# AN ANALYSIS OF READING MATERIAL ON "WHEN ENGLISH RINGS A BELL" TEXTBOOK FOR SECOND GRADE JUNIORHIGH SCHOOL

#### **THESIS**

Submitted as a Partial Requirements

For The Undergraduate Degree in English Language Education



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## **DEDICATION**

#### This thesis is dedicated to:

- To Allah S.W.T
- To my beloved angel Mother, Neneng Nur hasanah who always prayed and always gave the best for me
- To my beloved Father, Suparno who always gived memotivation
- To beloved young sister, Haifa Emma Ghaida who always supported me
- To my craziest friends who always besides me when I need but I love you, Daud lutfhian, Razan uth, Riyan Bagas, Yadi Suratman, Nanda Indira, Yasyinta Nindy, Filaili Azizah, Yuli Anastasia, Nurul Fathkhuril, Mufidatun Rohmaniah dan Fera.
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- My beloved almamater IAIN Surakarta

# **MOTTO**

"Make a history of goodness wherever you're"

(Unknown)

## **PRONOUNCEMENT**

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I hereby sincerely state that the thesis titled "AN ANALYSIS OF READING MATERIAL ON "WHEN ENGLISH RINGS A BELL" TEXTBOOK FOR SECOND GRADE JUNIOR HIGH SCHOOL" is my real masterpiece. The Things out of my masterpiece in this are signed by citation and referred in bibliography.

If later prove that may have discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 12 Desember 2020

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

Surakarta, Desember 2020 The Researcher

Richa Fauziyyah Suparno

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#### **ABSTRACT**

Suparno, Richa Fauziyyah. 2020. An analysis of Reading Material on "When English Rings a Bell" textbook for Second Grade Junior High School. Final Project. English Department. Faculty of Culture and Language. The State Islamic Institute of Surakarta.

Advisor: Hj. Fitriyah Nurul Hidayati, M.Pd.

Keywords: Reading analysis, Bloom's Taxonomy, Student Textbook, 2013 curriculum.

This research applied descriptive qualitative content analysis as its research method. The purpose of this research is to analyze the relevance between the materials in the student book "When English Rings a Bell" for grade VIII Junior High School with the Core and Basic Competence in 2013 Curriculum in terms of Cognitive and Psychomotor domains of learning.

The data were collected from the English student book "When English Rings a Bell" for eight graders of Junior High School written by the book writer team of Ministry of Education and Culture of Indonesia. In this research, the materials in the textbook are classified based on the basic competence three as the cognitive domain and basic competence four as the psychomotor domain. The data are taken from the data source and entered to the checklist table to make comparison between the materials on the textbooks and the materials required in 2013 English lesson syllabus for eight graders of Junior High School. Then, the researcher evaluated the instruction of each material according to its relevancy with the cognitive and psychomotor domains action verbs stated by Anderson and Simpson. This research is a new study made by the researcher to get valid data researchers conducted expert tests (Expert Judgment). The researcher conducted an expert test to Miss. Maria Wulandari, M

The result of this study showed that in term of the relevancy of the materials in the textbook with the cognitive domain, there are 31 materials in the book which are relevant or about 78.37 %, 4 materials which are partly relevant or about 10.81 %, and 4 materials which are irrelevant or about 10.81 %. While in term of relevancy of the materials in the textbook with the psychomotor domain, there are 10 materials in the book which are relevant or about 32.25 %, 10 materials which are partly relevant or about 32.25 %, and 12 materials which are irrelevant or about 35, 48 %. From the research findings, the researcher suggests the book writer to improve and develop the materials in this book. For the book users, the researcher suggests them to look for other books as additional learning source to complete the materials from this book. The researcher also hope the government to hold an evaluation related to the implementation of 2013 curriculum, and for the other researcher to conduct research related to the textbook analysis in another terms.

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# CHAPTER I INTRODUCTION

## A. Backgrounds of the Study

English is second or foreign language. As human being people tend to live or interact with other people. According to Fauziati (2002: 196) As a communicative" tool language has meaning human articulation. It means someone used language for communication in a daily life context. It shows the function of language in communication. Besides for communication, it is also used as a way to maintaining a relationship with other nations such as share their opinions, feeling, needs, and attitudes to others naturally. English is important means of communication used in many countries in the world, including Indonesia. To support Indonesian people able to communicate with others people in the world, the Indonesian government incorporates English subject into education curriculum as one of the compulsory subject starting junior high school.

Realizing the importance of English language in globalization era, Indonesian government has implemented English subject into the academic curriculum as a compulsory subject to be taught and in junior and senior High school by *Peraturan Pemerintah* No. 32 Th. 2013 the educational system of Indonesian launched the 2013 curriculum. The aim of this curriculum is preparing Indonesian people to be religious, productive, creative, and innovative. The purpose of language teaching is to develop four language skills; listening, speaking, reading, and writing. These skills should

be addressed in a way that helps students to develop their communicative competence gradually. Reading has important role to help learners to comprehend a text they read. Reading skill is one to be mastered by the students. It can help understand the all subjects.

Reading is a process readers learn something from what they read. Brown (2013: 299) stated more information is contributed by the reader than by the print on the page. That is, readers understand what they read because they are able to take the stimulus beyond it is graphic representation and assign its membership to an appropriate group of concepts already stored in their memories. It means the materials should be related to the learners" needs to get more information and understand from materials and improve their background of knowledge. When the students are reads more from textbooks, articles, newspaper, or other media. The English teacher should be able to decide whether the contents quality of reading materials are suitable for graded of student or not. Textbooks are important for students to prepare and fulfill experiences in a good process.

In process of teaching-learning process, teacher uses something to make his teaching learning process effective. Many English teachers use textbook for teaching and learning. Brown (2013: 136) states the most obvious and most common from material support for language instructions come through textbooks. most likely, as a relative teacher, the first concern is not choosing textbooks, but rather looking for creative uses for textbooks that have been submitted to teachers by supervisors. So, even though you may have idealistic thoughts about other (and better) textbooks, your challenge is

to make the very best use of the textbook that you have.

Textbook takes an important role in the learning process, which is to decide good and bad of the learning process. It contains a lot of information related to the subjects the learners learn. If the textbook used with the school is good, it is likely that the quality of teaching and learning process will also be good enough. Richard (2001: 1) said that textbook provides the basis for the content of lesson, the balance of skill taught and the kind of language practice the student take part in. It claims the textbooks are key component in most language program. That is way the majority of teacher in country, which as a foreign language use it as guidance in teaching because textbooks are helpful because the material covers and provides an organized unit of work for both the teacher and students. Teachers can use a textbook based on student's needs to support the teaching process.

Textbook is media that's helps teacher in learning process. Cunningsworth (1995: 7), stated textbook is helps a teachers prepare the materials and a support for less experienced teachers to gain confidence and demonstrate new methodologies. Textbook can help students to achieve their learning needs but not be master. The important of reading and textbook of English as manual for teaching the language, the teacher should pay attention to the reading material that will be read by the students in the classroom. It is important to analyze about the textbook that students or teachers used. One aspect that should be analysis in textbook is compatibility of the students' development level in cognitive domain.

Patel and Jain (2018: 57) state that teaching and learning is process.

Teacher teaches and student learns from teacher. In process of teaching learning process teacher used something to make his teaching learning process effective. The material and aids which are used by teacher to make his teaching is very effective is called teaching aids and instructional material. Cunningsworth (1995: 7) stated that the relationship between teacher and textbook is an important consideration and is at its best when it is a partnership which shares common goals to which each side brings its special contribution. The aims of the textbook should seek to meet the needs of the learners to the highest degree. The partnership is helped when aims and objectives are well defined and when the different but complementary roles of teacher and textbook are clearly perceived and well balance.

According to Aunurrahman (2016: 49) the levels in taxonomy have been used for almost half a century as a basis for setting educational goals. Bloom's taxonomy has been revised over the years and still utilized in educational today. The revised Bloom's Taxonomy change an (old version) of noun to verb in (the revised version) of taxonomy. Cognitive domain of Bloom's taxonomy has been revised by Aderson, Kratwohl (2001: 1). There some different in the six major categories from the original one. The differences are that in revised bloom's taxonomy the three categories were renamed and the other two was interchanged. Bloom as cited in Poerwati and Amri (2013: 47), there are three domains which should be learn by the students in teaching and learning process, they are Affective, Cognitive, and Psychomotor domains.

The researcher conducted observation in SMP Batik Surakarta to get

more information about the textbook "When English Rings a Bell". The researcher interview one of a teacher in SMP Batik Surakarta, Miss Riska as a teachers' language second-grade junior high school to get more information. From an interview, SMP Batik Surakarta chose to use the "when English Rings a Bell" Textbook because the book was issued by the government as the initial implementation of the 2013 curriculum. This book mentions the minimum effort students must make to achieve the competencies expected according to the approach used in the 2013curriculum.

The teacher has taught at Batik junior high school for about 3 years, Miss Riska also said there are several advantages and disadvantages of the book. She tells us that the books used have advantages in they provide structure and syllabus for a program. Without textbooks a program may have no central core and a syllabus that has been systematical, the book is interesting, and the book discusses from easy to difficult. The disadvantage of the textbook is less practice so teachers must add more exercises to students from other sources because it needs more exercise. According to her, the book had difficult vocabulary so the teacher had to really explain it to students in detail. And she told me more information about musyawarah guru matapelajaran (MGMP) which is held every three month only discussing the exam questions and if the selection of books is based on the decisions of each school following the achievements that the school wants to achieve. That is why every school uses a different book. SMP Batik Surakarta chose to use the "when English Rings a Bell" Textbook.

Based on the above background, therefore, this research entitled "An

Analysis of Reading Material on "When English Rings a Bell" textbook for second grade of junior high school".

## **B.** Identification Problem

Based on the background of the research, the researcher identifies some problems as follow:

- The textbook plays an important role in teaching and learning. It represents a useful resource for both teachers as a course designers and learners as persons who are acquiring the English language.
- 2. Indonesia teacher use textbook as guidance for teaching reference.
  Unfortunately, some of English teacher in Indonesia do not have time to develop their own learning material for teaching English. Some of them consequently depend on the textbook which issue usually recommended by the publishing company or because it is one of the books sub-propped by the ministry of education sometimes, teacher catch using a book note
- 3. Evaluating textbook is a crucial matter since there are various qualities commercial textbook of the market which is their poor undeniable.

Good textbook are usually widely adopted by teachers are they have a good contain, language as aspect, presentation technique, and visual appearance in contrast, for textbook have some problems on the aforesaid aspect. In other words, they do not meet some or most of the criteria of a good textbook

#### C. Limitation of the Problem

The researcher limits the scope and set of the problem of the study, so that will not be so wide and this study will be more effective, the researcher limits the problem as follow:

- Since there are many books used in junior high schools, so the study is limited on one book, it is when English rings a bell (for second grade junior high school) published by kemendikbud
- 2. This study focuses on analyze the relevance of reading materials (written and spoken text) in textbook and the Core and Basic Competences in the 2013 Curriculum in terms of Cognitive and Psychomotor domains.

#### D. Statement of the Problem

Based on the background and limitation above the research problem is how is the relevance between the materials in the student book entitled "When English Rings a Bell" for second grade Junior High School with the Core and Basic Competence in 2013 Curriculum in terms of Cognitive and Psychomotor domains?

## E. The Objectives of Study

Based on the background and limitation above the research problem is to describe the relevance between the materials in the student book entitled "When English Rings a Bell" for second grade of Junior High School with the Core and Basic Competence in 2013 Curriculum in terms of Cognitive and

Psychomotor domain.

## F. Benefit of the Study

The researcher hopes this research can help others in practical teaching and making research, the result of the study is expected to lead the following advantages:

#### 1. Theoretical

The researcher gave beneficial and referential contributions in delivering general knowledge of the way to analyze the quality of reading material that would be beneficial for students" need of learning English.

## 2. Practically

#### a. For the students

To improves their students" knowledge and ability in English reading material and to help them understand the materials clearly.

#### b. For the teacher

- The teacher known about the reading materials in English textbook
   "When English Rings a Bell". The teachers can take any
   anticipated action to take a positive response to do in relation to
   the findings.
- 2) The teacher can use any sources if there is less from reading material to help the students improve their knowledge in reading skill

## G. Key terms of the study

There are some key terms that the researcher wants to clarify, they are:

## 1. Reading

According to patel and jain (2008: 113-114) stated reading is most useful and important skill for people. This skill is more important than speaking and writing. Reading is a source of joys. Good reading is that which keeps students regular in reading which provide him both pleasure and profit.

### 2. Reading material

According to McDonough (1993: 149-150) Materials are what a teacher uses, and techniques and activities are how she uses them. Teacher should be organizing materials and activities so that students can achieve the objectives that will help them reach the goals of the materials.

## 3. Bloom's Taxonomy

The original bloom's taxonomy was found by Benjamin S. Bloom an educational psychologist who did many research and development in thinking behaviors in learning process. Anderson as cited in O'neill (2015: 3) revised the cognitive domain in the learning taxonomy and made some changes.

#### 4. Textbook

Tarigan (2015: 15) stated 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.

# CHAPTER II THEORITICAL REVIEW

## A. Theoretical Description

## 1. Review on Reading

### a. Definition of Reading

There are some definitions of reading stated by expert. Mills and Barlow (2012: 23) Most people spend most of their time reading information gathering, through newspapers, and by the huge growth of websites such as Wikipedia. Therefore, reading is one of the main ways we know about the world around us, and the importance of giving us the ability to understand what is happening, because of that reading is one of the first things taught in school. Reading is the one the basic of language learning. Patel and Jain (2008: 113-114) stated reading is most useful and important skill for people. This skill is more important than speaking and writing. Reading is a source of joys. Good reading is that which keeps students regular in reading which provide him both pleasure and profit.

From above it means we should think carefully about reading especially for teacher. This important to teacher to aware what students would be reading, because reading more than just knowing a lot of word we need to know what strategies and skills to use. Nunan (2003: 63) Stated that reading is a fluent process of readers combining

information from a text and their own background knowledge to build

meaning.

According to Taylor (2001: 3) reading used the ability of the individual to use they eyes effectively and the brain to get comprehension about the text. This means that being good readers can direct their own understanding in the text. To be a good thinker, the teacher must train students to be good readers by presenting good readings.

## b. Types of Reading

Reading has several types according to Patel and Jain (2008: 117) that reading divided into four types of reading, such as:

### 1) Intensive Reading

Intensive reading provides a basis for explaining structural difficulties and expanding vocabulary and idioms. This progress of language learning is under the teacher's balance. Intensive reading will also provide material for developing language control in speech and writing. The ability of students to speak and write in a foreign language about the material chosen for intensive reading will depend so much on the teacher text selection.

## 2) Extensive Reading

Material for extensive reading will be chosen at a lower level of difficulty than intensive reading. The purpose of extensive reading is to train students to read directly and fluently in the target language with pleasure, without the help of the teacher. Extensive reading can be done with a presentation in front of the

class or class discussion.

## 3) Aloud Reading

Reading aloud also plays an important role in teaching English.

The teacher must know that hard reading training must be given at a basic level because that is the basic pronunciation of words. If it is not corrected immediately it will cause continuous errors at a later stage.

## 4) Silent Reading

Silent reading is a very important skill in teaching English. This reading should be used to improve reading skills among students. A silent reading is done to get more information. The teacher must make them read calmly when. This is a type of habit in which students can read without any sound being heard.

#### c. Purpose of Reading

Classifies the purpose of reading on the personal reason of Wallace (1996: 6-7) as follow:

#### 1) Reading for survival.

Reading for survival is reading a text that is very crucial for life. For example a warning signs, an admonition sign, an instruction sign, etc. survival reading serves immediate needs.

## 2) Reading for learning

It is expected to be exclusively school-related. Reading is intended to support learning. The readers need to translate the text, literally or metaphorically, to learn vocabulary, to identify useful

structures or collocations, to use a text as a model for writing and to practice pronunciation. For example one reads a text loudly, then analyzes it and makes the same kind of text.

## 3) Reading for pleasure

Reading for pleasure is reading to get happiness. The readers wants to enjoy the sound, and rhythm or rhyme of the text. The text being read is written originally to offer enjoyment. For example read procedure texts.

According to Grabe and Stoller (2002: 18) there are seven purposes of reading, those are: to reach for simple information, to skim quickly, to learn from text, to get an integrate information, to search information needed for writing, to critique texts and to achieve general comprehension. Lastly, both teachers and students need to recognize the knowledge of reading definition and purposes. It facilitates teachers to determine the appropriate approach for teaching reading. For students, it helps students" awareness of reading process and reading strategies.

## d. Teaching Reading

Teaching is a complex process it doesn't only give the information from the teacher to the students. Reading is one of ways to make the students understanding in teaching – learning process. According to Harmer (2007: 23) teaching is not an easy job, but it is a necessary one and can be very rewarding when we see our student's progress and know that we have helped to make it happen. It is true

that some students can be difficult and stressful at times, but it is also worth remembering that at its best teaching can also be extremely enjoyable. Based on Harmer (2005: 68) reading is useful for other purposes too: any exposure to English provided students understand it more or less is a good thing for language students.

Based on explanation, the writer concludes that teaching activities and manages the environment in a good condition to make and give the opportunity for the students in learning process to get the purpose. In teaching reading, the teacher's responsibilities in helping learners achieve these goals is to motivate reading by selecting or creating appropriate texts, to design useful reading tasks, to set up effective classroom procedure, to encourage critical reading, and to create supportive environment for practicing reading. In the classroom, teacher has to decide what the purpose in reading will be done. It is reading for pleasure or getting understands the passage. If the purpose of reading that will be done is for pleasure, the topic of reading text can be free. And if the purpose of reading text that will be done is for getting understands the passage, so the topic of reading text should be prepared before teacher teach in reading class.

Nunan (2003: 68) stated teaching reading especially has two aspects. First it can refers to teaching learners who are learning to read for very first time and second teaching reading refer to teaching learning who has reading skills in the first language.

Teaching English as a foreign language in junior high school is difficult. But the teacher must create the good techniques to make the students motivated in learning English. Brown (2001: 7) defines teaching as "showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand". It means that the teaching can be interpreted as an effort to provide optimal conditions that can stimulate and direct student learning activities for acquire knowledge, skills and values or attitudes that can bring change in behavior and change as a person.

## e. Reading Material

As a skill, reading is clearly one of the most important in many respects in the world around. This is the most important foreign language. Harmer (2005: 68) reading is a language model, reading text provides opportunities to learn languages such as vocabulary, grammar, punctuation and how to arrange sentences, paragraphs and text. According to McDonough (1993: 149-150) Materials are what a teacher uses, and techniques and activities are how she uses them. Teacher should be organizing materials and activities so that students can achieve the objectives that will help them reach the goals of the materials. Patel and Jain (2008: 57) said in process of teaching learning process teacher uses something to make his teaching learning process effective. The material and aids which are used by teacher to make his

teaching very effective is called teaching aids and instructional material. Teacher should select teaching material and instructional according the objectives decided by teachers so that skill of reading skills could be developed in students.

From the explanation above, that means reading is one of the most important languages that must be mastered by students in junior high school. To enable students to read masters, English teachers must provide good material for students. Suggested teaching material is reading material that not only fits the topic being discussed, but is also a good reading for students from the message settings, thought flow, text structure, lexical characteristics, language correctness and level of difficulty because reading refers to the carrying of a discussion or idea written by the author to the reader through the reading process. In preparing the material we must pay attention to the level of reading as well as interest in reading and the benefits of reading it. The teacher needs media for deliver to student. The media need it is a textbook to make easier process deliver the materials.

#### 2. The 2013 Curriculum

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

The competences in the 2013 curriculum named Core and Basic Competences. The core competence is an operationalization of competency standards. Then, the core competence is broken down into basic competence. Priyatni (2004: 17) there are four core competences in the 2013 curriculum, core competence one as religious domain, core competence two as affective domain, core competence three as cognitive domain, and core competence four as psychomotor domain. Every lesson has 23 different core and basic competence according to the grade. Those are the core and basic competence of English for second graders for junior high school:

Table 2.1: Core and Basic Competence of 2013 Curriculum

CORE COMPETENCE	BASIC COMPETENCE
1. Appreciate and comprehend fully	1.1 Be grateful for the chance of
the followed religion doctrine.	studying English as
	international communication
	language which is proved by
	study seriously.
2. Appreciate and comprehend the	2.1 Show the well-mannered in
honesty, discipline, responsibility,	interpersonal communication
care (tolerance, cooperative), and	with teacher and friend.
confidence behavior in effective	
interaction with the social and	2.2 Show the honesty, discipline,
natural environment.	confidence, and responsibility
	behavior in doing transactional
	conversation with teacher and
	friends.
	2.3 Show the responsibility, care,

	cooperati	ve,	and	peaceful
	behavior	in	doing	functional
communication.				

