English Rings a Bell				
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
4.1 Compose simple spoken text to express and respond gaining attention, checking understandin	Everything that is related to the interaction between teacher and students during the teaching and	4.1.1 The instruction to compose simple spoken text to express and respond gaining attention expression.	13	Please complete these following sentences. Write them in neat and accurate handwriting on your notebook. To get Edo's attention in picture 4 she says, "....." "....."	√		

g, and giving complement expression by notice on the right social function, text structure, and language feature according to context.	learning process, both inside and outside the class.	4.1.2 The instruction to compose simple spoken text to express and respond checking understanding expression.	19	Please complete these following sentences. Write them in neat and accurate handwriting on your notebook. To check Beni's understanding in picture 4 Udin says, "....."	√		
		4.1.3 The instruction to compose simple spoken text to express and respond giving compliment expression.	19, 24	Please complete these following sentences. Write them in neat and accurate handwriting on your notebook. To show Dayu's appreciation in picture 6 she says, "....."	√		
4.5 Compose written text in the form of very short and simple personal invitation	Everything that is related to the interaction between teacher and students during the	4.5.1 The instruction to compose written text in forms of very short and simple personal	61	Now, create your own personal invitation card!	√		

<p>letter and greeting card by notice on the right social function, text structure, and language feature according to context.</p>	<p>teaching and learning process, both inside and outside the class.</p>	<p>invitation letter. 4.5.2 The instruction to compose written text in forms of very short and simple greeting card.</p>	<p>65</p>	<p>Now, would you like to create your own greeting card? Don't forget to decorate it!</p>	<p>√</p>		
<p>4.7 Compose spoken and written text to state and ask for routine events or general truth by notice on the right social function, text structure, and language feature according to context.</p>	<p>Routine activity which do every day by students, friends, teacher, and family and also events that are general truth.</p>	<p>4.7.2 The instruction to compose written text to state and ask for routine activity or general truth.</p>	<p>74,78, 84</p>	<p>Please make a poster about your daily activities. if it is possible, you may put some pictures of yours!</p>	<p>√</p>		

<p>4.8 Compose spoken and written text to state and ask about event that happens right now by notice on the right social function, text structure, and language feature according to context.</p>	<p>Activity that is doing by students, friends, parents, brother, sister, younger brother, younger sister, and teacher.</p>	<p>4.8.1 The instruction to compose spoken and written text to state and ask for event that happens right now.</p>	<p>87,88, 89</p>	<p>1. Spoken text:  Look at the picture below! What are the people in the picture doing?  2. Written text:  What your friends are doing? Observe the activities happen at your class, then write them down in neat and accurate handwriting.</p>	<p>√</p>		
<p>4.11 Catch the meaning of short and simple spoken and written descriptive text.</p>	<p>Description of people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence,</p>	<p>4.11.1 The exercise about short and simple spoken and written descriptive text.</p>	<p>137, 149, 153, 154, 155</p>	<p>Complete the descriptions of Edo's notebook, Lina's house, the shoes in big shoe-shop, and the T-shirt Mr. Hidayat wants Mr. Gani to buy him. The first one has been done for you. First, copy the example. Work with your group. If you have any problem, go to me.</p>	<p>√</p>		

	and responsibility .						
4.14 Catch the meaning of short and simple spoken and written recount text about activity, event, and phenomenon.	Past events which relevance with students' life, by giving example of discipline, honesty, care, health lifestyle, and friendly attitude toward the environment.	4.15.1 The exercise about short and simple spoken and written recount text.	195, 196	Lina is telling her experience when she got scar on her face. There are three events of happenings in her story. But the three parts are not in good order. Nor are the sentences in each part. Put them back in good order and write the whole text in your note book. Work with your teacher. If you have any problems, go to me.	√		

<p>4.15 Compose short and simple spoken and written recount text about activity, event, and phenomenon by notice on the right social function, text structure, and language feature according to context.</p>	<p>Past events which relevance with students' life, by giving example of discipline, honesty, care, health lifestyle, and friendly attitude toward the environment.</p>	<p>4.15.2 The instruction to compose short and simple written recount text about activity, event, and phenomenon.</p>	<p>197</p>	<p>Now, it is your turn to tell your own experience. Write more or less 6 sentences about each theme below.</p> <ol style="list-style-type: none"> <li>1. An experience that changed my life</li> <li>2. My funny experience</li> </ol> <p>Work together with your group, and help each other. Hand-write it on a piece of paper, in your very neat, accurate, and clear handwriting. Don't miss any information. Make sure your punctuation marks and spelling of the words are correct.</p>	<p>√</p>		
<p>4.17. Compose written text in the form of very short and simple message and notice by notice on the right social</p>	<p>Rundown of event, memo /short message text, warning, caution, advertisement, brochure, pamphlet,</p>	<p>4.17.1 The instruction to compose very short and simple written message.</p>	<p>205</p>	<p>Have you ever texted your friends in English? You should try it! Work in pairs. Text each other, about each of the following.</p> <ol style="list-style-type: none"> <li>1. A plan to ride bicycle to exercise on the weekends</li> <li>2. A plan to watch a video together in the afternoon.</li> </ol>	<p>√</p>		

function, text structure, and language feature according to context.	and traffic sign in the students' environment			<p>3. A plan to do the Math homework together.</p> <p>4. A plan to visit a sick friend in the hospital.</p> <p>5. A plan to return a book.</p>			
		4.17.2 The instruction to compose very short and simple written notice.	211	<p>Work with your group. Each group is to make three (3) similar notices for your school. The letters should be big enough to be seen from the distance. You can make notices other than those above. You can also change the design. Use used paper such as last year's calendar to make the notices. You help save the earth by recycling. If you have any problems, go to me.</p>	√		

4.18. Catch the meaning of spoken and written narrative text in the form of short and simple fable.	Fairy tale, folklore, and legends in the form of fable around the students' environment.	4.18.1 The exercise about written narrative text in the form of short and simple fable.	215	One of you will write the complete story on the board. Follow him/her and do the same in your notebook, in neat and accurate handwriting. Don't miss any information. Make sure your punctuation marks and spelling of the words are correct. Work with your group. If you have any problem, go to me.	√		
		4.18.2 The exercise about spoken narrative text in the form of short and simple fable.	215, 217	I will read you a fable. The title is "Mousedeer and Crocodile". Listen carefully. I will ask you to repeat after him/her. I will also invite you to talk about the story. If you have any problem, ask me for help.	√		
4.19 Catch the meaning of song.	Everything gives inspiring behavior.	4.19.1 The exercise about English song.	224	When you sing the song, you can also clap, hop, shake, or even wiggle. Let's rewrite the song and change the word with clap, hop,	√		

				shake, and wiggle in neat and accurate hand-writing on your notebook. Make sure your punctuation.			
--	--	--	--	---	--	--	--

Table 9. Research Data of Psychomotor Domain for Partly Relevant and Irrelevant Materials

Basic Competence Four (Psychomotor Aspect)			When English Rings a Bell				Suggestion
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of materials	Relevance with Basic Competence and Topic		
					Partly Relevant	Irrelevant	
4.2 Compose spoken and written text to state and ask for ability and willingness to do something by notice on the right social function, text structure, and language	Everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the	4.2.1 The Instruction to compose written and spoken text for stating and asking someone's ability.	29	1. Spoken text: -  1. Written text:  Now, complete the following sentences according to the speakers' statements. The first one has been done for you.	√		In order to improve the materials in the book to become relevant with the sub-basic competence 4.2.1, I suggest the book writer add the materials about instruction to compose spoken

feature according to context.	class.			2. According to Rani: a. Yuli can... b. She can... c. She can...			text for stating and asking someone's ability and using psychomotor domain action verbs in each instruction.
		4.2.2 The Instruction to compose written and spoken text to stating and asking someone's willingness to do something.	35	1. Spoken text: - 2. Written text:  Now, complete the following sentences according to the speakers' statements. The first one has been done for you.  2. According to Gunawan, we know that his uncle will.....	√		In order to improve the materials in the book to become relevant with the sub-basic competence 4.2.2, I suggest the book writer add the materials about instruction to compose spoken text for stating and asking someone's willingness and using psychomotor domain action

							verbs in each instruction.
4.3 Compose simple spoken and written text to state, ask, and respond giving instruction, giving invitation, giving prohibition, asking for permission expression by notice on the right social function, text	Everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class.	4.3.1 The instruction to compose simple written and spoken text for stating, asking, and responding giving instruction expression.	49,51	1. Spoken text: - 2. Written text:  Now, complete the following sentences according to the speakers' statements. The first one has been done for you. 2.a. Siti gives an instruction: .....	√		In order to improve the materials in the book to become relevant with the sub-basic competence 4.3.1, I suggest the book writer add the materials about instruction to compose spoken text for stating, asking, and responding giving instruction expression and using

structure, and language feature according to context.							psychomotor domain action verbs in each instruction.
	4.3.2 The instruction to compose simple written and spoken text for stating, asking, and responding giving invitation expression.	-	-			√	In order to improve the materials in the book to become relevant with the 4.3.2 sub-basic competence, I suggest the book writer add materials about instruction to compose simple written and spoken text for stating, asking, and responding giving invitation expression according to the given topic and using

							psychomotor domain action verbs in each instruction.
		4.3.3 The instruction to compose simple written and spoken text for stating, asking, and responding giving prohibition expression.	49,51	1. Spoken text: - 2. Written text: Now, complete the following sentences according to the speakers' statements. The first one has been done for you. 2.a. Siti gives a prohibition: .....	√		In order to improve the materials in the book to become relevant with the sub-basic competence 4.3.3, I suggest the book writer add the materials about instruction to compose spoken text for stating, asking, and responding giving prohibition expression and using

