

**A CONTENT ANALYSIS OF AN ENGLISH TEXTBOOK
ENTITLED “WHEN ENGLISH RINGS A BELL”
FOR EIGHTH GRADE OF JUNIOR HIGH SCHOOL**

THESIS

**Submitted as a Partial Requirements for the Undergraduate Degree in State
Islamic Institute of Surakarta**



By:

HERMINA PAMBUDI

SRN 15.32.2.1.071

**ENGLISH LANGUAGE EDUCATION
CULTURES AND LANGUAGES FACULTY
THE STATE ISLAMIC INSTITUTE OF SURAKARTA
2019**

ADVISOR SHEET

ADVISOR SHEET

Subject : Thesis of Hermina Pambudi

SRN : 153221071

To:

The Dean of Languages and Cultures

Faculty

IAIN Surakarta

In Surakarta

Assalamu'alaikum Wr. Wb

After reading thoroughly and giving necessary advices, herewith, as the advisor, I state that the thesis of:

Name : Hermina Pambudi

SRN : 15.32.2.1.071

Title : A CONTENT ANALYSIS OF AN ENGLISH TEXTBOOK
ENTITLED "WHEN ENGLISH RINGS A BELL" FOR EIGHTH
GRADE OF JUNIOR HIGH SCHOOL.

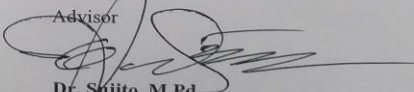
Has already fulfilled the requirements to be presented before The Board of Examiners (*munaqosyah*) to gain Undergraduate Degree in IAIN Surakarta.

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Surakarta, December 4th 2019

Advisor


Dr. Sujito, M.Pd.

NIP. 19720914 200003 1 001

RATIFICATION

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This is to certify the Sarjana thesis entitled "A Content Analysis of an English Textbook Entitled "When English Rings a Bell" for Eighth Grade of Junior High School" by Hermina Pambudi has been approved by the Boards of Thesis Examiners as the requirement for the degree of Sarjana in English Language Education of Cultures and Languages Faculty, The State Islamic Institute of Surakarta (IAIN Surakarta).

Chairman : Hj. Fithriyah Nurul Hidayati, M.Pd

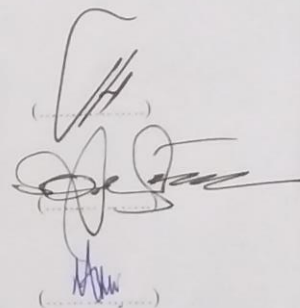
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Secretary : Dr. H. Sujito, M.Pd

NIP 19720914 200003 1 001

Examiner : Novianni Anggraini, M.Pd

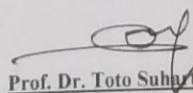
NIP 19830130 201101 2 008



Surakarta, January 14th 2020

Approved by

The Dean of Cultures and Languages Faculty



Prof. Dr. Toto Subarto, S.Ag, M.Ag

NIP 19710403 199803 1 005

ADMISSION SHEET

Name : Hermina Pambudi
SRN : 15.32.2.1.071
Study Program : English Language Education
Title : “A Content Analysis of an English Textbook Entitled
“When English Rings a Bell” for Eighth Grade of Junior
High School”

Here with, I state all statements, opinions, and analysis that I have written in this thesis are my original work. I optimally conducted my own research with the help of some references and suggestions. If any claim related to the analysis that I made persist in the future, I would be fully responsible for the clarification.

Surakarta, December 18th 2019

The Researcher

Hermina Pambudi

DEDICATION

This thesis is dedicated to:

Allah SWT

My beloved parents

(Mr. Sadiyo and Mrs. Paini)

My beloved the one and only sister

(Lintang Kamalia W.P)

My big family

My Almamater, IAIN Surakarta

MOTTO

*“Surely, there is ease after hardship. Most surely there
is continuation of ease after hardship”*

(QS. Al-Insyirah: 6-7)

*“Verily...Allah will not change the good condition of a
people as long as they do not change their state of
goodness themselves” (Ar-Ra’d: 11)*

PRONOUNCEMENT

Name : **Hermina Pambudi**
SRN : **15.32.2.1.071**
Study Program : **English Language Education**
Faculty : **Cultures and Languages Faculty**

I hereby sincerely state that the thesis entitled “A Content Analysis of an English Textbook Entitled “When English Rings a Bell” for Eighth Grade of Junior High School” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academy sanctions in the form of repealing my thesis and academic degree.

Surakarta, December 18th 2019

Stated by

Hermina Pambudi
SRN. 15.32.2.1.071

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Alhamdulillahirabbil'alamiin, all praises to be Allah, the single power, the Lord of the universe, master of judgment day, for blessings and mercies so the researcher was able to finish this thesis entitle “A Content Analysis of an English Textbook Entitled “When English Rings a Bell” for Eighth Grade of Junior High School”. Peace be upon Prophet Muhammad S.A.W, the great leader and good inspiration of world revolution.

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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 next researcher and the reader in general.

Surakarta, December 18th 2019

The Researcher

Hermina Pambudi

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ABSTRACT

Hermina Pambudi. 2019. *A Content Analysis of an English Textbook Entitled "When English Rings a Bell" for Eighth Grade of Junior High School*. Thesis. English Language Education. Cultures and Languages Faculty. State Islamic Institute of Surakarta.

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Key Word : Content analysis, Textbook, 2013 curriculum.

Indonesian government has developed English standard competence which is stated in curriculum as the standard of teaching and learning English process. One of the important factors for determining the success of teaching and learning process is textbook's material in line with the components stated in curriculum. Thus, textbook analysis is needed to evaluate and improve a textbook which is used. Based on the background of the case above, this research analyzes a textbook entitled "When English Rings a Bell" for 8th grade of Junior High School based on the 2013 Curriculum. This research is conducted: 1) to analyze the compatibility of the materials with the core and basic competence in K-2013 in term of cognitive domain, 2) to analyze the compatibility of the materials with the core and basic competence in K-2013 in term of psychomotor domain.

This research used qualitative content analysis as its research method. The data source was taken from the whole content of textbook entitled which has 13 chapters. The researcher uses interview, observation and documentation as techniques of collecting data. The activities in analyzing the data were: (1) Collecting the data by reading the whole of material in that textbook. (2) Reduce the data which are not appropriate with Core and Basic Competence in K-13 and textbook analysis by Revised Bloom's Taxonomy on Cognitive and Psychomotor domains in learning. (3) Displaying the qualitative data from data reduction in order to get the total number of relevance material. (4) Making conclusion with decided the compatibility judgments used the data.

There result of this study showed that the compatibility data of the materials in textbook with the core and basic competence in terms cognitive and psychomotor domain. For cognitive domain there are 30 materials in the textbook which are 76,66% relevant materials, and 20% irrelevant materials. While, in the term psychomotor domain there are 57.14% relevant materials, and 42,85% irrelevant materials.

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CHAPTER I

INTRODUCTION

This chapter discusses about introduction of the research which consists of background of the study, identification of the problem, limitation of study, research problem, objectives of study, benefits of study and definition of key terms.

A. Background of the Study

English plays a very important role as a means of communication. It is because English is an international language that can be used for international communication. Knowing that English as an international language is necessary in facing globalization era. For better or worse, by choice or force, English has traveled to many parts of the world and has been used to serve various purposes (Sharifian in Naji and Pishghadam, 2012: 84).

English as a foreign language is being taught and learnt in many countries, included in Indonesia. Students in Indonesia are familiar with English as one of the compulsory subjects in the academic curriculum. Recently, by *Peraturan Pemerintah No.32 Th. 2013* the educational system of Indonesia has launched the 2013 curriculum. The aim of the 2013 Curriculum is to draw up the next generations' people of Indonesia to be a religious, productive, creative, and innovative citizen who could contribute for the social life in the Indonesia and social life in all over the world (Permendikbud No.68 Tahun 2013).

The English standard competences in 2013 Curriculum are conducted in particular purposes; they are affective aspects, cognitive aspects, and psychomotor aspects (Amri, 2013:39). Affective is the aspect which related to emotion, feeling and attitude. Cognitive is the aspect which related to knowledge. While psychomotor aspect is related to motor skill. The 2013 curriculum is different from the previous curriculum. The competences in 2013 curriculum are named Core Competence and Basic Competence, whereas in the previous curriculum or KTSP Curriculum it is called Standard Competence and Basic Competence.

According to the curriculum, material is also important in creating a good teaching and learning process. Material is one of the factors for determining the success of the teaching and learning process. The material which is usually used is in the form of textbook. In fact, mostly Indonesian teachers use textbook in delivering the material. Textbook must be in line with the components stated in curriculum. It is because there is a strong relationship between both of them. The relationship of textbook and curriculum can be described as water and fish, or as the two sides of coin, two but one, one but two (Tarigan 1990: 66).

In 2014, Ministry of Education and Culture of Indonesia introduced the main textbooks used in English teaching and learning process in 2013 curriculum for eighth grade of junior high school students entitled *When English Rings a Bell* that contains materials that will be learned by the students.

The reason why the researcher chosen to analyze *When English Rings a Bell* English textbook than the other textbook, first, after curriculum changes to K-13, this book as recommended book by the government that gets upgrading nowadays. The second reason was this book is an English book produce as a recommendation for the textbook reference spreading out trough the eighth grade of Junior High School students. This book also have experienced revision in 2014 and 2017, this book frequently upgrading the quality and published the new version for student needs. An addition, according to Mrs. Rohati, an English teacher for the seventh and eighth grade of MTs N 2 Klaten said that the reason of the school choosing the textbook *When English Rings a Bell* as an English textbook recommendation book from KEMENDIKBUD RI then the school uses the textbook to treat the same as matter from one school to another school.

However, selecting a textbook is not an easy job for the teachers. They should be careful in choosing an appropriate textbook. As Byrd (2001:89) says, textbook evaluation should be viewed in terms of the relevance between the textbook and the curriculum. Although this book is published by Ministry of Education and Culture of Indonesia and there are many textbooks that are claimed as a suitable material for 2013 Curriculum, it is not a guarantee that the textbook is relevant with Core and Basic Competence in 2013 Curriculum. The textbook published in 2013 and has revision edition in 2017, so we still needed an analysis to evaluate the content of this book in order to support the book improvement and adapting the new textbooks as Azizifar and Baghelani

stated (2014:6), that there are many various reasons for textbook evaluation. The first important reason is the requirement to adapt new textbooks.

Based on those reasons, textbook analysis is one of the efforts that can be done in determining whether a textbook is appropriate with the curriculum or not. An analysis to a textbook is still needed. Then the researcher challenged to use *When English Rings a Bell* for eighth grade students as the object of analysis in order to know the materials of this textbook based on the relevance of materials with the Core and Basic competence in 2013 curriculum in terms of Cognitive and Psychomotor domains. Therefore the researcher does a research entitled: **A Content Analysis of an English Textbook entitled “When English Rings a Bell” for Eighth Grade of Junior High School.**

B. Identification of the Problem

Based on the backgrounds of the study above, the researcher identifies many problems why the English textbook entitled *When English Rings a Bell* for eighth grade of Junior High School still has to be evaluated. They are as follow:

1. Student English textbook *When English Rings a Bell* use 2013 Curriculum.
2. The curriculum changes still require a textbook evaluate that need special attention regarding its changes toward 2013 Curriculum.
3. The content of the textbook *When English Rings a Bell* (2017 revision edition) should be evaluated based on the standard curriculum 2013.

C. Limitation of the Study

After getting the background of the problem, it can be seen there is limitation of the problem in the textbook analysis which entitled “When English Rings a Bell” for eighth grade of junior high school students. This study focused on the compatibility between the material in textbook with Core and Basic Competence in 2013 Curriculum and the compatibility between the material in textbook with cognitive and psychomotor domains in learning proposed by Anderson and Simpson in Revised Bloom’s Taxonomy.

D. Research Problems

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

1. How is the compatibility between the materials in English textbook *When English Rings a Bell* for eighth grade of Junior High School with Core and Basic Competence in 2013 Curriculum in terms of Cognitive domain?
2. How is the compatibility between the materials in English textbook *When English Rings a Bell* for eighth grade of Junior High School with the Core and Basic Competence in 2013 Curriculum in terms of Psychomotor domain?

E. Objectives of the Study

Based on the formulated problems above the objectives of this thesis are:

1. To describe the compatibility between the materials in the English textbook entitled “When English Rings a Bell” for Eighth Grade of

Junior High School with the Core and Basic Competence in 2013 Curriculum in terms of Cognitive domain.