- 3. Appreciate and comprehend knowledge (factual, conceptual, and procedural) according to the learner's curiosity of science, technology, arts, and culture related to the visible phenomena.
- 3.1 Apply text structure and language feature to implement the social function of gaining attention, checking understanding, giving compliment, and asking and giving opinion expressions and responses according to context.
- 3.2 Apply text structure and language feature to implement the social function of stating and asking ability and willingness according to context.
- 3.3 Apply text structure and language feature to implement the social function of giving instruction, giving invitation, giving prohibition, asking for permission expressions and responses according to context.
- 3.4 Apply text structure and language feature to implement the social function of personal invitation letter and greeting card according to context.
- 3.5 Apply text structure and language feature to implement

- the social function of stating and asking the presence of people, things, and animal in uncountable amount according to context.
- 3.6 Apply text structure and language feature to implement the social function of stating and asking routine activity or general truth according to context.
- 3.7 Apply text structure and language feature to implement the social function of stating and asking event that happens right now according to context.
- 3.8 Apply text structure and language feature to implement the social function of stating and asking cause and effect relation and contrary relation according to context.
- 3.9 Apply text structure and language feature to implement the social function of stating and asking the amount and character comparison of people, animal, things, according to context.
- 3.10 Apply the text structure and language feature to implement

- the social function of short descriptive text by stating and asking about the description of people, animal, and things according to context.
- 3.11 Apply text structure and language feature to implement the social function of stating and asking past events according to context.
- 3.12 Apply text structure and language feature to implement the social function of short recount text by stating and asking about activity, event, and phenomena according to context.
- 3.13 Apply text structure and language feature to implement the social function of short message and notice according to context.
- 3.14 Understand the social function, text structure, and language feature of narrative text in form of fable according to context.
- 3.15 Apply text structure and language feature to implement the social function of song.
- 4. Process, present, and reason in
- 4.1 Compose simple spoken text

concrete domain (use, break, arrange, modify, and make) and abstract domain (write, read, count, draw, and compose) according to the materials taken from the school or other sources which have similar point of view/theory

- to express and respond gaining attention, checking understanding, and giving compliment expression by notice on the right social function, text structure, and language feature according to context.
- 4.2 Compose spoken and written text to state and ask for ability and willingness to do something by notice on the right social function, text structure, and language feature according to context.
- 4.3 Compose simple spoken and written text to state, ask, and respond giving instruction, invitation, giving giving prohibition, asking for permission expressions by notice on the right social function, text structure, and language feature according to context.
- 4.4 Understood the meaning of personal invitation letter and greeting card.
- 4.5 Compose written text in form of very short and simple personal invitation letter and

- greeting card by notice on the right social function, text structure, and language feature according to context.
- 4.6 Compose spoken and written text to state and ask about the presence of people, things, and animal in uncountable amount by notice on the right social function, text structure, and language feature according to context.
- 4.7 Compose spoken and written text to state and ask for routine events or general truth by notice on the right social function, text structure, and language feature according to context.
- 4.8 Compose spoken and written text to state and ask about events that happen right now by notice on the right social function, text structure, and language feature according to context.
- 4.9 Compose spoken and written text to state and ask about cause and effect relation and contrary relation by notice on the right social function, text

- structure, and language feature according to context.
- 4.10 Compose spoken and written text to state and ask for amount and character comparison of people, animal, and things by notice on the right social function, text structure, and language feature according to context.
- 4.11 Understood the meaning of short and simple spoken and written descriptive text.
- 4.12 Compose short and simple spoken and written descriptive text about people, animal, and things by notice on the right social function, text structure, and language feature according to context.
- 4.13 Compose spoken and written text to state and ask past events by notice on the right social function, text structure, and language feature according to context.
- 4.14 Catch the meaning of short and simple spoken and written recount text about activity, event, and phenomenon.
- 4.15 Compose short and simple

spoken and written recount text about activity, event, and phenomenon by notice on the right social function, text structure, and language feature according to context.

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

Adapted from: PeraturanMenteriPendidikandanKebudayaanRepublik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah.

### 3. Bloom's Taxonomy

### **Original and Revised Bloom Taxonomy**

The original bloom's taxonomy was found by Benjamin S. Bloom an educational psychologist who did many research and development in thinking behaviors in learning process. Taxonomy is derived from two

words in Greek language, they are *tassein* and *nomos* means classification hierarchy over basic principle or rules. Bloom divided the purpose of education into three domains of intellectual behaviors, they are Affective, Cognitive and Psychomotor Domain. Bloom's taxonomy is often named by bloom's cognitive taxonomy because the cognitive domain often applies only to develop. Bloom as cited in Forehand (2011: 2) states the learning level of cognitive domain, they are: knowledge, comprehension, application, analysis, synthesis, and evaluation.

According Setiawati (2015: 27), the curriculum conductors conducted the purpose of curriculum according to book entitled Taxonomy of Educational Objectives by Benjamin Bloom which is published in 1956. They divided the purpose of the study into three domain, Cognitive, Affective, and Psychomotor domain. Cognitive refers to the knowledge domain. It is related to the learner's thinking. Affective refers to the emotional and values domain. It is related to the learner's attitude. And Psychomotor refers to the use of motoric creativity. It is related to the learner's skill. Here, the researcher reviewed more about Affective, Cognitive and Psychomotor domains which are related to this study. In my view, affective is related with emotional, cognitive is issues related to the ability to develop the ability of rational (reasonable) and psychomotor is related with skills or the ability to act after someone accepts a particular learning experience.

### 1. Affective Domain

Affective Domains Affective domain related to the learner's

attitude. This domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. Bloom as cited in O'neill, (2010: 3)Affective domains, it includes concepts such as Receiving ideas; Responding to ideas, phenomena; Valuing ideas, materials; Organization of ideas, values; characterization by value set (or to act consistently in accordance with values internalized). The following table shows the further explanation of affective domain:

Table 2.2 Affective Domain

	Category	Example and keywords
		(verb)
1.	Receiving Phenomena:	Examples: Listen to others
	Awareness, willingness to hear,	with respect. Listen for and
	selected attention.	remember the name of
		newly introduced people.
		Key Words: acknowledge,
		asks, attentive, courteous,
		dutiful, follows, gives,
		listens, understands
2.	Responds to Phenomena: Active	Examples: Participates in
	participation on the part of the	class discussions. Gives a
	learners. Attend and react to a	presentation. Questions new
	particular phenomenon. Learning	ideals, concepts, models, etc.
	outcomes may emphasize	in order to fully understand
	compliance in responding,	them. Know the safety rules
	willingness to respond, or	and practice them.
	satisfaction in responding	
	(motivation).	Key Words: answers, assists,
	36	

	aids, complies, conforms,
	discusses, greets, helps,
	labels, performs, presents,
	tells
3. Valuing: The worth or value a	Examples: Demonstrates
person attaches to a particular	belief in the democratic
object, phenomenon, or behavior.	process. Is sensitive towards
This ranges from simple	individual and cultural
acceptance to the more complex	differences (value diversity).
state of commitment. Valuing is	Shows the ability to solve
based on the internalization of a	problems. Proposes a plan to
set of specified values, while	social improvement and
clues to these values are	follows through with
expressed in the learner's overt	commitment. Informs
behavior and are often	management on matters that
identifiable.	one feels strongly about.
	Key Words: appreciates,
	cherish, treasure,
	demonstrates, initiates,
	invites, joins, justifies,
	proposes, respect, shares
4. Organization: Organizes values	Examples: Recognizes the
into priorities by contrasting	need for balance between
different values, resolving	freedom and responsible
conflicts between them, and	behavior. Explains the role
creating an unique value system.	of systematic planning in
The emphasis is on comparing,	solving problems. Accepts
relating, and synthesizing values.	professional ethical
	standards. Creates a life plan
	in harmony with abilities,

beliefs. interests, and Prioritizes time effectively to meet the needs of the organization, family, and self. Key Words: compares, relates, synthesizes Internalizes Values Examples: Shows self-(characterization): Has a value reliance when working independently. Cooperates in system that controls their behavior. The group activities (displays behavior pervasive, consistent, predictable, teamwork). Uses an and most important characteristic objective approach in problem solving. Displays a the learner. Instructional objectives are concerned with the professional commitment to student's general patterns of ethical practice on a daily adjustment basis. Revises judgments (personal, social, emotional). and changes behavior in light of new evidence. Values people for what they are, not how they look. Key Words: acts, discriminates, displays, modifies, influences, performs, qualifies, questions, revises, serves, solves, verifies

Taken from: Anderson, W. Krathwohl2001.A Taxonomy for Learning, Teaching, and Assessing: A Revision on Bloom's Taxonomy of Educational Objectives

# 2. Cognitive Domain

Cognitive domain in educational objectives makes reference to Bloom Taxonomy. Bloom Taxonomy is a concept thinking theory that was introduce by Benjamin S Bloom, an American psychologist (RetnoUtari: 2). Anderson as cited in Oneill (2015: 3) revised the cognitive domain in the learning taxonomy and made some changes. The most prominent changes are: 1) the names in the six categories from noun to verb forms, and 2) slightly rearranging them. The revised cognitive domain categories are: remember, understand, apply, analyze, evaluate, and create. The following picture shows the old version of Bloom's taxonomy conducted by Benjamin Bloom and the new version of Bloom's taxonomy conducted by Anderson:

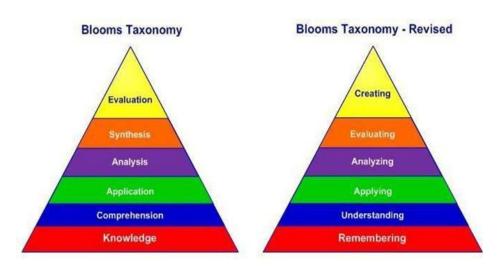


Figure 2.1 The new version of Bloom's taxonomy

In this study, the researcher used the new version of Bloom's taxonomy conducted by Anderson as her research theory, and the researcher reviewed more about it. The following table explains more

about the cognitive process dimension according to Anderson.

Table 2.3 the Cognitive process dimension

Categories and Alternative Names Definitions and Example				
Cognitive Process				
Remember – Retrieve relevant knowledge in long-term memory				
1.1 Recognizing	Identifying	Locating knowledge in long-		
		term memory that is		
		consistent with presented		
		material (e.g., Recognize the		
		dates of important events in		
		U.S. history)		
1.2 Recalling	Retrieving	Retrieving relevant		
		knowledge from long-term		
		memory (e.g., Recall the		
		dates of important events in		
		U.S history)		
2. Understand – Cor	nstruct meaning from in	structional messages, including		
oral, written, and	graphic communication			
2.1 Interpreting	Clarifying,	Changing from one form or		
	paraphrasing,	representation (e.g.,		
	representing,	numerical) to another (e.g.,		
	translating	verbal) (e.g., paraphrase		
		important speeches and		
2.2 Exemplifying	Illustrating,	documents)		
	instantiating	Finding a specific example or		
		illustration of concept or		
		principle (e.g., Give examples		
		of various artistic painting		
		styles		
2.3 Classifying	Categorizing,	Determining that something		
	subsuming	belongs to a category (e.g.,		

		concept or principle) (e.g.,
		classify observed or described
2.4 Summarizing	Abstracting,	cases of mental disorders)
	generalizing	Abstracting a general theme
		or major point (s) (e.g., write
		a short summary of the events
2.5 Inferring	Concluding,	portrayed on a videotape)
	extrapolating.	Drawing a logical conclusion
	Interpolating,	from presented information
	predicting	(e.g., In learning a foreign
		language, infer grammatical
2.6 Comparing	Contrasting,	principles from examples)
	mapping, matching	Detecting correspondences
		between two ideas, objects,
		and the like (e.g., compare
		historical events to
		contemporary situations)
2.7 Explaining	Constructing models	Constructing a cause-and-
		effect model of a system
		(e.g., explain the cause of
		important 18th century events
		in France)
3. Apply – Carry or	it or use a procedure in a	given situation
3.1 Executing	Carrying out	Applying a procedure to a
		familiar task (e.g., Divide one
		whole number by another
		whole number, both with
		multiple digits)
3.2 Implementing	Using	Applying a procedure to an
		unfamiliar task (e.g., use
		newton's second law in
L	1	

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

	T		
		as it is being implemented	
		(e.g., determine if a scientist's	
		conclusions follow from	
		observed data)	
5.2 Critiquing	Judging	Detecting inconsistencies	
		between a product and	
		external criteria, determining	
		whether a product has	
		external consistency;	
		detecting the appropriateness	
		of a procedure for a given	
		problem (e.g., judge which of	
		two methods is the best way	
		to solve a given problem)	
6. Create – Put elements together to form a coherent or functional whole;			
	ts into a new pattern or		
6.1 Generating	Hypothesizing	Coming up with alternative	
		hypotheses based on criteria	
		(e.g., generate hypotheses to	
		account for an observed	
		phenomenon)	
		Devising a procedure for	
6.2 Planning	Designing	accomplishing some task	
0.2 Flammig	Designing		
		(e.g., plan a research paper on	
		a given historical topic)	
		Inventing a product (e.g.,	
		build habitats for a specific	
6.3 Producing	Constructing	purpose)	

Taken from: Anderson, W. Krathwohl2001. *A Taxonomy for Learning, Teaching, and Assessing: A Revision on Bloom's Taxonomy of Educational Objectives.* 

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

Table 2.4 the cognitive domain action verbs

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

Susan M. Brookhart (2010:14) the higher order thinking skill in the revised Bloom's taxonomy looks like:

- Analyze level means breaking apart the information into the smaller ideas and determining the relation of those ideas.
- 2. Evaluate level includes checking and critiquing the value of material based

on criteria.

3. Create level involves generating, planning, and producing the new structure from the disparate elements.

Therefore, cognitive domain is familiar with the teachers" knowledge because it is the most commonly taught and assessed for accomplishing the educational objectives. The higher order thinking skill in Bloom's Taxonomy looks like analyze, evaluate, create and those all need students" critical thinking.

# 3. Psychomotor Domain

Table 2.5 The Psychomotor Domain procession

	Psychomotor Domain				
Level	Category	Description	<b>Example</b> of	Action verbs	
	or 'level'		activity or	which	
			demonstration	describe the	
			and evidence to	activity to be	
			be measured	trained or	
				measured at	
				each level	
	Perception	Awareness,	Use and/or	chooses,	
		the ability to	selection of	describes,	
		use sensory	senses to absorb	detects,	
		cues to guide	data for	differentiates,	
		physical	guiding	distinguishes,	
		activity. The	movement	feels, hears,	
		ability to use	Examples:	identifies,	
		sensory cues	Detects nonverbal	isolates,	
		to guide	communication	notices,	
		motor	cues. Estimate	observe,	
35					

	activity.	This	where a	recognizes,
	ranges	from	ball will land after	relates, see,
	sensory		it is	selects,
	stimulation,	,	thrown and then	separates,
	through	cue	moving	touches,
	selection,	to	to the correct	
	translation.		location to	
			catch the ball.	
			Adjusts	
			heat of stove to	
			correct	
			temperature by	
			smell and	
			taste of food.	
			Adjusts the	
			height of the forks	
			on a	
			forklift by	
			comparing	
			where the forks	
			are in	
			relation to the	
			pallet.	
			ental, physical or	
			emotional	
			preparation before	
			experience or task	
t	adiness,	a	amples: Knows	anges, begins,
	learner's		and acts upon a	displays,
	readiness to	act.	sequence of steps	explains, gets
	Readiness to	o act.	in a	set, moves,

	It includes	manufacturing	prepares,
	mental,	process.	proceeds,
	physical, and	Recognize one's	reacts, shows,
	emotional sets.	abilities and	states,
	These three sets	limitations.	volunteers,
	are dispositions	Shows desire to	responds,
	that	learn a new	starts,
	predetermine a	process	
	person's	(motivation).	
	response to	NOTE: This	
	different	subdivision of	
	situations	Psychomotor is	
	(sometimes	closely related	
	called mindsets).	with the	
		"Responding to	
		phenomena"	
		subdivision of the	
		Affective. "By the	
		end of the	
		physical	
		education	
		program, students	
		will be able to	
		demonstrate the	
		proper stance for	
		batting a ball."	
ided	tempt. The early	itate or follow	embles,
Response	stages in	instruction, trial	builds,
	learning a	and error.	calibrates,
	complex skill	Examples:	constructs,
	that includes	Performs a	copies,

	imitation and	mathematical	dismantles,
	trial and error.	equation as	displays,
	Adequacy of	demonstrated.	dissects,
	performance is	Follows	fastens, fixes,
	achieved by	instructions to	follows,
	practicing.	build a model.	grinds, heats,
		Responds hand	imitates,
	sic proficiency,	signals of	manipulates,
	the ability to	instructor while	measures,
	perform a	learning to	mends,
	complex motor	operate a forklift.	mixes, reacts,
	skill.	y the end of the	reproduces,
		physical	responds
		education	sketches,
		program, students	traces, tries.
		will be able to	
		perform a golf	
		swing as	
		demonstrated by	
		the instructor."	
echanism	is is the	mpetently respond	sembles,
	intermediate	to stimulus for	builds,
	stage in learning	action Examples:	calibrates,
	a complex skill.	Use a personal	completes,
	Learned	computer. Repair	constructs,
	responses have	a leaking faucet.	dismantles,
	become habitual	Drive a car. "By	displays,
	and the	the end of the	fastens, fixes,
	movements can	biology program,	grinds, heats,
	be performed	students will be	makes,
	with some	able to assemble	manipulates,

	confidence and	laboratory	measures,
	proficiency.	equipment	mends,
		appropriate for	mixes,
		experiments."	organizes,
			performs,
			shapes,
			sketches.
mplex or	pert proficiency,	ecute a complex	embles,
Overt	the intermediate	process with	builds,
Response	stage of learning	expertise	calibrates,
	a complex skill.	Examples:	constructs,
	The skillful	Maneuvers a car	coordinates,
	performance of	into a tight	demonstrates,
	motor acts that	parallel parking	dismantles,
	involve complex	spot. Operates a	displays,
	movement	computer quickly	dissects,
	patterns.	and accurately.	fastens, fixes,
	Proficiency is	Displays	grinds, heats,
	indicated by a	competence while	manipulates,
	quick, accurate,	playing the piano.	measures,
	and highly	"By the end of the	mends,
	coordinated	industrial	mixes,
	performance,	education	organizes,
	requiring a	program, students	sketches.
	minimum of	will be able to	NOTE: The
	energy. This	demonstrate	key words
	category	proper use of	are the same
	includes	woodworking	as
	performing	tools to high	Mechanism,
	without	school students."	but will have
	hesitation, and		adverbs or

	automatic		adjectives
	performance.		that indicate
	For example,		that the
	players are often		performance
	utter sounds of		is quicker,
	satisfaction or		better, more
	expletives as		accurate, etc.
	soon as they hit		
	a tennis ball or		
	throw a football,		
	because they can		
	tell by the feel		
	of the act what		
	the result will		
	produce.		
aptation	aptable	ter response to	lapts, adjusts,
	proficiency, a	reliably meet	alters,
	learner's ability	varying	changes,
	to modify motor	challenges	integrates,
	skills to fit a	Examples:	rearranges,
	new situation.	Responds	reorganizes,
	Skills are well	effectively to	revises,
	developed and	unexpected	solves,
	the individual	experiences.	varies.
	can modify	Modifies	
	movement	instruction to	
	patterns to fit	meet the needs of	
	special	the learners.	
	requirements.	Perform a task	
		with a machine	
		that it was not	

		originally	
		intended to do	
		(machine is not	
		damaged and	
		there is no danger	
		in performing the	
		new task). "By	
		the end of the	
		industrial	
		education	
		program, students	
		will be able to	
		adapt their	
		lessons on	
		woodworking	
		skills for disabled	
		students."	
igination	eative	velop and execute	anges, builds,
	proficiency, a	new integrated	combines,
	learner's ability	responses and	composes,
	to create new	activities	constructs,
	movement	Examples:	creates,
	patterns.	Constructs a new	designs,
	Creating new	theory. Develops	formulates,
	movement	a new and	initiate,
	patterns to fit a	comprehensive	makes,
	particular	training	modifies,
	situation or	programming.	originates,
	specific	Creates a new	redesigns,
	problem.	gymnastic	troubleshoots
	Learning	routine.	•

outcomes		
emphasize		
creativity based		
upon highly		
developed skills.		
	emphasize creativity based upon highly	emphasize creativity based upon highly

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

#### 4. Textbook

#### a. Definition of Textbook

There are some definitions of textbook. Simply, a textbook is a book which contains some information to be read by the student or people. Buckingham in tarigan (2013: 5) stated textbook is a learning media which is used in schools and colleges to support a teaching program. Tarigan (2015: 15) stated 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. Richard claims that textbooks are a key component in most language program. That is the majority of teacher in country, which learn as foreign language, use it as guidance in teaching. "Textbook provides the basis for the content of the lesson, the balance of the skill taught and the kind of language practice the student take part in".

