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

Arranged by:

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   Thank you for the attention.

Wassalamu'alaikumWr.Wb

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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

Name   : Richa Fauziyyah Suparno

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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

Stated by,

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Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the Day of Judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled "**AN ANALYSIS OF READING MATERIAL ON "WHEN ENGLISH RINGS A BELL" TEXTBOOK FOR SECOND GRADE JUNIOR HIGH SCHOOL"**. Peace be Upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, support, and suggestion from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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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.

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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

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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

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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**

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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:

1. 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:

1. 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

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

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

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

		interests, and beliefs. Prioritizes time effectively to meet the needs of the organization, family, and self. Key Words: compares, relates, synthesizes
5.	Internalizes Values (characterization): Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most important characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).	Examples: Shows self-reliance when working independently. Cooperates in group activities (displays teamwork). Uses an objective approach in problem solving. Displays a professional commitment to ethical practice on a daily basis. Revises judgments and changes behavior in light of new evidence. Values people for what they are, not how they look. Key Words: acts, discriminates, displays, influences, modifies, 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:
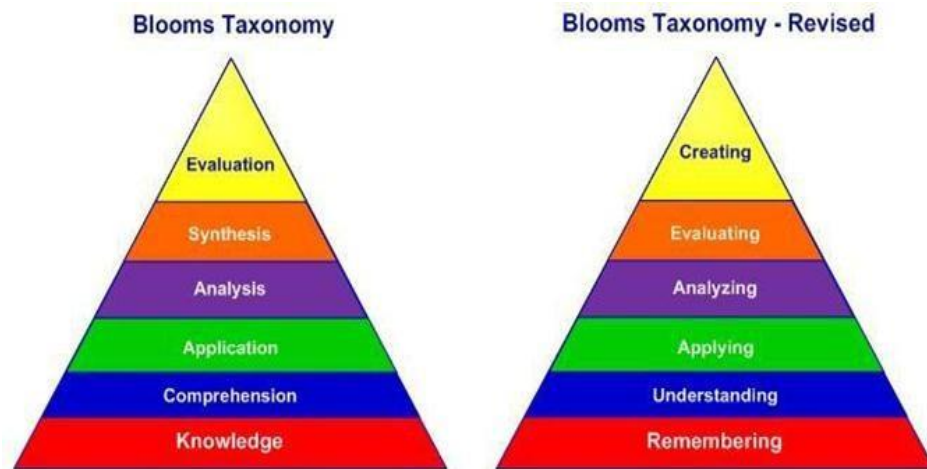
Figure 2.1 The new version of Bloom's taxonomy

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 Cognitive Process	Alternative Names	Definitions and Examples
1. Remember – Retrieve relevant knowledge in long-term memory		
1.1 Recognizing	Identifying	Locating knowledge in long-term memory that is consistent with 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 – Construct meaning from instructional messages, including oral, written, and graphic communication		
2.1 Interpreting	Clarifying, paraphrasing, representing, translating	Changing from one form or representation (e.g., numerical) to another (e.g., verbal) (e.g., paraphrase important speeches and documents)
2.2 Exemplifying	Illustrating, instantiating	Finding a specific example or illustration of concept or principle (e.g., Give examples of various artistic painting styles
2.3 Classifying	Categorizing, subsuming	Determining that something belongs to a category (e.g.,

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

		situations in which it is appropriate)
4. Analyze – Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose		
4.1 Differentiating	Discriminating, distinguishing, focusing, selecting	Distinguishing relevant from irrelevant parts or important from unimportant parts of presented material (e.g., distinguish between relevant and irrelevant numbers in a mathematical word problem)
4.1 Organizing	Finding, coherence, integrating, outlining, parsing, structuring	Determining how elements fit or function within a structure (e.g., structure evidence in a historical description into evidence for an against a particular historical explanation)
4.2 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 criteria and standards		
5.1 Checking	Coordinating, detecting, monitoring, testing	Detecting inconsistencies or fallacies within a process or product has internal consistency; detecting the effectiveness of a procedure

		as it is 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; recognize elements into a new pattern or structure		
6.1 Generating	Hypothesizing	Coming up with alternative hypotheses based on criteria (e.g., generate hypotheses to account for an observed phenomenon)
6.2 Planning	Designing	Devising a procedure for accomplishing some task (e.g., plan a research paper on a given historical topic)
6.3 Producing	Constructing	Inventing a product (e.g., build habitats for a specific purpose)

Taken from: Anderson, 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 Category	Action Verb
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:

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

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

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

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

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

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

			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 proficiency, a learner's ability to create new movement patterns. Creating new movement patterns to fit a particular situation or specific problem. Learning	velop and execute new integrated responses and activities Examples: Constructs a new theory. Develops a new and comprehensive training programming. Creates a new gymnastic routine.	anges, builds, combines, composes, constructs, creates, designs, formulates, initiate, makes, modifies, originates, redesigns, troubleshoots .

		outcomes emphasize creativity based upon highly developed skills.		
A d a p t e				

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.

i. 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:

1) 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 similaritiy 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 assesement 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:

1. 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.

2. 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.

3. 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.

