



**THE COGNITIVE DOMAINS RELEVANCE BETWEEN
“WHEN ENGLISH RINGS A BELL” FOR 7TH GRADERS AND
THE BASIC COMPETENCES SPECIFIED IN CURRICULUM
2013**

A final project

Submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan*

in English

by

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2020**

DECLARATION OF ORIGINALITY

I, Citra Dwi Sasongko, hereby declare that this final project entitled *The cognitive domains relevance between "When English Rings a Bell" for 7th graders and the basic competences specified in curriculum 2013* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is also given.

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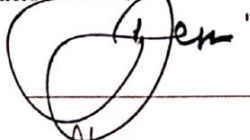
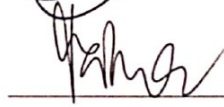


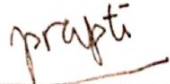



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MOTTO AND DEDICATION

To be successful, don't wait till you're aged

-Citra Dwi Sasongko-

To my parents and brothers

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First of all, I would like to thank Allah SWT. Because of His blessing and mercy, I can have strength and determination to finish this final project. Sholawat and Salam always for our Prophet Muhammad, peace be upon him, who has guided us from the darkness era into brightness of Islam. I would really like to thank Dra. Sri Suprapti, M.Pd., and Arif Suryo Priyatmojo, S.Pd., M.Pd.,_my advisors, who have helped me in the progress of completing this final project.

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ABSTRACT

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Keywords: relevance, When English Rings a Bell, curriculum 2013.

This study is a qualitative study that aims to analyze the relevance between the materials in the student book “When English Rings a Bell” for grade VII Junior High School with the Basic Competence in 2013 Curriculum in terms of Cognitive domain. The data were collected from the English student book “When English Rings a Bell” revised version for grade VII Junior High School written by the book writer team of Ministry of Education and Culture of Indonesia.

The technique for collecting the data in this research was Document Review. In this research the process of analyzing data used these steps, classifying the materials, collecting the data, identifying the differences and similarities, evaluating the materials. The materials in the textbook were classified based on the basic competence three (cognitive domain) of 2013 curriculum. The data from the book was inserted to the checklist table to make comparison between the materials on the textbooks and the materials required in syllabus for seventh grade of Junior High School. Then, I evaluated the instruction of each material according to the relevancy with the cognitive domain.

The findings showed that in term of cognitive domain that consisted of remembering, understanding, applying, analyzing, evaluating, and creating, there were 32 materials in the form of passages, short dialogues, picture, etc. in the book (84.37%) are relevant, 3 materials (9.37%) are partly relevant and 2 materials (6,25%).

Based on the findings gained from this study, it can be suggested that the materials written in the book both in terms of cognitive domain to be improved. The book already covered high percentage of materials, but in some chapters of the book only provided simple version of the materials, not the detailed one.

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

English has been a *lingua franca* or common language to communicate in this modern era. Realizing the importance of it, The Ministry of Education and Culture of Indonesia has launched the 2013 curriculum. Curriculum is a set of regulation which arranges learning process. Romine in Hamalik (2006:65) stated that curriculum is interpreted to mean all of the organized courses, activities, and experiences which pupils have under the direction of the school, whether in the classroom or not. The aim of this curriculum is to prepare Indonesian people to be religious, productive, creative, and innovative. Furthermore it is hoped that they can also contribute for their social life, nation, country and world civilization.

The Ministry of Education and Culture has provided a book for English subject in relevance to the recent curriculum entitled *Bahasa Inggris When English Rings the Bell*. The book is for students of seventh grade and contains eight chapters for an academic year. It is accompanied by a manual book for the teacher. The materials are presented using games, pictures, and songs in some chapters to make it more enjoyable. On the other hand, how the teachers and the students implemented the language features and competencies promoted by the textbook are questionable. This happens because the textbook is quite different in visualizing the materials. It contains many pictures and involves many characters.

The textbook users still need to be creative in using textbook to reach the expected competencies stated in the basic and standard competence of the Curriculum.

Bloom (1956) stated that cognitive refers to the knowledge domain. It is related to the learner's thinking. Anderson (2001) revised the cognitive domain in the. The revised cognitive domain categories are: remember, understand, apply, analyze, evaluate, and create. In this research, I used the new version of Bloom's taxonomy conducted by Anderson as his research theory. Those domains should be appeared in the text book. Because the existence of basic competence three emphasizes cognitive domain. Therefore, the purpose of 2013 curriculum can be achieved.

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

1.2 Reason for Choosing the Topic

The 2013 curriculum is curriculum that is applied in Indonesia. 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 books for teachers and students as the main textbook used in the 2013 curriculum

teaching and learning process. The English book for Junior High School student is “When English Rings a Bell”. This is a book that was 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 aid 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 (1956) states that there are three domains which should be learnt 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. Therefore, it can be seen that there are some identification and limitation of the problem in the textbook Analysis of the textbook which entitled “When English Rings the Bell”. The study would focus

on relevance of materials in this book with the Core and Basic Competence in 2013 Curriculum in terms of Cognitive domain.

1.3 Research Questions

After getting the identification, 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 VII Junior High School with the Core and Basic Competence in 2013 Curriculum in terms of Cognitive domain?
2. How is the “When English Rings the Bell” textbook suitable with Core and Basic Competence of 2013 curriculum?

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 VII Junior High School with the Core and Basic Competence in 2013 Curriculum in terms of Cognitive domain.
2. To find out whether the book entitle “When English Rings a Bell” is suitable with Core and Basic Competence of 2013 curriculum or not.

1.5 Significant of the Study

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 domain. 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 and I hope 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

I 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 the relevance of textbook materials to the Cognitive Domain.

5. Chapter V presents the conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Review of the Previous Study

Some researches on 2013 curriculum textbook had been conducted in the previous time. Ratnasari (2014) did an analysis of 2013 curriculum textbook for Senior High School grade X entitle “Pathway to English” which is published by Erlangga. She analyzed 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 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 seven graders of Junior High School.

Salsabil (2014) conducted a transitivity analysis of 2013 curriculum text book 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 “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 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.

Yugandhar (2016, 12-16) in his journal stated that Bloom Taxonomy is widely used in this context as this theory is easy to understand and can be customized based on individual needs starting from the simplest behaviour to the most complex. It addresses various learners based on the way people learn into three domains. One of these is the cognitive domain, which emphasizes intellectual outcomes. Bloom Taxonomy also widely used to evaluate english coursebooks as Heshmatifar (2015, 313), the results indicate that the abovementioned textbooks fail to engage learners in the questions requiring higher levels of cognitive learning objectives. The author of the coursebooks also determined the relevancy between the coursebooks to the percentages of occurrence of higher order thinking skills. Alavi (2016, 17) claims that the percentages of occurrence of higher order thinking skills in books produced by native speakers are higher than those in books produced by non-native Iranian speakers.