According to Thomson (2000: 175) English textbook is a stimulus or instrument for teaching and learning. A teacher usually uses some media to make easier in explaining the teaching materials. One media

which is ordinarily uses is a textbook. The textbook is easy to buy, to carry and to study. Even though, there are many kinds of media rivaling the printed materials of communication, the textbook remains the major source in school. It is a book giving instruction in an English subject, used especially in schools. Sitepu (2012: 12), points out that textbook is all book used in the teaching and learning process, including working book, modules, and reference book. In my opinion, textbook is a learning tool that is used in schools and colleges to support a teaching program.

From the definition above described by expert, the conclusion is that a textbook is a certain textbook of the students which are appropriates with standard curriculum and arranged to measure the student's comprehension in understanding the materials that have been taught by the teacher in the classroom.

### b. Function of Textbook

Textbook has function for student as manual instructor in studying and for the teacher as direction to teach a lesson. Thomson (2000: 176) said the textbook has many functions, as follows:

#### 1) Individualization of instruction

A textbook helps students to individualize instruction by enabling them to proceed at their own rate and to a limited extent, according to what they are interested in studying.

# 2) Organization of instruction

A textbook helps students to organize instruction by providing

experiences, suggested activities, recommended reading and question. Written textbook give unity to classroom interaction and are graded to introduce new concepts or contents they build upon what has preceded.

### 3) Tutorial Contribution

A teacher often uses the textbook to help students learn how to read better, to study, to weigh evidence, and to solve problems.

# 4) Improvement of Teaching

A textbook is also regarded as a helpful utility which is used by teachers to improve their skills in teaching.

From the explanation above, except help to easy for learning process, textbook is a kind of visual aid in teaching learning process. It means that the function of a textbook is actually as one of the visual aids by teachers, when they are teach and explain the teaching materials. Besides, it also helps the students in getting a better understanding of the materials given by teacher.

### c. Benefit of Textbook

Textbook has many benefits, and according to Weddel (2009:

- 3). Those 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.

#### d. Roles of Textbook

The textbook has notable role in learning activities. According to Cunningswort (1995: 7) summarizes the role of materials, particularly course books in language teaching as:

- a. A resource for presentation materials (spoken and written)
- b. A source of activities for learner practice and communicative interaction
- c. A reference source for learners on grammar, vocabulary, pronunciation, and so forth
- d. A source of stimulation and ideas for classroom activities
- e. A syllabus where it reflects learning objectives that have already been determined
- f. A support for less experienced teachers who have yet to gain in confidence.

### e. Criteria of Good Textbook

Textbook is one of the important media of teaching and learning activity in the classroom so it must have a good quality. To

know how a textbook is categorized in a good quality, the researcher provides some criteria from the experts. Tarigan (1993: 143) have made the way to arrange the textbook with 10 criteria. Good textbook has certain qualities, they are:

- a. The textbook must be interesting and attractive toward the learners. So, they will be interested in using textbooks.
- b. The textbook must be able to motivate the learners
- c. The contents of textbook must be illustrative
- d. The textbook should consider the linguistic aspect. So, it will be suitable with the learner's ability the contents of textbook must be related to the other branch of science.
- e. The textbook must stimulate the personal activity of the learners
- f. The contents of textbook must be clear in written to avoid the children to be confused in using textbook
- g. The textbook must have the clear point of view because it will be the learner's point of view.
- h. The textbook must be able to give the balance and emphasis on the value of the learners.
- The textbook must be able to respect to the differences of the individual.

Cunningsworth (1995:15) lists for main guidelines to help evaluate the course book. Course book is another term for textbook.

The lists of main guidelines are as to follows:

- a. Course book should correspond to learner's need. They should match he aim and objectives of language learning program. Cunningsworth suggests that the goal of the course should be laid out first and that a course book which is matches the goal of your course should come second. Another important point is that you should look to self if the content matches the student's need as well.
- b. Course book should reflect the uses (present of future) which learners will use the language. Select course book which will help to equip students to use language effectively for their own purposes.
   Things to look for here include authentic materials, realistic situation, and activities that will help develop communicative skill and strategies.
- c. Course book should take student's need as learners and should facilitate their learning process without dogmatically imposing a rigid "method". Cunningsworth believes that the students can get benefit from being allowed to use their own style to learn. For example, some students are visual learners, while others are aural learners. Students also need to be challenged as it will help to motivate the students. Things to lock for in the book include: quizzes, variety of topic, and activity, lively and interesting presentation of the book and self-checklists.
- d. Course books should have a clear role as support for learning. Like

teachers, they mediate between the target language and learner. The activities should promote fluency and accuracy at a level that is appropriate for your learners. The course book should also support the teacher by providing a teaching methodology or an approach to learning as well as suggestions on how to use the material.

# f. Advantage and Disadvantage Textbook

# a. Advantage

Richard (2001:254) explains the principal advantages of using textbook: (a) They are provide structure and syllabus for a program. Without textbooks a program may have no central core and learners may not receive a syllabus that has been systematically planned and developed. (b) They help standardize instruction. The use of textbooks in a program can ensure that the students in different classes receive similar content and therefore can be tested in the same way. 14 (c) They maintain quality. If a good developed textbook is used students are exposed to materials that have been tried and tested, that are based on sound learning principles, and that are paced appropriately. (d) They provide a variety of learning resources. Textbook are often accompanied by workbooks, CDs and cassettes, videos, CD ROMs, and comprehensive teaching guides, providing in rich and varied resource for teachers and learners. (e) They are efficient. They save teachers' time, enabling teachers to devote time to teaching rather than material's product. (f) They can provide effective language models and input. Textbook can provide support for teachers whose first language is not English and who may not be able to generate accurate language input on their own. (g) They can train teachers. If teachers have limited teaching experience, a textbook together with the teachers" manual can serve as a medium of initial teacher training. (h) They are visually appealing. Commercial textbooks usually have high standards of design and production and hence are appealing to learners and teachers.

### b. Disadvantage

Richard (2001:256) states that textbook has some disadvantages such as:

- They contain inauthentic language since text, dialogs and other aspects of content tend to be specially written incorporate teaching points and are often not representative of real language use.
- 2) They distort content. Textbook often presenting on idealized view of the world and fail to represent real issued. In order to make textbooks acceptable in many different contexts, controversial topics are availed.
- 3) They do not reflect the student" need. Since textbook are often written for global markets they often do not reflect the interests and needs of students and hence may require adaptation

- 4) They can deskill teacher. If teachers use textbook as rage primary source of their teaching leaving textbook and teacher's manual to make the major instruction decision for them the teacher's role can become reduce to that of a technician whose primarily function is to present materials prepared by others.
- 5) They are expensive. Textbook represent a financial burden for students many parts of the world.

Knowing the weakness of textbook, teacher may follow the steps to be taken that are recommended by Callahan and Clark (1982: 391). They are as follows: (1) become familiar with the textbook before using it (2) use the textbook in your planning as a source of structure but do not make yourself become chained with the book (3) use the text as only one of many materials and activities.

# **B.** Previous Study

Related to the present study, the researcher needed to review previous studies of similar topic in order to find out the similarities and differences between the previous studies and this study. There were several researchers who conducted the similar research. The researcher takes two thesis and one journal articles related to this research.

This research was conducted by Ratih Heriati. With title "The Analysis of Think Globally Act Locally's Book And Its Relevance To 2013 English Curriculum". The researcher conducted the analysis of textbook based

on theory of Bloom's Taxonomy Level which has three domains and applied in 2013 curriculum in order to more focus on it relevancy with materials in the textbook. The similarity is same method and the different are use a different book also use all the domains.

The second research Dian Setiawati. With title "Content Analysis Of Student Book "When English Rings A Bell" For Grade VIII Junior High School". This research has purpose in this research classified based on the basic competence three as the cognitive domain and basic competence four as the psychomotor domain. The similarities are same method also textbook and the different is the textbook that I used is a new version 2017

The third international journal from yaumilizafitri with the title "The implementation of cognitive, affective, psychomotor assessment of the tenth grade of SMAN 1 Solok Selatan. This research is about implementation of cognitive, affective, and psychomotor assessment at the tenth grade of SMAN 1 Solok Selatan. The purpose of this research is to know what are the levels of cognitive, affective, and psychomotor assessment at the tenth grade of SMAN 1 Solok Selatan. The similarity is same method and the different is object and the way of researching.

The last journal from Nik Zulkarnaen Khidzir, KhairulAzhar Mat Daud, and Mohd Asrul Hery Ibrahim with title "The Relationship among Student's Domain of Learning Development Implementing Virtual Learning in Higher Learning Institution'. This study empirically establishes the significant relationship among three domains of learning (cognitive, psychomotor and affective) for the implementation of VLEs in HLIs.

Literatures highlight several evidences about the evolution of VLEs, technology involved and its implementation in HLI. The similarity is method and the different is object.

#### **BAB III**

### RESEARCH METHODOLOGY

#### A. Research Design

This research method is qualitative, used the descriptive analytical study which describe and elaborated the data followed by analyzing. Tohirin (2016: 3) said qualitative research focused on the way people make sense from their experience and where they live around. In education studies, qualitative research can be used to research anything about teaching learning activities. Sugiyono (2013: 306) 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.

This research conducted by using content analysis because the data that were collected came from the textbooks. According to Krippendorff (2004: 37), "Content analysis is a research technique for making replicable and valid inferences from texts (printed matter, recorded speech, visual communications, works of art, artifacts) or other meaningful matter to the contexts of their use". In this research, the researcher used book as her subject of study and did the analysis with break down the materials in the book into three categories, Affective, Cognitive and Psychomotor domains and examine them with relational analysis to Core and Basic competences of the 2013 curriculum.

#### **B.** Data and Data Resource

The object of this study was English student book for second grades of junior high school entitled "when English rings a bell" which is published by ministry of education and culture of Indonesia. The writers of this textbook are the team from ministry of education and culture of Indonesia. This book written based on 2013 curriculum. The book itself consists of 226 pages and 13 chapters. The data in this research consists of the materials from the textbook of "When English Rings a Bell" for second graders published by the ministry of educational and culture of Indonesia.

### C. Technique of Collecting Data

There are two techniques for collecting the data in this research, observation and document review.

# 1. Observation

Observation is a complex process, a process that arranged from various biological and psychological processes. Two of them which are the most important are observation and remembrance processes Sugiyono (2010: 203). The data from this study were collected through several steps of observation. First, the researcher read and observed the content of the textbook thoroughly. Second, the researcher compared the content of the textbook with the 2013 Curriculum in terms of affective domain. Third, the researcher compared the content of the textbook with the 2013 Curriculum in terms of cognitive domain. Fourth, the researcher compared the content of the text book with the Curriculum 2013 in terms of psychomotor domain. The researcher used the tables of observation checklist as the observation instrument, this table modified from *Instrumen Penilaian Buku Teks Pelajaran* 

Bahasa Inggris Tahun 2014 BSNP. As stated by Alavinia and Siyadat (2013: 154), one of the research instruments in content analysis is checklist. There are three kinds of observation checklist; The first is observation checklist to observe the relevance between the materials in the book and the affective aspect in basic competence two of the 2013 English curriculum. In this checklist, there is a table consisted of two columns. The first column is the Basic Competence two of 2013 Curriculum. This column is split into two columns which contain basic competence and materials according to the syllabus. Second column is the materials in textbook entitled "When English Rings a Bell". This column is split into three columns consist of the example of materials which are suitable with the materials in the basic competence two, the page where the materials are written, and checklist of the relevance between the materials and the basic competence and topic.

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

The third observation checklist is to observe the relevance between the materials in the book and the psychomotor aspect in basic competence four of the

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

#### 2. Document Review

In this research, the researcher used documentation to collect data. Arikunto (2000: 236) says that documentation is used to investigate written document such as notes, transcripts, book, magazine, newspapers, etc. this research used one document, textbook of "When English Rings a Bell" for second graders published by the ministry of educational and culture of Indonesia. By using this textbook the researcher wanted the data from this study were collected through several steps of observation. First, the researcher read and observed the content of the textbook thoroughly. Second, the researcher compared the content of the textbook with the 2013 Curriculum in terms of affective, cognitive and psychomotor domain.

#### D. Technique of Analysis Data

In this research, the researcher analyzed the data from the textbook "when English rings a bell" for second graders published by The Ministry of Educational and Culture of Indonesia using revised bloom taxonomy.

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:

- Reading is the first step of collecting data. The researcher read the textbook
   "when English rings a bell" for second grade of junior high school published by
   The Ministry of Educational and Culture of Indonesia to know the materials
   should be analyze.
- Classifying the materials in the textbooks into the basic competence, basic competence three as the cognitive domain and basic competence four as the psychomotor domain.
- 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 the 2013Curriculum.
- 4. Identifying the differences and similarities between the materials in the textbook with those are suggested by Core and Basic Competence of the 2013 curriculum and the Affective, Cognitive and Psychomotor domains of learning.
- Evaluating the materials in the textbook to find out its relevancy with the
   Core and Basic Competences of the 2013curriculum.

There are three kinds of checklist that will be applied to answer the research questions. First, the checklist was used to analyze the relevance of the materials with the affective aspects which are contained in the 2013 English Basic Competence. Second the checklist was used to analyze the relevance of the

materials with the cognitive aspects which are contained in the 2013 English Basic Competence. Third, the checklist was used to analyze the relevance of the materials with the psychomotor aspects which are contained in the 2013 English Basic Competence.

To give the conformity of the relevance of the textbook which will be analyzed the researcher give the indicator of the relevance. The indicators which will be used to analyze are the relevance of the materials based on Basic Competence in the 2013 Curriculum. The relevance conformity is based on the PermenNomor 2 Tahun 2008 Buku 8, Permen 11 Tahun 2005 (PusatPerbukuan, 2005 Mukhlis 2010: 357-362). The indicator as followings:

# Relevant materials X 100% Total materials

- a Category "**Poor**" will be given if the relevance of the materials (concepts, principles, procedures, examples, and exercises) in the textbook based on the basic competence in curriculum 2013 achieve the range of fulfillment score 0-25%.
- b. Category "**Sufficient**" will be given if the relevance of the materials (concepts, principles, procedures, examples, and exercises) in the textbook based on the basic competence in curriculum 2013 achieved the range of fulfillment score26-50%.
- c. Category "Fair" will be given if the relevance of the materials (concepts, principles, procedures, examples, and exercises) in the textbook based on the

basic competence in curriculum 2013 achieved the range of fulfillment score 51-75%.

d. Category "Good" will be given if the relevance of the materials (concepts, principles, procedures, examples, and exercises) in the textbook based on the basic competence in curriculum 2013 achieved the range of fulfillment score76-100%.

The conformity of the relevance of the result of data will give to the textbook. The total indicator has been met the total number of the category. Then, it was multiplied by 100% to achieve the sum points. According to framework above, the researcher present the technique of analysis;

Text book analysis English student book Core and Basic entitled "when English Competence of 2013 rings a bell" for Grade Curriculum VIII junior HighSchool Affective Domain CognitiveDomain Psychomotor Domain Content Analysis useDescriptive Qualitative Research Design The relevance between the materials In the textbook with Main and Basic competences of the 2013 Curriculum in terms of Affective, Cognitive and Psychomotor domains. Discussion

Figure 3.1 framework technique of Analysis

Conclusion

#### E. The trustworthiness of the data

This study uses a non-test instrument that collects data so there is no need to standardize the instrument, just content validity.

#### 1) Content Validity

Content validity show the ability of the research instrument in exposing or represent all the contents to be measured. Testing the validity of the contents of the instrument in this study used experts' judgment. Researchers asked for help from lecturers in the Primary School Teacher Education (PGSD) department, especially Pedagogic Expert lecturers, as well as thesis supervisors to examine whether the instrument material was in accordance with the concept to be measured. Testing the validity of the contents of the instrument by means of experts' judgment is through examining the grid, especially its suitability with the research objectives and question items.

After expert judgment was carried out, the instrument was tested instead of the research sample. This is in accordance with Sugiyono (2010: 183) which states "To test the validity of further instrument items, after consultation with experts, then they are tested, and analyzed by item analysis or different tests."

This research is a new study made by the researcher, to get valid data researchers conducted expert tests (Expert Judgment). After consultation with the advisor to conduct research trials, next test the validity and reliability of the instrument by Expert Consultation (Expert Judgment). The statements that have been compiled are later consulted with lecturers or experts (Expert Judgment) to minimize the level of weakness and error of the instruments that have been

made by researchers. Based on the advice of the supervisor, the researcher conducted an expert test to Miss. Maria Wulandari, M.P

#### **CHAPTER IV**

#### RESEARCH FINDING AND DISCUSSION

#### A. Research Findings

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

Because the researcher just analyzed the relevance of textbook materials with cognitive and psychomotor domains, the researcher concerned on the basic competence three and four. The researcher used Bloom's Taxonomy as my comparison tool. The researcher compared the instruction of each material in the book with the Bloom's Taxonomy action verbs of Cognitive and Psychomotor domains. At first, the researcher divided the materials in the book according to sub-basic competence three and four. Then, the researcher compared the instruction of each material with Bloom's Taxonomy action verbs and decided whether it was relevant, partly relevant, or irrelevant with them. The researcher used checklist to analyze the data found. The researcher marked the materials exist in the textbook with  $(\sqrt)$ , and (-) for the materials required that do not exist in the textbook based on the sub-basic competences three and four and the topic. Then, the researcher interpreted the analysis by giving my own opinions.