							psychomotor domain action verbs in each instruction.
		4.3.4 The instruction to compose simple written and spoken text for stating, asking, and responding asking for permission expression.	51	1. Spoken text: - 2. Written text: Now, complete the following sentences according to the speakers' statements. The first one has been done for you. 2.a. To ask a permission, Udin says: ..... ..... 2.c. To respond a permission, Edo says:..... .....	√		In order to improve the materials in the book to become relevant with the sub-basic competence 4.3.4, I suggest the book writer add the materials about instruction to compose spoken text for stating, asking, and responding asking for permission expression and using psychomotor

							domain action verbs in each instruction.
4.4 Catch the meaning of personal invitation letter and greeting card.	Everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class.	4.4.1 The exercise about personal invitation letter and greeting card.	-	-		√	Because there is no material in the book which is relevant with the 4.4.1 sub-basic competence, in order to improve the book, I suggest the book writer add materials about instruction to do the exercise about personal invitation letter and greeting card and using the psychomotor

							domain action verbs in the instructions.
4.9 Compose spoken and written text to state and ask about the presence of people, things, and animal in uncountable amount by notice on the right social function, text structure, and language feature according to context.	The name of people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility .	4.6.1 The instruction to compose spoken and written text to state and ask about the presence of people in uncountable amount.	75	1. Spoken text: -  2. Written text:  Observe the backyard at your school, then write the people, animals, and things there! Now, let's count the number of things, animals, and people you have drawn!	√		In order to improve the materials in the book to become relevant with the sub-basic competence 4.6.1, I suggest the book writer add the materials about instruction to compose spoken text to state and ask about the presence of people in uncountable amount and using psychomotor domain action verbs in each instruction.

		<p>4.6.2 The instruction to compose spoken and written text to state about the presence of things in uncountable amount.</p>	75	<p>1. Spoken text: - 2. Written text:</p> <p>Observe the backyard at your school, then write the people, animals, and things there! Now, let's count the number of things, animals, and people you have drawn!</p>	√		<p>In order to improve the materials in the book to become relevant with the sub-basic competence 4.6.2, I suggest the book writer add the materials about instruction to compose spoken text to state about the presence of things in uncountable amount and using psychomotor domain action verbs in each instruction.</p>
--	--	--	----	--	---	--	--

		4.6.3 The instruction to compose spoken and written text to state and ask about the presence of animal in uncountable amount	75	<p>1. Spoken text: -</p> <p>2. Written text:</p> <p>Observe the backyard at your school, then write the people, animals, and things there!</p> <p>Now, let's count the number of things, animals, and people you have drawn!</p>	√		In order to improve the materials in the book to become relevant with the sub-basic competence 4.6.3, I suggest the book writer add the materials about instruction to compose spoken text to state about the presence of animal in uncountable amount and using psychomotor domain action verbs in each instruction.
--	--	--	----	--	---	--	---

<p>4.7 Compose spoken and written text to state and ask for routine events or general truth by notice on the right social function, text structure, and language feature according to context.</p>	<p>Routine activity which do every day by students, friends, teacher, and family and also events that are general truth.</p>	<p>4.7.1 The instruction to compose spoken text to state and ask for routine activity or general truth.</p>	<p>-</p>	<p>-</p>		<p>√</p>	<p>Because there is no material in the book which is relevant with the sub-basic competence 4.7.1, I suggest the book writer add materials about the instruction to compose spoken text to state and ask for routine activity or general truth according to the given topic and using psychomotor domain action verbs in each instruction.</p>
--	--	---	----------	----------	--	----------	--

<p>4.9 Compose spoken and written text to state and ask about cause and effect relation and contrary relation by notice on the right social function, text structure, and language feature according to context.</p>	<p>Activities which show cause and effect relation and contrary relation did by students, friends, family, and teacher.</p>	<p>4.9.1 The instruction to compose spoken and written text to state and ask about cause and effect relation.</p>	<p>105</p>	<p>1. Spoken text: -  2. Written text: You can work in a Group. Find several activities around your school or your family. Find out several logical reasons and contrary reasons for those activities. If it is possible, you may get the pictures of those activities. Then, create a poster which consists the activities and the reasons.</p>	<p>√</p>	<p>In order to improve the materials in the book to become relevant with the sub-basic competence 4.9.1, I suggest the book writer add the materials about instruction to compose spoken text for stating and asking about cause and effect relation and using psychomotor domain action verbs in each instruction.</p>
--	---	---	------------	--	----------	---

		4.9.2 The instruction to compose spoken and written text to state and ask about contrary relation.	105	<p>1. Spoken text: -</p> <p>2. Written text: You can work in a Group. Find several activities around your school or your family. Find out several logical reasons and contrary reasons for those activities. If it is possible, you may get the pictures of those activities. Then, create a poster which consists the activities and the reasons.</p>	√		In order to improve the materials in the book to become relevant with the sub-basic competence 4.9.2, I suggest the book writer add the materials about instruction to compose spoken text for stating and asking about contrary relation and using psychomotor domain action verbs in each instruction.
--	--	--	-----	--	---	--	--

<p>4.10 Compose spoken and written text to state and ask for amount and character comparison of people, animal, and things by notice on the right social function, text structure, and language feature according to context.</p>	<p>People, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility</p>	<p>4.10.1 The instruction to compose spoken and written text to state and ask for amount and character comparison of people.</p>	<p>116, 121, 127, 129</p>	<p>1. Spoken text: - 2. Written text:  Now, complete the following sentences according to the speaker's statements. The first one has been done for you. First, copy the example. Work with your group. If you have any problem, go to me.  6. Yuni is saying that Edo is .....the other students.</p>	<p>√</p>	<p>In order to improve the materials in the book to become relevant with the sub-basic competence 4.10.1, I suggest the book writer add the materials about instruction to compose spoken text to state and ask for amount and character comparison of people and using psychomotor domain action verbs in each instruction.</p>
---	---	--	---------------------------	--	----------	--

		4.10.2 The instruction to compose spoken and written text to state and ask for amount and character comparison of animal.	127, 129	<p>1. Spoken text: -</p> <p>2. Written text:</p> <p>Now, complete the following sentences according to the speaker's statements. The first one has been done for you. First, copy the example. Work with your group. If you have any problem, go to me.</p> <p>4. Hendrik is comparing the snake, the eel, and the worm.  "....."  "....."</p>	√		In order to improve the materials in the book to become relevant with the sub-basic competence 4.10.2, I suggest the book writer add the materials about instruction to compose spoken text to state and ask for amount and character comparison of animal and using psychomotor domain action verbs in each instruction.
--	--	---	----------	--	---	--	---

		4.10.3 The instruction to compose spoken and written text to state and ask for amount and character comparison of things.	116, 121, 122, 123, 125, 127, 129	<p>1. Spoken text: -</p> <p>2. Written text:</p> <p>Now, complete the following sentences according to the speaker's statements. The first one has been done for you. First, copy the example. Work with your group. If you have any problem, go to me.</p> <p>According to Erman, the book Malin Kundang is..... the film.</p>	√		In order to improve the materials in the book to become relevant with the sub-basic competence 4.10.3, I suggest the book writer add the materials about instruction to compose spoken text to state and ask for amount and character comparison of things and using psychomotor domain action verbs in each instruction.
--	--	---	-----------------------------------	---	---	--	---

<p>4.12 Compose short and simple spoken and written descriptive text about people, animal, and things by notice on the right social function, text structure, and language feature according to context.</p>	<p>Description of people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility .</p>	<p>4.12.1 The instruction to compose short and simple spoken and written descriptive text about people.</p>	<p>-</p>	<p>-</p>		<p>√</p>	<p>Because there is no material in the book which is relevant with the 4.12.1 sub-basic competence, I suggest the book writer add materials about the instruction to compose short and simple spoken and written descriptive text about people in a given topic and using psychomotor domain action verbs in each instruction.</p>
--	--	---	----------	----------	--	----------	--

		4.12.2 The instruction to compose short and simple spoken and written descriptive text about animal.	-	-		√	Because there is no material in the book which is relevant with the 4.12.2 sub-basic competence, I suggest the book writer add materials about the instruction to compose short and simple spoken and written descriptive text about animal in a given topic and using psychomotor domain action verbs in each instruction.
--	--	--	---	---	--	---	---

		4.12.3 The instruction to compose short and simple spoken and written descriptive text about things.	-	-		√	Because there is no material in the book which is relevant with the 4.12.3 sub-basic competence, I suggest the book writer add materials about the instruction to compose short and simple spoken and written descriptive text about things in a given topic and using psychomotor domain action verbs in each instruction.
--	--	--	---	---	--	---	---

<p>4.13 Compose spoken and written text to state and ask past events by notice on the right social function, text structure, and language feature according to context.</p>	<p>Past events which relevance with students' life, by giving example of discipline, honesty, care, health lifestyle, and friendly attitude toward the environment.</p>	<p>4.13.1 The instruction to compose spoken text to state and ask past events.</p>	<p>-</p>	<p>-</p>		<p>√</p>	<p>Because there is no material in the book which is relevant with the 4.13.1 sub-basic competence, I suggest the book writer add materials about the instruction to compose spoken text to state and ask past events in a given topic and using psychomotor domain action verbs in each instruction.</p>
---	---	--	----------	----------	--	----------	---

		4.13.2 The instruction to compose written text to state and ask past events.	162, 165, 166, 169, 171	<p>Now, copy the table of the words below in your notebook. The words are those verbs in the speakers' statements written in underlined and bold letters. Say each world correctly when you are copying them. Work with your group. If you have any problem, go to me.</p> <p>In the following entries, Dayu is comparing her states and activities in the past and present. Read each entry correctly and clearly. First, repeat after me.</p>	√		In order to make the materials in the book become relevant with the 4.13.2 sub-basic competence, I suggest the book writer add materials about instruction to ask students to compose written text to state and ask past events.
--	--	--	-------------------------------------	---	---	--	--