Dharma and Aristo (2018, 24-33) and Adi (2019, 1) stated that the English textbook used had been relatively relevant to the 2013 curriculum with few lack of relevance to the 2013 curriculum. Therefore, it is expected that the teacher can complete such few lack with other materials to achieve the goal targeted in the 2013 curriculum as well. Fidian and Supriani (2018, 1); Hariyantina (2016, 3); Hanifa (2018); Arba’ati (2015) and Fajrin (2015, 1) also stated that not all the content of the textbooks conform to the basic competences in the syllabus of

English Curriculum 2013. Beside that some of books also don't meet the learners want and need. In the other hand, Nugraha and Suherdi (2017, 112-119) claims that Scientific approach implemented in the 2013 curriculum successfully fostered students' critical thinking and developed high-thinking level of students' learning behaviour. Second, the difficulties encountered by the teacher during implementation were the problem on the students with low English proficiency, time allotment, and the teacher's teaching management. Simanungkalit (2017) and Lisa (2018, 78-86) found that the dominant of the writing exercises provided in the textbook with the 2013 Curriculum, and after the percentage the score of writing exercises calculated is is 50 % of dominant with 2013 curriculum. Wita (2016, 2) also claims that curriculum 2013 was good to be used in the first grade of senior high school with the result of assessment rubric based on BSNP.

While, Syairofi (2019) claims that a textbook "Bahasa Inggris When English Rings a Bell" revision edition 2017 for grade VII revealed as to how the activities in the textbook provide learners the opportunities that facilitate language acquisition. On the other hand, Rahmawanti (2019) revealed that the textbook fits the good criteria in terms of aims and approaches, language skills, and topics. However, it does not fit design and organization, and language content. It revealed that the teachers considered the textbook as credible to be used by the learners although one assumed that it needs some revisions. And also, Julianti (2019) found that there is a gender bias in When English Rings A Bell textbooks. The finding reveals that although there is an effort to avoid gender bias, females are still represented traditionally in some categories. When females are portrayed

traditionally in the textbook, students develop a stereotype view towards female students.

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, textbook, textbook analysis, curriculum, 2013 curriculum, and Cognitive 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 understand 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 consist 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. *When English Rings the Bell* is considered as Series textbook, because the publisher is not only produced *When English Rings the Bell* for 7th grade students but they also produced *When English Rings The Bell* for 8th grade and 9th grade students of Junior High School.

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

1. It assures a measure of structure, consistency, and logical progression in a class.
2. It minimizes preparation time for teachers.
3. It allows learners to review material or preview other lessons.
4. It meets a learner's needs or expectations of having something concrete to work from and take home for further study.
5. It provides novice teachers with guidance in course and activity design.

6. 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 analyzing 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.

Textbook Analysis as a research method is a systematic and objective means of describing and quantifying phenomena (Krippendorff, 1980: 18). It is also known as a method of analyzing documents. Textbook Analysis allows the researcher to test theoretical issues to enhance understanding of the data.

Through textbook Analysis, it is possible to distil words into fewer content related categories. It is assumed that when classified into the same categories, words, phrases and the like share the same meaning (Cavanagh 1997).

Textbook Analysis is a research method for making replicable and valid inferences from data to their context, with the purpose of providing knowledge, new insights, a representation of facts and a practical guide to action. The aim is to attain a condensed and broad description of the phenomenon, and the outcome of the analysis is concepts or categories describing the phenomenon. Usually the purpose of those concepts or categories is to build up a model, conceptual system, conceptual map or categories. The researcher makes a choice between the terms ‘concept’ and ‘category’ and uses one or the other. For example, if the purpose of the study is to develop a theory, it is recommended that the term ‘concept’ be used as a proxy for ‘category’. However, in this paper, when describing the analysis process, we use the term ‘category’ because this is mostly used. The six questions must be addressed in every textbook Analysis:

1. Which data are analyzed?
2. How are they defined?
3. What is the population from which they are drawn?
4. What is the context relative to which the data are analyzed?
5. What are the boundaries of the analysis?
6. What is the target of the inferences?

2.2.3 When English Rings the Bell

When English Rings the Bell is a book for English learning for Junior High School in grade VII. It is structured to improve students' English proficiency. The presentation uses a text-based learning approach, both oral and written by placing English as a means of communication and thinking. Understanding of the type, rules, and context of a text is emphasized so that it makes it easier for students to capture the meaning contained in a text and present information, ideas, thoughts, and feelings in the form of text in a contextual manner so that it is easily understood by others.

The communication presented here is basic daily communication. For some schools and regions that have taught English starting from the final grades of elementary school, the material presented here needs to be enriched with additional material tailored to students' abilities, even though the learning structure still refers to the models contained in this book.

This book describes the minimum effort students must make to achieve the expected competencies. In accordance with the approach used in the 2013 Curriculum, students are invited to dare to look for other learning resources that are available and are widely spread around them (Yuli Rulani : 2017). The role of the teacher in improving and adjusting the absorption of students with the availability of activities in this book is very important. Teachers can enrich it with creations in various forms of other relevant and relevant activities that originate from the social and natural environment.

2.2.4 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 (Wincoff, 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).

2.2.5 The 2013 Curriculum

The curriculum which is applied in Indonesia. The purpose of this curriculum is for preparing Indonesian citizens 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.

Unlike the previous one, the 2013 curriculum will be IT-based. Ministry of Education and Culture has set up a website to oversee the implementation of this curriculum. The curriculum, however, scraps Computer or IT from the compulsory high school subjects. Students are not required to sit in the class for computer subject; rather, they can learn it outside classroom. In return, science subjects (mathematics, physics, biology and chemistry) and religion subject have additional one hour contact time each.

The difference between Curriculum 2013 and the previous Curriculum called *KTSP* are located on the competence aspect of knowledge. Curriculum 2013 puts attitude on the higher priority than skill competencies and knowledge. So, it says that English, Social Science, and Science subject will be removed from the subject list for elementary school; Social Science and Science will be integrated in other subjects, such as Indonesian Language etc., whereas English can be learned as an extracurricular subject. I wonder if the government forgets that for reaching the bright future good attitude must be accompanied by knowledge. Moreover, those subjects are very important for children's

developments. English is the international language, Social science teaches children how to socialize others, and Science tells them about their own nature. I can't imagine how it will be if 6 years in elementary school are wasted without learning about those three important subjects completely.

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 seven graders of Junior High School:

Table 2.1: Core and Basic Competence 3 for 7th grade students of 2013 Curriculum

CORE COMPETENCE	BASIC COMPETENCE
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, serta responnya, sesuai dengan konteks penggunaannya. 3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perkenalan diri, serta responnya, sesuai dengan konteks penggunaannya. 3.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan

CORE COMPETENCE	BASIC COMPETENCE
	<p>tahun.</p> <p>3.4 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.</p> <p>3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.</p> <p>3.6 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks label nama (<i>label</i>) dan daftar barang (<i>list</i>), sesuai dengan konteks penggunaannya</p> <p>3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya</p> <p>3.8 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya</p> <p>3.9 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), sesuai dengan konteks penggunaannya.</p> <p>3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>3.11 Memahami fungsi sosial dan unsur kebahasaan dalam lagu.</p>

CORE COMPETENCE	BASIC COMPETENCE

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

2.2.6 Cognitive Domains (Bloom Taxonomy)

According to Nasution (2008: 49), the curriculum adapted the purpose of curriculum according to book entitled *Taxonomy of Educational Objectives* by Benjamin Bloom. 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. There are six levels of cognitive learning according to the revised version of Bloom's Taxonomy. Each level is conceptually different. The six levels are remembering, understanding, applying, analyzing, evaluating, and creating. Affective refers to the emotional and values domain. It is related to the learner's attitude. It is related to the learner's skill. Here, I reviewed more about Cognitive domain which is related to this research.