2. To describe the compatibility between the materials in the English textbook entitled “When English Rings a Bell” for Eighth Grade of Junior High School with the Core and Basic Competence in 2013 Curriculum in terms of Psychomotor domain.

F. Benefits of the Study

- 1) For the book writers

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

- 2) For the book user

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

- 3) For the government

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

evaluation toward its implementation.

4) For the other researchers

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

G. Definition of Key Terms

The terms used in this study may be unfamiliar. The following descriptions are presented to give the description of the terms:

1. Curriculum

Curriculum as a series of activities that contribute to the growth of consensus among the staff, faculty, administration, and students. (Brown, 1995:19)

2. Cognitive Domain and Psychomotor domain.

Cognitive domain is a level of cognitive process, which consists of six categories (Remembering, understanding, applying, analyzing, evaluating, and creating). Revised Bloom's Taxonomy is a framework for classifying statements of what we expect or intend students to learn as the result of instructions which are proposed by Bloom and revised by Anderson and Krathwohl. (2001:57)

The psychomotor domain includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution.

3. Textbook

According to *PERMENDIKBUD No.8 Th 2016*, states that textbooks are a major source of learning for achieving the basic competencies and core competencies and declared eligible by the Ministry of Education and Culture to be used in the educational unit

4. Content Analysis

Krippendorff (1993:15) states that content analysis is a research technique to make inferences which can be followed by understanding contexts.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains of some literatures that are reviewed to help the researcher to analyze the data and to answer the research questions. This chapter is divided into four subchapters. They are Curriculum, Cognitive and Psychomotor Domain, Textbook and Textbook analysis.

A. Theoretical Description

1. Curriculum

a. Definition of Curriculum

Teaching and learning process in a school is performed based on the curriculum. The Indonesian government defines curriculum as a set of plan and systematization of aims, contents, materials as the guidance in the process of teaching and learning to achieve the certain goal (Permendikbud Nomor 68 Tahun 2013). Smith, Stanley, Shores in Nasution (2006: 4) define curriculum as a sequence of potential experiences set up in the school for the purpose of disciplining children and youth in group ways of thinking and acting.

Brown (1995:19) defines curriculum as a series of activities that contribute to the growth of consensus among the staff, faculty, administration, and students. This series of curriculum activities will provide a framework that helps teachers to accomplish whatever combination of teaching activities is most suitable in their professional judgment for a given situation, which is a framework that helps the students to learn as efficiently and effectively as possible in the given situation.

Based on the many experts' definitions of the curriculum above, the researcher conclude that curriculum is the guidance for the teacher in determining his/her ways or strategies in doing the teaching and learning process and it is also guidance for the students in achieving what they expect in their learning process. Moreover, in the curriculum, also contain the objectives of the study which should be achieved by the learners. Therefore, the good teaching and learning process should be performed based on the curriculum.

Oliver (1977:329) states that as the product of the thinking and action of human beings, curriculum should be improved. As the ideas of people change, as people's actions change, so does curriculum. Curriculum is developed based on the objectives and the learners' need. Therefore, the Indonesian government can change and improve the curriculum, if the previous curriculum is not suitable with the objectives and Indonesian learners' need. Recently, by *Peraturan Pemerintah* 32/2013, the educational system of Indonesia has launched *Kurikulum* 2013.

b. 2013 Curriculum

The 2013 Curriculum is legalized by Ministry of National Education in 2013. The 2013 Curriculum contains of the plan for teaching and learning process, the rules of objectives and materials, and the method used in the process of teaching and learning (Permendikbud Nomor 68 Tahun 2013). The purpose of 2013 curriculum applied in Indonesia 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 2013 Curriculum is designed in three aspects, they are: affective, cognitive, and psychomotor. Affective aspects encourage students to; accept, perform, appreciate, and inspire. Cognitive aspects encourage students to; comprehend, apply, analyze, and evaluate. While psychomotor aspects encourage students to; observe, ask, try, find reasons, present, and compose (Permendikbud Nomor 65 Tahun 2013).

The 2013 Curriculum adopts scientific approach. Scientific approach is a learning process that is designed to make students construct concept and principle actively through some steps:

a. Observing

Based on the Syllabus of 2013 Curriculum, the teacher can do several observing activities. The teachers ask the students to observe pictures, video or power point. Here, students and teachers are provided with objects, real objects, or phenomena. In addition, Hosnan (2014: 41) also states that the teacher facilitates students to make observations, training them to pay attention (see, read, listen) to the main aspects of an object.

b. Questioning

Kemdikbud no. 81a the year of 2013, the teachers can do some activities to guide questioning step such as give the students a chance to ask about observation's object and lead the students to be able to give question dealing with it.

c. Experimenting

To get the real or authentic learning, learners have to do experiments. In Hosnan (2014: 58) states experimenting is as a method which is based on scientific method to solve problems in detail in order to make student get further information about the material given by the teacher. The students are expected to find other sources and get some information from it. They can get it through reading, or interview some informants.

d. Associating

Associating is to describe teachers and students' active participation in the classroom. Students must be more active to give more opportunities in learning. *Kemdikbud No. 81a* year 2013 notes associating as learning activities to process the information collected from the observation's result. In the context of learning, associating focused on students' learning activities.

e. Communicating

Communicating is also called collaborative learning. *Kemdikbud No. 81a* year 2013, communicating is activities to convey the result and conclusion of observation which based on analysis is in the form of written, spoken or others. Besides, Hosnan (2014: 76) states that in the communicating step, the students will convey their conclusion about the material given to be presented to audience. It means that the students can share their thought in front of the class.

The competences that important in 2013 Curriculum named core competence (KI), basic competence (KD). Here, the researcher explained more about Core Competence and Basic Competence.

a. Core Competence (KI)

Based on PP 32/2013, the core competence is the ability to achieve the level of graduates competency standards (SKL) should be a student at any grade level or program that underline the development of basic competence. The core competence encompasses: spiritual attitudes, social attitudes, knowledge, and skills to function as a charge integrating learning, subjects or programs in achieving Graduates Competency Standards (SKL). Core Competence is a translation or operational SKL in the form of quality that must be possessed those who have completed specific training in the educational unit or level of education.

Core competencies should describe the quality of the balance between the achievement of hard skills and soft skills. The core competence serves as an element of organizing (organizing element) basic competence. As an element of organizing, core competence is a binder for the organization of vertical and horizontal organization of basic competence. Vertical organization basic competence is the link between the basic content of the class or education level to grade / level on it so that it meets the principle of learning that there is a continuous accumulation of content learned learners. Meanwhile, horizontal organization is the link between the basic competence content of the subjects

with the content of the basic competencies of different subjects in the weekly meetings and the same class so that a process of mutually reinforcing.

The core competence consists of four groups of interrelated ie relating to religious attitudes (core competence 1), social attitudes (core competence 2), knowledge (core competence 3), and application of knowledge (core competence 4) the reference of the basic competencies and should be developed in any event integrative learning.

b. Basic Competence (KD)

Based on *PP 32/2013*, basic competence is the competence of each subject for each class derived from core competencies. Basic competence is content or competence consists of attitudes, knowledge, and skills are rooted in core competencies that must be mastered by learners. The competencies developed by taking into account the characteristics of learners, early ability, as well as the characteristics of a subject. Subject as a source of content for the master competencies is opened and not always organized according to discipline highly oriented only on the philosophy of essentialism. Subjects can be used as the content organization that developed from different disciplines or non disciplines that are permitted by the philosophy of social reconstruction, progressive or humanism. Because the philosophy adopted in the curriculum is an eclectic hence the name of the subject and content of subjects to the curriculum that will be developed is not necessarily tied to the philosophy of essentialism.

Every lesson has different core and basic competence according to the grade. The core and basic competence of English for eight graders of Junior High

School as follow:

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 ineffective interaction with the social and natural environment.	2.1 Show the well-mannered in doing Interpersonal communication with teacher and friends. 2.2 Show the honesty, discipline, confidence, and responsibility 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.

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

CORE COMPETENCE	BASIC COMPETENCE
	<p>3.13 Apply text structure and language feature to implement the social function of short message and notice according to context.</p> <p>3.14 Understand the social function, text structure, and language feature of narrative text in form of fable according to context.</p> <p>3.15 Apply text structure and language feature to implement the social function of song.</p>
<p>4. Process, present, and reason in concrete domain (use, break, arrange, modify, and make) and abstract domain (write, read, count, draw, and compose) according to the materials taken from the school or other sources which have similar point of view/theory.</p>	<p>4.1 Compose simple spoken text to express and respond gaining attention, checking understanding, and giving compliment expression by notice on the right social function, text structure, and language feature according to context.</p> <p>4.2 Compose spoken and written text to state and ask for ability and willingness to do something by notice on the right social function, text structure, and language feature according to context.</p> <p>4.3 Compose simple spoken and written text to state, ask, and respond giving instruction, giving invitation, giving prohibition, asking for permission expressions by notice on the right social function, text structure, and language feature according to context.</p> <p>4.4 Understood the meaning of personal invitation letter and greeting card.</p> <p>4.5 Compose written text in form of very short and simple personal invitation letter and greeting card by notice on the right social function, text structure, and language feature according to context.</p> <p>4.6 Compose spoken and written text to state and ask about the presence of people, things, and animal in</p>

CORE COMPETENCE	BASIC COMPETENCE
	<p>uncountable amount by notice on the right social function, text structure, and language feature according to context.</p> <p>4.7 Compose spoken and written text to state and ask for routine events or general truth by notice on the right social function, text structure, and language feature according to context.</p> <p>4.8 Compose spoken and written text to state and ask about events that happen right now by notice on the right social function, text structure, and language feature according to context.</p> <p>4.9 Compose spoken and written text to state and ask about cause and effect relation and contrary relation by notice on the right social function, text structure, and language feature according to context.</p> <p>4.10 Compose spoken and written text to state and ask for amount and character comparison of people, animal, and things by notice on the right social function, text structure, and language feature according to context.</p> <p>4.11 Understood the meaning of short and simple spoken and written descriptive text.</p> <p>4.12 Compose short and simple spoken and written descriptive text about people, animal, and things by notice on the right social function, text structure, and language feature according to context.</p> <p>4.13 Compose spoken and written text to state and ask past events by notice on the right social function, text structure, and language feature according to context.</p> <p>4.14 Catch the meaning of short and</p>

CORE COMPETENCE	BASIC COMPETENCE
	<p>simple spoken and written recount text about activity, event, and phenomenon.</p> <p>4.15 Compose short and simple spoken and written recount text about activity, event, and phenomenon by notice on the right social function, text structure, and language feature according to context.</p> <p>4.16 Understood the meaning of very short and simple message and notice.</p> <p>4.17 Compose written text in form of very short and simple message and notice by notice on the right social function, text structure, and language feature according to context.</p> <p>4.18 Understood the meaning of spoken and written narrative text in form of short and simple fable.</p> <p>4.19 Understood the meaning of song.</p>

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

2. Cognitive and Psychomotor Domains

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

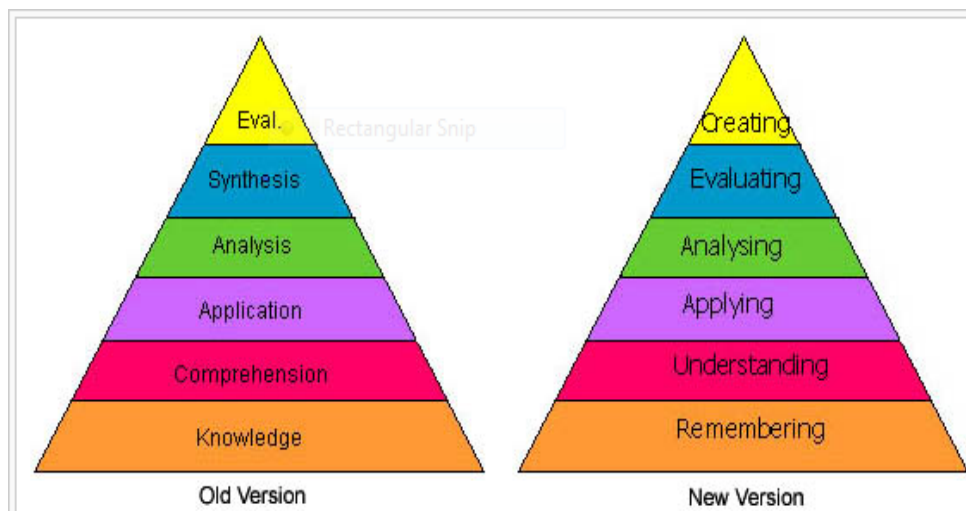
which are related to this research.

a. Cognitive Domain

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

Winecoff (1988:129) stated, "The cognitive domain has six levels or categories around which learning outcomes and objectives can be developed. The levels proceed from the lowest basic knowledge (recall of facts, events, terms) to the highest evaluation (informed judgment)."