				<p>Now, work with your group and read entry to the another. Make sure you read them correctly and clearly. Correct any mistake you hear.</p>			
--	--	--	--	--	--	--	--

<p>4.15 Compose short and simple spoken and written recount text about activity, event, and phenomenon by notice on the right social function, text structure, and language feature according to context.</p>	<p>Past events which relevance with students' life, by giving example of discipline, honesty, care, health lifestyle, and friendly attitude toward the environment.</p>	<p>4.15.1 The instruction to compose short and simple spoken recount text about activity, event, and phenomenon.</p>	<p>-</p>	<p>-</p>		<p>√</p>	<p>Because there is no material in the book which is relevant with the 4.15.1 sub-basic competence, I suggest the book writer add materials about the instruction to compose short and simple spoken recount text about activity, event, and phenomenon in a given topic and using psychomotor domain action verbs in each instruction.</p>
---	---	--	----------	----------	--	----------	---

4.16 Catch the meaning of very short and simple message and notice.	Rundown of event, memo /short message text, warning, caution, advertisement, brochure, pamphlet, and traffic sign in the students' environment	4.16.1 The exercise about very short and simple message.	-	-		√	Because there is no material in the book which is relevant with the 4.16.1 sub-basic competence, I suggest the book writer add materials about the instruction to compose very short and simple message in a given topic and using psychomotor domain action verbs in each instruction.
		4.16.2 The exercise about very short and simple notice.	-	-		√	Because there is no material in the book which is relevant with the 4.16.2 sub-basic competence, I suggest the book

							writer add materials about the instruction to do exercise about very short and simple notice and using psychomotor domain action verbs in each instruction.
--	--	--	--	--	--	--	---

After I broke down the materials written in the book according to the basic competence four of 2013 curriculum and find out its relevance with the psychomotor domain of learning used in the observation checklist above, I resumed my findings. Here, I concluded the conformity of textbook materials to the basic competence four in the following table:

Table 9. The Conformity of Textbook Materials to the Basic Competence Four

<b>The Relevance</b>	<b>The Basic Competence Four</b>
Relevant	Sub-Basic Competence 4.1.1, 4.1.2, 4.1.3, 4.5.1, 4.5.2, 4.7.2, 4.8.1, 4.11.1, 4.14.1, 4.15.2, 4.17.1, 4.17.2, 4.18.1, 4.18.2, and 4.19.1.
Partly Relevant	Sub-Basic Competence 4.2.1, 4.2.2, 4.3.1, 4.3.3, 4.3.4, 4.6.1, 4.6.2, 4.6.3, 4.9.1, 4.9.2, 4.10.1, 4.10.2, 4.10.3, and 4.13.2.
Irrelevant	Sub-Basic Competence 4.3.2, 4.4.1, 4.7.1, 4.12.1, 4.12.2, 4.12.3, 4.13.1, 4.15.1, 4.16.1, and 4.16.2.

According to the table above, it can be seen that there are some materials which are relevant, partly relevant, and irrelevant with the sub-basic competence four. The materials which are relevant with the sub-basic competence four are able to

fulfill the purposes of guiding the students to use their psychomotor ability to create something with their creativity. While the materials which are not relevant the sub-basic competence four are not be able to fulfill all of the purposes of guiding the students to use their psychomotor ability to create something with their creativity.

There are 15 materials which relevant with the sub-basic competence four, they are: sub-basic competence 4.1.1, 4.1.2, 4.1.3, 4.5.1, 4.5.2, 4.7.2, 4.8.1, 4.11.1, 4.14.1, 4.15.2, 4.17.1, 4.17.2, 4.18.1, 4.18.2, and 4.19.1.

According to English lesson syllabus for eight graders of junior high school as stated in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the 4.1.1 sub-basic competence contains material in the form of the instruction to compose simple spoken text to express and respond gaining attention expression by notice on the right social function, text structure, and language feature according to context. The topic of this material is everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. The material written in the book page 13 is suitable with the material stated in the 4.1.1 sub-basic competence. The instruction in that page also used action verbs which are included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). Here, the writer used verb "write" which in this context means "copy" and verb

“complete”. According to those reasons, the researcher concluded that the materials written in the book are relevant with the 4.1.1 sub-basic competence.

The 4.1.2 sub-basic competence contains material in the form of the instruction to compose simple spoken text to express and respond checking understanding expression by notice on the right social function, text structure, and language feature according to context with topic everything that is related to the interaction between teacher and students during the teaching and learning process both inside and outside the class, as stated in the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*. The material written in the book page 19 is suitable with the material contained in the 4.1.2 sub-basic competence. The instruction in that page also used action verbs which are included in the Bloom’s Taxonomy Psychomotor Domain as stated by Anderson and Simpson in Sitepu (2012: 96). Here, the writer used verb “write” which in this context means “copy” and verb “complete”. According to those findings, the researcher concluded that those materials are relevant with the 4.1.2 sub-basic competence.

The 4.1.3 sub-basic competence contains material in the form of the instruction to compose simple spoken text to express and respond giving compliment expression by notice on the right social function, text structure, and language feature

according to context. According to the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the topic of this material is everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. The materials written in the book page 19 and 24 are suitable with the material contained in the 4.1.3 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). Here, the writer used verb "complete", verb "write" which in this context means "copy" and verb "write down" which in this context means "compose". Because of those reasons stated, the researcher concluded that the materials written in the book are relevant with the 4.1.3 sub-basic competence.

According to English lesson syllabus for eight graders of junior high school as stated in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the 4.5.1 sub-basic competence contains material in the form of the instruction to compose written text in forms of very short and simple personal invitation letter by notice on the right social function, text structure, and language feature according to context. The topic of this material is everything that is

related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. The material written in the book page 61 is suitable with the one stated in the 4.5.1 sub-basic competence. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain as stated by Anderson and Simpson in Sitepu (2012: 96). Here, the writer used verb "create". Based on that reason, the researcher concluded that the material written in the book is relevant with the one stated in the 4.5.1 sub-basic competence.

The 4.5.2 sub-basic competence contains material in the form of the instruction to compose written text in forms of very short and simple greeting card by notice on the right social function, text structure, and language feature according to context. As mentioned in the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the topic of this material is everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. The material written in the book page 65 is relevant with the one stated in the 4.5.2 sub-basic competence. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain as stated by Anderson and Simpson in Sitepu (2012: 96). Here, the writer used verb "create". So, the researcher concluded that the

material written in the book is relevant with the one stated in the 4.5.2 sub-basic competence.

As stated in English lesson syllabus for eight graders of junior high school written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the 4.7.2 sub-basic competence contains materials in form the instruction to compose written text to state and ask for routine activity or general truth by notice on the right social function, text structure, and language feature according to context. The topic of this material is routine activities which do every day by students, friends, teacher, and family and also events that are general truth. The materials written in the book page 74, 78, and 84 are suitable with those stated in the 4.7.2 sub-basic competence. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). The writer used verb "make" which in this context has the same meaning with "construct", verb "complete", and verb "write". Because of those reasons, the researcher concluded that the materials written in the book are relevant with the materials stated in the 4.7.2 sub-basic competence.

The materials stated in the 4.8.1 sub-basic competence are in the form of the instruction to compose spoken and written text. As stated in the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang*

*Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, this sub-basic competence contains materials in form the instruction to compose spoken and written text to state and ask for event that happens right now by notice on the right social function, text structure, and language feature according to context. The topic of the material is activity that is doing by students, friends, parents, brother, sister, younger brother, younger sister, and teacher. The materials written in the book page 87, 88, and 89 are suitable with the materials stated in the 4.8.1 sub-basic competence. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). The writer used verb "make" which has close meaning with "compose" in this context, verb "look" which has the same meaning with "see", and verb "complete". Based on those findings, the researcher concluded that the materials written in the book are relevant with the materials stated in 4.8.1 sub-basic competence.

The 4.11.1 sub-basic competence contains materials in the form of the exercise about short and simple spoken and written descriptive text in order to catch the meaning of short and simple spoken and written descriptive text with topic description of people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility, as mentioned in the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik*

*Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*,. The materials written in the book page 137, 149, 153, 154, and 155 are suitable with the materials stated in the sub-basic competence. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). The writer used verb "complete", verb "repeat", and verb "look" which has the same meaning with "see". Because of those reasons, the researcher concluded that the materials written in the book are relevant with the materials stated in the 4.11.1 sub-basic competence.

According to English lesson syllabus for eight graders of junior high school as stated in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the 4.14.1 sub-basic competence contains materials in the form of the exercise about short and simple spoken and written recount text in order to catch the meaning of short and simple spoken and written recount text about activity, event, and phenomenon. The topic of the materials is past events which relevance with students' life, by giving example of discipline, honesty, care, health lifestyle, and friendly attitude toward the environment. The materials written in the book page 195 and 196 are relevant with the materials stated in the sub-basic competence. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in

Sitepu (2012: 96). The writer used verb “put back” which in this context has the same meaning with “re-arrange”. So, the researcher concluded that the materials written in the book are relevant with the materials stated in the 4.14.1 sub-basic competence.

The 4.15.2 sub-basic competence contains materials in the form of the instruction to compose short and simple written recount text about activity, event, and phenomenon by notice on the right social function, text structure, and language feature according to context. According to the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the topic of the materials is past events which relevance with students’ life, by giving example of discipline, honesty, care, health lifestyle, and friendly attitude toward the environment. The material written in the book page 197 is suitable with the materials stated in the 4.15.2 sub-basic competence. The instruction in that page also used action verb which is included in the Bloom’s Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). The writer used verb “write” which in this context has the same meaning with “compose”. Based on those findings, the researcher concluded that the materials written in the book are relevant with those stated in the 4.15.2 sub-basic competence.