Cognitive domain related to the learner's thinking. This objective emphasizes memorizing 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, and terms) to the highest – evaluation (informed judgment).”

In the original version of the taxonomy, the cognitive domain is broken into the following six levels of objectives. They are knowledge, comprehension, application, analysis, synthesis, 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:

C1 Remember

Retrieving, reorganizing, and recalling relevant knowledge from long-term memory. This level is simply remembering or recalling previous learned information.

C2 Understand

Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining. This is essentially demonstrating understanding of information by explaining ideas or concept.

C3 Apply

Carrying out or using some procedures through executing or implementing. Basically, this is using the information in another familiar situation.

C4 Analyze

Breaking materials into constituent part, determining how the parts relate, to one another and to an overall structure or purpose through differentiating, organizing, and attributing.

C5 Evaluate

Making judgments through criteria and standards through checking and critiquing. This is include justifying a decision or course of action.

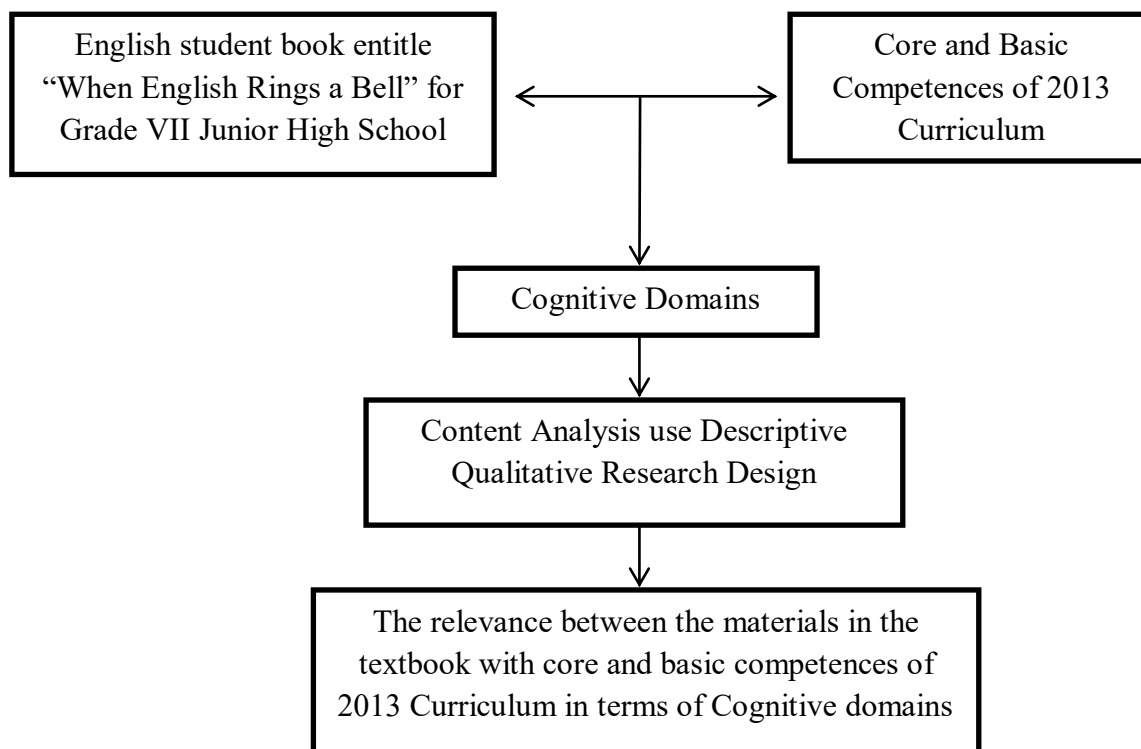
C6 create.

Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning or producing. This includes generating new ideas, products or ways of viewing things.

In this research, I used the new version of Bloom's taxonomy conducted by Anderson described above as his research theory.

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 textbooks published by Ministry of Education and Culture of Indonesia related to the implementation of the 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. There are several analysis of the book for grade VIII and IX Junior High School, but just a few analysis of grade VII. According to those reasons, I tried to analyze this book in terms of

the relevance between the materials written in the book with the Core and Basic competence in 2013 curriculum. I limited the analysis in terms of Cognitive of Core and Basic competence. I analyzed 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 METHODOLOGY

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

I uses descriptive qualitative content analysis as the 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 behavior, perception, motivation, act, etc., holistically, in descriptive way in forms of words and languages, in natural and specific context use various natural method”.

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 I did the analysis by broke down the materials in the book into Cognitive 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 seven 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 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. I focused on just one book and all of the activities in the textbook in the scope of first semester and second semester.

3.3 Subject of the Study

The subject of the study is is an area of knowledge or *study*, especially one that you *study* at school, college, or university which in this research is cognitive domain (mental skills/knowledge). The cognitive domain involves knowledge and the development of intellectual skills (Bloom, 1956). This includes the recall or recognition of specific facts, procedural patterns, and

concepts that serve in the development of intellectual abilities and skills. There are six major categories of cognitive in processes, starting from the simplest to the most complex (see the table below for an in-depth coverage of each category):

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

The categories can be thought of as degrees of difficulties. That is, the first ones must normally be mastered before the next one can take place.

3.4 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 phases 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).

3.5 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 aspects.

3.6 Procedures of Collecting Data

The technique for collecting the data in this research is 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. In this research, I will review the document in form of writing like book, articles, journals, and regulation about 2013 curriculum.

3.7 Procedures of Analyzing 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 analyzing data use those steps:

1. Classifying the materials in the textbooks based on the basic competence three as the cognitive 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 domains of learning.
4. Evaluating the materials in the textbook to find out its relevancy with the Main and Basic Competences of 2013 curriculum.

3.8 Triangulation

Triangulation is a method in research that often used to check validity or reliability depends on the data and source. Some of researcher and expert have their own definition about triangulation.

Moloeng (2004, P. 330) stated that triangulation is a technique to examination the validity of the data in comparing interviews towards an object research.

Patton (1987) give opinion that triangulation to the source of it means compare and to check back degrees trust any information that is obtained through time and an instrument which is different in qualitative research was conducted. In order to achieve the goals, there are some steps to do:

- 1) Compare the results of the observations with the results of the interview
- 2) Compare what a person is saying in public with what is said in private
- 3) Compare what people say of the research situation with the what people says in daily life or all the time.

Here, the researcher using triangulation method by Patton (1987), by comparing with other research to get validity and reliability. This method is the simplest triangulation method because it doesn't involve person, expert or researcher. This triangulation only take conclusion depends on comparing some researches to the writer's research itself.

These are the steps that used by the writer:

- 1) Comparing the research design
- 2) Comparing the previous studies
- 3) Comparing the instrument of the data
- 4) Comparing the main theory

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and the discussion of the analysis. The data presentation is outlined for the relevance of text book materials with the Cognitive Domain.