Bloom et al. (1956:98) states the learning level of cognitive domain, they are: knowledge, comprehension, application, analysis, synthesis, and evaluation. Anderson (2001:89) 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:



Caption: Terminology changes "The graphic is a representation of the NEW verbage associated with the long familiar Bloom's Taxonomy. Note the change from Nouns to Verbs [e.g., Application to Applying] to describe the different levels of the taxonomy. Note that the top two levels are essentially exchanged from the Old to the New version." (Schultz, 2005) (Evaluation moved from the top to Evaluating in the second from the top, Synthesis moved from second on top to the top as Creating.) Source: http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm

The following table explains more about the cognitive domain according to Anderson:

Table 2.2

The Cognitive Domain

Category	Examples	Key words (Verbs)
Remembering: Recall previous learned information.	Recite a policy. Quote prices from memory to a customer. Knows the safety rules.	Defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states and retrieve.
Understanding: Comprehending the meaning, translation, interpolation, and interpretation of instructions and	Rewrites the principles of test writing. Explain in one's own words the steps for performing a complex task. Translates an equation into	Comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives an example, infers, interprets, paraphrases,

Category	Examples	Key words (Verbs)
problems. State a problem in one's own words.	a computer spreadsheet.	predicts, rewrites, summarizes, translates. Interpret, classify, paraphrase, represent, translate, exemplify, illustrate, instantiate, categorize, subsume, summarize, abstract, conclude, extrapolate, interpolate, compare, contrast, map, Match, construct, model.
Applying: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.	Use a manual to calculate an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test.	Applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses, execute, carry out, implement.
Analyzing: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.	Troubleshoot a piece of equipment by using logical deduction. Recognize logical fallacies in reasoning. Gathers information from a department and selects the required tasks for training.	Analyzes, breaks down, compares, contrasts, diagrams, deconstructs, Differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates, focus, organize, find, coherence, integrate, outline, pars, structure, attribute.
Evaluating: Make judgments about the value of ideas or materials.	Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget.	Appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, Key

Category	Examples	words (Verbs)
		summarizes, supports, check, coordinate, detect, monitor, test, critic, judge.
Creating: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.	Write a company operations or process manual. Design a machine to perform a specific task. Integrates training from several sources to solve a problem. Revises and process to improve the outcome.	Categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, write, hypothesize, construct.

b. Psychomotor Domain

According to Simpson's Psychomotor domain. psychomotor domain relates to the learner's skill, includes physical movement, coordination, and the use of motoric creativity. The following table shows the further explanation of psychomotor domain:

Table 2.3
The Psychomotor Domain

Category	Examples	Key Words [Verbs]
1. Perception (awareness): The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.	Detects non-verbal communication cues. Estimate where a ball will land after it is thrown and then moving to the correct location to catch the ball. Adjusts heat of stove to correct temperature by smell and taste of food. Adjusts the height of the forks on a	Chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects, feels, hears, notices, observe, recognizes, relates, see, touches.

Category	Examples	Key Words [Verbs]
	forklift by comparing where the forks are in relation to the pallet	
<p>2. Set: Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).</p>	<p>Knows and acts upon a sequence of steps in a manufacturing process. Recognize one's abilities and limitations. Shows desire to learn a new process (motivation). NOTE: This subdivision of Psychomotor is closely related with the "Responding to phenomena" subdivision of the Affective domain.</p>	<p>Begins, displays, explains, moves, proceeds, reacts, shows, states, volunteers. arranges, gets set, prepares, responds, Starts.</p>
<p>3. Guided Response: The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.</p>	<p>Performs a mathematical equation as demonstrated. Follows instructions to build a model. Responds hand-signals of instructor while learning to operate a forklift.</p>	<p>Copies, traces, follows, react, reproduce, responds, assembles, builds, calibrates, constructs, dismantles, displays, dissects, fastens, fixes, follows, grinds, heats, imitates, manipulates, measures, mends, mixes, sketches, tries.</p>
<p>4. Mechanism (basic proficiency): This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency.</p>	<p>Use a personal computer. Repair a leaking faucet. Drive a car.</p>	<p>Assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches. builds, completes, performs, shapes.</p>
<p>5. Complex Overt Response (Expert): The skillful performance of motor acts that involve complex movement</p>	<p>Maneuvers a car into a tight parallel parking spot. Operates a computer quickly and accurately. Displays competence</p>	<p>Assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats,</p>

Category	Examples	Key Words [Verbs]
<p>patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance. For example, players are often utter sounds of satisfaction or expletives as soon as they hit a tennis ball or throw a football, because they can tell by the feel of the act what the result will produce.</p>	<p>while playing the piano.</p>	<p>manipulates, measures, mends, mixes, organizes, sketches. NOTE: The Key Words are the same as Mechanism, but will have adverbs or adjectives that indicate the performance is quicker, better, more accurate, etc.</p>
<p>6. Adaptation: Skills are well developed and the individual can modify movement patterns to fit special requirements.</p>	<p>Responds effectively to unexpected experiences. Modifies instruction to meet the needs of the learners. Perform a task with a machine that it was not originally intended to do (machine is not damaged and there is no danger in performing the new task).</p>	<p>Adapts, alters, changes, rearranges, reorganizes, revises, varies, adjusts, integrates, solves.</p>
<p>7. Origination: Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.</p>	<p>Constructs a new theory. Develops a new and comprehensive training programming. Creates a new gymnastic routine.</p>	<p>Arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates.</p>

Addapted from: Sitepu, B.P. 2012. *Penulisan Buku teks Pelajaran*. Bandung: PT

Remaja Rosdakarya

3. Textbook

a. Definition of textbook

Longman (1978:1146) states that textbook is a standard book for the study of a particular subject especially used in schools. Tarigan (1990: 13), textbook is a lesson book in specific field of study, which is a standard book written by the experts in that field according to the instructional purpose, completed by suitable teaching media which is easy to be understand by the users in schools or college. Sitepu (2012:15) points out that textbook is all book used in the teaching and learning process, including working book, modules, and reference book. Nowadays, people can find textbooks easily at bookstores and libraries. Although most textbooks are published in printed format, now, some can also be viewed online. According to Hornby (1995:893) “textbook means a book giving instruction in a branch of learning”.

Based on the some definitions above, the researcher concludes that textbook is a tool or instrument in the form of teaching material with is pivotal in process of teaching and learning. It is very important for teacher to use textbook as a media for teaching, in order to help them when they conduct teaching and learning activities as well as to reach educational processes.

b. The functions of textbook

A textbook has many functions. Thomson (2003:176), 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. Organizational Instruction

A textbook helps students to organize instruction by providing experiences, suggested activities, recommended reading and questions. Written textbooks give unity to classroom interaction and are graded to introduce new concepts 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

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

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

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

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

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

From the definition above the researcher concludes that the role of textbook is important for teaching learning process.

c) The Advantages and Disadvantages of Textbook

The use of commercial textbook in teaching has both advantages and disadvantages. Therefore, the researcher will discuss about the advantages of the textbook and the disadvantages of the textbook.

1) The Advantages of the Textbook

The use of textbooks in teaching learning process has both advantages and disadvantages, depending on how they are used and the contexts for their use.

Richard (2001:254) explains the principal advantages of using textbook:

- (a) They 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.

- (c) They maintain quality.

If a well 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.

2) The Disadvantages of the Textbook

However, there are also disadvantages. Richards (2001:255) gives some examples of the disadvantages of using textbook.

(a) They may contain inauthentic language.

Textbooks sometimes present inauthentic language since texts, dialogs, and other aspects of content tend to be specially written to incorporate teaching points and are often not representative of real language use.

(b) They may distort content.

Textbooks often present an idealized view of the world or fail to represent real issues. In order to make textbooks acceptable in many different contexts controversial topics are avoided and instead an idealized white middle-class view of the world is portrayed as the norm.

(c) They may not reflect students' needs.

Since textbooks are often written for global markets they often do not reflect the interests and needs of students and hence may require adaptation.

(d) They can deskill teachers.

If teachers use textbooks as the primary source of their teaching and leaving the textbook and teachers' manual to make the major instructional decisions for them, the teachers' role can become reduced to that of the technician whose primary function is to present materials prepared by others.

(e) They are expensive.

Commercial textbooks may represent a financial burden for students in many parts of the world. Both the advantages and disadvantages of the use of textbooks are needed to be considered, and if the textbooks used in a

program are judged to have some negative consequences, remedial action appropriate guidance and support for teaches in how use them appropriately.

d. Kinds of Textbook

There are three categories of textbooks:

1) Single Textbook

Single textbook is a textbook that consists of one book.

For examples:

- a) Mukalel, Joseph C. 2003. *Psychology of Language Learning*. New Delhi: Darya Ganj.
- b) Ramlan, M. 1983. *Sintaksis*. Yogyakarta: CV Karyono.
- c) Tarigan, Henry Guntur, 1985, *Pengajaran Gaya Bahasa*, Bandung, Penerbit Angkasa.

2) Bound Textbook

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

For examples:

- a) Kemendikbud. 2014. *When English Rings a Bell VII, VIII, and IX*. Jakarta : Kementrian Pendidikan dan Kebudayaan.
- b) Depdikbud. 1981. *Bahasa Indonesia I, II, dan III*. Jakarta: Proyek Pengadaan Buku Pelajaran, Perpustakaan dan Keterampilan SLU.
- c) Alisyahbana, Sutan Takdir, 1975, *Tatabahasa Baru Bahasa Indonesia I dan II*, Jakarta: Dian Rakyat.

3) Series Textbook

Series textbook is bound lesson book includes several grades, for example from Elementary School - Junior High School - Senior High School. For examples:

- a) Kemendikbud, 2014, Bahasa Inggris, (for XI grade of Senior High School), Jakarta: Kementrian Pendidikan dan Kebudayaan.
- b) Kemendikbud, 2014, Bahasa Inggris, (for VII grade of Junior High School), Jakarta: Kementrian Pendidikan dan Kebudayaan.
- c) Tarigan, Henry Guntur and Djago Tarigan, 1985, *Terampil Bahasa Indonesia*, (untuk SD-9 jilid), Bandung: Penerbit Angkasa.
- d) Tarigan, Henry Guntur and Djago Tarigan, 1985, *Terampil Bahasa Indonesia*, (untuk SMP-6 jilid), Bandung: Penerbit Angkasa.

4. Textbook Analysis

Textbook analysis is one process of textbook evaluation. Many publishers try to provide textbooks in order to support the teachers and students in teaching and learning process. Not all textbooks published are suitable with the learners' need and have good qualities. So, textbook analysis is really needed to evaluate the textbook which has been published. Textbooks analysis will give evaluation and the publisher can create better edition.

As stated by Wahab (2013:56), there are several reasons of evaluating textbook. One major reason is the need to adopt new course books. Another

reason is to identify particular strengths and weaknesses in textbooks already in use. On the other hand, evaluation is universally accepted as an integral part of teaching and learning. It is one of the basic components of any curriculum and plays a pivotal role in determining what learners learn. One other reason for textbook evaluation is that it can be very useful in teacher's development and professional growth.

Nowadays there are many textbooks in bookstore those are offered to the teachers as teaching media, but choosing one of the appropriate textbook is very difficult. There are books that have commercial purpose and the books that really indeed aimed at maximizing student learning. Therefore, before using the textbook the teachers should evaluate the textbook first and considered the materials. Cunningsworth (1995:156) there are some points that the textbook required the role of the materials, they are:

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

In the other hand, according to *Permendikbud* 2013, a textbook must have some criteria based on it, they are:

a. Readiness

The material of textbooks should be suitable with the readiness of the learner's knowledge and skill that they have had before.

b. Motivation

The contents of textbook should motivate the learners to learn.

c. The learner's active participation

The textbook may make learner's interact actively in class through the works activity to observe, to make an exercise to practice and to demonstrate it.

d. Using the tools in order to make student focus

Textbook should supply the pictures, illustration, diagram or table to make clear the concept of textbook.

e. The containing social cognitive interaction

Textbook should support the learner's to ask, to find something by themselves through their brainstorming to design and to make the learning community.

f. The authentic evaluation

Textbook should support teacher to evaluate in certain ways through the learner's achievement and their process.

g. Life skill

Textbook should support the learners to develop their life skill.

h. The relationship between textbook and the surrounding. The material of textbook is crossly related to the learners such as: their area they lived, the knowledge that learners had and the learning needs

i. Co-operative

The supplying material of textbook can make the student enable to work with their friend textbooks that based on the news.

j. The Experience

Textbook should support the learners having their own experience.