The 4.17.1 sub-basic competence contains the instruction to compose very short and simple written message by notice on the right social function, text structure,

and language feature according to context with topic Rundown of event, memo / short message text, warning, caution, advertisement, brochure, pamphlet, and traffic sign in the students' environment, as stated in the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*. The material written in the book page 205 is suitable with the materials stated in the 4.17.1 sub-basic competence. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). The writer used verb "try". So, the researcher concluded that the materials written in the book are relevant with those stated in the 4.17.1 sub-basic competence.

As stated in English lesson syllabus for eight graders of junior high school written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the 4.17.2 sub-basic competence contains the instruction to compose very short and simple written notice by notice on the right social function, text structure, and language feature according to context. The topic of the material is Rundown of event, memo / short message text, warning, caution, advertisement, brochure, pamphlet, and traffic sign in the students' environment. The material written in the book page 211 is suitable with the materials

stated in the 4.17.2 sub-basic competence. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). The writer used verb "make" which in this context has the same meaning with "compose". Because of those reasons, the researcher concluded that the materials written in the book are relevant with those stated in the 4.17.2 sub-basic competence.

The 4.18.1 sub-basic competence contains the exercise about written narrative text in the form of short and simple fable in order to catch the meaning of spoken and written narrative text in the form of short and simple fable. According to the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the topic of the material is fairy tale, folklore, and legends in the form of fable around the students' environment. The material written in the book page 215 is suitable with the materials stated in the 4.18.1 sub-basic competence. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). The writer used verb "follow". Because of those findings, the researcher concluded that the materials written in the book are relevant with those stated in the 4.18.1 sub-basic competence.

As stated in English lesson syllabus for eight graders of junior high school written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the 4.18.2 sub-basic competence contains the exercise about spoken narrative text in the form of short and simple fable in order to catch the meaning of the fable. The topic of the material is fairy tale, folklore, and legends in the form of fable around the students' environment. The materials written in the book page 215 and 217 are suitable with the materials stated in the 4.18.2 sub-basic competence. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). The writer used verb "listen" which has the same meaning with "hear", and verb "repeat". Based on the reasons stated, the researcher concluded that the materials written in the book are relevant with those stated in the 4.18.2 sub-basic competence.

The 4.19.1 sub-basic competence contains the exercise about English song in order to catch the meaning of a song with topic everything gives inspiring behavior, as stated in the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*,. The material written in the book page 224 is suitable with the materials stated in the 4.19.1 sub-basic competence. The

instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). The writer used verb "rewrite". So, the researcher concluded that the material in the book is relevant with those stated in the 4.19.1 sub-basic competence.

There are 14 materials which partly relevant with the sub-basic competence four, they are: sub-basic competence 4.2.1, 4.2.2, 4.3.1, 4.3.3, 4.3.4, 4.6.1, 4.6.2, 4.6.3, 4.9.1, 4.9.2, 4.10.1, 4.10.2, 4.10.3, and 4.13.2.

According to English lesson syllabus for eight graders of junior high school as stated in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the 4.2.1 sub-basic competence contains materials in the form of the instruction to compose written and spoken text for stating and asking someone's ability by notice on the right social function, text structure, and language feature according to context. The topic of this material is everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. The material written in the book page 29 is the only the instruction to compose written text for stating someone's ability use modal *can*. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). Here, the writer used verb "complete". Unfortunately, the material written in the book is only in the form of instruction to compose written

text to state someone's ability. While the materials stated in the sub-basic competence 4.2.1 are instructions to compose spoken and written text to state and ask someone's ability. Because of this reason, the researcher concluded that the materials written in the book is partly relevant with those stated in the 4.2.1 sub-basic competence. In order to improve the materials in the book to become relevant with the sub-basic competence 4.2.1, I suggest the book writer add the materials about instruction to compose spoken text for stating and asking someone's ability and using psychomotor domain action verbs in each instruction.

The 4.2.2 sub-basic competence contains materials in the form of the instruction to compose written and spoken text to stating and asking someone's willingness to do something by notice on the right social function, text structure, and language feature according to context with topic everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class, as stated in the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*. The material written in the book page 35 is the only instruction to compose written text for stating someone's willingness to do something used modal *will*. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). Here, the writer used

verb “complete”. Unfortunately, the material written in the book is only in the form of instruction to compose written text to state someone’s willingness to do something. While the materials which should be written in the book as stated in the sub-basic competence 4.2.2 are instructions to compose spoken and written text to state and ask someone’s willingness to do something. Because of this finding, the researcher concluded that the materials written in the book is partly relevant with those stated in the 4.2.2 sub-basic competence. In order to improve the materials in the book to become relevant with the sub-basic competence 4.2.2, I suggest the book writer add the materials about instruction to compose spoken text for stating and asking someone’s willingness and using psychomotor domain action verbs in each instruction.

The 4.3.1 sub-basic competence contains materials in the form of the instruction compose simple written and spoken text to state, ask, and respond giving instruction expression by notice on the right social function, text structure, and language feature according to context. According to the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the topic of this material is everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. The materials written in the book page 49 and 51 are the only instruction to

compose written text for state giving instruction expression. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). Here, the writer used verb "complete". Unfortunately, the material written in the book is only in the form of instruction to compose written text to state giving instruction expression. While the materials stated in the sub-basic competence 4.3.1 are instructions to compose spoken and written text to state, respond, and ask giving instruction expression. Based on this reason, the researcher concluded that the materials written in the book is partly relevant with those stated in the sub-basic competence 4.3.1. In order to improve the materials in the book to become relevant with the sub-basic competence 4.3.1, I suggest the book writer add the materials about instruction to compose spoken text for stating, asking, and responding giving instruction expression and using psychomotor domain action verbs in each instruction.

As stated in English lesson syllabus for eight graders of junior high school written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the 4.3.3 sub-basic competence contains materials in the form of the instruction compose simple written and spoken text to state, ask, and respond giving prohibition expression by notice on the right social function, text structure, and language feature according to context. The topic of this material is everything that is related to the interaction between teacher and students

during the teaching and learning process, both inside and outside the class. The materials written in the book page 49 and 51 are the only instruction to compose written text for state giving prohibition expression. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). Here, the writer used verb "complete". However, the materials written in the book are only in the form of instruction to compose written text to state giving prohibition expression. While the materials which should be written in the book as stated in the sub-basic competence 4.3.3 are instructions to compose spoken and written text to state, respond, and ask giving instruction expression. According to those findings, the researcher concluded that the materials written in the book is partly relevant with those stated in the 4.3.3 sub-basic competence. In order to improve the materials in the book to become relevant with the sub-basic competence 4.3.3, I suggest the book writer add the materials about instruction to compose spoken text for stating, asking, and responding giving prohibition expression and using psychomotor domain action verbs in each instruction.

The 4.3.4 sub-basic competence contains materials in the form of the instruction compose simple written and spoken text to state, ask, and respond asking for permission expression by notice on the right social function, text structure, and language feature according to context with topic everything that is related to the interaction between teacher and students during the teaching and learning process,

both inside and outside the class, as mentioned in the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*. The material written in the book page 51 is the only material contains instruction to compose written text for state asking for permission expression. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). Here, the writer used verb "complete". However, the material written in the book is only in the form of instruction to compose written text to state asking for permission. While the materials which should be written in the book as stated in the 4.3.4 sub-basic competence are instructions to compose spoken and written text to state, respond, and ask asking for permission expression. Because of these findings, the researcher concluded that the materials written in the book is partly relevant with those stated in the 4.3.4 sub-basic competence. In order to improve the materials in the book to become relevant with the sub-basic competence 4.3.4, I suggest the book writer add the materials about instruction to compose spoken text for stating, asking, and responding asking for permission expression and using psychomotor domain action verbs in each instruction.

As stated in English lesson syllabus for eight graders of junior high school written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia*

*Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, The 4.6.1 sub-basic competence contains materials in the form of the instruction compose spoken and written text to state and ask about the presence of people in uncountable amount by notice on the right social function, text structure, and language feature according to context. The topic of this material is the name of people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility. The material written in the book page 75 is the only material contains instruction to compose written text for state the presence of people in uncountable amount. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012; 96). Here, the writer used verb "observe" and verb "write". Unfortunately, the material written in the book is only in the form of instruction to compose written text to state the presence of people in uncountable amount. While the materials which should be written in the book as stated in the 4.6.1 sub-basic competence are instructions to compose spoken and written text to state, and ask the presence of people in uncountable amount. Because of this reason, the researcher concluded that the materials written in the book is partly relevant with those stated in the 4.6.1 sub-basic competence. In order to improve the materials in the book to become relevant with the sub-basic competence 4.6.1, I suggest the book writer add the materials about instruction to compose spoken text to state and ask about the presence of

people in uncountable amount and using psychomotor domain action verbs in each instruction.

The 4.6.2 sub-basic competence contains materials which similar to the previous sub-basic competence. According to the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the materials in the 4.6.2 sub-basic competence are in the form of the instruction compose spoken and written text to state and ask about the presence of things in uncountable amount by notice on the right social function, text structure, and language feature according to context with topic name of people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility. The material written in the book page 75 is the only material contains instruction to compose written text for state the presence of things in uncountable amount. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). Here, the writer used verb "observe" and verb "write". However, the material written in the book is only in the form of instruction to compose written text to state the presence of things in uncountable amount. While the ideal materials stated in the sub-basic competence 4.6.2 are instructions to compose spoken and written text to state, and ask the presence of

things in uncountable amount. According to this reason, the researcher concluded that the materials written in the book is partly relevant with those stated in the 4.6.2 sub-basic competence. In order to improve the materials in the book to become relevant with the sub-basic competence 4.6.2, I suggest the book writer add the materials about instruction to compose spoken text to state about the presence of things in uncountable amount and using psychomotor domain action verbs in each instruction.