5. 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:

$$\frac{\text{Relevant materials}}{\text{Total materials}} \text{ X } 100\%$$

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;

Figure 3.1 framework technique of Analysis
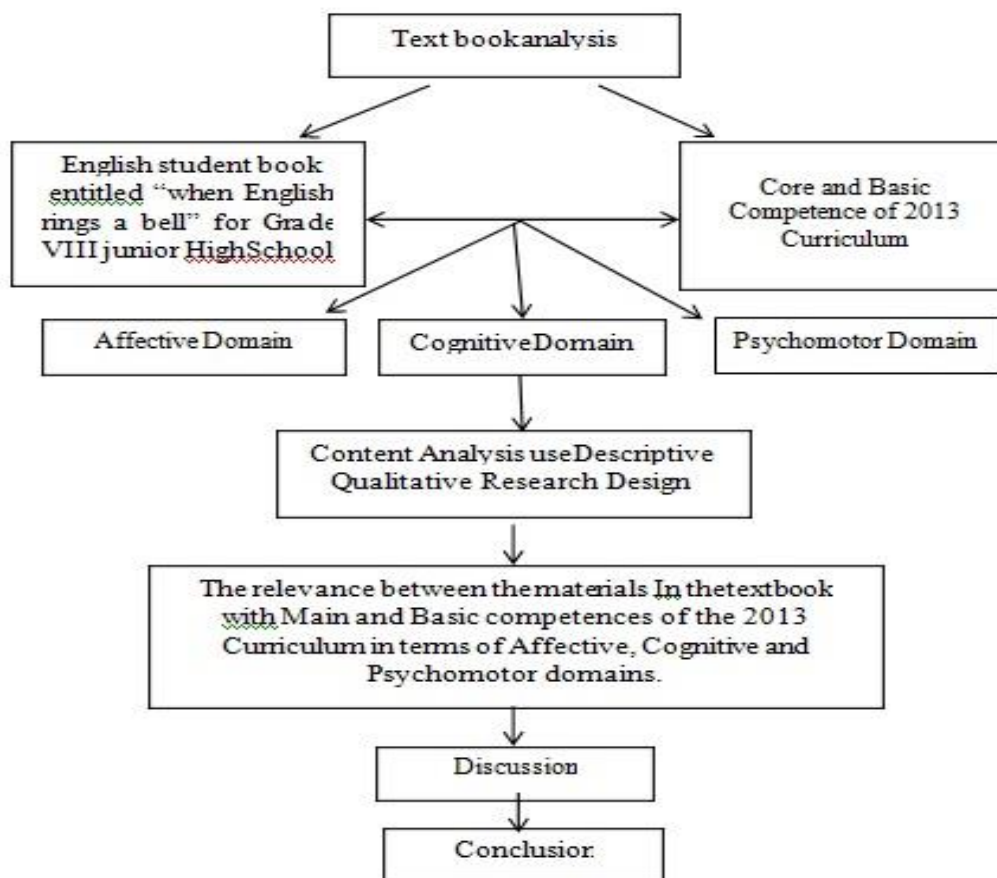
E. The trustworthiness of the data

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 1, core competence 2 is broken down into basic competence 2, core competence 3 is broken down into basic competence 3, and core competence 4 is broken down into basic competence 4.

Because 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 (√), 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 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	3.1.1which contains spoken text for gaining attention in terms of expressions and responses, sub-basic competence.	Gaining attention expression
	3.1.2 which contains spoken text for checking understanding in terms of expressions and responses	Checking understanding expression
	3.1.3 which contains spoken text for giving compliment in terms of expressions and responses	

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

2. Chapter 2

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

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

4. Chapter 4

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

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

5. Chapter 5

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

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

6. Chapter 6

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

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

7. Chapter 7

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

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

8. Chapter 8

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

Basic Competence	Sub Basic Competence	Material
3.9 the text structure and language feature to implement the social function of stating and asking the amount and character comparison of people, animal, things, according to context	3.9.1 which contains spoken and written text for stating and asking the amount and character comparison of people	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	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	amount and character comparison of thing
4.9 composing spoken and written text to state and ask for amount and character comparison of people, animal, and things by notice on the right social function, text structure, and language feature according to context	4.9.1 which contains the instruction to compose spoken and written text to state and ask for amount and character comparison of people	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	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 things	amount and character comparison of thing

10. Chapter 10

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 language feature to implement the social function of stating and asking past events according to context	3.10.1 which contains spoken text to state and ask past events	spoken text to state and ask past events
	3.10.2 which contains written text to state and ask past events	written text to state and ask past events
4.10 composing spoken and written text to state and ask past events by notice on the right social function, text structure, and language feature according to context	4.10.1 which contains instruction to compose spoken text to state and ask past events	spoken text to state and ask past events
	4.10.2 which contains instruction to compose written text to state and ask past events	written 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 language feature to implement the social function of short recount text by stating and asking about activity, event, and phenomena according to context	3.11.1 which contains short and simple spoken recount text	short spoken recount text
	3.11.2 which contains short and simple written recount text	short written recount text
4.11 is about understood the meaning of short and simple spoken and written recount text about activity, event, and phenomenon	4.11.1 which contains exercise about short and simple spoken and written recount text	short spoken recount text
	411.2 the instruction to compose short and simple written recount text about activity, event, and phenomenon.	short written recount text

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

13. Chapter 13

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 language feature to implement the social function of song	3.13.1 which contains English song	get the message from the song.