(Permendikbud, 2013:80-90).

Therefore, the researcher analyzed English textbook entitled "*When English Rings a Bell*" in order to know that the materials of that textbook is in compatibility with the core and basic competence of the 2013 Curriculum.

According to Arikunto (1993) in classifying the textbook quality based on the compatibility with 2013 curriculum, they are four judgments using percentages with compatibility. First, the total percentage with interval 76-100% included 'Very Good' compatibility judgment. Second, the total percentage with interval 56-75% included 'Good' compatibility judgment. The third one, the total percentage with interval 40-55% included 'Fair' compatibility judgment. The last one, the total percentage with interval 0-39% included 'Poor' compatibility judgment.

B. Previous Related Study

Some researches on 2013 curriculum textbook had been conducted in the previous time. Ratnasari (2014) did an analysis of 2013 curriculum textbook for Senior High School grade X entitle “Pathway to English” which is published by Erlangga. She analyzed the relevance between the materials written in that book with 2013 English Standard Curriculum in terms of Cognitive and Psychomotor domains. She implemented descriptive qualitative research design in her study. The result of this study showed that the materials in the textbook “Pathway to English” are all relevant with the cognitive domain which is contained in the 2013 English Standard Competence. From the analysis tables, the researcher found that all the materials are relevant to the sub-competences in basic competences three. Meanwhile, the researcher found that the materials in that book are quite relevant with the psychomotor domain in the 2013 English Standard Competence. From the twelve tables for the analysis of basic competence four, there are two tables which showed that the materials in this textbook are not fully relevant to sub-competences in the psychomotor domain. This research has similarities with the one that conducted by the researcher. The similarities with this research are use the same research design, descriptive qualitative research design and focused on the relevance between the materials written in that book with 2013 English Standard Curriculum in terms of Cognitive and Psychomotor domains. However, there is a difference between those researches. The research conducted by Ratnasari used textbook entitle “Pathway to English” for ten

graders of Senior High School published by Erlangga as its research object, whereas the one that is used textbook entitle “When English Rings a Bell” for eight graders of Junior High School.

Kamila (2014) did a study on the relevance of materials in 2013 curriculum textbook entitle “Bright” for Seventh Graders of Junior High School published by Erlangga to 2013 Curriculum. The objectives of this study were to analyze the relevance of the materials with the cognitive domain which are contained in the 2013 English Standard Competence and the relevance of the materials with the psychomotor domains which are contained in the 2013 English Standard Competence. The method used in this study was descriptive qualitative method. This study found out that some of the materials are not relevant with the cognitive and psychomotor domains which are contained in the 2013 English Standard Competence. However, there are more materials which are relevant with the 2013 English Standard Competence than the materials which not. Thus, it can be concluded that the materials in this textbook are quite relevant with 2013 curriculum, especially with the cognitive and the psychomotor domains. This research has similarities with the one that is done by the researcher. The similarities are both of them use the same research design that was descriptive qualitative research design and focused on the relevance between the materials written in that book with 2013 English Standard Curriculum in terms of Cognitive and Psychomotor domains. However, there is a difference between those researches. The object of the research conducted by Kamila is textbook entitle “Bright” for seventh graders

of Senior High School published by Erlangga, whereas the object of the research that is conducted by me is textbook entitle “When English Rings a Bell” for eight graders of Junior High School.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher would like to discuss about the methodology presented in this study to answer the research question. This chapter consists of the research design, the object of the study, data and source of the data, research instrument, the technique of collecting data, the technique of analyzing data and trustworthiness of the data.

A. Research Design

In conducting the research, the researcher uses qualitative approach. According to Maxwell (1996: 17) who stated that “the strength as qualitative research derives primarily from its inductive approach, its focus on specific situation or people, and its emphasis on words rather the numbers”. Meanwhile Moelong (2004: 6) states that qualitative research is a type of research, which does not include any calculation or numeration. It means that the data in this study is analyzed in the form of description and identification or analysis of the texts.

In this research, the research design used is content analysis design. It focused on the compatibility of the material in the textbook entitled “When English Rings a Bell” for eighth grade of junior high school with 2013 Curriculum in terms of Cognitive and Psychomotor Domains based on Revised Bloom’s Taxonomy proposed by Anderson and Simpson.

This research was conducted by using content analysis because the data that were collected came from the textbooks. According to Krippendorff (2004:37), “Content analysis is a research technique for making replicable and valid inferences from texts (printed matter, recorded speech, visual communications, works of art, artifacts) or other meaningful matter to the contexts of their use”.

B. Object of the Study

In this research, the researcher used student English textbook “When English Rings a Bell” for eight grade of junior high school (revision edition in 2017) as object of the study and did the analysis by broke down the materials in the book into two categories, Cognitive and Psychomotor domains and examined them by relational analysis to Core and Basic competences of 2013 curriculum. The authors of this book are the book writer team from Ministry of Education and Culture of Indonesia. This book is written based on the 2013 curriculum. The textbook consist of 13 chapters and 234 pages. The researcher focused on just one book and all of the activities in the textbook in the scope of first semester and second semester.

C. Data and Source of Data

The data of this research is the whole content of textbook entitled “When English Rings a Bell”. There are 13 chapters in this book. Next, the sources of this research data is the textbook entitled “When English Rings a Bell” for eighth grade of junior high school students.

D. Research Instrument

According to Ary et al. (2010:421), the primary instrument used for collecting the data in qualitative research is the researcher him or herself, often collecting the data through direct observation or interviews. So, the first instrument for this study is the researcher herself, Since this study used a human instrument, the researcher acted as a key instrument (Bodgan and Biklen,1982: 145).

The second instrument is observation in the form of checklists. They are two kinds of checklist. First, the checklist used to analyze the relevance of the materials with the core and basic competence three in terms of cognitive domain which are contained in the 2013 English syllabus. Second, the checklist used to analyze the relevance of the materials with core and basic competence four in terms of psychomotor domain which are contained in the 2013 English Standard Competence. Further, the researcher is preparing the research started from reading, identification, and description.

E. Technique of Collecting Data

According to Ary, Jacob and Razavieh (2002:430-435), there are five kinds of data collection methods that can be used for researchers they are observation, field notes, interviews, focus groups and documentation. In collecting the data, the researcher used documentation and interview. Arikunto (2000:236) says that documentation is used to investigate written document such as notes, transcripts, books, magazines, newspapers, etc.

Tomlinson (1998: 149) said that interviews can be characterized in terms of their degree of formality, and most can be placed on a continuum ranging from unstructured through semi structured to structure. The researcher uses semi structured interview. The researcher give two questions about the reasons of choosing the textbook entitled “When English Rings a Bell”.

The procedure of data gathering found the *When English Rings a Bell* English textbooks that have been analyzed. Then, the researcher analyzed all of the content of textbook based on requirements of core and basic competence (3 and 4) in 2013 Curriculum in terms of Cognitive and Psychomotor Domains proposed by Revised Bloom Taxonomy Anderson and Simpson. Finally, the researcher classified the data based on *KI* and *KD* IN K-13. Furthermore, from the collecting the data, the researcher can answer the problem statements about the compatibility of *When English Rings a Bell* English textbook. The checklist was designed to produce a total number of the relevance material in the textbook analysis.

F. Technique of Analyzing Data

The researcher conducted data analysis by Miles and Hubberman (2004:246) states that there are three activities in qualitative data analysis includes data reduction, data display and drawing the data (conclusion/verification). The explanations of data analysis are below:

1. Data Reduction

According to Miles and Hubberman (1994:429), with data reduction, the potential universe of data is reduced in an anticipatory way as the researcher

chooses a conceptual framework, research questions, cases, and instruments. In this step, the researcher reduced the data with are not appropriate with conceptual framework, research questions about the relevancy. The researcher used the data which are appropriate with Core and Basic Competence (3 and 4) in K-13 and the content that in textbook analysis by Revised Bloom's Taxonomy on Cognitive and Psychomotor domains in learning. From that, the researcher can answer the research questions that are about the compatibility of *When English Rings a Bell* English textbook.

2. Data Display

Miles and Hubberman (1994:429) stated that data display defined as an organized, compressed assembly of information that permits conclusion drawing and/or action taking, is a second, inevitable, part of analysis. The researcher typically needs to see a reduced set of data as a basis for thinking about its meaning. In this step, the researcher displayed the data of the relevance material based on Core and Basic Competence in English Syllabus to 8th grade to getting the total number of relevance material in the textbook. It is organized as an observation checklist table and description data.

3. Conclusion

It is the last process of analysis the data. "Conclusion drawing and verification involve the researcher in interpretation: drawing meaning from displayed data" (Miles and Hubberman, 1994: 429). In this step, the researcher concluded the compatibility in *When English Rings a Bell* English textbook based on core and basic competence in 2013 Curriculum that written in English

syllabus of 8th grade. To gain the result percentage, the researcher uses the formula as follows:

$$\text{Percentage (\%)} = \frac{n}{N} \times 100\%$$

Note: n = Variable Score

N = Total Score

After the researcher gets the result percentage from each data, then the researcher decided to classify the percentage of the each data to give a judgment of this textbook quality by Arikunto (1993), they are four judgments using percentages with compatibility that shows in table below:

Table 3.1 : Percentage and Compatibility

Interval Percentage	Compatibility
76-100%	Very Good
56-75%	Good
40-55%	Fair
0-39%	Poor

G. Trustworthiness of the Data

In analyzing the data, the researcher needs to analyze the validity of the data source to get the valid data. Moleong (202:178) gives statement that triangulation technique is the technique of examining the trustworthiness of the data which uses the things outside the data in order to examine the data and to be comparer of the data.

Denzin (in Tohirin, 2010:73) extended the idea of triangulation beyond its conventional association with research methods and designs. He distinguished four forms of triangulation:

1. Data triangulation, which entails gathering data through several sampling strategies, so that slice of data at different times and social situations, as well as on a variety of people, are gathered.
2. Investigator triangulation, which refers to the use of more than one researcher in the field to gather and interpret data
3. Theoretical triangulation, which refers to the use of more than one theoretical position in interpreting data
4. Methodological triangulation, which refers to the use of more than one method for gathering data.

The researcher decided using the data triangulation of sources triangulation. In validating the data, the researcher compares the data that researcher found during observation, and the data from the other research or theories.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the obtained data are presented and analyzed. The research was conducted to answer the questions mentioned in the research problems. The data presentation is outlined in two parts. The first part is the relevance of textbook materials with Cognitive Domain of Revised Bloom Taxonomy and the second part is the relevance of textbook materials with the Psychomotor Domain.

After the researcher divided the materials in the book by the chapter, basic competence, the researcher analyzed the whole material and took a checklist on relevance or irrelevance of the materials with the cognitive and psychomotor domain.

A. Research Findings

1. The Relevance of the materials with Core and Basic Competence of 2013 Curriculum in terms of the Cognitive Domain

In order to find out the relevance between the materials written in the textbook with the cognitive domain, the researcher used the observation checklist as research instrument (*see appendix*). 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).

To get the results, the total number of materials which relevance with Cognitive was counted. Then the last step was counting the percentage of each

material which relevance and irrelevance with Core and Basic Competence of 2013 curriculum. The researcher would present the result of research findings in the table observation checklist.

From the object of the research, there are 30 the materials that found by the researcher. The materials which are relevant with the sub-basic competence are be able to fulfill the purposes of the topic, language features, and social functions that are intended to be achieve by the students and also available materials in the form spoken text and written text. While the materials which are not relevant the sub-basic competence are not be able to fulfill all of the purposes of the topic, language features, and social functions that are stated in the sub-basic competence three. The detail explanations of each research findings are as below:

1. Basic Competence 3.1

According to the 2013 curriculum English lesson syllabus for 8th of Junior High School, basic competence 3.1 is about text structure and language feature to implement the social function of gaining attention, checking understanding, giving compliment, and asking and giving opinion expressions and responses according to context. The basic competence 3.1 has four sub-basic competences, sub-basic competences such as 3.1.1, 3.1.2, 3.1.3, 3.1.4. The materials which should be stated in the book are in forms of spoken texts with topic everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the

class. Those sub-basic competences included in Chapter I in the textbook with title “It’s English Time” in page 2 until 18.