4.1 Data Description

The data analyzed in this study were the materials in the student book entitled “When English Rings a Bell, Revised Version” for grade VII Junior High School which was published by Ministry of Education and Culture of Indonesia in 2014. This book was written based on the 2013 curriculum. The researcher focused only on all of the activities in the text book in the scope of first semester and second semester.

When we looked at the Kurikulum 2013 syllabus, we can find core competences. The first core competence is known as religious domain, the second core competence as affective domain, the third core competence as cognitive domain, and the fourth core competence as psychomotor domain. Core competences then broken down as basic competences. Since the researcher only analyzed the relevance of text book materials with cognitive domain, the researcher would only focus on the basic competence three and four. The researcher used Bloom’s Revised Taxonomy as his comparison tool. The researcher compared the

instruction of each material in the book with the Bloom's Revised Taxonomy action verbs of Cognitive domain.

4.2 Triangulation

In this part of the research, the writer did triangulation in this research.

Most of previous studies are using descriptive qualitative as the method. Here, this research using descriptive qualitative content analysis as the research design. The researcher assumed that it is enough by only using descriptive qualitative content analysis.

The researcher takes some of previous studies that related to this research, the writer didn't discuss this research to another researcher because the writer thinks that is enough for this research. And maybe it takes time longer than this.

Most of previous studies using descriptive qualitative. They did observation and interview as the second data of the research, and textbooks and curriculum as the main data to make it clearer. But, this research using textbooks and curriculum as the main data to make data clearer and employing content analysis based on Bloom Taxonomy to analyze the content which support the cognitive domain learning.

The theory that used in this research has similarity with the others. Most of them are using Bloom Taxonomy as the theory because that's the most related theory for this research. Then, the other theory is improved by the subject that takes on each research.

4.3 The Relevance of the Materials with the Core and Basic Competence in 2013 Curriculum in Terms of Cognitive Domain

Anderson (2001) revised the cognitive domain in the Bloom Taxonomy. The revised cognitive domain categories are: remember, understand, apply, analyze, evaluate, and create. In this research, I used the new version of Bloom's taxonomy conducted by Anderson as his research theory. First, remembering represents the lowest level of learning outcomes in the cognitive domain. It involves recalling information. Second, understanding goes one step beyond the simple remembering of material, and represents the lowest level of understanding. It involves Explaining ideas or concepts, translating materials and predicting consequences or effects. Third, application requires a higher level of understanding; this involves using information in another familiar situation. Analysis represents a higher intellectual level than comprehension and application because it requires an understanding of both content and the structural form of material. It involves breaking information into parts to explore understandings and relationships. Next, evaluation is the second highest cognitive activity because it involves making conscious value judgments based on clearly defined criteria, and justifying the decision or course of action taken. Last but not least, creating is the highest cognitive level. It involves generating new ideas, products, or ways of viewing things.

This research used 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 text book entitled “When English Rings a Bell, Revised version”. 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:

Basic Competence Three (Cognitive Domain)			When English Rings aBell				
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
3.1 Understanding the social function, text structure and language structure on greetings, take leave, and apologizing expressions with the responses according to the context.	Everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class.	3.1.1 Spoken text for greeting in terms of expressions and responses.	3, 4, 5, 7	Please practise the greetings with people around you kid : Good morning, Dad! Dad : Good morning dear!	v		
		3.1.2 Spoken text for take leave of expressions and responses.	10,	Observe the expressions of taking leave below. Student : Goodbye, Mom! Teacher : Bye, Honey	v		
		3.1.3 Spoken text for thanking in terms of	15, 17,	Use the words under the picture to help you.	v		

Basic Competence Three (Cognitive Domain)			When English Rings aBell				
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
		expressions and responses.		A: can you help me to carry this heavy box? B : Sure, Papa A : Thank you.			
		3.1.4 Spoken text for apologizing opinion in terms of expressions and responses.	19, 20	Listen to your teacher, and repeat after him/her. A: Ouch, I'm so sorry. B: It's OK, dear. Let me help you. A: Thank you	v		

Basic Competence Three (Cognitive Domain)			When English Rings aBell				
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perkenalan diri, serta responnya, sesuai dengan konteks penggunaannya.	Everything that is related to the interaction between teacher and students duringthe teachingand learning process, both inside and outsidethe class.	3.2.1 Spoken and written text for introducing myself.	25, 26, 30, 36, 38	Listen to your teacher, and repeat after him/her. Hello, my name is Edo. I am twelve years old. I am a student	v		
		3.2.2 Spoken and written text for introducing others.	29, 33	Complete the sentences based on the pictures. He is ... He comes from ...		v	

Basic Competence Three (Cognitive Domain)			When English Rings aBell				
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
3.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari,	Hari, tanggal, jam, bulan, tahun, dsb., yang penting dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri,	3.3.1 Spoken and written text of name of the days in terms of expressions and responses.	43, 44, 45, 46, 50	A : When do we have English? B : learn English on Mondays and Thursdays.	v		
		3.3.2 Spoken and written text of name of the months in terms of expressions and responses.	56, 57	Listen to your teacher reading the names of the months, and repeat after him/her.	v		

Basic Competence Three (Cognitive Domain)			When English Rings aBell				
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
waktu dalam bentuk angka, tanggal, dan tahun	tanggung jawab, dan jujur.	3.3.3 Spoken and written text of name of times in terms of expressions and responses.	51, 52	Please write down the activity and the time in the picture. A : I go to school at six thirty in the morning.		v	
		3.3.4 Spoken text of name of the dates	58, 60	My birthday is in July. It is pn the second of July.	v		
		3.3.5 Spoken text of name of the year	Nope				v
3.4 Memahami	Diri sendiri, orang	3.4.1 Written text for	68	Observe the model of the text	v		

Basic Competence Three (Cognitive Domain)			When English Rings aBell				
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.	tua, kaka, adik, famili, tetangga, dan orang terdekat lainnya, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, tanggung jawab, dan jujur.	stating and asking personal identity		below. My name is Lina. L-I-n-a I am a student. I go to SMP 1 in Palembang.			
		3.4.2 Spoken and written text for stating and asking identity of family members	70, 74	This is my father. His name is Didi. He is 45 years old. He likes reading.	v		

Basic Competence Three (Cognitive Domain)			When English Rings aBell				
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan nama dan jumlah binatang,	Benda, binatang, bangunan umum yang terdapat di lingkungan siswa, dengan memberikan keteladanan tentang perilaku ramah lingkungan, percaya	3.5.1 Spoken and written text for stated and asked about counting animal	94, 96	Observe the pictures. Name the animals. Write down the name and the number of the animal. One chick, 2 chicks . . .	v		
		3.5.2 Spoken and written text for stated and asked about counting things	85, 87, 88, 89, 90	Please describe the picture. There are five plates. There is a television.	v		

Basic Competence Three (Cognitive Domain)			When English Rings aBell				
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.	diri, dan tanggung jawab.	3.5.3 Spoken and written text for stated and asked about naming public places	97,	these are public places in my town. (showing pictures of public places)		v	
3.6 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks label nama (label) dan daftar	Benda-benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang	3.6.1 Written text for labeling and listing things in the classrooms	113	please label the pictures using the words in the box	v		
		3.6.2 Written text for labeling and listing things in my bag	115	these are things in my bag	v		