4.13 understanding the meaning of song	4.13.1 which contains exercise 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:

1. **Chapter 1**

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				Reason
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials		Relevant with Basic Competence and Topic			Reason
						Relevant	Partly Relevant	Irrelevant	

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

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

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

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

2. Chapter 2

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

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

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

3. **Chapter 3**

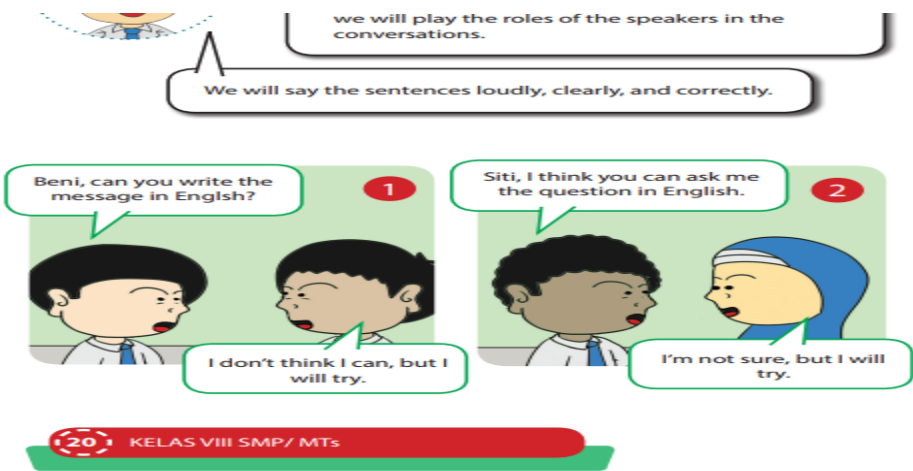Figure 4.3 Research data of Cognitive Domain for relevant Materials

Table 4.16 Research data of Cognitive Domain for relevant Materials

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

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

4. Chapter 4

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

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

5. Chapter 5

Figure 4.5 Research data of Cognitive Domain for relevant Materials

Here are what we will do. **First**, we will study carefully the samples of greeting cards. **Second**, we will discuss and decide what kind of greeting cards that we will make. **Third**, we will make the first draft of our greeting cards. Then, we will revise our draft to make the final greeting cards. We will also decorate them. **Finally**, we will put the greeting cards on our school's wall magazine and answer the questions from the visitors.

Table 4.18 Research data of Cognitive Domain for relevant Materials

Basic Competence Three (Cognitive Domain)					When English Rings a Bell				Reason
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevant with Basic Competence and Topic			
					Relevant	Partly Relevant	Irrelevant	
3.5 compere functions social, text structure,	Everything that is related to the interaction	3.5.1 Written text in terms of making greeting card in a special day according	72, 73	**Make** a greeting card and also decorate them.	✓			The instruction in this page also used action verbs which are included in the Bloom's

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

6. **Chapter 6**

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 Rings a Bell			Reason
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevant with Basic Competence and Topic			Reason
					Relevant	Partly Relevant	Irrelevant	
3.6 Apply the text structure and language feature to	The name of people, things, and animal exist in	3.6.1 Spoken text for stating and asking the presence of people in uncountable amount	76, 77, 78	Play the roles of the speakers in the pictures. **Say** the speakers" sentences correctly and	✓			The instruction in this page also used action verbs which are included in the Bloom's Taxonomy

implement the social function stating and asking the presence of people, things, and animal in uncountable amount according to context.	the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility			clearly. First, **repeat** after me "There are six characters in this book. There are three girls; Siti, Dayu, and lina………"				(Cognitive Domain). The writer used verb "say" which has close meaning with "model" and verb "repeat" which in this context has close meaning "represent"
animal in uncountable amount according to context.	confidence, and responsibility	3.6.3 Spoken text for stating and asking the presence of things in uncountable amount.	78, 80	Play the roles of the speakers in the pictures. **Say** the speakers" sentences correctly and clearly. First, **repeat** after me "There are different kinds of public transportation:	✓			The instruction in this page also used action verbs which are included in the Bloom's Taxonomy (Cognitive Domain). The writer used verb "say" which has close meaning

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

7. Chapter 7

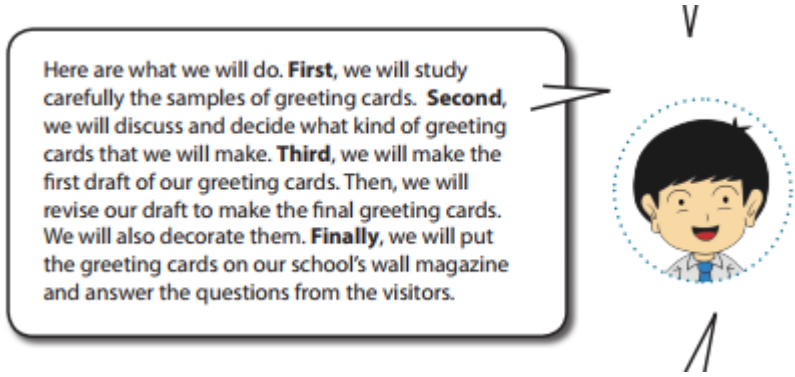Figure 4.7 Research data of Cognitive Domain for relevant Materials

Table 4.20 Research data of Cognitive Domain for relevant Materials

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

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

8. Chapter 8

Figure 4.8 Research data of Cognitive Domain for relevant Materials
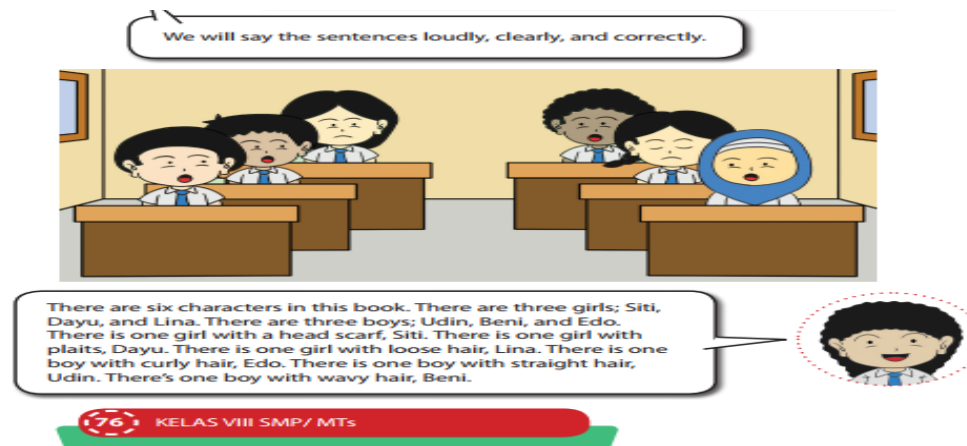