As mentioned in English lesson syllabus for eight graders of junior high school written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, The 4.6.3 sub-basic competence contains materials in the form of the instruction compose spoken and written text to state and ask about the presence of animal in uncountable amount by notice on the right social function, text structure, and language feature according to context. The topic of this material is the name of people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility. The material written in the book page 75 is the only material contains instruction to compose written text for state the presence of animal in uncountable amount. The instruction in that page used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). Here, the writer used verb "observe" and verb "write". Unfortunately, the material written in the book is only in the form of instruction to compose written text

to state the presence of animal in uncountable amount. While the materials which should be written in the book as stated in the sub-basic competence 4.6.3 are instructions to compose spoken and written text to state, and ask the presence of animal in uncountable amount. Because of this finding, the researcher concluded that the materials written in the book is partly relevant with those stated in the 4.6.3 sub-basic competence. In order to improve the materials in the book to become relevant with the sub-basic competence 4.6.3, I suggest the book writer add the materials about instruction to compose spoken text to state about the presence of animal in uncountable amount and using psychomotor domain action verbs in each instruction.

The 4.9.1 sub-basic competence contains different materials from the previous sub-basic competence. According to the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the materials of this sub-basic competence are in the form of the instruction to compose spoken and written text to state and ask about cause and defect relation by notice on the right social function, text structure, and language feature according to context. The topic of those materials are activities which show cause and effect relation and contrary relation did by students, friends, family, and teacher. The material written in the book page 105 is the only material contains instruction to compose written text for state about cause and effect relation. However, the instruction in that page did not

use action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). The material written in the book is only in the form of instruction to compose written text to state about cause and effect relation. While the ideal materials stated in the sub-basic competence 4.9.1 are instructions to compose spoken and written text to state and ask about cause and effect relation. Based on those findings, the researcher concluded that the materials written in the book is partly relevant with those stated in the 4.9.1sub-basic competence. In order to improve the materials in the book to become relevant with the sub-basic competence 4.9.1, I suggest the book writer add the materials about instruction to compose spoken text for stating and asking about cause and effect relation and using psychomotor domain action verbs in each instruction.

The 4.9.2 sub-basic competence contains materials in the form of the instruction to compose spoken and written text to state and ask about contrary relation by notice on the right social function, text structure, and language feature according to context with topic activities which show cause and effect relation and contrary relation did by students, friends, family, and teacher, as mentioned in the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*. The material written in the book page 105 is the only material contains instruction to compose written text for state about cause

contrary relation. Unfortunately, the instruction in that page did not use action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). The material written in the book is only in the form of instruction to compose written text to state about contrary relation. While the materials stated in the sub-basic competence 4.9.2 are instructions to compose spoken and written text to state and ask about contrary relation. Because of those reasons stated, the researcher concluded that the materials written in the book is partly relevant with those stated in the 4.9.2 sub-basic competence. In order to improve the materials in the book to become relevant with the sub-basic competence 4.9.2, I suggest the book writer add the materials about instruction to compose spoken text for stating and asking about contrary relation and using psychomotor domain action verbs in each instruction.

According to the English lesson syllabus for eight graders of junior high school written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the 4.10.1 sub-basic competence contains materials in the form of the instruction to compose spoken and written text to state and ask for amount and character comparison of people by notice on the right social function, text structure, and language feature according to context. The topic of the materials is people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and

responsibility. The materials written in the book page 116, 121, 127, and 129 contain the instruction to compose written text for state the for amount and character comparison of people. The instruction in those pages also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). Here, the writer used verb "complete" and verb "write. However, the material written in the book is only in the form of instruction to compose written text to state for amount and character comparison of people. While the materials which should be written in the book as stated in the sub-basic competence 4.10.1 are instructions to compose spoken and written text to state, and ask for amount and character comparison of people. Based on those findings, the researcher concluded that the materials written in the book is partly relevant with those stated in the 4.10.1sub-basic competence. In order to improve the materials in the book to become relevant with the sub-basic competence 4.10.1, I suggest the book writer add the materials about instruction to compose spoken text to state and ask for amount and character comparison of people and using psychomotor domain action verbs in each instruction.

The 4.10.2 sub-basic competence contains similar materials with the 4.10.1 sub-basic competence. As stated in the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the

materials in the 4.10.2 sub-basic competence are in the form of the instruction to compose spoken and written text to state and ask for amount and character comparison of animal by notice on the right social function, text structure, and language feature according to context. The topic of those materials is people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility. The materials written in the book page 127 and 129 contain instruction to compose written text to state for amount and character comparison of animal. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). Here, the writer used verb "complete" and verb "write. However, the material written in the book is only in the form of instruction to compose written text to state for amount and character comparison of animal. While the ideal materials stated in the sub-basic competence 4.10.2 are instructions to compose spoken and written text to state, and ask for amount and character comparison of animal. Because of this reason, the researcher concluded that the materials written in the book is partly relevant with those stated in the 4.10.2 sub-basic competence. In order to improve the materials in the book to become relevant with the sub-basic competence 4.10.2, I suggest the book writer add the materials about instruction to compose spoken text to state and ask for amount and character comparison of animal and using psychomotor domain action verbs in each instruction.

Similar with the previous sub-basic competence, as stated in the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the 4.10.3 sub-basic competence contains materials in the form of the instruction compose spoken and written text to state and ask for amount and character comparison of things by notice on the right social function, text structure, and language feature according to context. The topic of those materials is people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility. The materials written in the book page 116, 121, 122, 123, 125, 127, and 129 contain instruction to compose written text to state for amount and character comparison of things. The instruction in that page used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). Here, the writer used verb "complete" and verb "write. Unfortunately, the material written in the book is only in the form of instruction to compose written text to state for amount and character comparison of things. While the materials which should be written in the book as stated in the sub-basic competence 4.10.3 are instructions to compose spoken and written text to state, and ask for amount and character comparison of things. Because of this finding, the researcher concluded that the materials written in the book is partly relevant with those stated in the 4.10.3 sub-basic competence. In order to improve the materials in the book to become relevant

with the sub-basic competence 4.10.3, I suggest the book writer add the materials about instruction to compose spoken text to state and ask for amount and character comparison of things and using psychomotor domain action verbs in each instruction.

As mentioned in the English lesson syllabus for eight graders of junior high school as stated in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the 4.13.2 sub-basic competence contains materials in the form of the instruction to compose written text to state and ask past events by notice on the right social function, text structure, and language feature according to context. The topic of the material is past events which relevance with students' life, by giving example of discipline, honesty, care, health lifestyle, and friendly attitude toward the environment. The materials written in the book page 162, 165, 166, 169, and 171 contain instruction which related to written text about events. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). Here, the writer used verb "copy", and verb "repeat". However, the instructions written here are not suitable with the instructions stated in the 4.13.2 sub-basic competence. The instructions written in the book did not ask students to compose written text to state and ask past events. Based on these findings, the researcher concluded that the materials written in the book are partly relevant with the materials stated in the 4.13.2 sub-basic competence. In order to make the materials in

the book become relevant with the 4.13.2 sub-basic competence, I suggest the book writer add materials about instruction to ask students to compose written text to state and ask past events.

There are 10 materials which irrelevant with the sub-basic competence four, they are: sub-basic competence 4.3.2, 4.4.1, 4.7.1, 4.12.1, 4.12.2, 4.12.3, 4.13.1, 4.15.1, 4.16.1, and 4.16.2.

According to English lesson syllabus for eight graders of junior high school as stated in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the 4.3.2 sub-basic competence contains materials in the form of the instruction compose simple written and spoken text to state, ask, and respond giving invitation expression by notice on the right social function, text structure, and language feature according to context. The topic of this material is everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. However, there is no material in the book which is related to the topic and materials stated in the 4.3.2 sub-basic competence. So, the researcher concluded that the materials written in the book are irrelevant with those stated in the 4.3.2 sub-basic competence. In order to improve the materials in the book to become relevant with the 4.3.2 sub-basic competence, I suggest the book writer add materials about instruction to compose simple written and spoken text for stating, asking, and responding giving invitation expression

according to the given topic and using psychomotor domain action verbs in each instruction.

The 4.4.1 sub-basic competence contains materials in the form of the exercise about personal invitation letter and greeting card in order to catch the meaning of personal invitation letter and greeting card with topic everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class, as stated in the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*. Unfortunately, there is no material in the book which is related to the topic and materials stated in the 4.4.1 sub-basic competence. Based on those findings, the researcher concluded that the materials written in the book are irrelevant with those stated in the 4.4.1 sub-basic competence. Because there is no material in the book which is relevant with the 4.4.1 sub-basic competence, in order to improve the book, I suggest the book writer add materials about instruction to do the exercise about personal invitation letter and greeting card and using the psychomotor domain action verbs in the instructions.

The materials in the 4.7.1 sub-basic competence are in the form of instruction to compose spoken text. According to the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan*

*Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, this sub-basic competence contains the instruction to compose spoken text to state and ask for routine activity or general truth by notice on the right social function, text structure, and language feature according to context. The topic of this material is routine activities which do every day by students, friends, teacher, and family and also events that are general truth. However, there is no material in the book which is related to the topic and materials stated in the 4.7.1 sub-basic competence. According to those reason stated, the researcher concluded that the materials written in the book are irrelevant with those stated in the 4.7.1 sub-basic competence. Because there is no material in the book which is relevant with the sub-basic competence 4.7.1, I suggest the book writer add materials about the instruction to compose spoken text to state and ask for routine activity or general truth according to the given topic and using psychomotor domain action verbs in each instruction.