Basic Competence Three (Cognitive Domain)			When English Rings aBell				
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
barang (list), sesuai dengan konteks penggunaannya.	perilaku disiplin, peduli, pola hidup sehat, dan ramah lingkungan	3.6.3 Written text for labeling and listing parts of the house	118, 121, 122	listen to your teacher and repeat after him!	v		
		3.6.4 Written text for labeling and listing animals in my school and my home	117	this is my classroom	v		

Basic Competence Three (Cognitive Domain)			When English Rings aBell				
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.	Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.			now I know the things, animals, public places around me. I will take care of them.			v

Basic Competence Three (Cognitive Domain)			When English Rings aBell				
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
3.8 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan tingkah laku/ tindakan/fungsi	Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola	3.8.1 Spoken and written text for stated and asked about people's act	157, 158, 159, 160,	he explains about junk food	v		
		3.8.2 Spoken and written text for stated and asked where people do their activity	156, 162,	my grandfather is a doctor, he examines patients carefully, he works in the hospital	v		

Basic Competence Three (Cognitive Domain)			When English Rings aBell				
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
orang, binatang, benda, sesuai dengan konteks penggunaannya.	hidup sehat, dan ramah lingkungan.	3.8.3 Spoken and written text for stated and asked the function of people, animal and things	164	he is also a gardener	v		
		3.8.4 Spoken and written text for stated and asked the act of animal	169	this is a butterfly. The color is pretty. It flies	v		
3.9 Memahami fungsi sosial, struktur teks, dan	Tindakan di sekolah dan di rumah dengan memberikan	3.9.1 Spoken and written text for stated and asked about instructions	178	paint the canvas! Cut the paper!	v		

Basic Competence Three (Cognitive Domain)			When English Rings aBell				
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
unsur kebahasaan dari teks instruksi (instruction), tanda atau rambu (short notice), tanda peringatan (warning/caution), sesuai dengan konteks penggunaannya.	keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.	3.9.2 Spoken and written text for stated and asked about short notices	183	<< dont feed the animal sign >>	v		
		3.9.3 Spoken and written text for stated and asked about warnings/caution	180, 181	dont litter!	v		

Basic Competence Three (Cognitive Domain)			When English Rings aBell				
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat	Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.	3.10.1 Written text for describing people	138, 146, 147, 148	old mc'donald had a farm i a e a o	v		
		3.10.2 Written text for describing animals	135, 139, 141, 143, 150,	this is my father, he is a kind man, he works in the garden	v		

Basic Competence Three (Cognitive Domain)			When English Rings aBell				
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
pendek dan sederhana, sesuai dengan konteks penggunaannya.							
3.11 Memahami fungsi sosial dan unsur	Hal-hal yang memberikan keteladanan tentang perilaku yang	3.11.1 Written text for identifying the meaning of a song	104	Use the following lyric to help you sing the song : I have a dream, a song to sing To help me cope with anything	v		

Basic Competence Three (Cognitive Domain)			When English Rings aBell				
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
kebahasaan dalam lagu.	menginspirasi.			If you see the wonder of a fairy tale			
		3.11.2 Written text for naming singular and plural nouns	107	Desks, birds, ball Toys, friend, farmers Chairs, glasses, cups	v		

The summary of the broken down materials and its relevance with the cognitive domain of learning used the check list instrument above can be seen in the table below:

Table 4.2 the summary of the materials and its relevance with the cognitive domain

The Relevance	The Basic Competence Three
Relevant	Sub-Basic Competence 3 - 3.1.1 Spoken text for greeting in terms of expressions and responses - 3.1.2 Spoken text for take leave of expressions and responses. - 3.1.3 Spoken text for thanking in terms of expressions and responses. - 3.1.4 Spoken text for apologizing opinion in terms of expressions and responses. - 3.2.1 Spoken and written text for introducing myself. - 3.3.1 Spoken and written text of name of the days in terms of expressions and responses. - 3.3.2 Spoken and written text of name of the months in terms of expressions and responses.

The Relevance	The Basic Competence Three
	<p>3.3.4 Spoken text of name of the dates</p> <ul style="list-style-type: none"> - 3.4.1 Written text for stating and asking personal identity - 3.4.2 Spoken and written text for stating and asking identity of family members - 3.5.1 Spoken and written text for stated and asked about counting animal - 3.5.2 Spoken and written text for stated and asked about counting things - 3.6.1 Written text for labeling and listing things in the classrooms - 3.6.2 Written text for labeling and listing things in my bag - 3.6.3 Written text for labeling and listing parts of the house - 3.6.4 Written text for labeling and listing animals in my school and my home - 3.8.1 Spoken and written text for stated and asked about people's act - 3.8.2 Spoken and written text for stated and asked where people do their activity - 3.8.3 Spoken and written text for stated and asked the function of people, animal and things

The Relevance	The Basic Competence Three
	<ul style="list-style-type: none"> - 3.8.4 Spoken and written text for stated and asked the act of animal - 3.9.1 Spoken and written text for stated and asked about instructions - 3.9.2 Spoken and written text for stated and asked about short notices - 3.9.3 Spoken and written text for stated and asked about warnings/caution - 3.10.1 Written text for describing people - 3.10.2 Written text for describing animals - 3.11.1 Written text for identifying the meaning of a song - 3.11.2 Written text for naming singular and plural nouns
Partly Relevant	<p>Sub-Basic Competence 3</p> <ul style="list-style-type: none"> - 3.2.2 Spoken and written text for introducing others - 3.3.3 Spoken and written text of name of times in terms of expressions and responses. - 3.5.3 Spoken and written text for stated and asked about naming public places
Irrelevant	<p>Sub-Basic Competence 3</p> <ul style="list-style-type: none"> - 3.3.5 Spoken text of name of the year (should be on chapter 3, but there were not any single materials about this sub-basic competence) - 3.7 Understanding the social function, text structure and language item of text to state ad ask about characteristic of people, animal, thing according to the context. (there is no chapter for this basic competence)

The materials which are relevant with the sub-basic competence are 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 the sub-basic competence are not be 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 three materials which are partly relevant with the sub-basic competence three, they are: sub-basic competence three 3.2.2 (chapter 2, page 29 and 33), 3.3.3 (chapter 3, page 51 and 52), and 3.5.3 (chapter 5, page 97).

As stated in the English lesson syllabus for seven graders of junior high school the 3.2.2 sub-basic competence is about spoken and written text for introducing others. The books only consisted a very little material about introducing others, it will not enough for the teacher to teach and for student to understand and practice how to introduce others. While the materials are limited, the exercise for student in this sub-basic competence is relatively many. Therefore, I suggested that the book should contain more materials for this sub-basic competence, so that the students are able to understand more and do the exercise well.

The materials in the 3.3.3 sub-basic competence are in the form of spoken text. According to the English lesson syllabus for seven 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, this sub-basic competence is about spoken and written text of name of times in terms of expressions and responses. The materials consisted of only one way in stating time while there are other common way to state the time. I suggest to add the second way to tell the times ex : a quarter past 2 in the books to complete the materials given to the students.