Table 4.21 Research data of Cognitive Domain for relevant Materials

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

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

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

9. **Chapter 9**

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

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

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

| | | of animal. | | after me. Beni: "Look! The horse and the donkey look like each other. But the horse is bigger than the donkey. The donkey is smaller than the horse, right?" 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 | | | | writer used verb "say" which has close meaning with "model" and verb "repeat" |

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

				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.			

10. Chapter 10

Figure 4.10 Research data of Cognitive Domain for relevant Materials
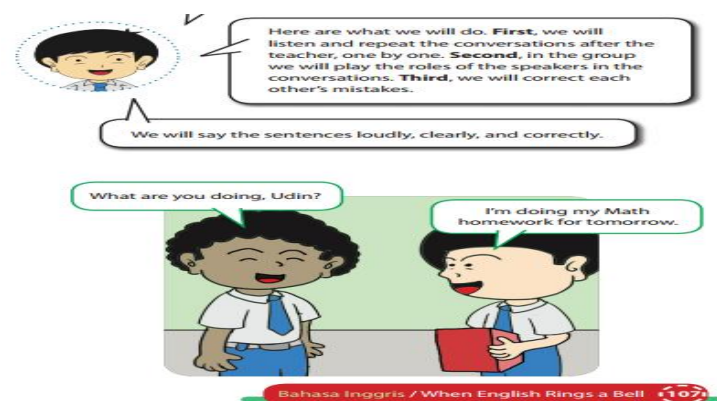
Table 4.23 Research data of Cognitive Domain for relevant Materials

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

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

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

11. **Chapter 11**

Figure 4.11 Research data of Cognitive Domain for relevant Materials
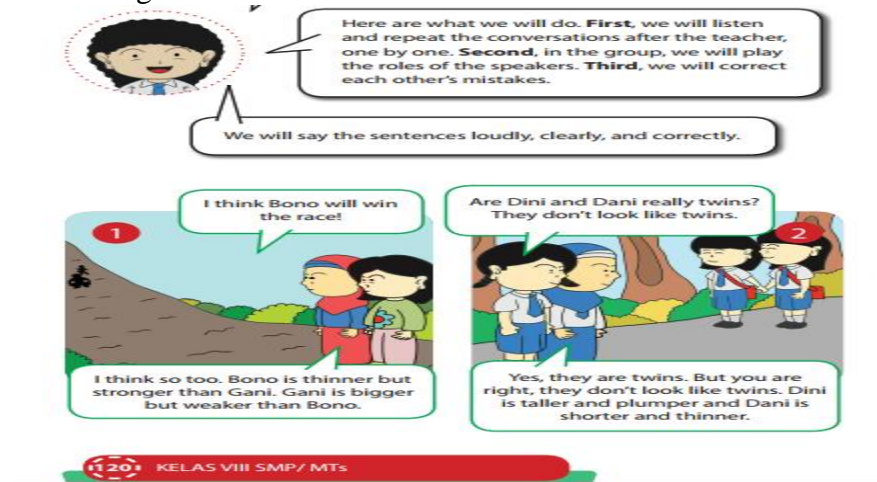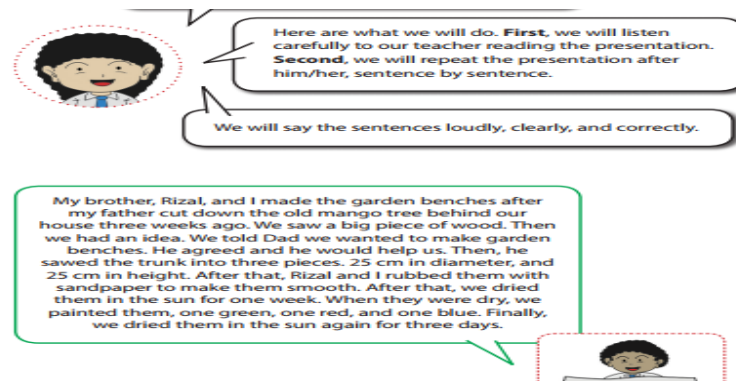

Table 4.24 Research data of Cognitive Domain for relevant Materials

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

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

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				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 Short and simple written recount	187, 188, 189. 190. 191.	Now, find the sentence (s) that state (s) each event or happening. Write your answers in your notebook. The first one	✓			The instruction in this page also used action verbs 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"

12. **Chapter 12**

Figure 4.12 Research data of Cognitive Domain for relevant Materials
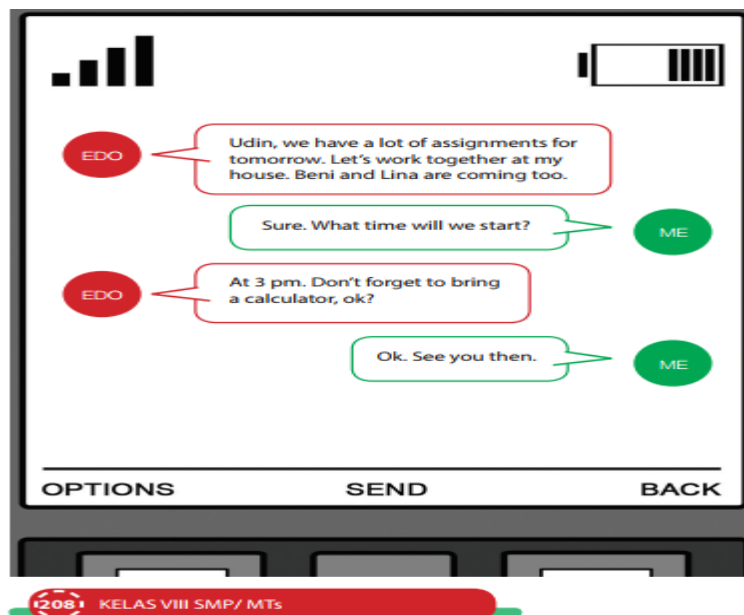
Table 4.25 Research data of Cognitive Domain for relevant Materials