As mentioned in the English lesson syllabus for eight graders of junior high school as stated in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the 4.12.1 sub-basic competence contains materials in the form of the instruction to compose short and simple spoken and written descriptive text about people by notice on the right social function, text structure, and language feature according to context. The topic of the

materials is description of people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility. Unfortunately, there is no material in the book which is related to the topic and materials stated in the 4.12.1 sub-basic competence. Because of those findings, the researcher concluded that the materials written in the book are irrelevant with those stated in the 4.12.1 sub-basic competence. Because there is no material in the book which is relevant with the 4.12.1 sub-basic competence, I suggest the book writer add materials about the instruction to compose short and simple spoken and written descriptive text about people in a given topic and using psychomotor domain action verbs in each instruction.

The 4.12.2 sub-basic competence has materials which similar to the previous sub-basic competence. As stated in the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the 4.12.2 sub-basic competence contains materials in the form of the instruction to compose short and simple spoken and written descriptive text about animal by notice on the right social function, text structure, and language feature according to context. The topic of the materials is description of people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility. Unfortunately, there is no material in the

book which is related to the topic and materials stated in the 4.12.2 sub-basic competence. So, the researcher concluded that the materials written in the book are irrelevant with those stated in the 4.12.2 sub-basic competence. Because there is no material in the book which is relevant with the 4.12.2 sub-basic competence, I suggest the book writer add materials about the instruction to compose short and simple spoken and written descriptive text about animal in a given topic and using psychomotor domain action verbs in each instruction.

The 4.12.3 sub-basic competence contains materials in the form of the instruction to compose short and simple spoken and written descriptive text about things by notice on the right social function, text structure, and language feature according to context with topic description of people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility, as mentioned in the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*. However, there is no material in the book which is related to the topic and materials stated in the 4.12.3 sub-basic competence. Because of those reasons, the researcher concluded that the materials written in the book are irrelevant with those stated in the 4.12.3 sub-basic competence. Because there is no material in the book which is relevant with the 4.12.3 sub-basic competence, I suggest the book

writer add materials about the instruction to compose short and simple spoken and written descriptive text about things in a given topic and using psychomotor domain action verbs in each instruction.

According to the English lesson syllabus for eight graders of junior high school written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the 4.13.1 sub-basic competence contains materials in the form of the instruction to compose spoken text to state and ask past events by notice on the right social function, text structure, and language feature according to context. The topic of the material is past events which relevance with students' life, by giving example of discipline, honesty, care, health lifestyle, and friendly attitude toward the environment. Unfortunately, there is no material in the book which is suitable with the topic and materials stated in the 4.13.1 sub-basic competence. Because of those findings, the researcher concluded that the materials written in the book are irrelevant with those stated in the 4.13.1 sub-basic competence. Because there is no material in the book which is relevant with the 4.13.1 sub-basic competence, I suggest the book writer add materials about the instruction to compose spoken text to state and ask past events in a given topic and using psychomotor domain action verbs in each instruction.

The 4.15.1 sub-basic competence contains different materials from the previous sub-basic competence. As stated in the English lesson syllabus for eight

graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the materials in the 4.15.1 sub-basic competence are in the form of the instruction to compose short and simple spoken recount text about activity, event, and phenomenon by notice on the right social function, text structure, and language feature according to context. The topic of the materials is past events which relevance with students' life, by giving example of discipline, honesty, care, health lifestyle, and friendly attitude toward the environment. However, there is no material in the book which is suitable with the topic and materials stated in the 4.15.1 sub-basic competence. Based on those reasons, the researcher concluded that the materials written in the book are irrelevant with those stated in the 4.15.1 sub-basic competence. Because there is no material in the book which is relevant with the 4.15.1 sub-basic competence, I suggest the book writer add materials about the instruction to compose short and simple spoken recount text about activity, event, and phenomenon in a given topic and using psychomotor domain action verbs in each instruction.

The 4.16.1 sub-basic competence contains the exercise about very short and simple message in order to catch the meaning of very short and simple message and notice with topic Rundown of event, memo / short message text, warning, caution, advertisement, brochure, pamphlet, and traffic sign in the students' environment, as mentioned in the English lesson syllabus for eight graders of junior high school

which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*. Unfortunately, there is no material in the book which is suitable with the topic and materials state in the 4.16.1 sub-basic competence. So, the researcher concluded that the materials written in the book are irrelevant with the materials stated in the 4.16.1 sub-basic competence. Because there is no material in the book which is relevant with the 4.16.1 sub-basic competence, I suggest the book writer add materials about the instruction to compose very short and simple message in a given topic and using psychomotor domain action verbs in each instruction.

As stated in the English lesson syllabus for eight graders of junior high school as stated in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the 4.16.2 sub-basic competence contains the exercise about very short and simple notice in order to catch the meaning of very short and simple message and notice. The topic of the material is Rundown of event, memo / short message text, warning, caution, advertisement, brochure, pamphlet, and traffic sign in the students' environment. However, there is no material in the book which is suitable with the topic and materials state in the 4.16.2 sub-basic competence. Because of those findings, the researcher concluded that the materials written in the book are irrelevant with the materials stated in the 4.16.2 sub-

basic competence. Because there is no material in the book which is relevant with the 4.16.2 sub-basic competence, I suggest the book writer add materials about the instruction to do exercise about very short and simple notice and using psychomotor domain action verbs in each instruction.

After I analyzed the data, I made a percentage form of the data analysis. I made a percentage of the book relevancy with psychomotor domain. There are 39 materials which include in the cognitive domain according to the 2013 curriculum standard of contents. Here is the result of the percentage:

#### 1. Relevant Materials

There are 15 materials which are relevant with the cognitive domain. So, the percentage is:

$$\frac{15}{39} \times 100 = 38.46\%$$

The percentage of the relevant materials is 38.46%.

#### 2. Partly Relevant Materials

There are 14 materials which are partly relevant with the cognitive domain.

So, the percentage is:

$$\frac{14}{39} \times 100 = 35.89\%$$

The percentage of the partly relevant materials is 35.89%.

### 3. Irrelevant Materials

There are 10 materials which are irrelevant with the cognitive domain. So, the percentage is:

$$\frac{10}{39} \times 100 = 25.64\%$$

The percentage of the irrelevant materials is 25.64%.

According to those percentage, I concluded that the textbook only covers around 38.46% materials which are relevant with the psychomotor domain and able to fulfill the purposes of guiding the students to use their psychomotor ability to create something with their creativity.

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the writer tells about conclusion and suggestion of what have been discussed in the previous chapters.

#### 5.1 Conclusion

The finding of the analysis in the previous chapter enabled the researcher to draw some conclusions as follows:

- 1) In terms of the relevance of the materials in the English student book “When English Rings a Bell” with the main and basic competence three materials written in the English lesson syllabus for eight graders of Junior high school stated in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah* and the instruction of each material with the Bloom’s Taxonomy Cognitive Domain action verbs stated in Anderson, et. al (2001: 67), there are 29 materials in the book which are relevant or about 78.37 %, 4 materials which are partly relevant or about 10.81 %, and 4 materials which are irrelevant or about 10.81 %. According to those findings, the researcher concluded that the textbook covers around 78.37 % materials which are relevant with the cognitive domain and able to fulfill

the purposes of the topic, language features, and social functions of the ideal materials which are intended to be achieved by the students.

- 2) In terms of the relevance of the materials in the English student book “When English Rings a Bell” with the main and basic competence four materials written in the English lesson syllabus for eight graders of Junior high school stated in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah* and the instruction of each material with the Bloom’s Taxonomy Psychomotor Domain action verbs stated in Anderson and Simpson in Sitepu (2012: 96), there are 15 materials in the book which are relevant or about 38.46 %, 14 materials which are partly relevant or about 35.59 %, and 10 materials which are irrelevant or about 25.64 %. According to those findings, the researcher concluded that the textbook only covers around 38.46 % materials which are relevant with the psychomotor domain and able to fulfill the purposes of guiding the students to use their psychomotor ability to create something with their creativity which should be achieved by the students according to the syllabus.

## 5.2 Suggestion

The success in teaching and learning activity does not only depend on the ability of the teacher to explain the materials and the ability of the students to catch it in their mind, but also the quality of the materials which are taught in the school. The materials quality depends on the source of the materials used by the teacher and students. In the 2013 Curriculum, the main source of the materials is the student book published by the Ministry of Education and Culture of Indonesia. As the researcher stated in the previous chapter, it is important to do the evaluation regarding to the student book because it is a new book and there is still a few evaluation of this book. So, the researcher decided to do an analysis of the English student book for eight graders of Junior High School published by the Ministry of Education and Culture of Indonesia entitled "When English Rings a Bell". After did the analysis, the researcher gives some suggestion for the book writer, the book user, government, and other researchers as follow:

### (1) For the book writer

The writer of this book should develop and improve the materials written in the book both in terms of cognitive and psychomotor domains because the materials in the book just have 78.37 % relevancy with the Bloom's Taxonomy Cognitive Domain and Basic Competence Three of the English lesson syllabus and 38.46 % relevancy with the Bloom's taxonomy Psychomotor Domain Basic Competence Four of the English lesson syllabus. Those percentage shows that

the book did not cover enough materials which can help the students to achieve the required English ability as the Eight Graders of Junior High School. If the teacher and the students only use this book as their main source of teaching and learning process, the researcher afraid if the students will fail in their study. So, the researcher suggests the writer of the book to improve and develop the materials written in this book as soon as possible.

(2) For the book user

Dealing with the facts that just a few materials in the book which are relevant with the main and basic competences of 2013 curriculum and Bloom's Taxonomy cognitive and psychomotor domains, the researcher suggests the book user to look for other source of materials which can complete the materials in this book. The researcher suggests that if the book users use this book as their main source or learning, they should have a complement source of learning in order to get the complete explanation of the materials.