The instruction in those pages used action verbs which are included in the Bloom’s Taxonomy Cognitive Domain stated by Anderson et.al. (2001: 67). In basic competence 3.1, the writer used verb “say” and verb “repeat” which in this context has close meaning with verb “represent” in category Understanding. The book author also used action verb “listen” which has similar meaning with “focus” in Analyzing category. Moreover, verb “play” refers to ‘play the roles’ which has close meaning to “illustrate” in the Understanding category. The data are:

a. Sub-basic competence 3.1.1

The 3.1.1 sub-basic competence comprehends text structures and language features in gaining attention expressions and responses according to context. Here, one of materials that the researcher found:

1. Spoken text:

We will play the roles of the students and the teachers in the conversations to get other people’s attention. We will say the sentences loudly, clearly, and correctly.

Teacher: “Everybody, May I have your attention, please?”

Students: “Yes, Ma’am.”

The material completes those requirements. So, the researcher concluded that those materials are fulfilling the purposes of the topic, language features, social functions that are stated in the sub basic competence 3.1.1.

Then the researcher used mark (√) in relevance column.

b. Sub-basic 3.1.2

The 3.1.2 sub-basic competence is about spoken text with text structures and language features of checking understanding expressions and responses according to context. Here, one of materials that the researcher found:

1. Spoken text:

We will play the roles of the students and the teachers in the conversation to check if they are understood. We will say sentences, loudly, clearly and correctly.

Teacher: "Do you know what I mean?"

Students: "Yes, Sir"

After the researcher analyzed then the researcher concluded that the materials written in the book are fulfill the purposes of the topic, language features, social functions that are stated in the sub basic competence 3.1.2 sub-basic competence. Then the researcher used mark (√) in relevance column. (*see appendix 3*).

c. Sub-basic 3.1.3

The 3.1.3 sub-basic competence is also still in the form of spoken text about text structure and language features of giving compliment expressions and responses with topic everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and

outside the class. Here, one of examples material founded by researcher:

1. Spoken text:

Siti: *“Your picture is beautiful! I like the color.”*

Dayu: *“Thanks”*.

After analyzed the material, the researcher conclude that the material fulfill the purposes of the topic, language features, social functions that are stated in the sub basic competence 3.1.3 then the researcher used mark (√) in relevance column. (*see appendix*).

d. Sub-basic 3.1.4

The 3.1.4 sub-basic competence is in the form of spoken text which contains structures and language features of asking and giving opinion expressions and responses according to context. Here, one of examples material founded by researcher:

1. Spoken text:

We will play the roles of the students and the teacher in the conversation to tell and ask what we or other think of something. We will say the sentences loudly, clearly, and correctly.

Lina: “Udin, do yo think Edo is angry with me?”

Udin: “I don’t think so. Look, he’s smiling.”

After analyzed the material, the researcher conclude that the material fulfill the purposes of the topic, language features, social functions that are stated in the sub basic competence 3.1.4. Then, the researcher used mark (√) in

relevance column.

2. Basic Competence 3.2

According to the 2013 curriculum English lesson syllabus for 8th of Junior High School, basic competence 3.2 is about text structure and language feature to implement the social function of stating and asking ability and willingness according to context. As stated in the English lesson syllabus for eight graders of junior high school, the materials which should be stated in the book are in forms of spoken and written texts with topic everything that is related to the interaction between teacher and students during the teaching and learning process, inside and outside the class. This basic competence is divided into two sub-basic competence, sub-basic competence 3.2.1 and 3.2.2. The research finding for basic competence 3.2 as follow:

a. Sub-basic 3.2.1

The 3.2.1 sub-basic competence comprehends text structures and language features to implement the social function of stating and asking ability use modal (can) according to context. Here, one of materials that the researcher found:

1. Spoken text:

We will play the roles of the students in the conversations to say what they will or will not do. We will say the sentences loudly, clearly and correctly.

Edo : “Udin, will you help me to bring this book?”

Udin : “Sure”.

2. Written text:

Here are what we will do. First, we will listen carefully to our teacher reading statements. We will use the guide to write what each speaker can and cannot do.

According to Rani:

a. *Yuli can*_____

b. *She can*_____

c. *She can*_____

The materials written in the book page 20 until and 26 are in the form of spoken and written text has same language features and topic with the 3.2.1 sub-basic competence. So, the researcher decided the materials relevance with the 3.2.1 sub-basic competences which add mark (√) in relevance column. (*see appendix*). The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated by Anderson et.al. (2001:67). The book author used verb "say" which has close meaning with "model" in this context, verb "repeat" which has close meaning with "represent", verb "listen" which has similar meaning with "focus" in category Analyze. Verb "write" which in this context means "construct". verb "list in this context means "construct" in category Creating. Verb "play" refers to 'play the roles' which has close meaning to "illustrate". The result that the researcher decided that basic competence 3.2 is relevance with the one of materials in this textbook which the materials could find in Chapter 2 with title "We can do it, and we will do it" in this textbook.

b. Sub-basic 3.2.2

The 3.2.2 sub-basic competence is about text structures and language features to implement the social function of stating and asking for willingness use modal *will* according to context. The materials written in the book page 27, 28, 29, 30 and 31 are in the form of spoken and written texts which fulfilled those requirements. Here, one of materials that the researcher found:

1. Spoken text:

We will play the roles of the students in the conversations to say what they will or will not do. We will say the sentences loudly, clearly and correctly.

Edo : "Udin, will you help me to bring this book?"

Udin : "Sure".

2. Written text:

Here are what we will do. First, we will listen carefully to our teacher reading statements. We will use the guide to write what each speaker will and will not do.

According to Lathan:

a. Lusi will not to do the cleaning.

b. _____

After the researcher analyzed the data, the data fulfilled the requirements of sub-basic competence 3.2.2. The data are complete in the form of spoken and written text and also fulfill the purposes of the topic, language features, social functions that are stated in the sub basic competence 3.2.2. So, the researcher decided the materials relevance with the 3.2.2 sub-basic

competences which add mark (√) in relevance column.

3. Basic Competence 3.3

According to the English lesson syllabuses for eight graders of junior high school, basic competence 3.3 is about the text structures and language features to implement the social function of giving instruction expression, giving invitation expression, giving prohibition expression, and giving permission expression and responses according to context. As stated in the English lesson syllabus for 8th grade of junior high school, the materials which should be stated in the book are in forms of spoken and written texts with topic everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. The researcher found 3.3 basic competences available in chapter 4.

The instruction in this chapter used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001:67). The book author used verb "say" and verb "repeat" which has close meaning with "represent" in Understanding category, verb "listen" and "read" which has similar meaning with "focus" in category Analyze. Verb "write" refers to 'handwrite' which in this context means "construct". And also verb "play" refers to 'play the roles' which has close meaning to "illustrate". The result that the researcher decided that basic competence 3.3 is relevance with the one of materials in this textbook which the materials could find in Chapter 4 in this textbook. Basic competence 3.3 divided into four sub-basic competences.

There are:

a. Sub-basic 3.3.1

The 3.3.1 sub-basic competence is about the text structures and language features to implement the social function of giving instruction expressions and responses according to context. The materials written in the book are in the form of spoken and written texts which fulfilled those requirements. Here, one of materials that the researcher found:

1. Spoken text:

We will play the roles of the students in the conversations; they are celebrating Lina's Birthday. We will say the sentences loudly, clearly, and correctly.

Edo : "Open it, now, Lina. I hope you like it".

Lina : "Sure. Alright. Let me open it now."

2. Written text:

We will work in groups. First, we will read each statement carefully. Second, we will study the examples carefully. Third, we will find the sentences in each conversation that tell or invite other people to do something. Then, we will put each one of them into table of analysis. Each one of use will handwrite it in our notebooks.

After the researcher analyzed the materials, the material fulfilled the requirements of sub-basic competence 3.3.1. The data are complete in the form of spoken and written text and also fulfill the purposes of the topic, language

features, social functions that are stated in the sub basic competence 3.3.1 So, the researcher decided the materials relevance with the 3.3.1 sub-basic competences which add mark (√) in relevance column.

b. Sub-basic competence 3.3.2

The 3.3.2 sub-basic competence is about text structures and language features to implement the social function of giving invitation expressions and responses according to context. The materials which should be stated in the book are in forms of spoken and written texts with topic everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. The materials written in the textbook fulfilled the requirements stated in the syllabus. Here, one of materials that the researcher found:

1. Spoken text:

We will play the roles of the students in the conversations. They invite each other to do some things.

Edo: "Udin, let's go out. Don't be lazy. Get up and have some exercise outside"

Udin: "Okay. Wait. Let me put on my shoes."

2. Written text:

We will work in groups. First, we will read each statement carefully. Second, we will study the examples carefully. Third, we will find the sentences in each conversation that tell or invite other people to do something. Then, we will put

each one of them into table of analysis. Each one of use will handwrite it in our notebooks.

After the researcher analyzed the material, the material fulfilled the requirements of sub-basic competence 3.3.2. The data are complete in the form of spoken and written text and fulfill the purposes of the topic, language features, social functions that are stated in the sub basic competence 3.3.2 So, the researcher decided the materials relevance with the 3.3.2 sub-basic competences which add mark (√) in relevance column.

c. Sub-basic competence 3.3.3

The 3.3.3 sub-basic competence is about text structures and language features to implement the social function of giving prohibition expressions and responses according to context. The materials which should be stated in the book are in forms of spoken and written texts with topic everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. The materials written in the textbook fulfilled the requirements stated in the syllabus. Here, one of materials that the researcher found:

1. Spoken text:

We will play the roles of the students in the conversations; they are celebrating Lina's Birthday. We will say the sentences loudly, clearly, and correctly.

Lina : "Edo, this cup is really beautiful. Thanks."

Edo : "I'm happy you like it. Remember, never put hot water in it, ok?"

2. Written text:

We will work in groups. First, we will read each statement carefully. Second, we will study the examples carefully. Third, we will find the sentences in each conversation that tell or invite other people to do something. Then, we will put each one of them into table of analysis. Each one of use will handwrite it in our notebooks.

After the researcher analyzed the material, the material fulfilled the requirements of sub-basic competence 3.3.3. The data are complete in the form of spoken and written text and also fulfill the purposes of the topic, language features, social functions that are stated in the sub basic competence 3.3.3 So, the researcher decided the materials relevance with the 3.3.3 sub-basic competences which add mark (√) in relevance column.

d. Sub-basic competence 3.3.4

The 3.3.4 sub-basic competence is about text structures and language features to implement the social function of giving permission expressions and responses according to context. The materials which should be stated in the book are in forms of spoken and written texts with topic everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. The materials written in the textbook fulfilled the requirements stated in the syllabus. Here, one of materials that the researcher found:

1. Spoken text:

We will play the roles of the teacher and the students in the conversations.

Now, we will learn to ask the teacher for permission to do something. We will say the sentences loudly, clearly, and correctly.

Teacher: "Hey, Udin. What are you doing there?"

Udin : "May I wash my hands, Ma'am?"

2. Written text:

We will work in groups. First, we will read each statement carefully. Second, we will study the examples carefully. Third, we will find the sentences in each conversation that tell or invite other people to do something. Then, we will put each one of them into table of analysis. Each one of use will handwrite it in our notebooks.

After the researcher analyzed the material, the material fulfilled the requirements of sub-basic competence 3.3.4. The data are complete in the form of spoken and written text. So, the researcher decided the materials relevance with the 3.3.4 sub-basic competences which add mark (√) in relevance column. (see appendix).

4. Basic Competence 3.4

Basic competence 3.4 is about text structure and language feature to implement the social function of personal invitation letter and greeting card according to context. This basic competence is divided into two sub-basic competences, the first one is sub-basic competence 3.4.1 which contains written text in terms of very short and simple personal invitation letter, and the second one is sub-basic competence 3.4.2 which contains written text in terms

of very short and simple greeting card. After analyzed the materials written in the textbook, unfortunately, sub-basic competence 3.4.1 material is not available in this textbook, then, in 3.4.1 sub-basic competence the researcher decided add mark (√) in column irrelevance column.

Meanwhile sub-basic competence 3.4.2 is available. The instruction in this chapter used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001:67). The book author used verb "copy" which has similar meaning with 'reconstruct' and verb "apply" in Applying category. Here, one of materials that the researcher found in sub-basic 3.4.2:

a. Sub-basic competence 3.4.2

1. Written Text:

We will look closely into some birthday greeting cards Lina got from her friends on her birthday. We will choose one of them and copy it to our notebooks and apply different decoration.

After the researcher analyzed the material, the material fulfilled the requirements of sub-basic competence 3.4.2. So, the researcher decided the materials as relevance with English lesson syllabus 3.4.2 sub-basic competence then the researcher add mark (√) in relevance column.