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

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

								"construct"

13. Chapter 13

Figure 4.13 Research data of Cognitive Domain for relevant Materials

Table 4.26 Research data of Cognitive Domain for relevant Materials

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

language feature to implement the social function of song.								included in the Bloom's Taxonomy (Cognitive Domain). The 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 Competence	Topic	Materials (sub-Basic Competence)	Page	Example of Materials	Relevance with Basic Competence and Topic		Suggestion
					Partly Relevant	Irrelevant	

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

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

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

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

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stating and asking the presence of people, things, and animal in uncountable amount according to context.	environment, by giving example of friendly attitude toward the environment, confidence, and responsibility	amount.					competence, I suggest the book writer add materials which are relevant with the materials and topic requires by the 3.6.2 sub-basic competence and also uses cognitive domain action verbs in each instruction.

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

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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 the materials with the basic competence and topic.

1. **Chapter 1**

    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 Bell			Reason			
Basic Competence	Topic	Materials (Sub-Basic) Competence	Page	Example of Materials	Relevance with Basic Competence and topic				
					Relevant	Partly	Irrelevant		
4.1 Compose simple spoken text to express and respond gaining	Everything that is related to the interaction between teacher and	4.1.1 The instruction to compose simple spoken text to express and respond gaining attention	8	We will **state** what the teacher and the student say to get attention and we will take turns asking and answering question.	✓			The instruction in this page also used action verbs which are included in the

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

2. **Chapter 2**

Figure 4.15 Research data of Psychomotor Domain for relevant Materials

Table 4.30 Research data of Psychomotor Domain for relevant Materials

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

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

3. **Chapter 5**

Figure 4.16 Research data of Psychomotor Domain for relevant Materials

We will look closely into some birthday greeting cards Lina got from her friends on her birthday.

Here are what we will do. **First**, we will listen carefully to our teacher reading the sentences on the greeting cards. **Second**, we will repeat the sentences after him/her. **Then**, we will choose one of them and copy it to our notebooks and apply different decoration.

We will say the sentences loudly, clearly, and correctly. We will spell the words and use the punctuation marks correctly.

Table 4.31 Research data of Psychomotor Domain for relevant Materials

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

4. **Chapter 7**

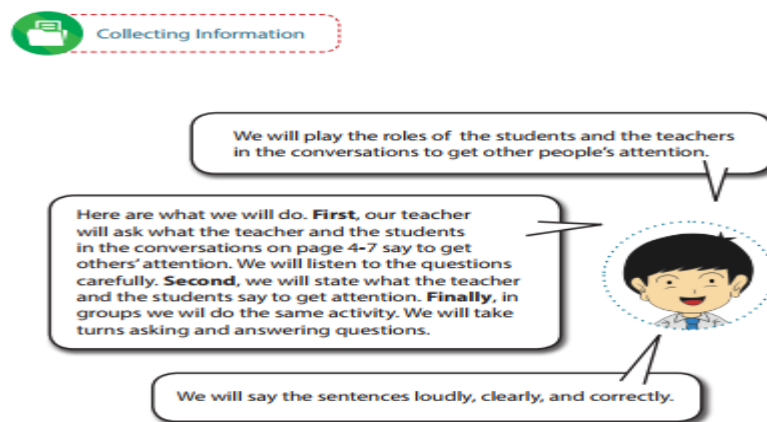Figure 4.17 Research data of Psychomotor Domain for relevant Materials

Table 4.32 Research data of Psychomotor Domain for relevant Materials

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

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

5. **Chapter 8**

   Figure 4.18 Research data of Psychomotor Domain for relevant Materials

Here are what we will do. **First**, we will study the examples carefully. **Second**, we will copy the examples in our notebooks. **Third**, we will use the table below to make a list of 10 activities that the people around us are doing right now, like the examples.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. If we have any problems, we will go to our teacher for help.
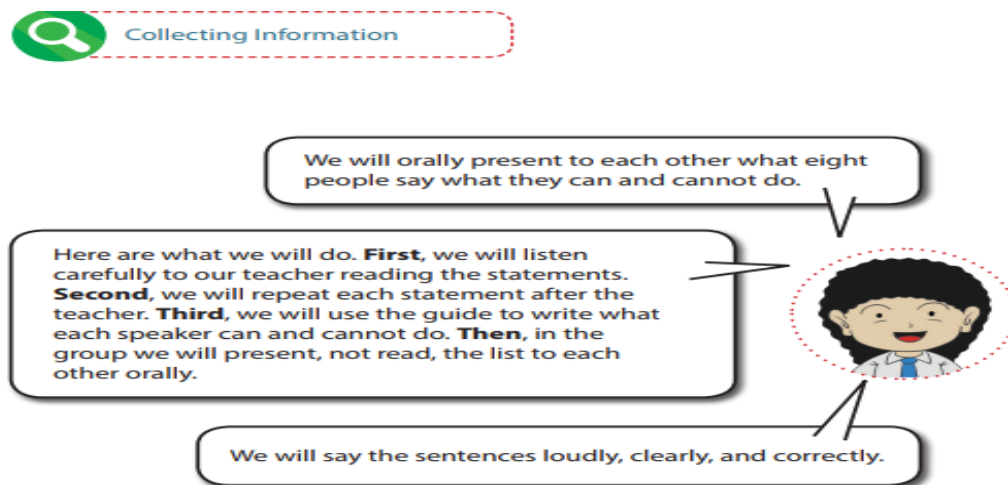
Table 4.33 Research data of Psychomotor Domain for relevant Materials