(3) For the government

After knowing the findings in this research, the researcher suggests the government to hold an evaluation related to the implementation of 2013 curriculum. The government should give the teacher and students enough materials to learn and evaluate the teaching and learning process in the school. If

the teachers and students did not enough source of learning, the government should help them to cover it.

(4) For the other researchers

The next researchers who intent to conduct a study in the same field as I did can analyze other terms in the same textbook or other textbook related to the 2013 curriculum with the same or different terms. They can use other research method in their study or develop the research method which I did.

## REFERENCES

- Alavania, Parviz and Siyadat, Mansoor. 2013. A Comparative Study of English Textbooks Used in Iranian Institutes. *International Journal of Asian Social Science*. Vol 3, No.1. Available at <http://www.aessweb.com/journal-detail.php?id=5007>.
- Al-Ghazo, Abeer and Smaudi, Oqlah M. 2013. A Content Analysis of the English Reading Text's Authenticity in Student's Book of Action Pack Eleven in Jordan. *European Scientific Journal*. Vol. 9, No. 29.
- Anderson, Lorin W. Krathwohl, David R. Airasian, Peter W. et al. 2001. *A Taxonomy for Learning, Teaching, and Assessing : A Revision on Bloom's Taxonomy of Educational Objectives* . London: Longman Group Ltd.
- Azizifar Akbar and Eftekhar Baghelani. 2014. Textbook Evaluation from EFL Teachers' Perspectives: The Case of "Top-Notch" Series. *International SAMANM Journal of Business and Social Sciences*. Vol. 2, No.1
- Chang, J. 2006. Globalization and English in Chinese Higher Education. *World Englishes*, 25(3), 513–525. Available at <http://dx.doi.org/10.1111/j.1467-971X.2006.00484.x>
- Cheng, Hung, and Chiech. 2011. Thinking of the Textbook in the ESL/EFL Classroom. *English Language Teaching International Journal*. Vol. 4, No 2. Available at <http://www.ccsenet.org/elt>.

- Fitriyani, Meita. 2013. Textbook Analysis of “When English Rings a Bell” an  
Textbook for The Sevent Grade of Junior High School. *English Language  
Teaching Journal*. Vol II, No 7. Available at  
<http://journal.student.uny.ac.id/jurnal/artikel/5486/11/594>.
- Instrumen Penilaian Buku Teks Pelajaran Bahasa Inggris Tahun 2014 BSNP.  
Online at [bsnp-indonesia.org/id/?p=1340](http://bsnp-indonesia.org/id/?p=1340): evaluasi buku [accessed 01/11/15].
- Kamila, Halimatul. 2014. A Study on the Relevance of Materials in English  
Textbook “Bright” for Seventh Graders of Junior High School Published by  
Erlangga to 2013 Curriculum. *RETAIN*. Vol 2, No 2. Available at  
[http://ejournal.unesa.ac.id/jurnal/retain/abstrak/7520/a-study-on-the-  
relevance-of-materials-in-english-textbook-bright-for-seventh-graders-of-j  
unior-high-school-published-by-erlangga-to-2013-curriculum](http://ejournal.unesa.ac.id/jurnal/retain/abstrak/7520/a-study-on-the-relevance-of-materials-in-english-textbook-bright-for-seventh-graders-of-junior-high-school-published-by-erlangga-to-2013-curriculum).
- Kementerian Pendidikan dan Kebudayaan. 2014. *Bahasa Inggris “When English  
Rings a Bell”*. Jakarta : Kementerian Pendidikan dan Kebudayaan.
- Kementerian Pendidikan dan Kebudayaan. 2013. *Peraturan Menetri Pendidikan  
dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang  
Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah  
Pertama/Madrasah Tsanawiyah*. Jakarta: Kementerian Pendidikan dan  
Kebudayaan.

- Krippendorff, K. 1980. *Content Analysis: An Introduction to its Methodology*. Beverly Hills, CA: Sage.
- Moleong, Lexy J. 2005. *Metodologi Penelitian Kualitatif*. Bandung: PT. Remaja Rosdakarya.
- Mujiyanto, Y. 2011. *Petunjuk Penulisan Skripsi*. Semarang: UNNES Press.
- Naji M. Elham and Reza Pishghadam. 2012. Analysis of English Language Textbooks in the Light of English as an International Language (EIL): A Comparative Study. *International Journal of Research in Language Learning*. Vol. 2, Number 2.
- Nasution, S. 2008. *Asas- Asas Kurikulum*. Jakarta: Bumi Aksara.
- Poerwati, E. Loeloek and S. Amri. 2013. *Panduan Memahami Kurikulum 2013*. Jakarta: Prestasi Pustaka Publisher.
- Priyatni, Endah T. 2014. *Desain Pembelajaran Bahasa Indonesia Dalam Kurikulum 2013*. Jakarta: Bumi Aksara
- Ratnasari, Laras. 2014. An Analysis of the Relevance of English Materials in Textbook Entitled “Pathway to English” for Senior High School Grade X to the 2013 Curriculum. *RETAIN*. Vol 2, No 2. Available at <http://ejournal.unesa.ac.id/jurnal/retain/abstrak/7521/an-analysis-of-the-relevance-of-english-materials-in-textbook-entitled-pathway-to-english-for-senior-high-school-grade-x-to-the-2013-curriculum>.

- Rodhiyah. 2009. The Relevancy of the Textbook 'Grow with English Book 5' published by Erlangga with Standards of Contents. Final Project, English Department, Faculty of Languages and Arts, Semarang State University.
- Salsabil, Silvi. 2014. A Tarnsitivity Analysis of NGLISH Texts in Bahasa Inggris When English Rings the Bell. *English Language Teaching Journal*. Vol. III, No. 7. Availabe at <http://journal.student.uny.ac.id/jurnal/artikel/10023/11/1034>
- Sitepu, B.P. 2012. *Penulisan Buku Teks Pelajaran*. Bandung: PT Remaja Rosdakarya.
- Sugiyono. 2009. *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. Bandung: Alfabeta.
- Tarigan, H. Guntur and D. Tarigan. 1990. *Telaah Buku Teks Bahasa Indonesia*. Bandung: Angkasa.
- Tim Pengembang MKDP Kurikulum dan Pembelajaran. 2013. *Kurikulum dan Pembelajaran*. Jakarta: Rajawali Pers.
- Wahab, Montasser M.A. 2013. Developing an English Language tExtbook Evaluative Checklist. *IOSR Journal of Research & Method in Education (IOSR-JRME)*. Vol 1, Issue 3. Available at <http://www.iosrjournals.org>.
- Weddel, K.S. 2009. *How to Choose a Good ESL Textbook*. Colorado: Northern Colorado Professional Development Center.
- Winecoff, L. 1988. *Curriculum Development and Instructional Development Planning*. Bandung: SUNY Technical Assistance Proram.

# APPENDICES

## Appendix 1

### Research Instrument of Cognitive Domain

Table 11. Observation Checklist of Cognitive Domain

Basic Competence Three (Cognitive Domain)			When English Rings a Bell				
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
3.1 Apply the text structure and language feature to implement the social function of gaining attention, checking understanding, giving compliment, and asking and giving opinion	Everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class.	3.1.1 Spoken text for gaining attention in terms of expressions and responses.					
		3.1.2 Spoken text for checking understanding in terms of expressions and responses.					
		3.1.3 Spoken text for giving compliment in terms of expressions and responses.					

expressions and responses according to context.		3.1.4 Spoken text for asking and giving opinion in terms of expressions and responses.					
3.2 Apply the text structure and language feature to implement the social function of stating and asking ability and willingness according to context.	Everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class.	3.2.1 Spoken and written text for stating and asking ability use modal <i>can</i> .					
		3.2.2 Spoken and written text for stating and asking for willingness use modal <i>will</i> .					

3.3 Apply the text structure and language feature to implement the social function of giving instruction, giving invitation, giving prohibition, asking for permission expressions and responses according to context.	Everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class.	3.3.1 Spoken and written text for giving instruction in terms of expressions and responses.					
		3.3.2 Spoken and written text for giving invitation in terms of expressions and responses.					
		3.3.3 Spoken and written text for giving prohibition in terms of expressions and responses.					
		3.3.4 Spoken and written text for asking and giving permission in terms of expressions and responses.					

3.4 Apply the text structure and language feature to implement the social function of personal invitation letter and greeting card according to context.	Everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class.	3.4.1 Written text in terms of very short and simple personal invitation letter.					
		3.4.2 Written text in terms of very short and simple greeting card					
3.5 Apply the text structure and language feature to implement the social function stating and	The name of people, things, and animal exist in the students' environment, by giving	3.5.1 Spoken text for stating and asking the presence of people in uncountable amount.					

asking the presence of people, things, and animal in uncountable amount according to context.	example of friendly attitude toward the environment, confidence, and responsibility.	3.5.2 Spoken text for stating and asking the presence of things in uncountable amount.					
		3.5.3 Spoken text for stating and asking the presence of animal in uncountable amount.					
3.6 Apply the text structure and language feature to implement the social function of	Routine activity which do every day by students, friends, teacher, and	3.6.1 Spoken text for stating and asking routine activity or general truth events.					

stating and asking routine activity or general truth according to context.	family and also general truth events.	3.6.2 Written text for stating and asking routine activity or general truth events.					
3.7 Apply the text structure and language feature to implement the social function of stating and asking event that happens right now according to context.	Activity that is doing by students, friends, parents, brother, sister, younger brother, younger sister, and teacher.	3.7.1 Spoken text to state and ask something that happens right now.					
		3.7.2 Written text to ask and state something that happens right now.					
3.8. Apply the text structure and language feature to implement the social	Activities which show cause and effect relation and contrary relation did	3.8.1 Spoken and written text for stating and asking cause and effect relation.					

function of stating and asking cause and effect relation and contrary relation according to context.	by students, friends, family, and teacher.	3.8.2 Spoken and written text for stating and asking contrary relation.					
3.9. Apply the text structure and language feature to implement the social function of stating and asking the amount and character comparison of people, animal, things, according to context.	People, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility	3.9.1 Spoken and written text for stating and asking the amount and character comparison of people.					
		3.9.2 Spoken and written text for stating and asking the amount and character comparison of animal.					