5. Basic Competence 3.5

Basic competence 3.5 is about text structure and language feature to implement the social function stating and asking the presence of people, things,

and animal in uncountable amount according to context. The materials which should be stated in the book are in forms of spoken texts with topic the name of people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility.

The instruction in this chapter used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001:67). The book writer used verb "describe" in Remembering category, verb "say" and verb "repeat" which has close meaning with "represent" in Understanding category, verb "listen" and "read" which has similar meaning with "focus" in category Analyze. Verb "write" refers to 'handwrite' which in this context means "construct". And also verb "play" refers to 'play the roles' which has close meaning to "illustrate". The result that the researcher decided that basic competence 3.5 is partly relevance with the one of materials in this textbook which the materials could find in Chapter 6 in this textbook. Basic competence 3.5 divided into three sub-basic competences, but there are 3.5.1 and 3.5.2 sub-basic competences are available, while 3.5.3 is not available in this textbook. They are:

a. Sub-basic competence 3.5.1

1. Spoken text:

We will state the characters we have in this book. We will start with "There is/are..." meaning "ada" in Bahasa Indonesia. We will say the sentences

loudly, clearly, and correctly. There are six characters in this book. There are three girls; Siti, Dayu, and Lina. There are three boys; Udin, Beni, and Edo. There is one girl with a head scarf, Siti. There is one girl with plaits, Dayu. There is one girl with loose hair, Lina. There is one boy curly hair, Edo. There is one boy with straight hair, Udin,. There is one boy with wavy hair, Beni.

After the researcher analyzed the material, the material fulfilled the requirements of sub-basic competence 3.5.1. The data are complete in the form of spoken text and also fulfill the purposes of the topic, language features, social functions that are stated in the sub basic competence 3.5.1. So, the researcher adds mark (√) in relevance column.

b.Sub-basic competence 3.5.2

1. Spoken text:

We will learn to describe things by stating what there are. We will say the sentences loudly, clearly, and correctly.

Lina : In big cities, there are many traffic jams everywhere. There are many kinds of vehicles: cars, big buses, minibuses, trucks, bicycles, motorcycles, and becaks. Luckily, there are not many carts now.

After the researcher analyzed the material, the material fulfilled the requirements of sub-basic competence 3.5.2. The data are complete in the form of spoken text and also fulfill the purposes of the topic, language features,

social functions that are stated in the sub basic competence 3.5.2 So, the researcher adds mark (√) in relevance column.

6. Basic Competence 3.6

The 3.6 basic competence is about text structures and language features to implement the social function text for stating and asking routine activity or general truth events according to context. The topic of the materials is routine activities which do every day by students, friends, teacher, and family and also general truth events. Basic competence 3.6 has one sub-basic competence. The materials in the 3.6.1 sub-basic competence are in the form of spoken text and written text.

The instruction used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated by Anderson, et.al. (2001: 67). Here, the book writer used verb "say" and verb "repeat" which has close meaning with "represent" in Understanding category, verb "tell" which has close meaning with the action verb "explain" in the Understanding category. verb "listen" which has similar meaning with "focus" in category Analyze. Verb "write" refers to 'handwrite' or 'rewrite' which in this context means "construct". Moreover verb "list" which has close meaning with "construct" in Creating category. From those reasons, the researcher concluded that the materials written in the textbook are relevant with 3.6.1 sub-basic competence. Here, one of example material that found by the researcher:

a. Sub-basic competence 3.6.1

1. Spoken text:

We will learn to tell our routine activities or the activities that we do regularly.

We will say the sentences loudly, clearly, and correctly.

Dayu : My sister and I get up early every day. We make the beds and clean the house. We also help mother to prepare the breakfast for the family. But before that, we never forget to do some exercise.

We just like other people. We talk care of our home. When we get home, we do the housework ourselves. We wash the dishes. We also clean the bathroom. We water the plants too.

2. Written text:

We will list the activities stated by Dayu, Udin, Beni, Siti , and Edo that they and their families do as their routines, like the example. We will work in groups, we will make a list of the routine activities stated by each person. Every one of us will handwrite the complete sentences on a piece of paper. We will present, not read, the lists to the class.

Here are what Dayu, Lina, and Siti do as their routines, according to Udin (8 points)

a. _____

b. _____

c. etc

After the researcher analyzed the material, the material fulfilled the requirements of sub-basic competence 3.6.1. The data are complete in the form of spoken text and written text. So, the researcher adds mark (√) in relevance column.

7. Basic Competence 3.7

According to the 2013 curriculum English lesson syllabus for eight graders of Junior High School, the basic competence 3.7 is about text structure and language feature to implement the social function of stating and asking event that happens right now according to context. Basic competences 3.7 have one sub-basic competence. The materials which should be stated in the book are in forms of spoken texts with topic activity that is doing by students, friends, parents, brother, sister, younger brother, younger sister, and teacher. The materials which are suitable with the materials required in 3.7.1 sub-basic competence.

The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated by Anderson, et.al (2001: 67). The book writer used verb "say" which has close meaning with "model", and verb "repeat" which has close meaning with "represent" in this context. verb "write" which has close meaning with "construct", verb "listen" which has similar meaning with "focus" in category Analyze, verb "list" which has close meaning with "construct" in Creating category. So, the researcher concluded that the materials written in the book are relevant with 3.7.1 sub-basic competence. Here, one of example which fulfilled 3.7 basic competence:

a. Sub-basic competence 3.7.1

1. Spoken text:

We will play the roles of the speakers in the conversation. We will say the sentences loudly, clearly, and correctly.

Edo: "What are you doing, Udin?"

Udin: "I'm doing my Math homework for tomorrow".

2. Written text:

We will work in groups. We will ask and answer questions about ten activities that people around us are doing right now. We will write down the 10 questions and answer on a piece of paper.

1. *Q: What is Marcel doing?*

A: He's chatting with Dino

After the researcher analyzed the material, the material fulfilled the requirements of sub-basic competence 3.7.1. The data are complete in the form of spoken text and written text. So, the researcher adds mark (√) in relevance column..

8. Basic Competence 3.8

The materials in 3.8 basic competence is about text structures and language features to implement the social function for stating and asking cause and effect relation with topic activities which show cause and effect relation and contrary relation did by students, friends, family, and teacher. 3.8 basic competence are in the form of spoken and written texts. Based on the textbook, there is no material matched with 3.8 basic competence. The material is not available in the textbook which support the 3.8 basic competence. Therefore, the researcher decided to adds mark (√) in irrelevance column. In order to improve the materials in the book to become suitable with the 3.8 basic

competence, the researcher suggest the book writer to evaluate the material that should be added in the textbook suitable with the core and basic competence in K-13 and also the book writer to use the cognitive domain action verbs in each instruction of the materials.

9. Basic Competence 3.9

According to 2013 curriculum English lesson syllabus for 8th of Junior High School, basic competence 3.9 is about the text structure and language feature to implement the social function of stating and asking the amount and character comparison of people, animal, things, according to context with topic people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility. This basic competence is divided into three sub-basic competences; they are sub-basic competence 3.9.1, 3.9.2, 3.9.3.

The instruction in those sub-basic competences materials also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001: 67). Here, the book writer used verb "say" which has close meaning with "model" in this context, verb "repeat" which has close meaning with "represent", verb "listen" which has similar meaning with "focus" in category Analyze, verb "write" refers to 'handwrite' which have close meaning with verb "construct", verb "compare", and verb "discuss" which has close meaning with verb "coordinate" in this context. verb "play" refers to 'play the roles' which has close meaning to "illustrate". So, the

researcher concluded that the materials written in the book is relevant with 3.9 basic competences and all the sub-basic competence. Here, the data:

a. Sub-basic competence 3.9.1

1. Spoken text:

We will play the roles of the speakers in the conversation. We will listen and repeat the conversations after the teacher, one by one. We will say the sentences loudly, clearly, and correctly.

Lina: "I think Bono will win the race!"

Siti : "I think so too. Bono is thinner but stronger than Gani. Gani is bigger but weaker than Bono.

2. Written text:

We will work in groups. We will put all the adjectives we have learned into table below. We will put the right forms of adjectives in the right columns. We will supply the right forms of the adjectives into the other two columns. We will be drilled by the teacher to say the adjectives in the three forms, orally. We will use a dictionary. We will spell the words and use punctuation marks correctly.

After the researcher analyzed the material, the material fulfilled the requirements of sub-basic competence 3.9.1. The data are complete in the form of spoken text and written text and also fulfill the purposes of the topic, language features, social functions that are stated in the sub basic competence 3.9.1. So, the researcher adds mark (√) in relevance column.

b. Sub-basic competence 3.9.2

1. Spoken text:

We will play the roles of the speakers in the conversation. We will listen and repeat the conversations after the teacher, one by one. We will say the sentences loudly, clearly, and correctly.

Beni : “Look! The horse and the donkey look alike. But, the horse is bigger than donkey. The donkey is smaller than the horse, right?”

2. Written text:

We will work in groups. We will put all the adjectives we have learned into table below. We will put the right forms of adjectives in the right columns. We will supply the right forms of the adjectives into the other two columns. We will be drilled by the teacher to say the adjectives in the three forms, orally. We will use a dictionary. We will spell the words and use punctuation marks correctly.

After the researcher analyzed the material, the material fulfilled the requirements of sub-basic competence 3.9.2. The data are complete in the form of spoken text and written text and also fulfill the purposes of the topic, language features, social functions that are stated in the sub basic competence 3.9.2. So, the researcher adds mark (√) in relevance column.

c. Sub-basic competence 3.9.3

1. Spoken text:

We will play the roles of the speakers in the conversation. We will listen and repeat the conversations after the teacher, one by one. We will say the

sentences loudly, clearly, and correctly.

Lina: "On my left hand I have cotton, on my right hand I have stone. They have the same size. I can feel that the cotton is much lighter than the stone."

2. Written text:

We will work in groups. We will put all the adjectives we have learned into table below. We will put the right forms of adjectives in the right columns. We will supply the right forms of the adjectives into the other two columns. We will be drilled by the teacher to say the adjectives in the three forms, orally. We will use a dictionary. We will spell the words and use punctuation marks correctly.

After the researcher analyzed the material, the material fulfilled the requirements of sub-basic competence 3.9.3. The data are complete in the form of spoken text and written text and also fulfill the purposes of the topic, language features, social functions that are stated in the sub basic competence 3.9.3. So, the researcher adds mark (√) in relevance column.

10. Basic Competence 3.10

As stated in the English lesson syllabus for 8th of junior high school that the materials in 3.10 basic competence is about text structures and language features to implement the social function of short and simple written text to state and ask about people, things, and animal description with topic description of people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and

responsibility. The 3.10 basic competences divided into 3 sub basic competence, but, there is only one material available which available all of sub-basic competence 3.10.1, 3.10.2 and 3.10.3. That is sub-basic 3.10.3.

The instruction in sub-basic competence 3.10.3 materials also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001: 67). Here, the book writer used verb "write" refers to 'handwrite' which have close meaning with verb "construct", verb "discuss" which has close meaning with verb "coordinate" in this context. In order to improve the materials in the book to become suitable with the 3.10 basic competence, the researcher suggest the book writer to evaluate the material that should added in the textbook suitable with the core and basic competence in K-13 and also the book writer to use the cognitive domain action verbs in each instruction of the materials.

Here, the finding of material which suitable with sub-basic competence 3.10.3:

1. Written text:

We will look closely at the descriptions of the animals. We will use a table to analyze the information about them. We will work in groups. We will study the examples carefully and copy them in our notebook. We will discuss and fill in the table with the information of the animals. Every one of us will handwrite the analysis in the notebook or type it with the computer.

After the researcher analyzed the material, the material fulfilled the requirements of sub-basic competence 3.10.3. The data are complete in the

form of written text and also fulfill the purposes of the topic, language features, social functions that are stated in the sub basic competence 3.10.3. So, the researcher adds mark (√) in relevance column.

11. Basic Competence 3.11

According to the 2013 curriculum English syllabus for 8th of Junior High School, the basic competence 3.11 is about text structure and language feature to implement the social function of stating and asking past events according to context with topic of the material is past events which relevance with students' life, by giving example of discipline, honesty, care, health lifestyle, and friendly attitude toward the environment.