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

6. **Chapter 10**

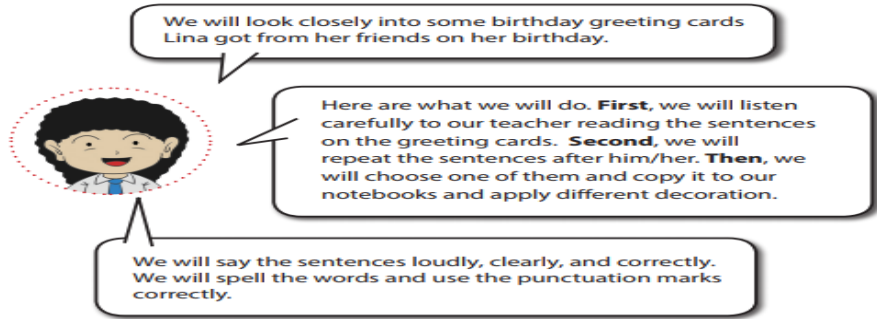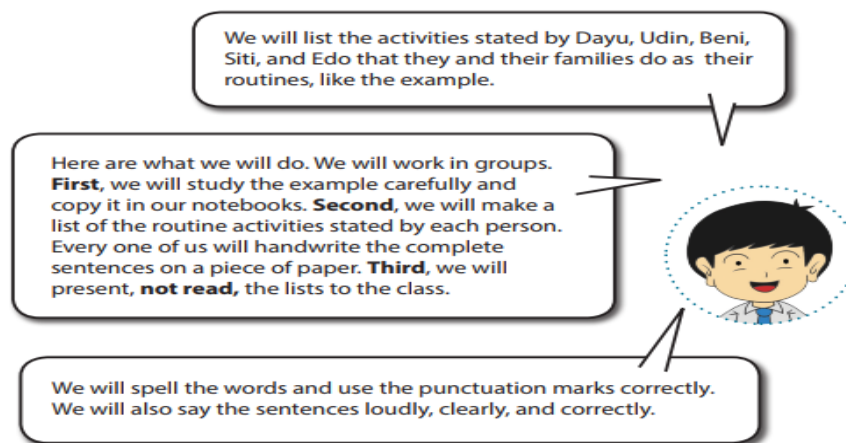Figure 4.19 Research data of Psychomotor Domain for relevant Materials

Table 4.34 Research data of Psychomotor Domain for relevant Materials

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

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

7. **Chapter 11**

Figure 4.20 Research data of Psychomotor Domain for relevant Materials

Here are what we will do. **First**, we will study each of the pictures carefully. **Second**, we will read the conversation again. **Then**, we will discuss which statement matches each of the pictures. **Finally**, we will handwrite the statements on a piece of paper.

Table 4.35 Research data of Psychomotor Domain for relevant Materials

Basic Competence Four (Psychomotor Domain)				When English Rings a Bell		Reason
Basic Competence	Topic	Materials (Sub-Basic)	Page	Example of Materials	Relevance with 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 **read** the conversation again and discuss the statement matches				The instruction in this page also used action verbs which are included in the Bloom's Taxonomy (Psychomotor Domain). The writer used verb "read" which has close meaning with "recognize".
		4.11.2the Instruction to compose short and simple written recount	181	Work together with your group, and help each other. Hand-**write** the statements matches each of the pictures it on a				The instruction in this page also used action verbs which

		text about activity, event, and phenomenon.		piece of paper, in your very neat, accurate, and clear handwriting.				are included in the Bloom's Taxonomy (Psychomotor Domain). The writer used verb "write" which has close meaning with "copy".

8. Chapter 12

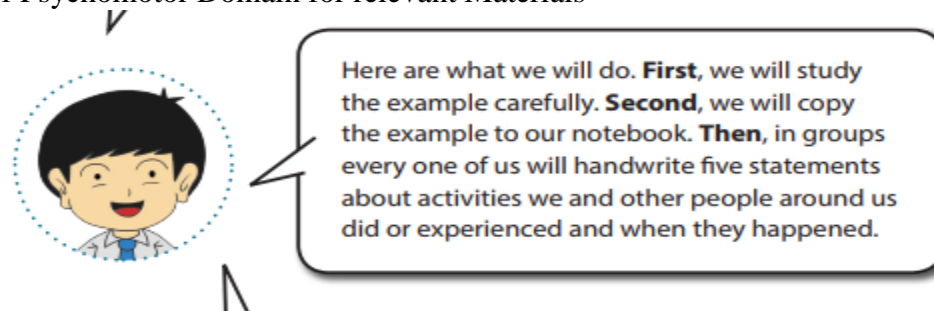Figure 4.21 Research data of Psychomotor Domain for relevant Materials
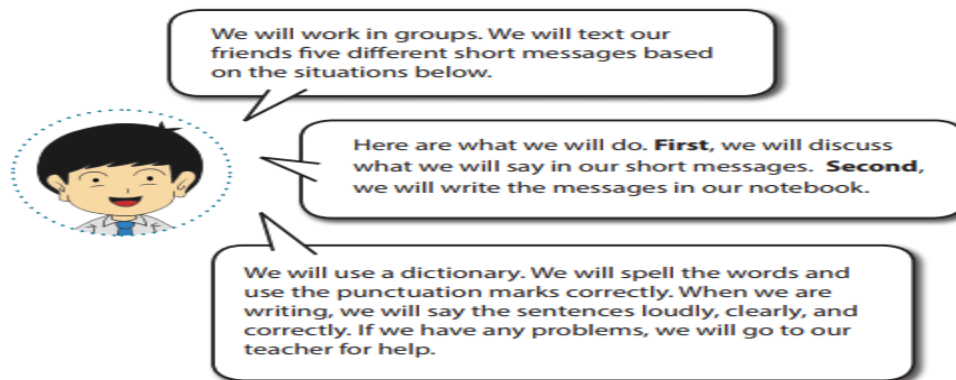
Table 4.36 Research data of Psychomotor Domain for relevant Material