Before the researcher analyzed the relevance between the materials in the textbook with the cognitive and psychomotor domains, the researcher divided the materials in the book according to the chapters and the basic competence three and four. There are 13 chapters in the textbooks, 31 sub-basic competences of basic competence three, and 31 sub-basic competences of basic competence 4. Here, the researcher matched the materials in the book with the sub-basic competences three and four. This is the result:

#### 1. Chapter 1

Chapter 1 of this book is entitled "It's English Time". This chapter is found on page 2 until page 18. This chapter has 4 materials to be learnt by the students. After the researcher analyzed the materials, the researcher decided that the materials written in this chapter are suitable with the basic competence 3.1 and 4.1 and the researcher broke to sub-basic competence as follows:

Table 4.1 The Result of Matched the Materials with the Sub-basic Competence 3 and 4

Basic Competence	Sub basic competence	Material
3.1 Text structure and	3.1.1which contains spoken	Gaining attention
language feature to	text for gaining attention in	expression
implement the social	terms of expressions and	
function of gaining	responses, sub-basic	
attention, checking	competence.	
understanding, giving	3.1.2 which contains spoken	Checking understanding
compliment, and asking and	text for checking understanding	expression
giving opinion expressions	in terms of expressions and	
and responses according to	responses	
context	3.1.3 which contains spoken	
	text for giving compliment in	
	terms of expressions and	
	responses	

	3.1.4 which contains spoken	Giving and asking
	text for asking and giving	opinion.
	opinion in terms of expressions	
	and responses	
4.1 Composing simple	4.1.1 that contains instruction	Gaining attention
spoken text to express and	to compose simple spoken text	expression
respond gaining attention,	to express and respond gaining	
checking understanding, and	attention expression	
giving complement	4.1.2 that contains instruction	Checking understanding
expression by notice on the	to compose simple spoken text	expression
right social function, text	to express and respond	
structure, and language	checking understanding	
feature according to context	expression, and sub-basic	
	competence	
	4.1.3 that contains instruction	Giving and asking
	to compose simple spoken text	opinion.
	to express and respond giving	
	compliment expression	
	4.2.1 the instruction to	Giving and asking
	compose simple spoken text to	opinion.
	express and respond giving	
	opinion	

Chapter 2 entitled "we can do it, and we will do it". This chapter is found on page 19 until page 32. This chapter has 2 materials to be learnt by the students. After the researcher analyzed the materials, the researcher decided that the materials written in the book are suitable with the basic competence 3.2 and 4.2 and the researcher broke to sub-basic

competence as follows:

Table 4.2 The Result of Matched the Materials with the Sub-basic Competence 3 and 4

Basic Competence	Sub basic competence	Material
3.2 Text structure and	3.2.1 spoken and written text	Stating and asking
language feature to	for stating and asking ability	someone's ability
implement the social	use modal can	
function of stating and	3.2.2 spoken and written text	Stating and asking
asking ability and	for stating and asking for	someone's willingness
willingness according to	willingness use modal will	
context		
4.2 Composing spoken and	4.2.1 that contains the	Stating and asking
written text to state and ask	instruction to compose written	someone's ability
for ability and willingness	and spoken text for stating and	
to do something by notice	asking someone's ability	
on the right social function,	4.2.2 the instruction to	Stating and asking
text structure, and language	compose written and spoken	someone's willingness
feature according to context	text for stating and asking	
	someone's willingness to do	
	something	

#### 3. Chapter 3

Chapter 3 entitled "we know what to do". This chapter is found on page 33 until page 44. This chapter has 2 materials to be learnt by the students. After the researcher analyzed the materials, the researcher decided that the materials written in the book are suitable with the basic competence 3.3 and 4.3 and the researcher broke to sub-basic competence as follows:

Table 4.3 The Result of Matched the Materials with the Sub-basic Competence 3 and 4

Basic Competence	Sub basic competence	Material
3.3 Apply the text structure	3.3.1 is about spoken and	Spoken and written about
and language feature to	written text for giving	requirement
implement the social	requirement according with	
function of asking	context	
information of giving	3.3.2 is about is about spoken	Spoken and written about
requirement, prohibition,	and written text for giving	giving prohibition
and appeal according to	prohibition according with	
context	context	
	3.3.3 is about spoken and	Spoken and written about
	written text for giving appeal	giving appeal
	according with context	
4.3 The instruction to	4.3.1 is about Compose simple	Spoken and written about
compose written and	text spoken and written for	requirement
spoken text giving and ask	giving requirement according	
for information related to	with context	
necessity, prohibition, and	4.3.2 is about Compose simple	Spoken and written about
appeal, with pay attention	text spoken and written for	giving prohibition
social function, text	giving prohibition according	
structure, and linguistic	with context	
elements correct and	4.3.3 is about Compose simple	Spoken and written about
according to context	text spoken and written for	giving appeal
	giving appeal according with	
	context	

Chapter 4 entitled "Come to my birthday, please!". This chapter is found on page 45 until page 64. There are four materials written in this chapter will be learned by the student. After

the researcher analyzed the materials, the researcher decided that the materials written in the book are suitable with the basic competence 3.4 and 4.4 and the researcher broke to sub-basic competence as follows:

Table 4.4 The Result of Matched the Materials with the Sub-basic Competence 3 and 4

Basic Competence	Sub Basic Competence	Materials
3.4 is about text structure	3.4.1 which contains spoken	Giving and responding to
and language feature to	and written text for giving	instructions
implement the social	instruction in terms of	
function of giving	expressions and responses	
instruction, giving	3.4.2 which contains spoken	Giving and responding to
invitation, giving	and written text for giving	invitation
prohibition, asking for	invitation in terms of	
permission expressions and	expressions and responses	
responses according to	3.4.3 which contains spoken	Giving and responding to
context	and written text for giving	prohibition
	prohibition in terms of	
	expressions and responses	
	according to context	
	3.4.4 spoken and written text	Asking for permission
	for asking and giving	
	permission in terms of	
	expressions and responses	
4.4 is about compose	4.4.1 which contains	Giving and responding to
simple spoken and written	instruction to compose simple	instructions
text to state, ask, and	written and spoken text to	
respond giving instruction,	state, ask, and respond giving	
giving invitation, giving	instruction expression	
prohibition, asking for	4.4.2 which contains	Giving and responding to

permission expression by	instruction to compose simple	invitation
notice on the right social	written and spoken text to	
function, text structure, and	state, ask, and respond giving	
language feature according	invitation expression	
to context	4.4.3 which contains	Giving and responding to
	instruction to compose simple	prohibition
	written and spoken text to	
	state, ask, and respond giving	
	prohibition expression	
	4.4.4 which contains	Asking for permission
	instruction to compose simple	
	written and spoken text to	
	state, ask, and respond asking	
	for permission expression	

Chapter 5 entitled "I'm so happy for you!". This chapter is found on page 65 until page 74. This chapter has 1 material to be learnt by the student. After the researcher analyzed the materials, the researcher decided that the materials written in the book are suitable with the basic competence 3.5 and 4.5 and the researcher broke to sub-basic competence as follows:

Table 4.5 The Result of Matched the Materials with the Sub-basic Competence 3 and 4

Basic Competence	Sub Basic Competence	Material
3.5 is about compere	3.5.1 is about written text in	making greeting card
functions social, text	terms of making greeting card	
structure, and language	in a special day according to	
feature to implement the	context	
social function of making		
greeting card in special day		

according to the context		
4.5 is about compose	4.5.1 is about the instruction to	
written text in the forms of	compose written text in forms	
simple special greeting card	of very short and simple	
by notice on the right social	greeting card according to	
function, text structure, and	context	
language feature according		
to context		

Chapter 6 entitled "Our busy roads". This chapter is found on page 75 until page 84. This chapter has three materials to be learnt by the student. After the researcher analyzed the materials, the researcher decided that the materials in the chapter are suitable with basic competence 3.6 and 4.6 and the researcher broke to sub-basic competence as follows:

Table 4.6 The Result of Matched the Materials with the Sub-basic Competence 3 and 4

Basic Competence	Sub Basic Competence	Material
3.6 is about apply the text	3.6.1 is about spoken and	show the existence of
structure and language	written text for stating and	people
feature to implement the	asking the amount and	
social function of stating	character comparison of people	
and asking the amount and	3.6.2 is about spoken and	show the existence of
character comparison of	written text for stating and	animal
people, animal, and things	asking the amount and	
according to context	character comparison of animal	
	3.6.3 is about spoken and	show the existence of
	written text for stating and	thing
	asking the amount and	
	character comparison of things	

4.6 is about composing	4.6.1 which contains the	show the existence of
spoken and written text to	instruction to compose spoken	people
state and ask for amount	and written text to state and ask	
and character comparison	for amount and character	
of people, animal, and	comparison of people	
things by notice on the	4.6.2 which contains the	show the existence of
right social function, text	instruction to compose spoken	animal
structure, and language	and written text to state and ask	
feature according to context	for amount and character	
	comparison of animal	
	4.6.3 which contains the	show the existence of
	instruction to compose spoken	thing
	and written text to state and ask	
	for amount and character	
	comparison of things	

Chapter 7 entitled "My uncle is a zookeeper". This chapter is found on page 85 until page 100. This chapter has 2 materials to be learnt by the student that will be learned by the students. After the researcher analyzed the materials, the researcher decided that the materials in this chapter are suitable with basic competence 3.7 and 4.7 and the researcher broke to sub-basic competence as follows:

Table 4.7 The Result of Matched the Materials with the Sub-basic Competence 3 and 4

Basic Competence	Sub Basic Competence	Material
3.7 is about text structure	3.7.1 is about spoken text for	to communicate states and
and language feature to	stating and asking routine	events that happen
implement the social	activity or general truth events	routinely in order to
function of stating and		appreciate the nature, show

asking routine activity or		their pride of something,
general truth according to		and give good and bad
context, basic competence		sample
	3.7.2 is about the instruction to	to communicate states and
	compose written text to state	events that general truths
	and ask for routine activity or	in order to appreciate the
	general truth	nature, show their pride of
		something, and give good
		and bad sample
4.7 is about compose	4.7.1 about the instruction to	to communicate states and
spoken and written text to	compose spoken text to state	events that happen
state and ask for routine	and ask for routine activity or	routinely in order to
events or general truth by	general truth	appreciate the nature, show
notice on the right social		their pride of something,
function, text structure, and		and give good and bad
language feature according		sample
to context.	4.7.2 is about the instruction to	to communicate states and
	compose written text to state	events that general truths
	and ask for routine activity or	in order to appreciate the
	general truth	nature, show their pride of
		something, and give good
		and bad sample

Chapter 8 entitled "What are you doing?". This chapter is found on page 101 until page 118. This chapter has 1 material to be learnt by the student, the material is about to communicate states and events in progress to share information with others. After the researcher analyzed the materials, the researcher decided that the materials in this chapter are suitable with basic competence 3.8 and 4.8. the researcher broke to sub-basic

competence as follows:

Table 4.8 The Result of Matched the Materials with the Sub-basic Competence 3 and 4

Basic Competence	Sub Basic Competence	Material		
3.8 is about apply the text	3.8.1 is about spoken text to	to communicate states and		
and structure and language	state and ask something that	events in progress to share		
feature to implement the	happens right now	information with others		
social function of stating	3.8.2 is about written text to	To communicate about the		
and asking event that	ask and state something that	information event		
happens right now	happens right now happening right now			
according to context				
4.8 is about compose	4.8.1 is about the instruction to	to communicate states and		
spoken and written text to	compose spoken and written events in progress to sh			
state and ask about event	text to state and ask for event information with other			
that happens right now by	that happens right now			
notice on the right social	4.8.2 is about the instruction to	To communicate about the		
function, text structure, and	compose spoken and written	information event		
language feature according	text to state and ask for event	happening right now		
to context	that happens right now			

## 9. Chapter 9

Chapter 9 entitled "Bigger is not always better". This chapter is found on page 119 until page 140. In this chapter, the students will learn about three materials. After the researcher analyzed the materials, the researcher decided that the materials written in this chapter is suitable with basic competence 3.9 and 4.9 and the researcher broke to sub-basic competence as follows:

Table 4.9 The Result of Matched the Materials with the Sub-basic Competence 3 and 4  $\,$ 

Sub Basic Competence	Material		
3.9.1 which contains spoken	amount and character		
and written text for stating and	comparison of people		
asking the amount and			
character comparison of people			
3.9.2 which contains spoken	amount and character		
and written text for stating and	comparison of animal		
asking the amount and			
character comparison of animal			
3.9.3 which contains spoken	amount and character		
and written text for stating and	comparison of thing		
asking the amount and			
character comparison of things			
4.9.1 which contains the	amount and character		
instruction to compose spoken	comparison of people		
and written text to state and ask			
for amount and character			
comparison of people			
4.9.2 which contains the	amount and character		
instruction to compose spoken	comparison of animal		
and written text to state and ask			
for amount and character			
comparison of animal			
4.9.3 which contains the	amount and character		
instruction to compose spoken	comparison of thing		
and written text to state and ask			
for amount and character			
comparison of things			
	3.9.1 which contains spoken and written text for stating and asking the amount and character comparison of people 3.9.2 which contains spoken and written text for stating and asking the amount and character comparison of animal 3.9.3 which contains spoken and written text for stating and asking the amount and character comparison of things 4.9.1 which contains the instruction to compose spoken and written text to state and ask for amount and character comparison of people 4.9.2 which contains the instruction to compose spoken and written text to state and ask for amount and character comparison of animal 4.9.3 which contains the instruction to compose spoken and written text to state and ask for amount and character comparison of animal 4.9.3 which contains the instruction to compose spoken and written text to state and ask for amount and character comparison of animal 4.9.3 which contains the instruction to compose spoken and written text to state and ask for amount and character		

Chapter 10 entitled "When I was a child". This chapter is found on page 141 until page 166. This chapter has 2 materials to be learned by the student. After the researcher analyzed the materials written in this chapter, the researcher found that these materials are relevant with basic competence 3.10 and 4.10 and the researcher broke to sub-basic competence as follows:

Table 4.10 The Result of Matched the Materials with the Sub-basic Competence 3 and 4

Basic Competence	Sub Basic Competence	Material			
3.10 text structure and	3.10.1 which contains spoken	spoken text to state and			
language feature to	text to state and ask past events	ask past events			
implement the social	3.10.2 which contains written	written text to state and			
function of stating and	text to state and ask past events	ask past events			
asking past events					
according to context					
4.10 composing spoken and	4.10.1 which contains	spoken text to state and			
written text to state and ask	instruction to compose spoken	ask past events			
past events by notice on the	text to state and ask past events				
right social function, text	4.10.2 which contains	written text to state and			
structure, and language	instruction to compose written	ask past events			
feature according to context	text to state and ask past events				

#### 11. Chapter 11

Chapter 11 entitled "Yes, we made it!". This chapter is found on page 167 until page 196. There are two materials written in this chapter will be learned by student. After the researcher analyzed the materials in this chapter, the researcher decide that these materials are suitable with basic competence 3.11 and 4.11 and the researcher broke to sub-basic

competence as follows:

Table 4.11 The Result of Matched the Materials with the Sub-basic Competence 3 and 4

Basic Competence	Sub Basic Competence	Material
3.11 text structure and	3.11.1 which contains short and	short spoken recount text
language feature to	simple spoken recount text	
implement the social	3.11.2 which contains short and	short written recount text
function of short recount	simple written recount text	
text by stating and asking		
about activity, event, and		
phenomena according to		
context		
4.11 is about understood	4.11.1 which contains exercise	short spoken recount text
the meaning of short and	about short and simple spoken	
simple spoken and written	and written recount text	
recount text about activity,	411.2 the instruction to	short written recount text
event, and phenomenon	compose short and simple	
	written recount text about	
	activity, event, and	
	phenomenon.	

## 12. Chapter 12

Chapter 12 entitled "Don't forget it, please!". This chapter is found on page 197 until page 216. This chapter has 2 materials to be learned by the student. After the researcher analyzed the materials in this chapter, the researcher decided that these materials are suitable with basic competence 3.12 and 4.12 and the researcher broke to sub-basic competence as follows:

Table 4.12 The Result of Matched the Materials with the Sub-basic Competence 3 and 4

Basic Competence	Sub Basic Competence	Material
3.12 text structure and	3.12.1 which contains written	Short massage
language feature to	text in the form of short	
implement the social	messages	
function of short message	3.12.2 which contains written	Short notice
and notice according to	text in the form of notice	
context		
4.12 understood the	4.12.1 which contains exercise	Short message
meaning of very short and	about very short and simple	
simple message and notice	message	
	4.12.2 which contains exercise	Short notice
	about very short and simple	
	notice	

Chapter 13 entitled "We got a lot of histories". This chapter is found on page 217 until page 222. This chapter has 1 material to be learns by the student. After the researcher analyzed the materials in this chapter, the researcher decided that these materials are suitable with basic competence 3.13 and the researcher broke to sub-basic competence as follows:

Table 4.13 The Result of Matched the Materials with the Sub-basic Competence 3 and 4

Basic Competence	Sub Basic Competence	Material		
3.13 text structure and	3.13.1 which contains English	get the message from the		
language feature to	song	song.		
implement the social				
function of song				

4.13 u	understanding	the	4.13.1 which contains exercise	
meaning	of song		about English song	

#### **B.** Discussion

a. The relevance of materials with the cognitive domain

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

Figure 4.1 Research data of Cognitive Domain for relevant Materials

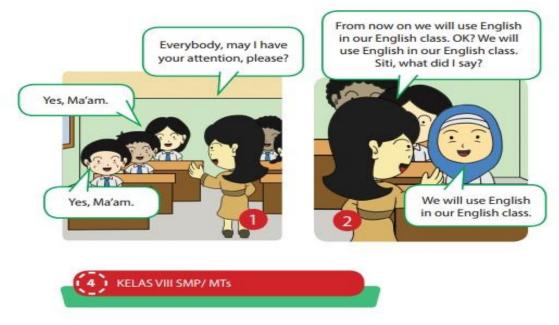


Table 4.14 Research data of Cognitive Domain for relevant Materials

Basic Competence Three (Cognitive Domain)			When English Rings a Bell					
Basic Competence	Topic	Materials (Sub- Basic Competence)	Page	Example of Materials	Relevant w	ith Basic C and Topic Partly Relevant	•	Reason

3.1 Apply the	Everything	3.1.1 Spoken	4, 6, 7	Play the roles of	<b>√</b>	The
text structure	that is	text for gaining		the speakers in the		instruction in
and language	related to	attention in		pictures. Say the		this page also
feature to	the	terms of		speakers"		used action
implement the	interaction	expressions and		sentences		verbs which
social function	between	responses.		correctly and		are included
of gaining	teacher			clearly. First,		in the
attention,	and			repeat after me.		Bloom's
checking	students			1. Teacher:		Taxonomy
understanding,	during the			"Everybody,		(Cognitive
giving	teaching			May I have your		Domain). The
compliment,	and			attention, please?		writer used
and asking and	learning			Students: "Yes,		verb "say"
giving opinion	process,			Ma'am."		which has
expressions	both inside			2. Teacher:		close meaning
and responses	and			Attention,		with "model"
according to	outside the			please!		and verb
context	class.			Student: yes,		"repeat"
				ma'am		which in this
				***************************************		context has
						close meaning
						"represent"

3.1.2 Spoken	4, 5,	Write down the	✓	The
text for	14, 15	expressions from		instruction in
checking		the box to		this page also
understanding		<b>complete</b> the		used action
in terms of		dialogue! Then,		verbs which
expressions		play the roles of		are included
and		the speakers		in the
responses.		sentences		Bloom's
		correctly and		Taxonomy
		clearly.		(Cognitive
		Teacher: "Do you		Domain). The
		understand?"		writer used
		Students:"		verb "write
		;		down" which
				in this context
				means
				"compose"
				and verb
				"complete"
3.1.3 Spoken	8, 17	Play the roles of	✓	The
text for giving		the speakers in the		instruction in
compliment in		pictures. Say the		this page also

terms of	speakers"	used action
expressions and	sentences correctly	verbs which
responses	and clearly. First,	are included
	repeat after me.	in the
	Siti: "Your picture	Bloom's
	is beautiful! I like	Taxonomy
	the color." Dayu:	(Cognitive
	"Thanks".	Domain). The
		writer used
		verb "say"
		which has
		close meaning
		with "model"
3.1.4 Spoken 15, 16	Write down the	The
text for	expressions from	instruction in
asking and	the box to	this page also
giving	complete the	used action
opinion in	dialogue! Then,	verbs which
terms of	play the roles of	are included
expressions	the speakers	in the
and responses	sentences	Bloom's
	correctly and	Taxonomy

		clearly.		(Cognitive
		Dayu: "Do you		Domain). The
		think it's good?"		writer used
		Edo		verb "write
		.""		down" which
				in this context
				means
				"compose"

Figure 4.2 Research data of Cognitive Domain for relevant Materials

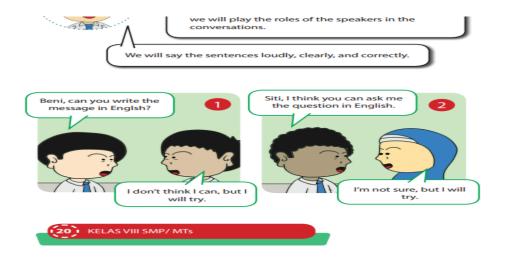


Table 4.15 Research data of Cognitive Domain for relevant Materials

Basic Competence Three (Cognitive Domain)								
Basic	Topic	Materials (Sub- Basic	Page	Example of Materials	Relev Compe	Reason		
Competence	nce	Relevant	Partly Relevant	Irrele vant				
3.2 Apply	Everything	3.2.1 Spoken	20, 21	1. Written text: Do	✓			The
the text	that is	and written text		an interview with your				instruction in
structure	related to	for stating and		friends to fill in the				this page also
and	the	asking ability		table by using "Can				used action
language	interaction	use modal can		you?" After you				verbs which
feature to	between			interview your friends,				are included
implement	teacher			please <b>make</b> some				in the
the social	and			statements based on the				Bloom's
function of	students			previous table you've				Taxonomy
stating and	during the			done. One example is				(Cognitive
asking	teaching			given to you here.				Domain). The
ability and	and			First, copy the				writer used
willingness	learning			example.				verb "make"
according to	process,			2. Spoken text:				which in this
context.	both inside			Write down some				context has

and		dialogues by using		closed
outside the		"Can you?" After		meaning with
class		that, play the roles of		"construct"
		the speakers. Say the		and verb
		sentences correctly and		"write down"
		clearly.		which in this
				context means
				"compose"
	3.2.2 Spoken 27, 28	1. Spoken text:	<b>√</b>	The
	and written	Write down some		instruction in
	text for	dialogues by		this page also
	stating and	using "Will		used action
	asking for	you?" After that,		verbs which
	willingness	play the roles of		are included
	use modal	the speakers. Say		in the
	will	the sentences		Bloom's
		correctly and		Taxonomy
		clearly.		(Cognitive
		2. Written text:		Domain). The
		Please write 10		writer used
		sentences based		verb "say"
		on the pictures		which has

	you've drawn	close meaning
	before. Write the	with "model"
	complete in neat	and verb
	and accurate	"write" which
	hand-writing.	in this context
	Make sure your	meaning
	punctuation marks	"construct"
	and spelling of the	
	words are correct.	