The instruction in this textbook also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001: 67). The book writer used verb "say" which has close meaning with verb "model", verb "repeat" which has close meaning with verb "represent", verb "listen" and "read" which has similar meaning with "focus" in category Analyze, verb "write" refers to 'handwrite' which have close meaning with verb "construct", verb "play" refers to 'play the roles' which has close meaning to "illustrate" and verb "discuss" which has close meaning with verb "coordinate" in this context. From these reasons stated, the researcher concluded that the materials written in the book is relevant with the 3.11.1 sub-basic competence. Here, one of examples the findings on sub-basic competence 3.11.1 as follow:

1. Spoken text:

We will work in groups. We will play the roles of the speakers in the conversations. We will repeat the conversations after the teacher, one by one. We will correct each other's mistakes. We will say the sentences loudly, clearly, and correctly.

Dayu: "This is me when I was a baby. I was three point four kilograms and fifty two centimeters long. Now, I am fifty kilograms and one hundred fifty centimeters tall. I was bald. I have no hair. Now I have long hair."

2. Written text:

We will work in groups. We will handwrite Dayu's statements about her in past. We will copy the example to our notebook. Then, in groups, we will handwrite Dayu's other statements from her other entries about her in the past in our notebook. We will use a dictionary. We will spell the words and use the punctuation marks correctly.

DAYU WHEN SHE WAS A BABY

- 1. She could not to do anything*
- 2. Her parents and her elder brother took care of her*
- 3. She didn't sleep with her mum*
- 4. She slept in a baby cot in her parents' bedroom*
- 5. _____*
- 6. _____*

After the researcher analyzed the material, the material fulfilled the requirements of sub-basic competence 3.11.1. The data are complete in the form of spoken text and written text and also fulfill the purposes of the topic, language features, social functions that are stated in the sub basic competence 3.11.1. So, the researcher adds mark (√) in relevance column. So, the researcher adds mark (√) in relevance column.

12. Basic Competence 3.12

According to the 2013 curriculum English lesson syllabus for 8th of Junior High School, the basic competence 3.12 is about text structure and language feature to implement the social function of short recount text by stating and asking about activity, event, and phenomena according to context. The topic of the material is past events which relevance with students' life, by giving example of discipline, honesty, care, health lifestyle, and friendly attitude toward the environment.

The instruction used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001: 67). Here, the book writer used verb "say" which has close meaning with verb "model", and verb "repeat" which has same meaning with "represent" in this context. verb "listen" and "read" which has similar meaning with "focus" in category Analyze, verb "write" refers to 'handwrite' which have close meaning with verb "construct", verb "play" refers to 'play the roles' which has close meaning to "illustrate" and verb "discuss" which has close meaning with verb "coordinate" in this context. So, the researcher concluded that the materials

written in the book are relevant with the 3.12.1 sub-basic competence. Here, the examples of the materials in sub-basic competence 3.12.1 as follow:

1. Spoken text:

We will say Edo's sentences in his presentation. First, we will listen carefully to our teacher reading the presentation. Second, we will repeat the presentation after him/her, sentence by sentence. We will say the sentences loudly, clearly, and correctly.

Edo: "My brother, Rizal, and I made garden benches when my father cut down the old mango tree behind our house three weeks ago. We saw a big piece of wood. Then, we had an idea. We told dad we wanted to make garden benches. He agreed and he would help us. Then, he sawed the trunk into three pieces. 25 cm in diameter and 25 cm in height. After that Rizal and I rubbed them with sandpaper to make them smooth. After that we dried them in the sun for one week. When they were dry, we painted them, one green, one red, and one blue. Finally, we dried them in the sun again for three days".

2. Written text:

We will find the sentences that state each event or happening. First we will read the events carefully. Second, we will study the example carefully. Third, we will read the conversation again. Then, in groups, we will decide which of the sentences state each of the events. Finally, we will handwrite the examples

and the sentences on a piece of paper. We will use dictionary. We will spell the words and use punctuation marks correctly.

1. Mrs. Wayan got an accident. At ten, we heard a cry from Mrs. Wayan's home, she is our next-door neighbor. She's 70 years old and very weak. She lives alone.

2.

After the researcher analyzed the material, the material fulfilled the requirements of sub-basic competence 3.12.1. The data are complete in the form of spoken text and written text and also fulfill the purposes of the topic, language features, social functions that are stated in the sub basic competence 3.12.1. So, the researcher adds mark (√) in relevance column.

13. Basic Competence 3.13

According to the 2013 curriculum English lesson syllabus for 8th of Junior High School, basic competence 3.13 is about text structures and language features to implement the social function of written text in the form of short message and notice according to context. The topic of the material is rundown of event, memo/short message text, warning, caution, advertisement, brochure, pamphlet, and traffic sign in the students' environment. This basic competence is divided into two sub-basic competences, the first one is sub-basic competence 3.13.1 which contains written text in the form of short message and 3.13.2 which contains written text in the form of notice.

The instruction also used action verbs which are included in the Bloom's

Taxonomy Cognitive Domain stated in Anderson, et.al. (2001: 67). Here, the book author used verb “say” which has close meaning with verb “model”, verb “listen” which has similar meaning with “focus” in category Analyze, verb “discuss” which has close meaning with verb “coordinate” in this context. verb “read” which has close meaning with verb “recognize”, verb “repeat” which has close meaning with verb “represent”, verb “hand-write” verb “write” and verb “re-write” which have close meaning with verb “construct” in this context. Because of those reasons, the researcher concluded that the materials written in the book are relevant with the 3.13 basic competence. Here, one of examples materials suitable with sub-basic competence 3.13.1 and 3.13.2:

a. Sub-basic competence 3.13.1

1. Spoken text:

We will read the short telephone messages to each other in groups. First, we will listen carefully to our teacher reading the short telephone messages. Second, we will repeat the short telephone messages after our teacher, sentence by sentence. Then, in groups we will read the short messages to each other. We will say the sentences loudly, clearly, and correctly.

Udin and Edo are texting each other. Read the short messages correctly and clearly.

Edo: Udin, we have a lot of assignments for tomorrow. Let's work together at my house. Beni and Lina are coming too.

Udin : Sure. What time will we start?

Edo: At 3 pm. Don't forget to bring a calculator, ok?

Udin: Ok. See you then.

2. Written text:

We will work in groups. We will text our friends five different short messages based on the situation below. We will discuss what we will say in our short messages. We will write the messages in our notebook.

1. A plan to ride on a bicycle to exercise on the weekend

2. A Plan to watch a video together in the afternoon.

3. A plan to do the Math homework together.

4. A plan to visit a sick friend in the hospital.

5. A plan to return a book.

After the researcher analyzed the material, the material fulfilled the requirements of sub-basic competence 3.13.1. The data are complete in the form of spoken and written text and fulfill the purposes of the topic, language features, social functions that are stated in the sub basic competence 3.13. So, the researcher adds mark (√) in relevance column.

b. Sub-basic competence 3.13.2

1. Spoken text:

We will work in groups. We will learn to read short notices that we often see around schools. We will listen carefully to our teacher reading the notices, we

will repeat after our teacher, sentence by sentence. In groups, we will read the notices to our friends, we will take turns and we will correct any mistakes we hear. We will say the sentences loudly, clearly, and correctly.

2. Written text:

We will work in groups. We will learn to write the notices in the correct form. We will study the example carefully. We will handwrite the notices correctly on a piece of paper.

After the researcher analyzed the material, the material fulfilled the requirements of sub-basic competence 3.13.2. The data are complete in the form of spoken text and written text and also fulfill the purposes of the topic, language features, social functions that are stated in the sub basic competence 3.13.2.. So, the researcher adds mark (√) in relevance column.

14. Basic Competence 3.14

According to English lesson syllabus for 8th of junior high school, the 3.14 basic competence is comprehending text structures and language features to implement the social function of spoken and written narrative text in the form of fable according to context. The topic in the material is fairy tale, folklore, and legends in the form of fable around the students' environment. After, the researcher reading whole the materials in the textbook, there is no material suitable with this basic competence 3.14. So, the researcher adds mark (√) in irrelevance column on the 3.14 column.

15. Basic Competence 3.15

As stated in the English lesson syllabus for 8th of junior high school. Basic competence 3.15 is about text structure and language feature to implement the social function of song. This basic competence has only sub-basic competence that is sub-basic competence 3.15.1 which contains English song with topic everything gives inspiring behavior. The material in the book already suitable with the materials stated in the 3.15.1 sub-basic competence is just written in page 221. However, the instruction used here is inappropriate to ask the students to implement the social function of song. The instruction just provided “read”, “listen” and “repeat”. Because of this reason, the researcher concluded that the materials written in the book are partly relevant with the 3.15.1 sub-basic competence. In order to improve the materials in the book to become suitable with the 3.15.1 sub-basic competence, the writer suggested the author to use the cognitive domain action verbs that give more specific instruction of the materials. After the researcher analyzed the material, the researcher adds mark (√) in partly relevance column. Here, the example of material in 3.15 basic competence:

a. Sub-basic competence 3.15.1

We will read the lyrics of song. (History by One Direction), we can download the song from the internet. We will copy the song in our notebooks. We will listen carefully to our teacher reading the lyrics, meaningfully. We will repeat

the lyrics after the teacher, line by line. In groups, we will learn to read the lyrics to each other, meaningfully too.

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

Table 4.1. The relevancy 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, 3.3.3, 3.3.4, 3.4.2, 3.5.1, 3.5.2, 3.6.1, 3.7.1, 3.9.1, 3.9.2, 3.9.3, 3.11.1, 3.10.3, 3.12.1, 3.13.1, 3.13.2.
Partly Relevance	Sub-Basic Competence 3.15.1
Irrelevance	Sub-Basic Competence 3.4.1, 3.5.3, 3.8.1, 3.10.1, 3.10.2, 3.14.1.

After analyzed the data, the researcher made a percentage form of the data analysis. At first, made a percentage of the book relevancy with cognitive domain. The total number materials which include in English syllabus for eighth grade are 30 materials. Here is the result of the percentage:

1. Relevant Materials

There are 23 materials which are relevant with the core and basic competence in terms cognitive domain. So, the percentage is:

$$\frac{23}{30} \times 100\% = 76,66\%$$

The percentage of the relevant materials is 76,66%.

2. Partly relevant materials

There are 7 materials which are irrelevant with the core and basic competence in terms cognitive domain. So, the percentage is:

$$\frac{1}{30} \times 100\% = 3,33\%$$

2. Irrelevant Materials

There are 6 materials which are irrelevant with the core and basic competence in terms cognitive domain. So, the percentage is:

$$\frac{6}{30} \times 100\% = 20\%$$

The percentage of the irrelevant materials is 20,00%.

According to those percentages, the researcher concluded that the textbook covers around 76.66% 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 achieved by the students.

2. The Relevance of the materials with the Core and Basic Competence of 2013 Curriculum in terms of Psychomotor Domain

The second analysis was the analysis of the relevance between the materials written in the book with Core and Basic competence of K-13 in terms

of Psychomotor Domain. To observe the relevance of the materials, the researcher also used the observation checklist as research instrument. In this checklist, compared the instruction of each material which is included in the basic competence four with the action verbs mentioned in the Bloom's Taxonomy psychomotor domain of learning which is stated by Anderson and Simpson. The observation checklist used by the researcher same as the one for the cognitive domain analysis.

From the object of the research, there are 35 the materials that found by the researcher. The materials which are relevant with the sub-basic competence four are be able to fulfill the purposes of the topic, language features, and social functions that are intended to be achieve by the students. The detail explanations of each research findings are as below:

1. Basic Competence 4.1

According to the K-13 English lesson syllabus for 8th of Junior High School, basic competence 4.1 is about composing simple spoken text to express and respond gaining attention, checking understanding, giving complement expression, and giving opinion by notice on the right social function, text structure, and language feature according to context with the topic is everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. Basic competence 4.1 has four sub-basic competences.

After the researcher analyzed, there is only one sub-basic competence 4.1.1 that available. So, the researcher decided to adds mark

(√) in irrelevant column for 4.1.2, 4.1.3 and 4.1.4 sub-basic competence (see appendix) and mark (√) in relevant column for 4.1.1 sub-basic competence (see appendix). The author of this book used action verb “listen” which has same meaning with “hear” and “state” in Set Category.

The data as below:

a. Sub-basic competence 4.1.1

We will play the roles of the students and the teachers in the conversations to get other people’s attention. Our teacher will ask what the teacher and the students in the conversations on page 4-7 say to get others’ attention. We will listen to the questions carefully. We will state what the teacher and the students say to get attention. Finally, in groups we will do the same activity. We will take turns asking and answering questions.