Basic Competence Four (Psychomotor Domain)					When English Rings a Bell				Reason
Basic Competence	Topic	Materials (Sub-Basic) Competence	Page	Example of Materials	Relevance with Basic Competence and topic				
					Relevant	Partly	Irrelevant		
4.12 Understood the meaning of very short and simple message and notice.	Rundown of the event, memo/short message text, warning, caution, advertisement, brochure, pamphlet, and traffic sign in the student's environment	4.12.1 The exercise about very short and simple message	209	Work with your group. Each group is to **make** five different short messages based on situation bellow and write the message in our notebook.	✓				The instruction in this page also used action verbs which are included in the Bloom's Taxonomy (Psychomotor Domain). The writer used verb "make" which has close meaning with "construct".

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

9. Chapter 13

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.
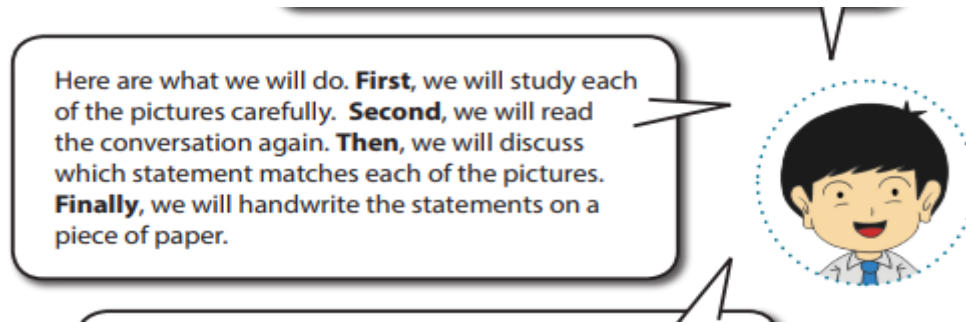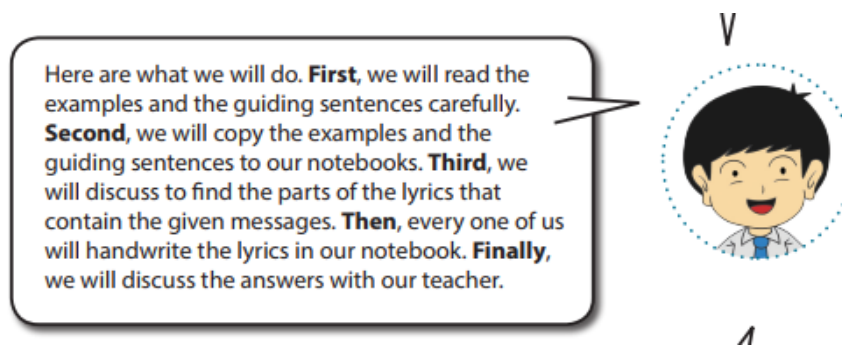
Table 4.37 Research data of Psychomotor Domain for relevant Materials

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

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

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

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

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

prohibition, and appeal, with pay attention social function, text structure, and linguistic elements correct and according to context.	process, both inside and outside the class.						materials about instruction to compose spoken text for necessity according to context
		4.3.2 Compose simple text spoken and written to prohibition according to context	37	1. Spoken text: - 2. Written text: Now, complete the following sentences according to the speakers" statements. 1. I think I'm catching a cold ……………………..	✓		In order to improve the materials in the book to become relevant with the sub-basic competence 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 simple text spoken and written to appeal according to context		-		✓	In order to improve the materials in the book to become relevant with the sub-basic competence 4.3.3, I suggest the book writer add the materials about instruction to compose spoken and

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

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

							and responding giving invitation
		4..4.3 The instruction to compose simple written and spoken text for stating, asking, and responding giving prohibition		-		✓	In order to improve the materials in the book tobecome relevant with the sub-basic competence 4.4.3, I suggest the book writer add the materials about instruction to compose spoken and written 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.	63	1. Spoken text : - 2. Written text: Now, complete the following sentences according to speakers" statements. Siti ask permission to Edo : ………………….	✓		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, andresponding

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

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

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

| | | state and ask for amount and character comparison of things. | | Edo says that our roads are very busy now.