Figure 4.3 Research data of Cognitive Domain for relevant Materials



Table 4.16 Research data of Cognitive Domain for relevant Materials

Basic Competence Three (Cognitive Domain)			When English Rings a Bell					
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevant with Basic  Competence and Topic  Partly Releva Releva nt Irreleva nt nt		Reason	
3.3 Apply	Everything	3.3.1 Spoken	34,	1. Spoken text:	<b>√</b>	nt		The instruction in
the text	that is	and written text	36,	We will use more				this page also
structure	related to the	for giving	37	English now. You				used action verbs
and	interaction	instruction in		should great me and				which are
language	between	terms of giving		your friends in English.				included in the
feature to	teacher and	requirement		You should ask				Bloom's
implement	students	according to		question in English.				Taxonomy
the social	during the	context.		2. Written text :				(Cognitive
function of	teaching and			Complete the statement				Domain). The
asking	learning			with suggestion to give				writer used verb
information	process,							"complete"
of giving	inside and	3.3.2 Spoken	40,	1. Spoken text:	✓			The instruction in
requirement	outside the	and written	44	"You should not be				this page also
,	class.	text for		ashamed to use				used action verbs

prohibition,	giving	English with me. You	which are
and appeal	intruction in	should not be	included in the
according	terms of	ashamed to speak and	Bloom's
to context.	giving	write to each other in	Taxonomy
	prohibition	English"	(Cognitive
	according to	2. Written text:	Domain). The
	text.	Complete the statement	writer used verb
		with suggestion to give	"complete"

Figure 4.4 Research data of Cognitive Domain for relevant Materials

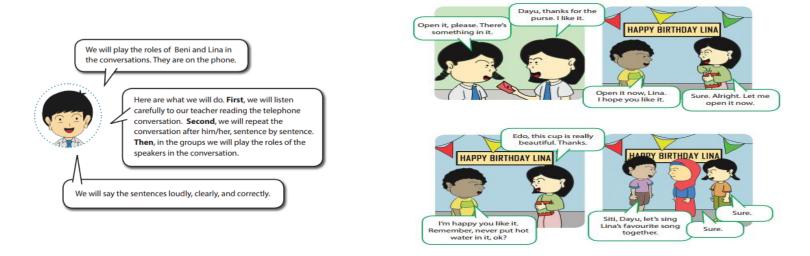


Table 4.17 Research data of Cognitive Domain for relevant Materials

Basic Competence Three (Cognitive Domain)				When English R				
Basic		Materials (Sub-				vant with E		Reason
Competence	Topic	Basic Competence)	Page	Example of Materials	Releva nt	Partly Releva nt	Irrelev ant	
3.4 Apply	Everything	3.4.1 Spoken	47,	1. Spoken text:	✓			The instruction in
the text	that is	and written	59,	Play the roles of the				this page also
structure	related to	text for giving	51	speakers in the pictures.				used action verbs
and	the	instruction in		Say the speakers"				which are
language	interaction	terms of		sentences correctly and				included in the
feature to	between	expressions		clearly. First, repeat				Bloom's
implement	teacher and	and responses.		after me.				Taxonomy
the social	students			Edo: "Open it now,				(Cognitive
function of	during the			Lina. I hope you like it"				Domain). The
giving	teaching			Lina: "Sure. Alright.				writer used verb
instruction,	and			Let me open it now."				"say" which has
giving	learning			2. Written text:				close meaning
invitation,	process,			Please write down some				with "model" and
giving	both inside			sentences based on				verb "repeat"
prohibition	and outside			the pictures that you've				

, asking for	the class.			found.		
permission		3.4.4 Spoken	58,	1. Spoken text:	✓	The instruction in
expression		and written	69,	Play the roles of the		this page also
s and		text for giving	61,	speakers in the pictures.		used action verbs
responses		permission in	63	Say the speakers		which are
according		terms of		'sentences correctly and		included in the
to context.		expressions		clearly.		Bloom's
		and responses		Teacher: "Beni, have a		Taxonomy
		according to		seat. Go back to your		(Cognitive
		context.		group".		Domain). The
				Beni: "Sorry, Ma'am.		writer used verb
				Please excuse me. I will		"say" which has
				return this dictionary to		close meaning
				the library.		with "model" and
				2. Written Text:		verb "write
				Please write down		down" which in
				some sentences based		this context
				on the pictures that		means "compose"
				you've found.		

Figure 4.5 Research data of Cognitive Domain for relevant Materials

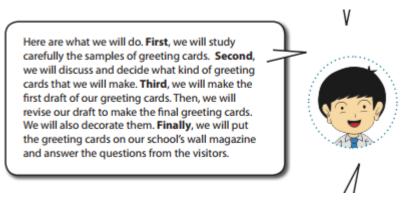


Table 4.18 Research data of Cognitive Domain for relevant Materials

Basic Competence Three (Cognitive Domain)				When English F					
Basic	Topic	Materials (Sub-		Page	Example of Materials		vant with Batternee and T	Reason	
Competence	Торк	Competence)	1 age	Lixample of Waterials	Releva	Partly	Irrele		
		Com	petence)			nt	Relevant	vant	
3.5	Everythin	3.5.1	Written	72,	Make a greeting card	✓			The instruction in
compere	g that is	text in	terms of	73	and also decorate them.				this page also used
functions	related to	making greeting							action verbs which
social, text	the	card in	a special						are included in the
structure,	interaction	day a	according						Bloom's

and	between	to context.			Taxonomy
language	teacher				(Cognitive
feature to	and				Domain). The
implement	students				writer used verb
the social	during the				"make" which in
function of	teaching				this context has
making	and				closed meaning
greeting	learning				with "construct"
card in	process,				
special day	both				
according	inside and				
to the	outside the				
context	class.				

Figure 4.6 Research data of Cognitive Domain for relevant Materials



Table 4.19 Research data of Cognitive Domain for relevant Materials

Basic Competence Three (Cognitive Domain)			When English					
Basic		Materials (Sub-		Example of		ant with Battence and T	Reason	
Competence	Topic	Basic Competence)	Page	Materials	Releva nt	Releva Partly	Irrel evan t	
3.6 Apply	The name	3.6.1 Spoken text	76,	Play the roles of	✓			The instruction in
the text	of people,	for stating and	77, 78	the speakers in the				this page also used
structure	things,	asking the presence		pictures. Say the				action verbs which
and	and	of people in		speakers"				are included in the
language	animal	uncountable amount		sentences				Bloom's
feature to	exist in			correctly and				Taxonomy

implemen	the		clearly. First,	(Cognitive
t the	students'		repeat after me	Domain). The
social	environme		"There are six	writer used verb
function	nt, by		characters in this	"say" which has
stating	giving		book. There are	close meaning
and	example		three girls; Siti,	with "model" and
asking the	of friendly		Dayu, and	verb "repeat"
presence	attitude		lina"	which in this
of people,	toward the			context has close
things,	environme			meaning
and	nt,			"represent"
animal in	confidenc	3.6.3 Spoken text 78, 80	Play the roles of	The instruction in
uncounta	e, and	for stating and	the speakers in	this page also used
ble	responsibi	asking the	the pictures. Say	action verbs which
amount	lity	presence of things	the speakers"	are included in the
according		in uncountable	sentences	Bloom's
to		amount.	correctly and	Taxonomy
context.			clearly. First,	(Cognitive
			repeat after me	Domain). The
			"There are different	writer used verb
			kinds of public	"say" which has
			transportation:	close meaning

		buses, trains, ojeks,		with "model" and
		and angkot"		verb "repeat"
				which in this
				context has close
				meaning
				"represent"

Figure 4.7 Research data of Cognitive Domain for relevant Materials

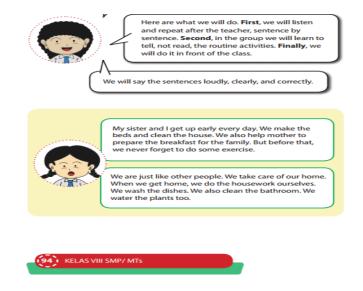


Table 4.20 Research data of Cognitive Domain for relevant Materials

Basic Compete	ence Three (	Cognitive Domain)		When English l	Rings a Be	11		
Basic		Materials (Sub-				ant with E		Reason
Competence	Topic	Basic Competence)	Page	Example of Materials	Releva nt	Partly Releva nt	Irrelev ant	rtouson
3.7 Apply	Routine	3.7.1 Spoken	88,	Play the roles of the	✓			The instruction
the text	activity	text for stating	90,	speakers in the				in this page also
structure	which	and asking	91, 94	picture. Say the				used action verbs
and	do every	routine activity		speakers' sentences				which are
language	day by	or general truth		correctly and				included in the
feature to	students,	events.		clearly. First, we				Bloom's
implement	friends,			will do it in front of				Taxonomy
the social	teacher,			the class.				(Cognitive
function of	and			Lina: "My sister				Domain). The
stating and	family			and I get up early				writer used verb
asking	and also			every day. We				"say" which has
routine	general			make the beds and				close meaning
activity or	truth			clean the house.				with "model"
general	events.			We also help				and verb "make"

truth			mother to prepare			which in this
according			the breakfast for			context has
to context.			family. But before			closed meaning
			that, we never			with "construct"
			forget to do some			
			exercise".			
	3.7.2 Written	97, 99	What are your daily	✓		The instruction
	text for stating		activities? Write them			in this page also
	and asking		down here!			used action verbs
	routine activity					which are
	or general truth					included in the
	events.					Bloom's
						Taxonomy
						(Cognitive
						Domain). The
						writer used verb
						"write" which in
						this context
						means
						"construct"

Figure 4.8 Research data of Cognitive Domain for relevant Materials



Table 4.21 Research data of Cognitive Domain for relevant Materials

Basic Compete	Basic Competence Three (Cognitive Domain)			When English F	Rings a Be	11		
Basic		Materials (Sub-				ant with		Reason
Competence Topic	Topic	Basic Competence)	Page	Example of Materials	Releva nt	Partly Releva nt	Irreleva nt	
3.8 Apply	Activity	3.8.1 Spoken	107,	Play the roles of the	✓			The instruction
the text	that is	text to state and	108,	speakers in the				in this page also
structure	doing by	ask something	109,	pictures. Say the				used action verbs
and	students,	that happens	111	speakers" sentences				which are

language	friends,	right now.		correctly and		included in the
feature to	parents,			clearly. First,		Bloom's
implement	brother,			repeat after me.		Taxonomy
the social	sister,			Beni: "What are		(Cognitive
function of	younger			you doing,		Domain). The
stating and	brother,			Edo?" Edo : "I am		writer used verb
asking	younger			drawing a picture."		"say" which has
event that	sister, and					close meaning
happens	teacher.					with "model"
right now						and verb
according						"repeat" which
to context.						in this context
						has close
						meaning
						"represent"
		3.8.2 Written	110	Ask your classmates	✓	The instruction
		text to ask		about what they are		in this page also
		and state		doing now! Write		used action verbs
		something		each answer in the		which are
		that happens		table below!		included in the
		right now.				Bloom's
						Taxonomy

				(Cognitive
				Domain). The
				writer used verb
				"write" which in
				this context
				means
				"construct"

Figure 4.9 Research data of Cognitive Domain for relevant Materials



Table 4.22 Research data of Cognitive Domain for relevant Materials

Basic Competence Three (Cognitive Domain)	When English Rings a Bell	Reason
---	---------------------------	--------

		<b>N</b>				evant with l		
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Releva nt	Partly Relevan	Irreleva nt	
3.9 Apply	People,	3.9.1 Spoken	120,	1. Spoken text:				The instruction in
the text	things, and	and written	212,	Play the roles of the				this page also used
structure	animal exist	text for stating	122,	speakers in the				action verbs which
and	in the	and asking the	126,	picture. Say the				are included in the
language	students'	amount and	127,	speakers' sentences				Bloom's
feature to	environment,	character	128,	meaningfully, loudly,				Taxonomy
implement	by giving	comparison of	130,	correctly, and clearly.				(Cognitive
the social	example of	people.	132	First, repeat after me.				Domain). The
function of	friendly			Lina: "I think Bono				writer used verb
stating and	attitude			will win the race!"				"say" which has
asking the	toward the			Siti: "I think so too.				close meaning
amount	environment,			Bono is smaller but				with "model"
and	confidence,			stronger than Gani.				
character	and			Gani is bigger but				
comparison	responsibility.			weaker than Bono.				
of people,				2. Written text:				
animal,				Now, hand-write in				

things,			your notebook what		
according			Benny, Edo, Siti,		
to context.			Dayu, Lina, and Udin		
			are saying. The first		
			one has been done		
			for you. First, copy		
			the example. Work		
			with your group. If		
			you have any		
			problem, go to me.		
			Dayu agrees with		
			Shinta that Dini and		
			Dani do not look like		
			twins		
	3.9.2 Spoken	121,	1. Spoken text:		The instruction in
	and written	126,	Play the roles of the		this page also used
	text for	130,	speakers in the		action verbs which
	stating and	132,	picture. Say the		are included in the
	asking the	136	speakers" sentences		Bloom's
	amount and		meaningfully, loudly,		Taxonomy
	character		correctly, and		(Cognitive
	comparison		clearly. First, repeat		Domain). The

of animal.	after me. Beni:	wr	riter used verb
	"Look! The horse	"sa	ay" which has
	and the donkey look	clo	ose meaning
	like each other. But	wi	th "model" and
	the horse is bigger	ve	rb "repeat"
	than the donkey. The		
	donkey is smaller		
	than the horse,		
	right?"		
	2. Written text:		
	Now, compare		
	people, things, and		
	animals you know		
	very well in and		
	around your school,		
	home, and town.		
	Make at least 3		
	sentences about each		
	of the following.		
	Provide an		
	explanation to every		
	comparison. One		

		example is given to		
		you. First, copy the		
		example. Work with		
		your group. If you		
		have any problem,		
		go to me.		
3.9.3	121,	1. Spoken text:	<b>✓</b>	The instruction in
Spoken	123,	Play the roles of the		this page also used
and written	126,	speakers in the		action verbs which
text for	127,	picture. Say the		are included in the
stating and	128,	speakers' sentences		Bloom's
asking the	130,	meaningfully, loudly,		Taxonomy
amount	133,	correctly, and clearly.		(Cognitive
and	134,	First, repeat after me.		Domain). The
character	136	Dayu: "My ruler is		writer used verb
comparison		longer than Dina's.		"say" which has
of things.		Dina's is shorter than		close meaning
		mine. Mine is 50		with "model"
		centimeters long, and		
		Dina's only 30		
		centimeters long		
		2. Written text:		

		Now, hand-write in		
		your notebook what		
		Benny, Edo, Siti,		
		Dayu, Lina, and		
		Udin are saying.		
		The first one has		
		been done for you.		
		First, copy the		
		example.		

Figure 4.10 Research data of Cognitive Domain for relevant Materials

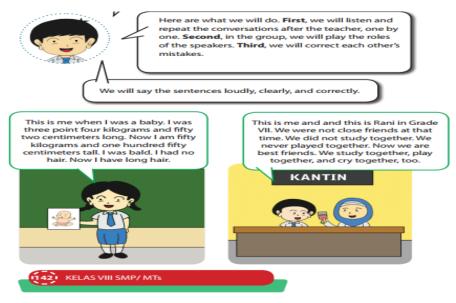


Table 4.23 Research data of Cognitive Domain for relevant Materials

Basic Compe	tence Three (Cogr	nitive Domain)		When Engl	ish Rings a	Bell	
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials		evant with I betence and Partly Relevant	Reason
3.10 Apply	Past events	3.10.1 Spoken	142,	Play the roles of	<b>✓</b>		The instruction
the text	which	text to state	143,	the speakers in the			in this page also
structure	relevance	and ask past	144,	picture. Say the			used action
and	with	events.	145	speakers' sentences			verbs which are
language	students"			meaningfully,			included in the
feature to	life, by			loudly, correctly,			Bloom's
implement	giving			and clearly. First,			Taxonomy
the social	example of			repeat after me.			(Cognitive
function of	discipline,			Dayu: "This is me			Domain). The
stating and	honesty,			when I was a baby.			writer used verb
asking past	care, health			I was three point			"say" which has
events	lifestyle,			four kilograms and			close meaning
according	and friendly			fifty centimeters			with "model"
to context.	attitude			long. Now, I am			and verb

toward the			fifty kilograms and		"repeat" which
environment			one hundred fifty		in this context
			centimeters tall. I		has close
			was bald. I have no		meaning
			hair. Now I have		"represent"
			long hair.		
-	3.10.2	146,	Write down in	✓	The instruction
	Written	150,	your notebook		in this page also
	text to state	152,	Dayu' statements		used action
	and ask	153,	about her in the		verbs which are
	past events.	154,	past. The first one		included in the
		155,	(Dayu when she		Bloom's
		157,	was a baby) has		Taxonomy
		158,	been done for you.		(Cognitive
		159	First, copy the		Domain). The
			example in your		writer used verb
			notebook. Work		"write" which
			with your group. If		has close
			you have any		meaning with
			problems, go to		"construct"
			your teacher.		
			1. She was a baby		

	2. She was 3.4 kg		
	3. She was 52 cm		
	4. She was bald		
	5. She had no hair		

Figure 4.11 Research data of Cognitive Domain for relevant Materials



Table 4.24 Research data of Cognitive Domain for relevant Materials

Basic Competence Three (Cognitive Domain)				When English Rings a Bell					
Basic Competence	Topic	Materials (Sub-	Page Example of Materials Com			levant with Basic upetence and Topic		Reason	
		Competence)			Relevant	Partly	Irrelevant		

						Relevant	
3.11 Apply	Past events	3.11.1 Short	169,	Edo and Beni have	✓		The instruction
the text	which	and simple	174,	put what they said on			in this page
structure	relevance	spoken recount	178,	paper. Now, they are			also used
and	with	text	179	presenting their			action verbs
language	students"			experiences in front			which are
feature to	life, by			of the class. Say their			included in the
implement	giving			sentences correctly			Bloom's
the social	example of			and clearly. First,			Taxonomy
function of	discipline,			repeat after me.			(Cognitive
short	honesty,			Edo: "My brother,			Domain). The
recount text	care, health			Rizal, and I made			writer used
by stating	lifestyle, and			garden benches when			verb "say"
and asking	friendly			my father cur down the			which has close
about	attitude			old mango tree behind			meaning with
activity,	toward the			our house three weeks			"model" and
event, and	environment.			ago. We saw a big piece			verb "repeat"
phenomena				of wood. Then, we had			which in this
according to				an idea. We told dad we			context has
context.				wanted to make garden			close meaning
				benches. He agreed and			"represent"
				he would help us. Then,			

			he sawed the trunk into			
			three pieces. 25 cm in			
			diameter, and 25 cm in			
			height. After that Rizal			
			and I rubbed them with			
			sandpaper to make			
			them smooth.			
			After that we dried			
			them in the sun for one			
			week.			
			When they were dry,			
			we painted them, one			
			green, one red, and one			
			blue. √			
			82. Finally, we dried			
			them in the sun again			
			for three days.			
	3.11.2	187,	Now, find the sentence (s)	✓		The instruction
	Short and	188,	that state (s) each event or			in this page
	simple	189.	happening. Write your			also used
	written	190.	answers in your			action verbs
	recount	191.	notebook. The first one			which are

	text.	192.	has been done for you.		included in the
		193.	First, copy the examples.		Bloom's
		194,	Work with you group. If		Taxonomy
		195.	you have any problems,		(Cognitive
			go to me. Last Saturday,		Domain). The
			my little sister did		writer used
			something funny.		verb "find"

Figure 4.12 Research data of Cognitive Domain for relevant Materials

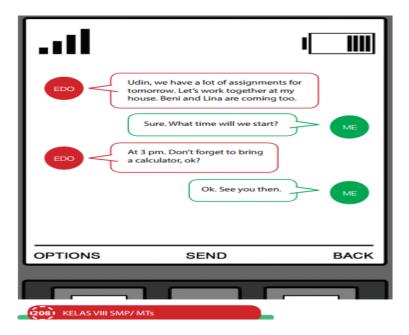


Table 4.25 Research data of Cognitive Domain for relevant Materials

Basic Compe	etence Three (Cogn	itive Domain)		When English	n Rings a B	ell		
Basic	Topic	Materials (Sub- Basic	Page	Example of Materials		evant with I		Reason
Competence	-	Competence)		_	Relevant	Partly Relevant	Irrelevant	
3.12 Apply	Rundown of	3.12.1 Written	198.	Udin and Edo are	✓			The
the text	event,	text in the form	200,	texting each other.				instruction
structure	memo/short	of short	202,	Read the short				in this page
and	message text,	message.	203,	messages correctly and				also used
language	warning,		204,	clearly. First, repeat				action verbs
feature to	caution,		208,	after me.				which are
implement	advertisement.		209,	Edo: Udin, we have a				included in
the social	Brochure,		210	lot of assignment for				the Bloom's
function of	pamphlet, and			tomorrow. Let's work				Taxonomy
short	traffic sign in			together at my house.				(Cognitive
message	the student's			Beni and Lina are				Domain).
and notice	environment.			coming too.				The writer
according to				Me: Sure, what time				used verb
context.				will we start?				"read"
				Edo: At 3 pm. Don't				which in this

		forget to bring a		context has
		calculator, Ok?		close
		Me: Ok, see you then.		meaning
		Me. ok, see you then.		"recognize"
3.12.2	211,	Hand-write each of	✓	The
Written text	212,	them on a piece of		instruction
in the form	213,	paper.at the top of the		in this page
of notice.	214,	paper write the title		also used
	215	"NOICE". Under the		action verbs
		notice, on the right		which are
		side of the paper,		included in
		write down the date		the Bloom's
		when you write it.		Taxonomy
		Then, put your name		(Cognitive
		and signature under		Domain).
		the date. One example		The writer
		is given here. First,		used verb
		copy the example.		"write"
		Work with your		which has
		group. If you have		close
		any problem, go to		meaning
		me.		with

Figure 4.13 Research data of Cognitive Domain for relevant Materials

We will read the lyrics of a song. If we want, we can download the song from the internet. Here is a very good song about friendship and togetherness.