According to English lesson syllabus for seven 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 3.5.3 sub-basic competence is about spoken and written text for stated and asked about naming public places. There is only one page about this sub basic and there is no exercise for it. Too simple and too small for student to understand. I suggested adding more materials for this sub basic and also so that the students are able to understand more and do the exercise that finally also make them acquire the sub-basic competence.

There are two materials which irrelevant with the sub-basic competence three in the syllabus, they are: sub-basic competence 3.3.5 (should be on chapter 3, but there were not any single materials about this sub-basic competence) and basic competence 3.7 (there is no chapter for this basic competence).

The 3.3.5 sub-basic competence is about spoken text of name of the year. There is no material of this sub basic competence in “When English Rings a Bell, Revised Version” book. This material is essential because it is one of the basic

knowledge for students to know. The materials which should be stated in the book are informs of spoken and written text with topic *Hari, tanggal, jam, bulan, tahun, dsb., yang penting dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, tanggung jawab, dan jujur*. Unfortunately, there is no material written in the book which is suitable with the 3.3.5 sub-basic competence materials and topic. According to those reasons, there searcher concluded that the materials written in the book are irrelevant with the 3.3.5 sub-basic competence. I suggest the book writer add materials which are relevant with the materials and topic requires by the 3.3.5 sub-basic competence.

The materials in the basic competence 3.7 are in the form of spoken and written text about *orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan*. There is only one page in this book that a little close to bethe material of this basic competence it is on page 98. there is no no exact material for this basic competence nor a separated chapter in this book discussing about this basic competence. Page 98 is also part of materials for basic competence 3.5 that goes like this *Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari*. According to those reasons, there searcher concluded that the materials written in the book are irrelevant with the 3.7 sub-basic competences. I suggest the book writer add a separated chapter to

discuss the materials which are relevant with the materials and topic requires by the 3.7 basic competence.

Last but not least, after analyzing the book relevancy with cognitive domain I made a percentage form of the data analysis. There are 32 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

Relevant materials are materials which closely connected or appropriate with cognitive domain. There are 32 materials which are relevant with the cognitive domain. So, the percentage is:

$$27/32 \times 100 = 84.37\%$$

The percentage of the relevant materials is 84.37%. The percentage of the relevant materials in the curriculum contents is more than a third of the total. Which means that the curriculum materials is relevant with the cognitive domain learning.

2. Partly relevant Materials

Partly relevant materials are materials which in some degree or to some extent still connected to cognitive domain. There are 3 materials which are partly relevant with the cognitive domain. So, the percentage is:

$$3/32 \times 100 = 9.37\%$$

The percentage of the relevant materials is 9.37%. The percentage of the partly relevant materials in the curriculum contents is 9.37% which mean that there are partly relevant materials in the curriculum.

3. Irrelevant Materials

Irrelevant materials are materials which not connected to cognitive domain. There are 2 materials which are irrelevant with the cognitive domain. So, the percentage is:

$$2/32 \times 100 = 6.25\%$$

The percentage of the relevant materials is 6.25% which mean that there are irrelevant materials to cognitive domain in the curriculum.

Based on the percentages, we can conclude that the textbook covers 84.37% 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.

However, there are 9.37% of the materials in the textbooks which is partly relevant to some extent still connected to cognitive domain. Also, there are 6.25% of the materials in the textbooks which is not relevant and not connected to cognitive domain.

CHAPTER V

CONCLUSIONS AND SUGESTIONS

This chapter presents conclusions and suggestions based on the discussion on the previous chapter.

5.1 Conclusions

The main purpose of the research was to find out the relevance between the materials in the student book entitled “When English Rings a Bell” for grade VII Junior High School with the Core and Basic Competence in 2013 Curriculum in terms of cognitive domain.

The relevance of the materials in “When English Rings a Bell” with the Core and Basic Competence three materials written in the English lesson syllabus for seven grade of Junior high school stated and the instruction of each material, there are 32 materials in the book which are relevant or about 84.37%, 3 materials which are partly relevant or about 9.37%, and 2 materials which are irrelevant or about 6.25%. According to those findings, the researcher concluded that the textbook only covers around 84.37% 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.

5.2 Suggestions

1. I suggest the book writer to develop and improve the materials written in the book both in terms of cognitive domain because the materials in the

book just have 84.37% relevancy with the Basic Competence Three of the English lesson syllabus. The book already cover high percentage of materials, but in some chapters of the book only provide simple version of the materials, not the detailed one. If the teacher and the students only use this book as their main source of teaching and learning process, I am afraid if the students cannot get enough information.

2. I suggest the teachers, students and anyone who uses this book to look for other source of materials which can complete the materials in this book. 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. Teachers can use this research as the reflection to be more concerned about relevance of the materials of the book they are using for teaching and the syllabus, so they can complete the partly relevant and irrelevant materials provided in chapter four.
3. I suggest the government to give the teacher and students enough materials to learn. If the teachers and students did not enough source of learning, the government should help them to cover it by doing revision of the book and produce it to replace the old that contain irrelevant materials one.
4. I suggest the future researchers to follow up the result of this study in analysing and making new conclusion in particular.

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Appendix 1

Research Instrument of Cognitive Domain

Table 6.1. Observation Checklist of Cognitive Domain

Basic Competence Three (Cognitive Domain)			When English Rings aBell				
Topic	Materials (Sub-Basic Competence)	Example of Materials	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
3.1 Understanding the social function, text structure and language structure on greetings, take leave, and apologizing expressions with the responses according to the	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 greeting in terms of expressions and responses.					
		3.1.2 Spoken text for take leave of expressions and responses.					

Basic Competence Three (Cognitive Domain)			When English Rings aBell				
Topic	Materials (Sub-Basic Competence)	Example of Materials	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
context.		3.1.3 Spoken text for thanking in terms of expressions and responses.					
		3.1.4 Spoken text for apologizing opinion in terms of expressions and responses.					
3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan	Everything that is related to the interaction between teacher and students	3.2.1 Spoken and written text for introducing myself.					

Basic Competence Three (Cognitive Domain)			When English Rings a Bell				
Topic	Materials (Sub-Basic Competence)	Example of Materials	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
pada ungkapan perkenalan diri, serta responnya, sesuai dengan konteks penggunaannya.	during the teaching and learning process, both inside and outside the class.	3.2.2 Spoken and written text for introducing others.					
3.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyatakan dan	Hari, tanggal, jam, bulan, tahun, dsb., yang penting dan relevan dengan kehidupan siswa, dengan memberikan	3.3.1 Spoken and written text of name of the days in terms of expressions and responses.					