1. …

2. … | | | the sub-basiccompetence 4.6.3, I suggest the book writer add the materials about instruction to compose spoken text to state about the presence of animal in uncountable amount and using psychomotor domain action verbs in each |

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

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

context.							event that happens right now according to the given topic and using psychomotor domain action verbs in each instruction.
4.9 Compose spoken and written text to state and ask for amount and character comparison of people, animal, and things by	People, things, and animal exist in the students" environment, by giving example of friendly attitude	4.9.1 The instruction to compose spoken and written text to state and ask for amount and character comparison of people.	129	1. Spoken text: - 2. Written text: Now, complete the following sentences according to the speaker's statements. The first one has been done for you. First, copy the example. Work with your group. If you have	✓		In order to improve the materials in the book to become relevant with the sub-basic competence 4.9.1, I suggest the book writer add the

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

		state and ask for amount and character comparison of animal.					basic competence 4.9.2, I suggest the book writer 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 instruction to compose spoken and written text to state and ask for amount and character comparison of things.	129	1. Spoken text: - 2. Written text: Now, complete the following sentences according to the speaker's statements. The first one has been done for you. First, copy the example. Work with your group. If you have any problem, go to me. According to Erman, the book Malin Kundang is……………. The film.			In order to improve the materials in the book to become relevant with the sub-basic competence 4.9.3, I suggest the book writer add the materials about instruction to compose spoken text to state and ask for amount and character comparison of

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

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							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 I did.

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APPENDICES

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

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

one item is missing:
giving opinion

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

							using psychomotor domain action verbs in each instruction.
		4.2.2 The Instruction to compose written and spoken text to stating and asking someone's willingness to do something.	22	1. Spoken text: - 2. Written text: Now, complete the following sentences according to the speakers' statements. The first one has been done for you. According to lathan: a. Lusi will not do the cleaning b. ………	✓		In order to improve the materials in the book to become relevant with the sub-basic competence 4.2.2, I suggest the book writer add the materials about instruction to compose spoken text for

4.7 Compose spoken and written text to state and ask for routine events or general truth by notice on the right social function, text structure, and language feature according to context.	Routine activity which do every day by students, friends, teacher, and family and also events that are general truth.	4.7.1 The instruction to compose spoken text to state and ask for routine activity or general truth.	88		-	✓	Because there is no material in the book which is relevant with the sub-basic competence 4.7.1, I suggest the book writer add materials about the instruction to compose spoken text to state and ask for routine activity or general truth according to the given topic and using

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

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language feature according to context.	environment.			some of them are available on page 210-215, but some of them are not there like brochure, pamphlet, ads			spoken recount text about activity, event, and phenomenon and using psychomotor domain action verbs in each instruction.
4.12 Catch the meaning of very short and simple message and notice.	Rundown of event, memo /short message text, warning, caution, advertisement, brochure, pamphlet, and	4.12.1 The exercise about very short and simple message		- because there is no examples of brochure, advertisement or pamphlet, probably it can be your suggestion for the writer of the book, and the material in this basic competence can be classified into partly		✓	Because there is no material in the book which is relevant with the 4.12.1 sub-basic competence, I suggest the book

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

Appendix 2

Research Instrument of Psychomotor Domain

Table 2 Observation Checklist of Cognitive Domain

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

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

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

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

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

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

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

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

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

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

social function of song.						

Appendix 3

Research Instrument of Psychomotor Domain

Table 3 Observation Checklist of Psychomotor Domain

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

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

		4.1.4 The instruction to compose simple spoken text to express and respond giving opinion.					
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.	Everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class.	4.2.1 The Instruction to compose written and spoken text for stating and asking someone's ability.					

		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 to compose written and spoken text giving and ask for information related to necessity, prohibition, and appeal, with pay attention social function, text structure, and linguistic	Everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class.	4.3.1 Compose simple text spoken and written to necessity according to context				
		4.3.2 Compose simple text spoken and written to prohibition according to context				
		4.3.3 Compose simple text spoken and written to				

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

		compose simple written and spoken text for stating, asking, and responding giving invitation expression.					
		4..4.3 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 written text in the form of simple special greeting card by notice on the right social function, text structure, and language feature according to text.	Everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class.	4.5.1 The instruction to compose written text in forms of very short and simple greeting card according to context.					
4.6 Compose spoken and written text to state and ask for amount and Character	People, things, and animal exist in the students' environment,	4.6.1 The instruction to compose spoken and written text to state and ask for amount and					

Comparison of people, animal, and things by notice on the right social function, text structure, and language feature according to context.	by giving example of friendly attitude toward the environment, confidence, and responsibility	character comparison of people.					
		4.6.2 The instruction to compose spoken and written text to state and ask for amount and 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 spoken and written text to state and ask for routine events or general truth by notice on the right social function, text structure, and language feature according to context.	Routine activity which do every day by students, friends, teacher, and family and also events that are general truth.	4.7.1 The instruction to compose spoken text to state and ask for routine activity or general truth.				
		4.7.2 The instruction to compose written text to state and ask for routine activity or general				
4.8 Compose spoken and written text to state and ask about event that happens right now by notice on the right social function, text structure, and	Activity that is doing by students, friends, parents, brother, sister, younger brother, younger	4.8.1 The instruction to compose written text to state and ask for event that happens right now.				
		4.8.2 The instruction to compose written text to state and				

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language feature according to context.	sister, and teacher.	for event that happens right now.					
4.9 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.	People, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility	4.9.1 The instruction to compose spoken and written text to state and ask for amount and character comparison of people.					
		4.9.2 The instruction to compose spoken and written text to state and ask for 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 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	Past events which relevancy with students' life, by giving example of discipline honestly, care, health life style, and friendly,	4.10.1 The instruction to compose spoken text to state and ask past events.					
		4.10.2 The instruction to compose written text to state and ask past events.					

	toward the environment.						
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.					
		4.11.2 the instruction to compose short and simple written recount text about activity, event, and phenomenon.					

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

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Surakarta,   Desember 2020

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