Here are what we will do with the song. First, we will copy the song in our notebooks. Second, we will listen carefully to our teacher reading the lyrics, meaningfully. Third, we will repeat the lyrics after the teacher, line by line. Finally, in groups, we will learn to read the lyrics to each other, meaningfully too.

Table 4.26 Research data of Cognitive Domain for relevant Materials

Basic Compete	nce Three (Co	ognitive Domain)		When English Rings a Bell						
Basic Competence	Topic	Materials (Sub- Basic	Page	Example of Materials		evant with I petence and	Reason			
	Торіс	Competence)	ruge		Relevant	Partly Relevant	Irrelevant	1		
3.13 Apply	Everything	3.13.1 English	219,	We will repeat the lyric	✓			The instruction		
the text structure and	gives inspiring behavior	Song.	220	after the teacher				in this page also used action verbs which are		

language				included in the
feature to				Bloom's
implement				Taxonomy
the social				(Cognitive
function of				Domain). The
song.				writer used verb
				"repeat"

Table 4.27 Research of cognitive Domain for the Partly Relevant and Irrelevant Materials

Basic Competence Three (cognitive Domain)				When	English rings	a bell	
Basic	Topic	Materials (sub-	Page	Example of	Relevance v	with Basic	Suggestion
Competence		Basic		Materials	Competence	and Topic	
		Competence)			Partly	Irrelevant	
					Relevant		

3.3Apply the	Everything	3.3.3 Spoken	34	1. Spoken text:	✓	In order to
text structure	that is	and written text		"You should listen		improve the
and language	related to	for giving		to more English		materials in the
feature to	the	appeal		song. You should		book to become
implement the	interaction	according to		sing more English		relevant with
social function	between	context.		song."		the 3.3.3 sub-
of asking	teacher and			2. Written text:-		basic
information of	students					competence, I
giving	during the					suggest the
requirement,	teaching					book writer add
prohibition,	and learning					materials in the
and appeal	process,					form of written
according to	both inside					text for asking

Context	and outside					and giving
	the class.					permission
						expressions and
						responses using
						cognitive
						domain action
						verbs in its
						instruction.
3.4 Apply the	Everything	3.4.2 Spoken	47, 49	1. Spoken text:	✓	In order to
text structure	that is	and written text		Play the roles of the		improve the
and language	related to	for giving		speakers in the		materials in the
feature to	the	invitation in		pictures. Say the		book to become
implement the	interaction	terms of		speakers' sentences		relevant with
social function	between	expressions and		correctly and		the 3.4.2 sub-
of giving	teacher and	responses.		clearly. First, repeat		basic
instruction,	students			after me.		competence, I
giving	during the			Edo: "Udin, Let's go		suggest the
invitation,	teaching			out!"		book writer add
giving	andlearning			Beni: "Okay"		materials in the

prohibition,	process,		2. Written text: -		form of written
asking for	both inside				text for asking
permission	and outside				and giving
expressions	the class.				permission
and responses					expressions and
according to					responses using
context					cognitive
					domain action
					verbs in its
					instruction.
		3.4.3 spoken and	-	✓	Because there
		written text for			is no material in
		giving			the book that is
		permission in			suitable with
		terms of			the 3.4.3 sub-
		expressions and			basic
		responses			competence, I
		according to			suggest the
		context			book writer add

					materials	
					which are	•
					relevant with	1
					the materials	3
					and topic	2
					requires by the	•
					3.4.3 sub-basic	
					competence and	d
					also use	s
					cognitive	
					domain action	n
					verbs in each	h
					instruction.	
3.6 Apply the	The name	3.6.2 Spoken	-	✓	Because there	e
text structure	of people,	text for stating			is no material in	1
and language	things, and	and asking the			the book that is	s
feature to	animal exist	presence of			suitable with	n
implement the	in the	animals in			the 3.6.2 sub	-
social function	students'	uncountable			basic	

stating	and	environmen	amount.				competence,	I
asking	the	t, by giving					suggest	the
presence	of	example of					book writer a	ıdd
people, thi	ngs,	friendly					materials	
and anima	l in	attitude					which	are
uncountabl	le	toward the					relevant w	ith
amount		environmen					the materi	als
according	to	t,					and to	pic
context.		confidence,					requires by	the
		and					3.6.2 sub-bas	sic
		responsibilit					competence a	and
		y					also u	ises
							cognitive	
							domain act	ion
							verbs in e	ach
							instruction.	
				l	1	1		

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

Table 4.28 the result conformity of textbook materials to the basic competence three

The relevance	The basic competence three
Relevance	Sub-basic competence 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.2.1, 3.2.2,
	3.3.1, 3.3.2, 3.4.1, 3.4.4, 3.5.1, 3.6.1, 3.6.3, 3.7.1, 3.7.2, 3.8.1,
	3.8.2, 3.9.1, 3.9.2, 3.9.3, 3.10.1, 3.10.2, 3.11.1, 3.11.2, 3.12.1,
	3.12.2, and 3.13.1
Partly relevance	Sub-basic competence 3.3.3 and 3.4.2
Irrelevance	Sub-basic competence 3.4.3 and 3.6.2

After the researcher analyzed the data, the researcher made a percentage form of the data analysis. First, the researcher made a percentage of the book relevancy with the cognitive domain. There are 28 materials which include in the cognitive domain according to the 2013 curriculum standard of contents. Here the result of the percentage:

#### 1. Relevant Materials

There are 25 Materials which are relevant with the cognitive domain. So, the percentage is:

 $\frac{25}{31}$ X100= 80, 64%

The percentage of the relevant materials is 80, 64%

#### 2. Partly Relevant Materials

There are 2 Materials which are partly relevant with the cognitive domain. So, the percentage is:

$$\frac{2}{31}$$
x 100% = 6, 45%

The percentage of the partly relevant materials is 6, 45%

#### 3. Irrelevant Materials

There are 2 Material which are irrelevant with the cognitive domain. So, the percentage is:

$$\frac{2}{31}100 = 6,45 \%$$

The percentage of the irrelevant materials is 6, 45%

According to those percentages, the researcher concluded that the textbook covers around 80, 64% materials which are relevant with the cognitive domain and able to fulfill the purpose of the topic, language, features, and social functions of ideal materials which are intended to achieve by the students.

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

The second analysis was the analysis of the relevance between the materials written in the book with the Psychomotor Domain. In this part, the researcher also used the observation checklist as her research instrument. To observe the relevance of the materials written in the book with the psychomotor domain, the researcher made an observation checklist. In this

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

Figure 4.14 Research data of Psychomotor Domain for relevant Materials

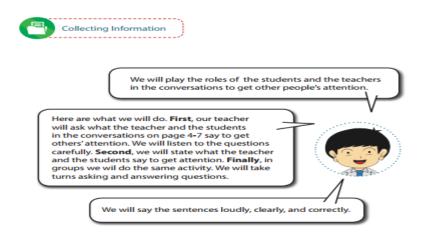


Table 4.29 Research data of Psychomotor Domain for relevant Materials

Basic Competence Four (Psychomotor Domain)					When English	Rings a Be	11		Reason
Basic	Topic	Mater	ials (Sub-	Page	Example of Materials	Relevance with Basic			1
Competence		Basic)				Competer	ice and to	opic	
		Comp	etence			Relevant	Partly	Irrelevant	-
4.1	Everything	4.1.1	The	8	We will <b>state</b> what the	✓			The
Compose	that is	instruc	etion		teacher and the student				instruction in
simple	related to	to	compose		say to get attention and				this page also
spoken text	the	simple	spoken		we will take turns				used action
to express	interaction	text 1	o express		asking and answering				verbs which
and respond	between	and	respond		question.				are included
gaining	teacher and	gainin	g attention						in the

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attention,	students	expression.		Bloom's
checking	during the			Taxonomy
understandin	teaching			(Psychomoto
g, and	and learning			r Domain).
giving	process,			The writer
complement	both inside			used verb
expression	and			"state"
by notice on	Outside	4.1.2 The 8	We will repeat the	The
the right	the class.	instruction to	sentence after the	instruction in
social		compose simple	teacher.	this page also
function,		spoken text to		used action
text		expressand		verbs which
structure,		respond		are included
and		checking		in the
language		understanding		Bloom's
feature		expression.		Taxonomy
according to				(Psychomoto
context.				r Domain).
				The writer
				used verb
				"repeat"

Figure 4.15 Research data of Psychomotor Domain for relevant Materials

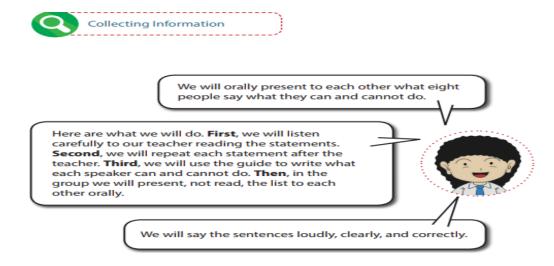


Table 4.30 Research data of Psychomotor Domain for relevant Materials

Basic Compet	ence Four (Psyc	chomotor Domain)		When English	Rings a Be	:11		Reason
Basic	Topic	Materials (Sub-	Page	Example of Materials	Relevance	with Ba	-	
Competence		Basic)			Competen	ice and to	opic	
		Competence			Relevant	Partly	Irrelevant	-
4.2	Everything	4.2.1 The	22	1. Spoken text:	<b>✓</b>			The
Compose	that is related	Instruction		We will guide to <b>write</b>				instruction in
spoken and	to the	to compose		what each speaker can				this page also
written text	interaction	written and		and cannot do.				used action
to state and	between	spoken text for		2. Written text:				verbs which
ask for	teacher and	stating and		Now, <b>complete</b> the				are included
ability and	students	asking		1				in the

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willingness	during the	someone's	following sentences		Bloom's
to do	teaching and	ability.	according to the		Taxonomy
something	learning		speakers' statements.		(Psychomoto
by notice on	process, both		The first one has been		r Domain).
the right	inside and		done for you.		The writer
social	outside the		According to Rani:		used verb
function,	class.		a. Yuli can		"write"
text					which has
structure,			b. She can		close
and					meaning with
language					"copy" and
feature					verb
according to					"complete"
context.					

Figure 4.16 Research data of Psychomotor Domain for relevant Materials

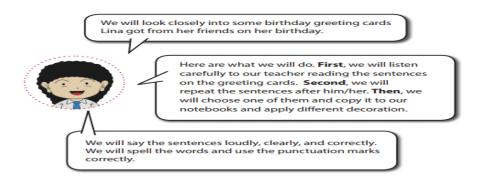


Table 4.31 Research data of Psychomotor Domain for relevant Materials

Basic Competence Four (Psychomotor Domain)			When English Rings a Bell				Reason	
Basic	Topic	Materials (Sub-	Page	Example of Materials	Relevance with Basic			-
Competence		Basic)			Competence and topic			
		Competence			Relevant	Partly	Irrelevant	-
4.5 The	Everything	4.5.1The	66	We will make	<b>√</b>			The
Instruction	that is	exercise about		invitation from one of				instruction in
compose	related to	personal		the decoration besides				this page also
written text	the	invitation letter		and copy to our				used action
of simple	interaction	and greeting		notebooks				verbs which
special	between	card						are included
greeting card	teacher and							in the
by notice on	students							Bloom's
the right	during the							Taxonomy
social	teaching and							(Psychomoto
function,	learning							r Domain).
text structure	process,							The writer
and	both inside							used verb
language	and outside							"make"
feature	the class.							which has
according to								close
context.								meaning with
								"compose".

Figure 4.17 Research data of Psychomotor Domain for relevant Materials

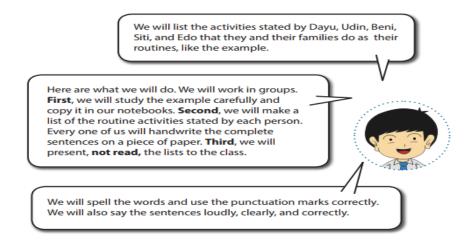


Table 4.32 Research data of Psychomotor Domain for relevant Materials

Basic Compe	etence Four	(psychomotor	When	English Rings a Bell				Reason
Domain)								
Basic	Topic	Materials (Sub-	Page	Example of Materials	Relevance	with Basic Co	ompetence	
Competence		Basic)			and topic			
		Competence			Relevant	Partly	Irreleva	
						Relevant	nt	
4.7 Compose	Routine	4.7.2 The	97,	Please <b>make</b> a list about	✓			The
spoken and	activity	Instruction to	98	your daily activities.				instruction in
written text	which do	compose		Every one of us will				this page also
to state and	every day	written text to		handwrite the complete				used action
ask for	by	state and ask		sentences on piece of				verbs which
routine	students,	for routine		paper.				are included

events or	friends,	activity	or			in the
general truth	teacher,	general truth				Bloom's
by notice on	and					Taxonomy
the right	family					(Psychomoto
social	and also					r Domain).
function, text	events					The writer
structure, and	that are					used verb
language	general					"make"
feature	truth.					which has
						close
						meaning with
						"compose"
						and verb
						"complete"

Figure 4.18 Research data of Psychomotor Domain for relevant Materials

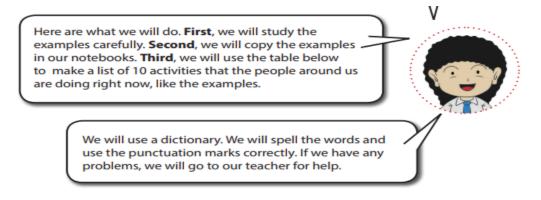


Table 4.33 Research data of Psychomotor Domain for relevant Materials

Basic Compe Domain)	etence Four	(psychomotor	When	English Rings a Bell				Reason
Basic Competence	Topic	Materials (Sub-Basic)	Page	Example of Materials	Relevance and topic	with Basic C	ompetence	
-		Competence			Relevant	Partly Relevant	Irreleva nt	
4.8 Compose	Activity	4.8.2 The	104,	What your friends are	✓			The
spoken and	that is	Instruction to	105	doing? <b>Observe</b> the				instruction in
written text	doing by	compose		activities happen at				this page also
to state and	students,	written text to		your class, and then				used action
ask about	friends,	state and ask		write 10 sentences.				verbs which
event that	parents,	for event that						are included
happens right	brother,	happens right						in the
now by	sister,	now.						Bloom's
notice on the	younger							Taxonomy
right social	brother,							(Psychomoto
function, text	younger							r Domain).
structure, and	sister,							The writer
language	an							used verb
feature	d teacher.							"observe"
according to								
context.								

Figure 4.19 Research data of Psychomotor Domain for relevant Materials

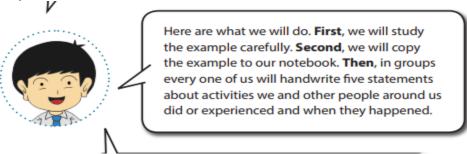


Table 4.34 Research data of Psychomotor Domain for relevant Materials

Basic Compet	tence Four (Psyc	chomotor Domain)		When English	Rings a Be	:11		Reason
Basic	Topic	Materials (Sub-	Page	Example of Materials	Relevance with Basic			-
Competence		Basic)			Competen	ice and to	opic	
		Competence			Relevant	Partly	Irrelevant	-
4.10	Past events	4.10.2 The	152,	Now, <b>copy</b> the table of				The
Compose	which	instruction to	153,	the words below in				instruction in
spoken and	relevancy	compose written	158,	your notebook. The				this page also
written text	with	text to state and		words are those verbs				used action
to state and	students'	ask past events.		in the speakers"				verbs which
ask past	life, by			statements written in				are included
events by	giving			underlined and bold				in the
notice on the	example of			letters. Say each world				Bloom's
right social	discipline			correctly when you are				Taxonomy

function,	honestly,	copying them. Work	(Psychomoto
text	care, health	with your group. If you	r Domain).
structure,	life	have any problem, go	The writer
and	Style and	to me. In the following	used verb
language	friendly,	entries, Dayu is	"copy" and
feature	attitude	comparing her states	verb "repeat"
according to	toward the	and activities in the	
context	environment	past and present. Read	
		each entry correctly and	
		clearly. First, repeat	
		after me.	

Figure 4.20 Research data of Psychomotor Domain for relevant Materials

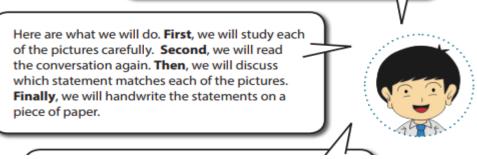


Table 4.35 Research data of Psychomotor Domain for relevant Materials

Basic Compet	tence Four (Psyc	chomotor Domain)		When English Rings a Bell			
Basic	Topic	Materials (Sub-	Page	Example of Materials	Relevance with Basic		
Competence		Basic)			Competence and topic		

		Competence			Relevant	Partly	Irrelevant	
4.11 Understood the meaning of short and simple spoken and written recount text about activity, event, and phenomenon.	Past events which relevance with students" life, by giving example of discipline, honesty, care, health lifestyle, and friendly attitude toward the environment	4.11.1 The Instruction to compose short and simple spoken recount text about activity, event, and phenomenon.	170, 173	We will <b>read</b> the conversation again and discuss the statement matches  Work together with your				The instruction in this page also used action verbs which are included in the Bloom's Taxonomy (Psychomoto r Domain). The writer used verb "read" which has close meaning with "recognize".
		Instruction to compose short and simple written recount		group, and help each other. Hand-write the statements matches each of the pictures it on a				instruction in this page also used action verbs which

te	ext	about	piece of paper, in your		are included
ac	ctivity,	event,	very neat, accurate, and		in the
ar	nd		clear handwriting.		Bloom's
pl	henomeno	on.			Taxonomy
					(Psychomoto
					r Domain).
					The writer
					used verb
					"write"
					which has
					close
					meaning with
					"copy".