Basic Competence Three (Cognitive Domain)			When English Rings aBell				
Topic	Materials (Sub-Basic Competence)	Example of Materials	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun	keteladanan tentang perilaku disiplin, percaya diri, tanggung jawab, dan jujur.	3.3.2 Spoken and written text of name of the months in terms of expressions and responses.					
		3.3.3 Spoken and written text of name of times in terms of expressions and responses.					
		3.3.4 Spoken text of name of the dates					

Basic Competence Three (Cognitive Domain)			When English Rings aBell				
Topic	Materials (Sub-Basic Competence)	Example of Materials	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
		3.3.5 Spoken text of name of the year					
3.4 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.	Diri sendiri, orang tua, kaka, adik, famili, tetangga, dan orang terdekat lainnya, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, tanggung jawab, dan jujur.	3.4.1 Written text for stating and asking personal identity					
		3.4.2 Spoken and written text for stating and asking identity of family members					

Basic Competence Three (Cognitive Domain)			When English Rings aBell				
Topic	Materials (Sub-Basic Competence)	Example of Materials	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.	Benda, binatang, bangunan umum yang terdapat di lingkungan siswa, dengan memberikan keteladanan tentang perilaku ramah lingkungan, percaya diri, dan tanggung jawab.	3.5.1 Spoken and written text for stated and asked about counting animal					
		3.5.2 Spoken and written text for stated and asked about counting things					
		3.5.3 Spoken and written text for stated and asked about naming public places					

Basic Competence Three (Cognitive Domain)			When English Rings aBell				
Topic	Materials (Sub-Basic Competence)	Example of Materials	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
3.6 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks label nama (<i>label</i>) dan daftar barang (<i>list</i>), sesuai dengan konteks penggunaannya.	Benda-benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, peduli, pola hidup sehat, dan ramah lingkungan	3.6.1 Written text for labeling and listing things in the classrooms					
		3.6.2 Written text for labeling and listing things in my bag					
		3.6.3 Written text for labeling and listing parts of the house					
		3.6.4 Written text for labeling and listing animals in my school and my home					

Basic Competence Three (Cognitive Domain)			When English Rings aBell				
Topic	Materials (Sub-Basic Competence)	Example of Materials	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.	Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.						
3.8 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan	Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa,	3.8.1 Spoken and written text for stated and asked about people's act					

Basic Competence Three (Cognitive Domain)			When English Rings aBell				
Topic	Materials (Sub-Basic Competence)	Example of Materials	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
pada teks untuk menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya.	dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.	3.8.2 Spoken and written text for stated and asked where people do their activity					
		3.8.3 Spoken and written text for stated and asked the function of people, animal and things					
		3.8.4 Spoken and written text for stated and asked the act of animal					

Basic Competence Three (Cognitive Domain)			When English Rings aBell				
Topic	Materials (Sub-Basic Competence)	Example of Materials	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
3.9 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), sesuai dengan konteks penggunaannya.	Tindakan di sekolah dan di rumah dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.	3.9.1 Spoken and written text for stated and asked about instructions					
		3.9.2 Spoken and written text for stated and asked about short notices					
		3.9.3 Spoken and written text for stated and asked about warnings/caution					

Basic Competence Three (Cognitive Domain)			When English Rings a Bell				
Topic	Materials (Sub-Basic Competence)	Example of Materials	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.	3.10.1 Written text for describing people					
		3.10.2 Written text for describing animals					

Appendix 2

Core and Basic Competence 3 for 7th grade students of 2013 Curriculum

CORE COMPETENCE	BASIC COMPETENCE
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	3.12 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, serta responnya, sesuai dengan konteks penggunaannya. 3.13 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perkenalan diri, serta responnya, sesuai dengan konteks penggunaannya. 3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun. 3.15 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri,

CORE COMPETENCE	BASIC COMPETENCE
	<p>sesuai dengan konteks penggunaannya.</p> <p>3.16 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.</p> <p>3.17 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks label nama (<i>label</i>) dan daftar barang (<i>list</i>), sesuai dengan konteks penggunaannya</p> <p>3.18 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya</p> <p>3.19 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya</p> <p>3.20 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks instruksi (<i>instruction</i>),</p>

CORE COMPETENCE	BASIC COMPETENCE
	<p>tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), sesuai dengan konteks penggunaannya.</p> <p>3.21 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>3.22 Memahami fungsi sosial dan unsur kebahasaan dalam lagu.</p>

Appendix 3

The Result of The Analysis

Basic Competence Three (Cognitive Domain)			When English Rings aBell				
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
3.1 Understanding the social function, text structure and language structure on greetings, take leave, and apologizing expressions with the	Everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and	3.1.1 Spoken text for greeting in terms of expressions and responses.	3, 4, 5, 7	Please practise the greetings with people around you kid : Good morning, Dad! Dad : Good morning dear!	v		
		3.1.2 Spoken text for take leave of expressions and responses.	10,	Observe the expressions of taking leave below. Student : Goodbye, Mom! Teacher : Bye, Honey	v		

Basic Competence Three (Cognitive Domain)			When English Rings aBell				
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
responses according to the context.	outsidethe class.	3.1.3 Spoken text for thanking in terms of expressions and responses.	15, 17,	Use the words under the picture to help you. A: can you help me to carry this heavy box? B : Sure, Papa A : Thank you.	v		
		3.1.4 Spoken text for apologizing opinion in terms of expressions and responses.	19, 20	Listen to your teacher, and repeat after him/her. A: Ouch, I'm so sorry. B: It's OK, dear. Let me help you.	v		

Basic Competence Three (Cognitive Domain)			When English Rings aBell				
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
				A: Thank you			
3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan	Everything that is related to the interaction between teacher and students duringthe	3.2.1 Spoken and written text for introducing myself.	25, 26, 30, 36, 38	Listen to your teacher, and repeat after him/her. Hello, my name is Edo. I am twelve years old. I am a student	v		

Basic Competence Three (Cognitive Domain)			When English Rings aBell				
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
perkenalan diri, serta responnya, sesuai dengan konteks penggunaannya.	teaching and learning process, both inside and outside the class.	3.2.2 Spoken and written text for introducing others.	29, 33	Complete the sentences based on the pictures. He is ... He comes from ...		v	
3.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan	Hari, tanggal, jam, bulan, tahun, dsb., yang penting dan relevan dengan	3.3.1 Spoken and written text of name of the days in terms of expressions and responses.	43, 44, 45, 46, 50	A : When do we have English? B : learn English on Mondays and Thursdays.	v		

Basic Competence Three (Cognitive Domain)			When English Rings aBell				
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
dari teks untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun	kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, tanggung jawab, dan jujur.	3.3.2 Spoken and written text of name of the months in terms of expressions and responses.	56, 57	Listen to your teacher reading the names of the months, and repeat after him/her.	v		
		3.3.3 Spoken and written text of name of times in terms of expressions and responses.	51, 52	Please write down the activity and the time in the picture. A : I go to school at six thirty in the morning.		v	

Basic Competence Three (Cognitive Domain)			When English Rings aBell				
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
		3.3.4 Spoken text of name of the dates	58, 60	My birthday is in July. It is pn the second of July.	v		
		3.3.5 Spoken text of name of the year	Nope				v
3.4 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai	Diri sendiri, orang tua, kaka, adik, famili, tetangga, dan orang terdekat lainnya, dengan memberikan	3.4.1 Written text for stating and asking personal identity	68	Observe the model of the text below. My name is Lina. L-I-n-a I am a student. I go to SMP 1 in Palembang.	v		