		3.9.3 Spoken and written text for stating and asking the amount and character comparison of things					
3.10. Apply the text structure and language feature to implement the social function of short descriptive text by stating and asking about the description of people, animal, and things	Description of people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility	3.10.1 Short and simple written text to state and ask about people description.					
		3.10.2 Short and simple written text to state and ask about animal description.					

according to context.	y	3.10.3 Short and simple written text to state and ask about things description.					
3.11. Apply the text structure and language feature to implement the social function of stating and asking past events according to context.	Past events which relevance with students' life, by giving example of discipline, honesty, care, health lifestyle, and friendly attitude toward the environment.	3.11.1 Spoken text to state and ask past events.					
		3.11.2 Written text to state and ask past events.					
3.12. Apply the text structure and language	Past events which relevance with students' life, by	3.12.1 Short and simple spoken recount text.					

feature to implement the social function of short recount text by stating and asking about activity, event, and phenomena according to context.	giving example of discipline, honesty, care, health lifestyle, and friendly attitude toward the environment.	3.12.2 Short and simple written recount text.					
3.13 Apply the text structure and language feature to implement the social function of short message and notice according to context.	Rundown of event, memo /short message text, warning, caution, advertisement, brochure, pamphlet, and traffic sign in the students' environment	3.13.1 Written text in form of short message.					
		3.13.2 Written text in form of notice.					

3.14 Understand the social function, text structure, and language feature of narrative text in form of fable according to context.	Fairy tale, folklore, and legends in form of fable around the students' environment.	3.14.1 Spoken narrative text in form of fable.					
		3.14.2 Written narrative text in form of fable.					
3.15 Apply the text structure and language feature to implement the social function of song.	Everything gives inspiring behavior.	3.15.1 English Song.					

Modified from: *Instrumen Penilaian Buku Teks Pelajaran Bahasa Inggris Tahun 2014 BSNP* (bsnp-indonesia.org/id/?p=1340: evaluasi buku)

## Appendix 2

### Research Instrument of Psychomotor Domain

Table 12. Observation Checklist of Psychomotor Domain

Basic Competence Four (Psychomotor Aspect)			When English Rings a Bell				
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
4.1 Compose simple spoken text to express and respond gaining attention, checking understanding,	Everything that is related to the interaction between teacher and students during the	4.1.1 The instruction to compose simple spoken text to express and respond gaining attention expression.					

and giving complement expression by notice on the right social function, text structure, and language feature according to context.	teaching and learning process, both inside and outside the class.	4.1.2 The instruction to compose simple spoken text to express and respond checking understanding expression.					
		4.1.3 The instruction to compose simple spoken text to express and respond giving compliment expression.					
4.2 Compose spoken and written text to state and ask for ability and willingness to do something by notice on the right	Everything that is related to the interaction between teacher and students	4.2.1 The Instruction to compose written and spoken text to stating and asking someone's ability.					

<p>social function, text structure, and language feature according to context.</p>	<p>during the teaching and learning process, both inside and outside the class.</p>	<p>4.2.2 The Instruction to compose written and spoken text to stating and asking someone's willingness to do something.</p>					
<p>4.3 Compose simple spoken and written text to state, ask, and respond giving instruction, giving invitation, giving prohibition, asking for permission expression by notice on the right social function, text structure, and language feature according to context.</p>	<p>Everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class.</p>	<p>4.3.1 The instruction to compose simple written and spoken text to state, ask, and respond giving instruction expression.</p>					
		<p>4.3.2 The instruction to compose simple written and spoken text to state, ask, and respond giving invitation expression.</p>					

		4.3.3 The instruction to compose simple written and spoken text to state, ask, and respond giving prohibition expression.					
		4.3.4 The instruction to compose simple written and spoken text to state, ask, and respond asking for permission expression.					

<p>4.4 Understood the meaning of personal invitation letter and greeting card.</p>	<p>Everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class.</p>	<p>4.4.1 The exercise about personal invitation letter and greeting card.</p>					
<p>4.5 Compose written text in form of very short and simple personal invitation letter and greeting card by notice on the right social function, text structure, and language feature according to context.</p>	<p>Everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class.</p>	<p>4.5.1 The instruction to compose written text in forms of very short and simple personal invitation letter.  4.5.2 The instruction to compose written text in forms of very short and simple greeting card.</p>					

<p>4.6 Compose spoken and written text to state and ask about the presence of people, things, and animal in uncountable amount by notice on the right social function, text structure, and language feature according to context.</p>	<p>The name of people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility</p>	<p>4.6.1 The instruction to compose spoken and written text to state and ask about the presence of people in uncountable amount.</p>					
		<p>4.6.2 The instruction to compose spoken and written text to state about the presence of things in uncountable amount.</p>					
		<p>4.6.3 The instruction to compose spoken and written text to state and ask about the presence of animal in uncountable amount.</p>					

4.7 Compose spoken and written text to state and ask for routine events or general truth by notice on the right social function, text structure, and language feature according to context.	Routine activity which do every day by students, friends, teacher, and family and also events that are general truth.	4.7.1 The instruction to compose spoken text to state and ask for routine activity or general truth.					
		4.7.2 The instruction to compose written text to state and ask for routine activity or general truth.					
4.8 Compose spoken and written text to state and ask about event that happens right now by notice on the right social function, text structure, and language feature according to context.	Activity that is doing by students, friends, parents, brother, sister, younger brother, younger sister, and teacher.	4.8.1 The instruction to compose spoken and written text to state and ask for event that happens right now.					

4.9 Compose spoken and written text to state and ask about cause and effect relation and contrary relation by notice on the right social function, text structure, and language feature according to context.	Activities which show cause and effect relation and contrary relation did by students, friends, family, and teacher.	4.9.1 The instruction to compose spoken and written text to state and ask about cause and effect relation.					
		4.9.2 The instruction to compose spoken and written text to state and ask about contrary relation.					
4.10 Compose spoken and written text to state and ask for amount and character comparison of people, animal, and things by notice on the right	People, things, and animal exist in the students' environment, by giving example of friendly attitude	4.10.1 The instruction to compose spoken and written text to state and ask for amount and character comparison of people.					

social function, text structure, and language feature according to context.	toward the environment, confidence, and responsibility .	4.10.2 The instruction to compose spoken and written text to state and ask for amount and character comparison of animal.					
		4.10.3 The instruction to compose spoken and written text to state and ask for amount and character comparison of things.					
4.11 Understood the meaning of short and simple spoken and written descriptive text.	Description of people, things, and animal exist in the students' environment, by giving example of	4.11.1 The exercise about short and simple spoken and written descriptive text.					

	friendly attitude toward the environment, confidence, and responsibility						
4.12 Compose short and simple spoken and written descriptive text about people, animal, and things by notice on the right social function, text structure, and language feature according to context.	Description of people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility .	4.12.1 The instruction to compose short and simple spoken and written descriptive text about people.					
		4.12.2 The instruction to compose short and simple spoken and written descriptive text about animal.					

		4.12.3 The instruction to compose short and simple spoken and written descriptive text about things.					
4.13 Compose spoken and written text to state and ask past events by notice on the right social function, text structure, and	Past events which relevance with students' life, by giving example of discipline, honesty, care, health	4.13.1 The instruction to compose spoken text to state and ask past events.					

<p>language feature according to context.</p>	<p>lifestyle, and friendly attitude toward the environment.</p>	<p>4.13.2 The instruction to compose written text to state and ask past events.</p>					
<p>4.14 Understood the meaning of short and simple spoken and written recount text about activity, event, and phenomenon.</p>	<p>Past events which relevance with students' life, by giving example of discipline, honesty, care, health lifestyle, and friendly attitude toward the environment.</p>	<p>4.14.1 The exercise about short and simple spoken and written recount text.</p>					

4.15 Compose short and simple spoken and written recount text about activity, event, and phenomenon by notice on the right social function, text structure, and language feature according to context.	Past events which relevance with students' life, by giving example of discipline, honesty, care, health	4.15.1 The instruction to compose short and simple spoken recount text about activity, event, and phenomenon.					
	lifestyle, and friendly attitude toward the environment.	4.15.2 The instruction to compose short and simple written recount text about activity, event, and phenomenon.					
4.16 Understood the meaning of very short and simple message and notice.	Rundown of event, memo / short message text, warning, caution,	4.16.1 The exercise about very short and simple message.					

	advertisement, brochure, pamphlet, and traffic sign in the students' environment	4.16.2 The exercise about very short and simple notice.					
4.17 Compose written text in form of very short and simple message and notice by notice on the right social function, text structure, and language feature according to context.	Rundown of event, memo / short message text, warning, caution, advertisement, brochure, pamphlet, and traffic sign in the students' environment	4.17.1 The instruction to compose very short and simple written message.					
		4.17.2 The instruction to compose very short and simple written notice.					

4.18 Understood the meaning of spoken and written narrative text in form of short and simple fable.	Fairy tale, folklore, and legends in form of fable around the students' environment.	4.18.1 The exercise about written narrative text in form of short and simple fable.					
		4.18.2 The exercise about spoken narrative text in form of short and simple fable.					
4.19 Understood the meaning of song.	Everything gives inspiring behavior.	4.19.1 The exercise about English song.					

Modified from: *Instrumen Penilaian Buku Teks Pelajaran Bahasa Inggris Tahun 2014 BSNP* (bsnp-indonesia.org/id/?p=1340: evaluasi buku)