Figure 4.21 Research data of Psychomotor Domain for relevant Materials

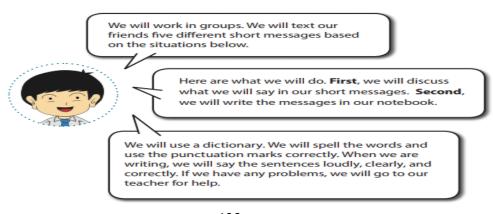


Table 4.36 Research data of Psychomotor Domain for relevant Material

Basic Compet	ence Four (Psyc	chomotor Domain)		When English	Rings a Be	11		Reason
Basic	Topic	Materials (Sub-	Page	Example of Materials	Relevance	with Ba	asic	-
Competence		Basic)			Competen	ce and to	opic	
		Competence			Relevant	Partly	Irrelevant	-
4.12	Rundown of	4.12.1 The	209	Work with your group.	<b>√</b>			The
Understood	the event,	exercise about		Each group is to make				instruction in
the meaning	memo/short	very short and		five different short				this page also
of very short	message	simple message		messages based on				used action
and simple	text,			situation bellow and				verbs which
message and	warning,			write the message in				are included
notice.	caution,			our notebook.				in the
	advertiseme							Bloom's
	nt, brochure,							Taxonomy
	pamphlet,							(Psychomoto
	and traffic							r Domain).
	sign in the							The writer
	student's							used verb
	environment							"make"
								which has
								close
								meaning with
								"construct".

4.12.2 Which	215	Work with your group.		The
contains		Each group is to make		instruction in
exercise about		similar notices for your		this page also
very short and		school. You can make		used action
simple notice.		notices other than		verbs which
		those above. We will		are included
		handwrite the notices		in the
		correctly		Bloom's
				Taxonomy
				(Psychomoto
				r Domain).
				The writer
				used verb
				"make"
				which has
				close
				meaning with
				"construct".

Figure 4.22 Research data of Psychomotor Domain for relevant Materials

Here are what we will do. **First**, we will read the examples and the guiding sentences carefully. **Second**, we will copy the examples and the guiding sentences to our notebooks. **Third**, we will discuss to find the parts of the lyrics that contain the given messages. **Then**, every one of us will handwrite the lyrics in our notebook. **Finally**, we will discuss the answers with our teacher.



Table 4.37 Research data of Psychomotor Domain for relevant Materials

Basic Compet	tence Four (Psyc	chomotor Domain)		When English	Rings a Be	:11		Reason
Basic	Topic	Materials (Sub-	Page	Example of Materials	Relevance	Relevance with Basic		
Competence		Basic)			Competer	ice and to	opic	
		Competence			Relevant	Partly	Irrelevant	-
4.13	Everyth	4.13.1 The	219	We will discuss to	✓			The
Catch the	ing gives	exercise about		find the parts of lyric				instruction in
meaning	inspiring	English song.		that contain the given				this page also
of song.	behavior.			massage and write the				used action
				lyric to our notebook				verbs which
								are included
								in the
								Bloom's
								Taxonomy

				(Psychomoto
				r Domain).
				The writer
				used verb
				"write"

Table 4.38 Research data of psychomotor Domain for the partly relevant and irrelevant Materials

Basic competence four (psychomotor aspect)			When English Rings a be				
Basic	Topic	Materials (sub-	Page	Example of materials	Relevant	with basic	suggestion
competence		basic			competence	and topic	
		competence)			Partly	Irrelevant	
					relevant		
4.1 Compose	Everything	4.1.3 The		-		✓	In order to
simple spoken	that is related	instruction to					improve the
text to express	to the	compose					materials in the
and respond	interaction	simple spoken					book to become
gaining	between	text to express					relevant with
attention,	teacher and	and respond					the 4.1.3 sub-
checking	students	giving					basic
understanding,	during the	compliment					competence, I
giving	teaching and	expression.					suggest the
complement	learning						book
and giving	process,						writer add
	bot						materials about

opinion	outside the	:			instruction to
expression by	class.				compose simple
notice on the					spoken text to
right social					express and
function, text					respond giving
structure, and					compliment
language					expression.
feature		4.1.4 The	-	✓	In order to
according to		instruction to			improve the
context.		compose			materials in the
		simple spoken			book to become
		text to express			relevant with
		and respond			the 4.1.4 sub-
		giving opinion.			basic
					competence, I
					suggest the
					book
					writer add
					materials about

						instruction to
						compose simple
						spoken text to
						express and
						respond giving
4.2 Compose	Everything	4.2.2 The	30	1. Spoken text: -	✓	In order to
spoken and	that is related	Instruction to		2. Written text: Now,		improve the
written text to	to the	compose		complete the following		materials in the
state and ask	interaction	written and		sentences according to		book to become
for ability and	between	spoken text to		the speakers"		relevant with
willingness to	teacher and	stating and		statements. The first		the sub-basic
do something	students	asking		one has been done for		competence
by notice on	during the	someone's		you.		4.2.2, I suggest
the right	teaching and	willingness to		According to than:		the book writer
social	learning	do something.		a. Lusi will not do		add the
function, text	process, both			the cleaning		materials about
structure, and	inside and			b		instruction to
language	outside the					compose
feature	class.					spoken text for

according to						stating and
context.						asking
						someone"s
						willingness and
						using
						psychomotor
						domain action
						verbs in each
						instruction.
4.3 the	Everything	4.3.1 Compose	37,39	1. Spoken text: -	✓	In order to
instruction to	that is related	simple text		2. Written text: Now,		improve the
compose	to the	spoken and		complete the following		materials in the
written and	interaction	written to		sentences according to		book to become
spoken text	between	necessity		the speakers"		relevant with
giving and ask	teacher and	according to		statements.		the sub-basic
for	students	context		1. I will go out, but it's		competence
information	during the			very cloudy now.		4.3.1, I suggest
related to	teaching and					the book writer
necessity,	learning					add the

prohibition,	process,	both					materials about
and appeal,	inside	and					instruction to
with pay	outside	the					compose
attention	class.						spoken text for
social							necessity
function, text							according to
structure, and							context
linguistic			4.3.2 Compose	37	1. Spoken text: -	<b>√</b>	In order to
elements			simple text		2. Written text: Now,		improve the
correct and			spoken and		complete the following		materials in the
according to			written to		sentences according to		book to become
context.			prohibition		the speakers"		relevant with
			according to		statements.		the sub-basic
			context		1. I think I'm catching		competence
					a cold		4.3.2, I suggest
							the book writer
							add the
							materials about
							instruction to

			compose
			spoken text for
			prohibition
			according to
			context
4.3.3 Compose	-	✓	In order to
simple text			improve the
spoken and			materials in the
written to			book to become
appeal			relevant with
according to			the sub-basic
context			competence
			4.3.3, I suggest
			the book writer
			add the
			materials about
			instruction to
			compose
			spoken and

						written text for
						appeal
						according to
						context
4.4 Compose	Everything	4.4.1 The	55	1. Spoken text : -	✓	In order to
simple spoken	that is related	instruction to		2. Written text :		improve the
and written	to the	compose		Now, complete the		materials in the
text to state,	interaction	simple written		followingsentences		book tobecome
ask, and	between	and spoken		according to speakers"		relevant with
respond	teacher and	text for		statements.		the sub-basic
giving	students	stating,		Edo gives an		competence
instruction,	during the	asking, and		instruction to Beni:		4.4.1, I suggest
giving	teaching and	responding				the book writer
invitation,	learning	giving				add the
giving	process, both	instruction				materials about
prohibition,	inside and					instruction to
asking for	outside the					compose
permission	class.					spoken text for
expression by						stating,asking,

notice on the				and responding
right social				giving
function, text				instruction
structure and	4.4.2 The	-	✓	In order to
language	instruction to			improve the
feature	compose			materials in the
according to	simple written			book tobecome
context.	and spoken			relevant with
	text for			the sub-basic
	stating,			competence
	asking, and			4.4.2, I suggest
	responding			the book writer
	giving			add the
	invitation			materials about
	expression.			instruction to
				compose
				spoken and
				written text for
				stating,asking,

			and responding
			giving
			invitation
44.3 The	-	✓	In order to
instruction to			improve the
compose			materials in the
simple written			book tobecome
and spoken			relevant with
text for			the sub-basic
stating,			competence
asking, and			4.4.3, I suggest
responding			the book writer
giving			add the
prohibition			materials about
			instruction to
			compose
			spoken and
			written text for
			stating,asking,

4.4.4 The instruction to compose simple written and spoken text for stating, asking, and responding asking for permission expression.	63	1. Spoken text:  2. Written text:  Now, complete the following sentences according to speakers" statements.  Siti ask permission to Edo:		and responding giving prohibition  In order to improve the materials in the book tobecome relevant with the sub-basic competence 4.4.4, I suggest the book writer add the materials about instruction to compose spoken text for stating, asking,
				_

					asking
					permission
4.6 Compose	People,	4.6.1 The	-	✓	In order to
spoken and	things, and	instruction to			improve the
written text to	animal exist	compose			materials in the
state and ask	in the	spoken and			book tobecome
for amount	students"	written text to			relevant with
and character	environment,	state and ask			the sub-basic
comparison of	by giving	for amount			competence
people,	example of	and character			4.6.1, I suggest
animal, and	friendly	comparison of			the book writer
things by	attitude	people.			add the
notice on the	toward the				materials about
right social	environment,				instruction to
function, text	confidence,				compose
structure, and	and				spoken text to
language	responsibility				ask
feature					about the
according to					presence of

context.					people in
					uncountable
					amount and
					using
					psychomotor
					domain action
					verbs in each
					instruction.
4.6 Compose	People,	4.6.2 The	-	✓	In order to
spoken and	things, and	instruction to			improve the
written text to	animal exist	compose			materials in the
state and ask	in the	spoken and			book to become
for amount	students"	written text to			relevant with
and character	environment,	state and ask			the sub-basic
comparison of	by giving	for amount			competence
people,	example of	and character			4.6.2, I suggest
animal, and	friendly	comparison of			the book writer
things by	attitude	animal.			add the
notice on the	toward the				materials about

right social	environment.					instruction	to
function, text						compose	
structure, and						spoken text	to
language						state and a	ısk
feature						about t	he
according to						presence	of
context.						people	in
						uncountable	
						amount a	nd
						using	
						psychomotor	
						domain actio	on
						verbs in each	ch
						instruction.	
		4.6.3 The	80	1. Spoken text :-	✓	In order	to
		instruction to		2. Written text: We		improve t	he
		compose		will discuss to		materials in the	he
		spoken and		identify the things they		book to become	ne
		written text to		say.		relevant wi	th

state and ask	Edo says that our roads	the sub-
for amount and	are very busy now.	basiccompetenc
character	1	e 4.6.3, I
comparison of	2	suggest the
things.		book writer add
		the
		materials about
		instruction to
		compose
		spoken text to
		state about the
		presence of
		animal in
		uncountable
		amount and
		using
		psychomotor
		domain action
		verbs in each

4.7 Compose	Routine	4.7.1 The	90, 91	The state:	✓	In order to
spoken and	activity which	instruction to		We will learn to tell the		improve the
written text to	do every day	compose		zoo keepers" routine		materials in the
state and ask	by students,	spoken text to		jobs.		book to become
for routine	friends,	state and ask				relevant with
events or	teacher, and	for routine				the sub-basic
general truth	family and	activity or				competence
by notice on	also events	general truth.				4.7.1, I suggest
the right	that are					the book writer
social	general truth.					add the
function, text						materials about
structure, and						instruction to
language						compose
feature						spoken text to
according to						state about the
context.						presence of
						animal in
						uncountable
						amount and

					using
					psychomotor
					domain action
					verbs in each
					instruction.
4.8 Compose	Activity that	4.8.1 The	-	✓	Because there is
spoken and	is doing by	instruction to			no material in
written text to	students,	compose			the book which
state and ask	friends,	written text to			is relevant with
about event	parents,	state and ask			the sub-basic
that happens	brother, sister,	for event that			competence
right now by	younger	happens right			4.8.1, I suggest
notice on the	brother,	now.			the book writer
right social	younger				add materials
function, text	sister, and				about the
structure, and	teacher.				instruction to
language					compose
feature					spoken text to
according to					state and ask for

context.						event t	that
						happens ri	ght
						now accord	ing
						to the giv	ven
						topic and us	ing
						psychomotor	
						domain act	ion
						verbs in ea	ach
						instruction.	
4.9 Compose	People,	4.9.1 The	129	1. Spoken text: -	<b>√</b>	In order	to
spoken and	things, and	instruction to		2. Written text: Now,		improve	the
written text to	animal exist	compose		complete the following		materials in	the
state and ask	in the	spoken and		sentences according to		book to beco	me
for amount	students"	written text to		the speaker's		relevant w	vith
and character	environment,	state and ask		statements. The first		the sub-ba	asic
comparison of	by giving	for amount and		one has been done for		competence	
people,	example of	character		you. First, copy the		4.9.1, I sugg	gest
animal, and	friendly	comparison of		example. Work with		the book wr	iter
things by	attitude	people.		your group. If you have		add	the

notice on the	toward the			any problem, go to me.		materials about
right social	environment,					instruction to
function, text	confidence,			Yuni is saying that Edo		compose
structure, and	and			isthe		spoken text to
language	responsibility			other students.		state and ask for
feature						amount and
according to						character
context.						comparison of
						people and
						using
						psychomotor
						domain action
						verbs in each
						instruction.
		4.9.2 The	-	-	✓	Because there is
		instruction to				no materials in
		compose				the book to
		spoken and				become relevant
		written text to				with the sub-

state and ask			basic
for amount and			competence
character			4.9.2, I suggest
comparison of			the book writer
animal.			add the
			materials about
			instruction to
			compose
			spoken and
			written text to
			state and ask for
			amount and
			character
			comparison of
			animal and
			using
			psychomotor
			domain action
			verbs in each

				instruction.
	4.9.3 The	129	1. Spoken text: -	In order to
	instruction to		2. Written text: Now,	improve the
	compose		complete the following	materials in the
	spoken and		sentences according to	book to become
	written text to		the speaker's	relevant with
	state and ask		statements. The first	the sub-basic
	for amount and		one has been done for	competence
	character		you. First, copy the	4.9.3, I suggest
	comparison of		example. Work with	the book writer
	things.		your group. If you have	add the
			any problem, go to me.	materials about
			According to Erman,	instruction to
			the book Malin	compose
			Kundang	spoken text to
			is The	state and ask for
			film.	amount and
				character
				comparison of

					things and using
					psychomotor
					domain action
					verbs in each
					instruction.
4.10 Compose	Past events	4.10.1 The	The state:	✓	In order to
spoken and	which	instruction to	We will discuss the		improve the
written text to	relevancy	compose	statements about		materials in the
state and ask	with students"	spoken text to	themselves in the past		book to become
past events by	life, by giving	state and ask	and hand-write them.		relevant with
notice on the	example of	past events.	The ask: -		the sub-basic
right social	discipline				competence
function, text	honestly, care,				4.10,1, I suggest
structure, and	health life				the book writer
language	style, and				add the
feature	friendly,				materials about
according to	attitude				instruction to
context	toward the				compose
	environment.				spoken text to

			ask past events
			using
			psychomotor
			domain action
			verbs in each
			instruction.

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

Table 4.39 the result conformity of textbook materials to the basic competence four

The relevance	The basic competence four
Relevance	Sub-basic Competence 4.1.1, 4.1.2, 4.2.1, 4.5.1, 4.7.2, 4.8.2, 4.10.2, 4.11.1, 4.12.2, and 4.13.1
Partly relevance	Sub-basic Competence 4.2.2, 4.3.1, 4.3.2, 4.4.1, 4.4.4, 4.6.3, 4.7.1, 4.9.1,4.9.3, 4.10.1
Irrelevance	Sub-basic Competence 4.1.3, 4.1.4, 4.3.3, 4.4.2, 4.4.3, 4.6.1, 4.6.2, 4.8.1, 4.9.2, 4.11.1 and 4.12.1

#### 1. Relevant Materials

There are 25 Materials which are relevant with the Psychomotor domain. So, the percentage is:

$$\frac{10}{31}$$
X100%=30, 01%

The percentage of the relevant materials is 32, 25%

### 2. Partly Relevant Materials

There are 2 Materials which are partly relevant with the Psychomotor domain. So, the percentage:

$$\frac{10}{31}$$
X100 = 32, 25 %

The percentage of the partly relevant materials is 32, 25%

### 3. Irrelevant Materials

There are 1 Material which are irrelevant with the Psychomotor domain. So, the percentage is:

$$\frac{11}{31}$$
X100%=35, 48%

The percentage of the irrelevant materials is 35, 48%

According to those percentages, the researcher concluded that the textbook covers around 32, 25% materials which are relevant with the cognitive domain and able to fulfill the purpose of the topic, language, features, and social functions of ideal materials which are intended to achieve by the students.

#### **BAB V**

#### CONCLUSION AND SUGGESTION

#### A. Conclusion

Textbook plays an important role in teaching learning process it greatly influences the learning outcomes student. Based on the data analysis, the conclusion of this research the researcher to draw some conclusions as follows:

1. In terms of the relevance of the materials in the English student book "When English Rings a Bell" with the main and basic competence three materials written in the English lesson syllabus for eight graders of Junior high school stated in *Peraturan Menteri Pendidikandan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah* and the instruction of each material with the Bloom's Taxonomy Cognitive Domain action verbs stated in Anderson, et. al (2001: 67), there are 25 materials in the book which are relevant or about 80,64 %, 2 materials which are partly relevant or about 6,45 %, and 2 material which are irrelevant or about 6,45 %

According to those findings, the researcher concluded that the textbook covers around 80,64 % 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.

2. In terms of the relevance of the materials in the English student book "When English Rings a Bell" with the main and basic competence four materials written

in the English lesson syllabus for eight graders of Junior high school stated in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah MenengahPertama/Madrasah Tsanawiyah* and the instruction of each material with the Bloom's Taxonomy Psychomotor Domain action verbs stated in Anderson and Simpson in Sitepu (2012: 96), there are 10 materials in the book which are relevant or about 32,25 %, 10 materials which are partly relevant or about 32, 25 %, and 11 materials which are irrelevant or about 35,48 %. According to those findings, the researcher concluded that the textbook only covers around 36,66 % materials which are relevant with the psychomotor domain and able to fulfill the purposes of guiding the students to use their psychomotor ability to create something with their creativity which should be achieved by the students according to the syllabus.

According to those findings, the researcher concluded that the textbook covers around 36,66 % 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.

# **B.** Suggestion

The success in teaching and learning activity does not only depend on the ability of the teacher to explain the material but also the quality of the textbook is important. In the 2013 Curriculum, the main source of the materials is the student book published by the Ministry of Education and Culture of Indonesia. It is important to evaluate the student book because we should know the quality of the book and

there are still a few evaluations of this book. So, the researcher decided to do an analysis of the English student book for eighth graders of Junior High School published by the Ministry of Education and Culture of Indonesia entitled "When English Rings a Bell". Finally, the researcher hopes this study will be useful for the readers. Therefore, based on the findings at the previous chapter, it is necessary to give some valuable suggestions for the book writer, government, school and the other researchers also:

#### 1. For the book writer

The writer of this book should develop and improve the materials written in the book both in terms of cognitive and psychomotor domains because the materials in the book just have 80,64 % relevance with the Bloom's Taxonomy Cognitive Domain and Basic Competency Three of the English lesson syllabus and 36,66 % relevancy with the Bloom's taxonomy Psychomotor Domain Basic Competence Four of the English lesson syllabus. Those percentages show that the book did not cover enough materials which can help the students to achieve the required English ability as the Eighth Graders of Junior High School. If the teacher and the students only use this book as their main source of teaching and learning process, the researcher afraid of the students will fail in their study. So, the researcher suggests the writer of the book to improve and develop the materials written in this book as soon aspossible.

# 2. For the government

After knowing the findings in this research, the researcher suggests the government to hold an evaluation related to the implementation of 2013

curriculum. The government should give the teacher and students enough materials to learn and evaluate the teaching and learning process in the school. If the teachers and students did not enough source of learning, the government should help them to cover it.

### 3. For the School

It will be better for the school to give more attention to the content of material compatibility of the cognitive and psychomotor levels of the textbook. It is need to be selective in choosing the appropriate textbook that can develop students' competence.