Basic Competence Three (Cognitive Domain)			When English Rings aBell				
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
dengan konteks penggunaannya.	keteladanan tentang perilaku disiplin, percaya diri, tanggung jawab, dan jujur.	3.4.2 Spoken and written text for stating and asking identity of family members	70, 74	This is my father. His name is Didi. He is 45 years old. He likes reading.	v		
3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk	Benda, binatang, bangunan umum yang terdapat di lingkungan siswa, dengan memberikan	3.5.1 Spoken and written text for stated and asked about counting animal	94, 96	Observe the pictures. Name the animals. Write down the name and the number of the animal. One chick, 2 chicks . . .	v		

Basic Competence Three (Cognitive Domain)			When English Rings aBell				
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.	keteladanan tentang perilaku ramah lingkungan, percaya diri, dan tanggung jawab.	3.5.2 Spoken and written text for stated and asked about counting things	85, 87, 88, 89, 90	Please describe the picture. There are five plates. There is a television.	v		
		3.5.3 Spoken and written text for stated and asked about naming public places	97,	these are public places in my town. (showing pictures of public places)		v	
3.6 Memahami fungsi sosial, struktur teks, dan	Benda-benda di sekitar dan relevan dengan kehidupan	3.6.1 Written text for labeling and listing things in the classrooms	113	please label the pictures using the words in the box	v		

Basic Competence Three (Cognitive Domain)			When English Rings aBell				
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
unsur kebahasaan dari teks label nama (label) dan daftar barang (list), sesuai dengan konteks penggunaannya.	siswa, dengan memberikan keteladanan tentang perilaku disiplin, peduli, pola hidup sehat, dan ramah lingkungan	3.6.2 Written text for labeling and listing things in my bag	115	these are things in my bag	v		
		3.6.3 Written text for labeling and listing parts of the house	118, 121, 122	listen to your teacher and repeat after him!	v		
		3.6.4 Written text for labeling and listing animals in my school and my home	117	this is my classroom	v		

Basic Competence Three (Cognitive Domain)			When English Rings aBell				
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.	Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.			now I know the things, animals, public places around me. I will take care of them.			v

Basic Competence Three (Cognitive Domain)			When English Rings aBell				
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
3.8 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan tingkah laku/ tindakan/fungsi	Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola	3.8.1 Spoken and written text for stated and asked about people's act	157, 158, 159, 160,	he explains about junk food	v		
		3.8.2 Spoken and written text for stated and asked where people do their activity	156, 162,	my grandfather is a doctor, he examines patients carefully, he works in the hospital	v		

Basic Competence Three (Cognitive Domain)			When English Rings aBell				
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
orang, binatang, benda, sesuai dengan konteks penggunaannya.	hidup sehat, dan ramah lingkungan.	3.8.3 Spoken and written text for stated and asked the function of people, animal and things	164	he is also a gardener	v		
		3.8.4 Spoken and written text for stated and asked the act of animal	169	this is a butterfly. The color is pretty. It flies	v		
3.9 Memahami fungsi sosial, struktur teks, dan	Tindakan di sekolah dan di rumah dengan memberikan	3.9.1 Spoken and written text for stated and asked about instructions	178	paint the canvas! Cut the paper!	v		

Basic Competence Three (Cognitive Domain)			When English Rings aBell				
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
unsur kebahasaan dari teks instruksi (instruction), tanda atau rambu (short notice), tanda peringatan (warning/caution), sesuai dengan konteks penggunaannya.	keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.	3.9.2 Spoken and written text for stated and asked about short notices	183	<< dont feed the animal sign >>	v		
		3.9.3 Spoken and written text for stated and asked about warnings/caution	180, 181	dont litter!	v		

Basic Competence Three (Cognitive Domain)			When English Rings aBell				
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat	Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.	3.10.1 Written text for describing people	138, 146, 147, 148	old mc'donald had a farm i a e a o	v		
		3.10.2 Written text for describing animals	135, 139, 141, 143, 150,	this is my father, he is a kind man, he works in the garden	v		

Basic Competence Three (Cognitive Domain)			When English Rings aBell				
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
pendek dan sederhana, sesuai dengan konteks penggunaannya.							
3.11 Memahami fungsi sosial dan unsur	Hal-hal yang memberikan keteladanan tentang perilaku yang	3.11.1 Written text for identifying the meaning of a song	104	Use the following lyric to help you sing the song : I have a dream, a song to sing To help me cope with anything	v		

Basic Competence Three (Cognitive Domain)			When English Rings aBell				
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
kebahasaan dalam lagu.	menginspirasi.			If you see the wonder of a fairy tale			
		3.11.2 Written text for naming singular and plural nouns	107	Desks, birds, ball Toys, friend, farmers Chairs, glasses, cups	v		

Appendix 4

The Summary of The Materials and Its Relevance with The Cognitive Domain

The Relevance	The Basic Competence Three
Relevant	<p>Sub-Basic Competence 3</p> <ul style="list-style-type: none">- 3.1.1 Spoken text for greeting in terms of expressions and responses- 3.1.2 Spoken text for take leave of expressions and responses.- 3.1.3 Spoken text for thanking in terms of expressions and responses.- 3.1.4 Spoken text for apologizing opinion in terms of expressions and responses.- 3.2.1 Spoken and written text for introducing myself.- 3.3.1 Spoken and written text of name of the days in terms of expressions and responses.- 3.3.2 Spoken and written text of name of the months in terms of expressions and responses.

The Relevance	The Basic Competence Three
	<p>3.3.4 Spoken text of name of the dates</p> <ul style="list-style-type: none"> - 3.4.1 Written text for stating and asking personal identity - 3.4.2 Spoken and written text for stating and asking identity of family members - 3.5.1 Spoken and written text for stated and asked about counting animal - 3.5.2 Spoken and written text for stated and asked about counting things - 3.6.1 Written text for labeling and listing things in the classrooms - 3.6.2 Written text for labeling and listing things in my bag - 3.6.3 Written text for labeling and listing parts of the house - 3.6.4 Written text for labeling and listing animals in my school and my home - 3.8.1 Spoken and written text for stated and asked about people's act - 3.8.2 Spoken and written text for stated and asked where people do their activity - 3.8.3 Spoken and written text for stated and asked the

The Relevance	The Basic Competence Three
	<ul style="list-style-type: none"> - 3.8.4 Spoken and written text for stated and asked the act of animal - 3.9.1 Spoken and written text for stated and asked about instructions - 3.9.2 Spoken and written text for stated and asked about short notices - 3.9.3 Spoken and written text for stated and asked about warnings/caution - 3.10.1 Written text for describing people - 3.10.2 Written text for describing animals - 3.11.1 Written text for identifying the meaning of a song - 3.11.2 Written text for naming singular and plural nouns

The Relevance	The Basic Competence Three
Partly Relevant	Sub-Basic Competence 3 <ul style="list-style-type: none"> - 3.2.2 Spoken and written text for introducing others - 3.3.3 Spoken and written text of name of times in terms of expressions and responses. - 3.5.3 Spoken and written text for stated and asked about naming public places
Irrelevant	Sub-Basic Competence 3 <ul style="list-style-type: none"> - 3.3.5 Spoken text of name of the year (should be on chapter 3, but there were not any single materials about this sub-basic competence) - 3.7 Understanding the social function, text structure and language item of text to state ad ask about characteristic of people, animal, thing according to the context. (there is no chapter for this basic competence)