#### 4. For the other researchers

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

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# **APPENDICES**

			please rech	neck in the about ABILI compliment		4.1.3 is spoken text, why it is written
			/			
structure, and		respond	/	understanding in picture 4		
language		checking	/	Udin says,		
feature		understanding	/ /	<i>/</i>		
according to		expression.	VV	"		
context.		4.1.3 The	19, <mark>24</mark>	Please complete these	✓	
		instruction to		following sentences. Write		
		compose simple		them in neat and accurate		
		spoken text to		handwriting on your		
		express and		notebook. To show Dayu's		
		respond giving		appreciation in picture 6 she		
		compliment		says,		
		expression.		٠٠ ,,		
4.5 The	Everything	4.5.1 The	50	Make your invitation card	✓	
instruction	that is related	exercise about		for your friend		
compose	to the	personal				
written text of	interaction	invitation letter		/mm		
simple special	between	and greeting		check again		
greeting card	teacher and	card.				
by notice on	students					

		competence)		Partly	Irrelevant	
				relevant		
4.1 Compose	Everything	4.1.4 The	-		✓	In order to
simple spoken	that is related	instruction to				improve the
text to express	to the	compose				materials in the
and respond	interaction	simple spoken				book to become
gaining	between	text to express				relevant with
attention,	teacher and	and respond				the 4.1.4 sub-
checking	students	giving opinion.				basic
understanding,	during the					competence, I
and giving	teaching and					suggest the
complement	learning					book
expression by	process, both		one item is missing	:		writer add
notice on the	inside and		giving opinion			materials about
right social	outside the					instruction to
function, text	class.					compose simple
structure, and						spoken text to
language						express and
feature						respond giving
according to						

check also page 23, is it also written text about ability? if so, put it here as well

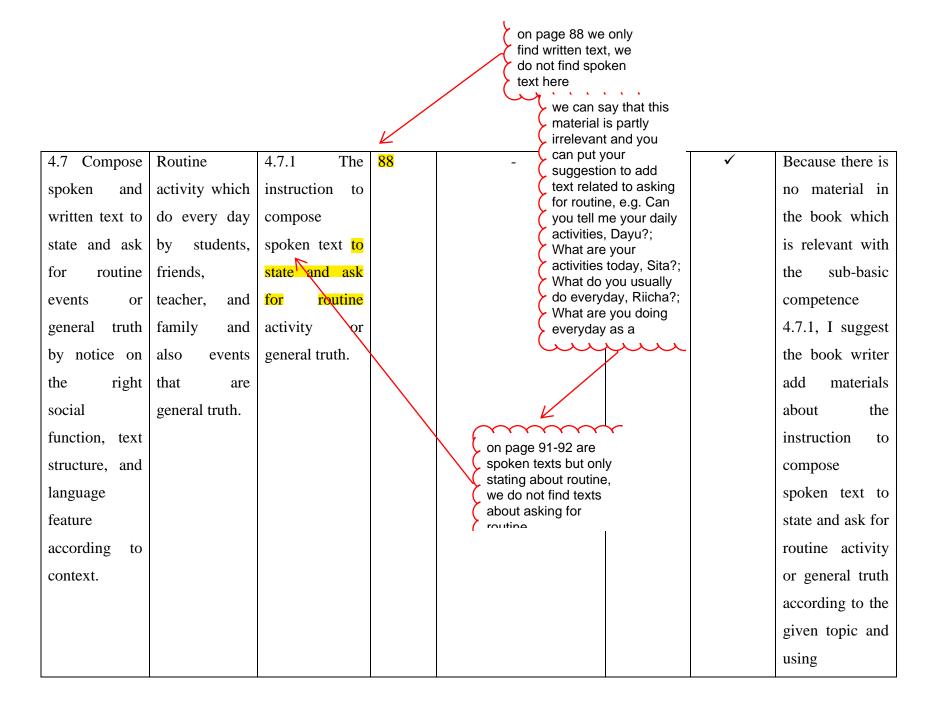
Check, it has been there in the book

context.			V.	V		opinion.
4.2 Compose	Everything	4.2.1 The	24 🗸	1. Spoken text: -	✓	In order to
spoken and	that is related	Instruction to		2. Written text: Now,		improve the
written text to	to the	compose		complete the		materials in the
state and ask	interaction	written and		following sentences		book to become
for ability and	between	spoken text for		according to the		relevant with
willingness to	teacher and	stating and		speakers' statements.		the sub-basic
do something	students	asking		The first one has been		competence
by notice on	during the	someone's		done for you.		4.2.1, I suggest
the right	teaching and	ability.		According to Rani:		the book writer
social	learning			a. Yuli can		add the
function, text	process, both			b. She can		materials about
structure, and	inside and			c. She can		instruction to
language	outside the					compose
feature	class.					spoken text for
according to						stating and
context.						asking
						someone's
						ability and

it is not on page 22

					using
					psychomotor
					domain action
					verbs in each
					instruction.
4.2.2	The 22	1. Spoken text: -	,	✓	In order to
Instruct	ion to	2. Written text:	Now,		improve the
compos	e	complete the fol	lowing		materials in the
written	and	sentences accord	ling to		book to become
spoken	text to	the spe	eakers'		relevant with
stating	and	statements. The	first		the sub-basic
asking		one has been do	one for		competence
someon	e's	you.			4.2.2, I suggest
willings	ness to	According to lath	an:		the book writer
do some	ething.	a. Lusi wil	not do		add the
		the cleaning			materials about
		b			instruction to
					compose
					spoken text for

page 30



			checck p.178-180	2		past events and using psychomotor domain action verbs in each instruction.
4.11 Compose		4.11.1 The	-		✓	Because there is
short and	which	instruction to				no materials in
simple spoken	relevance with	compose short				the book to
and written	students' life,	and simple				become relevant
recount text	by giving	spoken recount				with the sub-
about activity,	example of	text about				basic
event, and	discipline,	activity, event,				competence
phenomenon	honesty, care,	and				4.11.1, I suggest
by notice on	health	phenomenon.				the book writer
the right	lifestyle, and					add the
social	friendly					materials about
function, text	attitude					instruction to
structure, and	toward the					compose simple

language	environment.					spoken re	count
feature						text	about
according to						activity, e	event,
context.						and	
			<b>&gt;</b>	ome of them are		phenomeno	n
			2	vailable on page 10-215, but some of		and	using
				em are not there se brochure,		psychomoto	or
			ba	amphlet. ads		domain a	ection
						verbs in	each
						instruction.	,
4.12 Catch the	Rundown of	4.12.1 The		-	✓	Because the	ere is
meaning of	event, memo	exercise about				no material	in
very short and	/short	very short and				the book w	hich
simple	message text,	simple		because there is no	7	is relevant	with
message and	warning,	message		examples of brochure,	•	the 4.12.1 s	sub-
notice.	caution,			advertisement or pamphlet, probably it		basic	
	advertisemen			can be your		competence	e, I
	t, brochure,			suggestion for the writer of the book,		suggest the	
	pamphlet, and			and the material in this basic		book	
				competence can be classified into partly			

traffic sign in			writer add
the students'			materials about
environment			the instruction
			to compose very
			short and simple
			message in a
			given topic and
			using
			psychomotor
			domain action
			verbs in each
			instruction.

Appendix 2
Research Instrument of Psychomotor Domain
Table 2 Observation Checklist of Cognitive Domain

Basic Competer	nce Four (Psycho	motor Aspect)		Whe	n English Rings a	Bell	
Basic	Topic	Materials	Page	Example of	Relevance with	Basic Competen	ce and Topic
Competence		(Sub-Basic		materials	Relevant	Partly	Irrelevant
		Competence)				Relevant	
3.1 Apply the	Everything	3.1.1 Spoken					
text structure	that is related	text for					
and language	to the	gaining					
feature to	interaction	attention in					
implement the	between	terms of					
social function	teacher and	expressions					
of gaining	students	and responses.					
attention,	during the	3.1.2 Spoken					
checking	teaching and	text for					
understanding,	learning	checking					
giving	process, both	understanding					
compliment,	inside and	in terms of					
and asking	outside the	expressions					
and giving	class.	and responses.					

opinion		3.1.3 Spoken			
expressions		text for giving			
and responses		compliment in			
according to		terms of			
context.		expressions			
		andresponses.			
		3.1.4 Spoken			
		text for asking			
		and giving			
		opinion in			
		terms of			
		expressions			
		andresponses.			
3.2 Apply the	Everything	3.2.1 Spoken			
text structure	that is related	and written			
and language	to the	text for stating			
feature to	interaction	and asking			
implement the	between	ability use			
social function	teacher and	modal can			
of stating and	students	3.2.2 Spoken			
asking ability	during the	and written			
and	teaching and	text for stating			

willingness	learning	and asking for			
according to	process, both	willingness			
context.	inside and	use modal			
	outside the	will			
	class.	3.3.3 Spoken			
		and written			
		text for giving			
		appeal			
		according to			
		context.			
3.4 Apply the	Everything	3.4.1 Spoken			
text structure	that is related	and written			
and language	to the	text for giving			
feature to	interaction	instruction in			
implement the	between	terms of			
social function	teacher and	expressions			
of giving	students	andresponses.			
instruction,	during the	3.4.2 Spoken			
giving	teaching and	and written			
invitation,	learning	text for giving			
giving	process, both	invitation in			
prohibition,	inside and	terms of			

asking for outside the	expressions
permission class.	and responses.
expressions	3.4.3 spoken
and responses	and written
according to	text for giving
context	permission in
	terms of
	expressions
	and responses
	according to
	context
	3.4.4 spoken
	and written
	text for giving
	permission in
	terms of
	expressions
	and responses
	according to
	context
3.5 compere Everything	3.5.1 Written
functions that isrelated	text in terms

social, text	to the	of making			
structure, and	interaction	greeting card			
language	between	in a special			
feature to	teacher and	day according			
implement the	students	to context.			
social function	during the				
of making	teaching and				
greeting card	learning				
in special day	process, both				
according to	inside and				
the context	outside the				
	class.				
3.6 Apply the	The name of	3.6.1 Spoken			
text structure	people, things,	text for stating			
and language	and animal	and asking the			
feature to	exist in the	presence of			
implement the	students'	people in			
social function	environment,	uncountable			
stating and	by giving	amount.			
asking the	example of	3.6.2 Spoken			
presence of	friendly	text for stating			
people, things,	attitude	and asking the			

and animal in	toward the	presence of			
uncountable	environment,	animals in			
amount	confidence,	uncountable			
according to	and	amount.			
context.	responsibility	3.6.3 Spoken			
		text for stating			
		and asking the			
		presence of			
		things in			
		uncountable			
		amount.			
3.7 Apply the	Routine	3.7.1 Spoken			
text structure	activity which	text for stating			
and language	do every day	and asking			
feature to	by students,	routine			
implement the	friends,	activity or			
social function	teacher, and	general truth			
of stating and	family and	events.			
asking routine	also general	3.7.2 Written			
activity or	truth events.	text for stating			
general truth		and asking			
		routine			

according to		activity or			
context.		general truth			
		events.			
3.8 Apply the	Activity that	3.8.1 Spoken			
text structure	is doing by	text to state			
and language	students,	and ask			
feature to	friends,	something			
implement the	parents,	that happens			
social function	brother, sister,	right now.			
of stating and	younger	3.8.2 Written			
asking event	brother,	text to ask and			
that happens	younger	state			
right now	sister, and	something			
according to	teacher.	that happens			
context.		rightnow.			
3.9 Apply the	People,	3.9.1 Spoken			
text structure	things, and	and written			
and language	animal exist	text for stating			
feature to	in the	and asking the			
implement the	students'	amount and			
social function	environment,	character			

of stating and	by giving	comparison of			
asking the	example of	people.			
amount and	friendly	3.9.2 Spoken			
character	attitude	and written			
comparison of	toward the	text for stating			
people,	environment,	and asking the			
animal, things,	confidence,	amount and			
according to	and	character			
context.	responsibility.	comparison of			
		animal.			
		3.9.3 Spoken			
		and written			
		text for stating			
		and asking the			
		amount and			
		character			
		comparison of			
		things.			
3.10 Apply	Past events	3.10.1 Spoken			
the text	which	text to state			
structure and	relevance with	and ask past			
language	students' life,	events.			

feature to	by giving	3.10.2 Written			
implement the	example of	text to state			
social function	discipline,	and ask past			
of stating and	honesty, care,	events.			
asking past	health				
events	lifestyle, and				
according to	friendly				
context.	attitude				
	toward the				
	environment				
3.11 Apply	Past events	3.11.1 Short			
the text	which	and simple			
structure and	relevance with	spoken			
language	students' life,	recount text			
feature to	by giving	3.11.2 Short			
implement the	example of	and simple			
social function	discipline,	written			
of short	honesty, care,	recount text.			
recount text	health				
by stating and	lifestyle, and				
asking about	friendly				
activity, event,	attitude				

and	toward the				
phenomena	environment.				
according to					
context.					
3.12 Apply	Rundown of	3.12.1 Written			
the text	event,	text in the			
structure and	memo/short	form of short			
language	message text,	message.			
feature to	warning,	3.12.2 Written			
implement the	caution,	text in the			
social function	advertisement.	form of			
of short	Brochure,	notice.			
message and	pamphlet, and				
notice	traffic sign in				
according to	the student's				
context.	environment.				
3.13 Apply	Everything	3.13.1 English			
the text	gives	Song.			
structure and	inspiring				
language	behavior				
feature to					
implement the					

social function			
of song.			

Appendix 3
Research Instrument of Psychomotor Domain
Table 3 Observation Checklist of Psychomotor Domain

Basic Competence	Four (Psychomo	otor Aspect)		When Eng	glish Rings a l	Bell	
Basic	Topic	Materials (Sub	- Page	Example of materials	Relevance with Basic Competence		
Competence		Basic Competence	)		and Topic		
					Relevant	Partly	Irrelevant
						Relevant	
4.1 Compose	Everything	4.1.1 Th	e				
simple spoken	that is related	instruction t	О				
text to express	to the	compose simple	e				
and respond	interaction	spoken text t	О				
gaining attention,	between	express an	d				
checking	teacher and	respond gainin	g				
understanding,	students	attention					
and giving	during the	expression.					
complement	teaching and						
expression by	learning						

notice on the	process, both	
right social	inside and	
function, text	outside the	
structure, and	class.	
language feature		
according to		
		4.1.2 The
		instruction to
		compose simple
		spoken text to
		express and
		respond checking
		understanding
		expression.
		4.1.3 The
		instruction to
		compose simple
		spoken text to
		express and
		respond giving
		compliment
		expression.

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

		4.2.2 The		
		Instruction to		
		compose written		
		and spoken text to		
		stating and asking		
		someone's		
		willingness to do		
		something.		
4.3 the instruction	Everything	4.3.1 Compose		
to compose	that is related	simple text spoken		
written and	to the	and written to		
spoken text giving	interaction	necessity according		
and ask for	between	to context		
information	teacher and	4.3.2 Compose		
related to	students	simple text spoken		
necessity,	during the	and written to		
prohibition, and	teaching and	prohibition		
appeal, with pay	learning	according to		
attention social	process, both	context		
function, text	inside and	4.3.3 Compose		
structure, and	outside the	simple text spoken		
linguistic	class.	and written to		

elements correct		appeal according to			
and according to		context			
context.					
4.4 Compose	Everything	4.4.1 The			
simple spokenand	that isrelated	instruction to			
written text to	to the	compose simple			
state, ask, and	interaction	written and spoken			
respond giving	between	text for stating,			
instruction, giving	teacher and	asking, and			
invitation, giving	students	responding giving			
prohibition,	during the	instruction			
asking for	teaching and				
permission	learning				
expression by	process, both				
notice on the right	inside and				
social function,	outside the				
text structure and	class.				
language feature					
according to					
context.					
		4.4.2 The			
		instruction to			

compose simple			
written and spoken			
text for stating,			
asking, and			
responding giving			
invitation			
expression.			
44.3 The			
instruction to			
compose simple			
written and spoken			
text for stating,			
asking, and			
responding giving			
prohibition			
4.4.4 The			
instruction to			
compose simple			
written and spoken			
text for stating,			
asking, and			
responding asking			

		for permission			
		expression.			
4.5 Compose	Everything	4.5.1 The			
written text in the	that is related	instruction to			
form of simple	to the	compose written			
special greeting	interaction	text in forms of			
card by notice on	between	very short and			
the right social	teacher and	simple greeting			
function, text	students	card according to			
structure, and	during the	context.			
language feature	teaching and				
according to text.	learning				
	process, both				
	inside and				
	outside the				
	class.				
4.6 Compose	People,	4.6.1 The			
spoken and	things, and	instruction to			
written text to	animal exist	compose spoken			
state and ask for	in the	and written text to			
amount and	students'	state and ask for			
Character	environment,	amount and			

Comparison of	by giving	character		
people, animal,	example of	comparison of		
and things by	friendly	people.		
notice on the right	attitude	4.6.2 The		
social function,	toward the	instruction to		
text structure, and	environment,	compose spoken		
language feature	confidence,	and written text to		
according to	and	state and ask for		
context.	responsibilit	amount and		
	у	character		
		comparison of		
		animal.		
		4.6.3 The		
		instruction to		
		compose spoken		
		and written text to		
		state and ask for		
		amount and		
		character		
		comparison of		
		things.		

4.7 Compose	Routine	4.7.1 The
spoken and	activity	instruction to
written text to	which do	compose spoken
state and ask for	every day by	text to state and ask
routine events or	students,	for routine activity
general truth by	friends,	or general truth.
notice on the right	teacher, and	4.7.2 The
social function,	family and	instruction to
text structure, and	also events	compose written
language feature	that are	text to state and
according to	general truth.	ask for routine
context.		activity or general
4.8 Compose	Activity that	4.8.1 The
spoken and	is doing by	instruction to
written text to	students,	compose written
state and ask	friends,	text to state and ask
about event that	parents,	for event that
happens right now	brother,	happens right now.
by notice on the	sister,	4.8.2 The
right social	younger	instruction to
function, text	brother,	compose written
structure, and	younger	text to state and

language feature	sister, and	for event that		
according to	teacher.	happens right now.		
context.				
4.9 Compose	People,	4.9.1 The		
spoken and	things, and	instruction to		
written text to	animal exist	compose spoken		
state and ask for	in the	and written text to		
amount and	students'	state and ask for		
character	environment,	amount and		
comparison of	by giving	character		
people, animal,	example of	comparison of		
and things by	friendly	people.		
notice on the right	attitude	4.9.2 The		
social function,	toward the	instruction to		
text structure, and	environment,	compose spoken		
language feature	confidence,	and written text to		
according to	and	state and ask for		
context.	responsibility	amount and		
		character		
		comparison of		
		animal.		

		4.9.3 The			
		instruction to			
		compose spoken			
		and written text to			
		state and ask for			
		amount and			
		character			
		comparison of			
		things.			
4.10 Compose	Past events	4.10.1 The			
spoken and	which	instruction to			
written text to	relevancy	compose spoken			
state and ask past	with students'	text to state and ask			
events by notice	life, by giving	past events.			
on the right social	example of	4.10.2 The			
function, text	discipline	instruction to			
structure, and	honestly,	compose written			
language feature	care, health	text to state and			
according to	life	ask past events.			
context	style, and				
	friendly,				

	toward the				
	environment.				
4.11 Understood	Past events	4.11.1 The			
the meaning of	which	instruction to			
short and simple	relevance	compose short and			
spoken and	with students'	simple spoken			
written recount	life, by giving	recount text about			
text about	example of	activity, event, and			
activity, event,	discipline,	phenomenon.			
and phenomenon.	honesty, care,	4.11.2 the			
	health	instruction to			
	lifestyle, and	compose short and			
	friendly	simple written			
	attitude	recount text about			
	toward the	activity, event, and			
	environment.	phenomenon.			

4.12 Understood	Rundown of	4.12.1 Theexercise			
the meaning of	the	about very short			
very short and	event,	and simple			
simple message	memo/short	message			
and notice.	message text,	4.12.2 Which			
	warning,	contains exercise			
	caution,	about very short			
	advertisement	and simplenotice.			
	, brochure,				
	pamphlet, and				
	traffic sign in				
	the student's				
4.13 Catch the	Everything	4.13.1 The exercise			
meaning of song.	gives	about English song.			
	inspiring				
	behavior.				

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