2. Basic Competence 4.2

Basic competence 4.2 is about composing spoken and written text to state and ask for ability and willingness to do something by notice on the right social function, text structure, and language feature according to context. This basic competence is divided into two, sub-basic competence 4.2.1 and 4.2.2. The instruction used action verb which is included in the Bloom’s Taxonomy Psychomotor Domain show in bold type. Here, example of the data which relevant with sub-basic competence 4.2.1 and 4.2.2 as follows:

a. Sub-basic competence 4.2.1

*We will work in groups. We will **write** about three people in our class. We*

*will **tell** what they can and cannot do in English, music, sports, housework, and others. We will **use** the form below to **write down** what the three people can do and cannot do in the areas. We will **use** the data to write about each of them. We will **handwrite** it or **type** it on a computer. we will **put** our works on the wall of the classroom. We will **answer** questions from people who visit our works. We will **use** a dictionary. We will **spell** the words and **use** the punctuation marks correctly. While we are writing, we will **say** the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.*

Based on the materials requirements of 4.2.1 sub-basic competence to composing spoken and written text suitable with action verb (bold type) proposed by Anderson and Simpson Psychomotor domain, after analyze the researcher decided that the materials relevant with the 4.2.1 sub basic competence. So, the researcher adds mark (√) in relevant column

b. Sub-basic competence 4.2.2

*We will work in groups. We will **write** about each one of us in our group. We will **make** a list of 5 things that we can do but we will not do, and 5 things that we can do and we will do. We will help each other to **identify** what we can do but will (not) do. Each one of us will **handwrite** the work or **type** it on a computer. We will **put** our works on the wall of the classroom. We will **answer** questions from people who visit our works. We will **use** a dictionary. We will consult a dictionary. We will **spell** the words*

and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Example:

I can do them, but I will not to do them

1. I can sing, but I will not to do in front of many people.

2. I can swim, but I will not to do it now in this clothing.

After the researcher analyzed the materials are matched with sub-basic competence 4.2.2. So, the researcher decided to adds mark (√) in relevant column

3. Basic Competence 4.3

According to the English lesson syllabus for eight graders of junior high school the 4.3 basic competence contains materials in the form of the instruction compose simple written and spoken text to state, ask, and respond giving instruction expression, ask and respond inviting someone, ask and respond giving prohibition, ask and respond giving permission by notice on the right social function, text structure, and language feature according to context with the topic of this material is everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. Unfortunately, this book did not available with the requirements material of basic competence 4.3. So the researcher add mark (√) in irrelevant column.

4. Basic Competence 4.4

Basic competence 4.4 contains material about understood the meaning of personal invitation letter and greeting card. This basic competence has two sub-basic competence that is sub-basic competence 4.4.1 and 4.4.2. Unfortunately, the sub-basic competence 4.4.1 is not found in this book. There is 4.4.2 which contains material to identification the meaning of greeting card in spoken and written text that relevant. The instruction also used action verbs included in the Bloom's Taxonomy Psychomotor Domain as stated by Anderson and Simpson. Here, the writer used verb "look" which has similar meaning with verb 'see' and "identify" and verb "handwrite" refers to 'write'. Here, the example of the material:

a. Sub-basic competence 4.4.2

We will identify what greeting cards say. Here are what we will do. We will look more closely into greeting cards above by using a table of analysis. We will discuss to identify the different pieces of information in each greeting card and put them into the table. We will handwrite the analysis on our notebooks.

No	Parts	Available?	Expression
1	Happiness/Condolence/Sympathy/Consolation	Yes	Happy Father's Day
2	Prayer/Wish	No	Happy Father's Day
3	Special Quotes	Yes	Thanks for being there through the tears, laughter, and love.
4	Ritual	No	-

5	Endearment	No	-
6	Receiver	No	-
7	Sender	No	-

After analyzed the materials, the researcher concluded that sub-basic competence 4.4.2 is relevant, so the researcher adds marks (√) in relevant column.

5. Basic Competence 4.5

Basic competence 4.5 is about compose written text in the form of very short and simple personal invitation letter and greeting card by notice on the right social function, text structure, and language feature according to context. The topic of this material is everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. This basic competence is divided into two sub-basic competences; they are sub-basic competence 4.5.1 and sub-basic competence 4.5.2

The material written in the book page 65-74 are relevant with sub-basic competence 4.5.2. Unfortunately, 4.5.1 sub-basic competence not available in the textbook. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain as stated by Anderson and Simpson. Here, the writer used verb "make", "revise" Based on that reason, the researcher concluded that the sub-basic competence 4.5.2 is relevant and the researcher adds mark (√) in relevant column, while the sub-basic competence 4.5.1, the researcher adds mark

(√) in irrelevant column. Here, one of examples the data suitable with 4.5.2 sub-basic competence:

a. Sub-basic competence 4.5.2

We work in groups. We will make 3 different greeting cards for 3 different occasions. We will study carefully the samples of greeting cards. We will discuss and decide what kind of greeting cards that we will make. 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. We will put the greeting cards on our school's wall magazine and answer the questions from the visitors. We will use a dictionary. We will spell the words and use the punctuation marks correctly. When we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will ask our teacher for help.

6. Basic Competence 4.6

The 4.6 basic competence contains materials in the form of the instruction compose spoken and written text to state and ask about the presence of people, things and animal in uncountable amount by notice on the right social function, text structure, and language feature according to context. The topic of this material is the name of people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility.

The instruction also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and

Simpson. Here, the book writer used verb “observe” and verb “write”, “display”. Unfortunately, the material written in the book is only in the form of instruction to compose written text to state the presence of things in uncountable amount. Therefore, the researcher decided adds marks (√) in relevant column in 4.6.1 and 4.6.2 sub-basic competence while sub-basic competence 4.6.3 the researcher adds marks (√) in irrelevant column. In order to improve the materials in the book to become relevant with the sub-basic competence 4.6.3 , the researcher suggest the book writer add the materials about instruction to compose spoken text to state and ask about the presence of people in uncountable amount and using psychomotor domain action verbs in each instruction. Here, the example of material which suitable with sub-basic competence 4.6.1 and 4.6.2:

a. Sub-basic competence 4.6.1 and 4.6.2

We will work in groups. We will write about the condition of our roads in our town/village, by saying what there are there. We will go out to observe our roads. We will make a list of the things/people that we see and number of amount of each thing/person. Each one of us will handwrite the work or type it on computer. Then, we will display our works on the wall of the classroom. We will answer questions from people who visit our works. We will use a dictionary. We will spell the words and use punctuation marks correctly. We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

7. Basic Competence 4.7

As stated in English lesson syllabus for 8th of junior high school written the 4.7 basic competence is contains materials in form the instruction to compose written text to state and ask for routine activity or general truth by notice on the right social function, text structure, and language feature according to context. This basic competence only have one sub-basic competence. The topic of this material is routine activities which do every day by students, friends, teacher, and family and also events that are general truth. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson. The book writer used verb "handwrite" refers to verb 'write' which in this context has the same meaning with "compose". Because of those reasons, the researcher concluded that the materials written in the book are relevant with the materials stated in the 4.7.1 sub-basic competence.

a. Sub-basic competence 4.7.1

We will list the activities stated by Dayu, Udin, Beni, Siti , and Edo that they and their families do as their routines, like the example. We will work in groups; we will make a list of the routine activities stated by each person. Every one of us will handwrite the complete sentences on a piece of paper. We will present, not read, the lists to the class. We will also say the sentences loudly, clearly, and correctly.

Here are what Dayu, Lina, and Siti do as their routines, according to Udin (8 points)

a. _____

b. _____

c. *etc*

After the researcher analyzed the materials are matched with sub-basic competence 4.7.1. So, the researcher decided to adds mark (√) in relevant column.

8. Basic Competence 4.8

Basic competence 4.8 has only one sub-basic competence, sub-basic competence 4.8.1 which contains instruction to compose spoken and written text to state and ask for event that happens right now by notice on the right social function, text structure, and language feature according to context. The topic of the material is activity that is doing by students, friends, parents, brother, sister, younger brother, younger sister, and teacher. The instruction also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson. The book writer used verb "make" which has close meaning with "compose" in this context, verb "copy". Based on those findings, the researcher concluded that the materials written in the book are relevant with the materials stated in 4.8.1 sub-basic competence and adds mark (√) in relevant column (*see appendix*). Here, example of the material 4.8.1 sub-basic competence:

a. Sub-basic competence 4.8.1

We will work in groups. We will tell what the other people around us are

doing. We will study examples carefully; we will copy the examples in our notebooks. We will use the table below to make a list of 10 activities that people around us are doing right now.

9. Basic Competence 4.9

The 4.9 basic competence contains the instruction to compose spoken and written text to state and ask about cause and effect relation by notice on the right social function, text structure, and language feature according to context. The topic of those materials are activities which show cause and effect relation and contrary relation did by students, friends, family, and teacher. Unfortunately, this textbook is not provide the material which relevant with the basic competence 4.9. So, the researcher adds mark (√) in irrelevant column (*see appendix*).

10. Basic Competence 4.10

Basic competence 4.10 is about composing spoken and written text to state and ask for amount and character comparison of people, animal, and things by notice on the right social function, text structure, and language feature according to context. This basic competence is also divided into three sub-basic competence, they are sub-basic competence 4.10.1, 4.10.2, and 4.10.3. The instruction also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson. Here, the book writer used verb "put" which has same meaning with "complete" in this context.

Unfortunately, there is sub-basic competence 4.10.2 which is not relevant. Based on the reason, the researcher concluded that the materials relevant with sub-basic competence 4.10.1 and 4.10.3, so the researcher adds marks (√) in relevant column (*see appendix*). Here, the example of each sub-basic competence:

a. Sub basic competence 4.10.1

We will read the sentences carefully, one by one. In the groups, we will discuss to put the right words into blank spaces. We will say the complete sentences. We will correct each other's mistakes. We will also say the sentences loudly, clearly and correctly.

Yuni is saying that Edo is _____ the other student.

b. Sub-basic competence 4.10.3

We will read the sentences carefully, one by one. In the groups, we will discuss to put the right words into blank spaces. We will say the complete sentences. We will correct each other's mistakes. We will also say the sentences loudly, clearly and correctly.

Tasia is saying that the pencil case is _____ the purse, but the purse is _____ the pencil case

11. Basic Competence 4.11

The 4.11 basic competence contains materials in the form of the exercise about short and simple spoken and written descriptive text in

order to catch the meaning of short and simple spoken and written descriptive text with topic description of people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility. Unfortunately, in this textbook not found the material which relevant with 4.11. Therefore, the researcher adds (√) in irrelevant column.

12. Basic Competence 4.12

According to the English lesson syllabus for 8th of junior high school, the 4.12 basic competence contains materials in the form of the instruction to compose short and simple spoken and written descriptive text about people, things, and animal by notice on the right social function, text structure, and language feature according to context.

The 4.12 basic competence has three sub-basic competence, Unfortunately, there is no material in the book which is related to the topic and materials stated in the 4.12.1, 4.12.2 and 4.12.3 sub-basic competence. Because of those findings, the researcher concluded that the materials written in the book are irrelevant with add (√) in irrelevant column (*see appendix*). The researcher suggest the book writer add materials about the instruction to compose short and simple spoken and written descriptive text about people, things, and animal in a given topic and using psychomotor domain action verbs in each instruction.

13. Basic Competence 4.13

The 4.13 basic competence contains materials in the form of the instruction to compose written text to state and ask past events by notice on the right social function, text structure, and language feature according to context. The topic of the material is past events which relevance with students' life, by giving example of discipline, honesty, care, health lifestyle, and friendly attitude toward the environment. The instruction also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson. Here, the book writer used verb "identify" in category Perception in this context and 'handwrite' which has same meaning with 'compose'. Here, the example:

a. Sub-basic competence 4.13.1

We will work in groups. We will identify Dayu's statements about herself in the past and at present. We will study the example carefully. We will copy the example to our notebook. We will discuss in the group the statements about Dayu in the past and handwrite them in the first column and the statement about Dayu in the present and handwrite them in the second column. We will use the dictionary. We will spell the words and use the punctuation marks correctly. When we are writing, we will say the sentences loudly, clearly and correctly.

After analyzed that, the researcher conclude that the material fulfilled the requirements, so the researcher adds (√) in relevant column.

14. Basic Competence 4.14

According to English lesson syllabus for 8th junior high school, the 4.14.1 sub-basic competence contains materials in the form of the exercise about short and simple spoken and written recount text in order to catch the meaning of short and simple spoken and written recount text about activity, event, and phenomenon. The topic of the materials is past events which relevance with students' life, by giving example of discipline, honesty, care, health lifestyle, and friendly attitude toward the environment. The instruction also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson. The writer used verb "put" which in this context has the same meaning with "re-arrange". So, the researcher concluded that the materials written in the book are relevant with the materials stated in the 4.14.1 sub-basic competence. Here the example:

We will work in groups. We will put the events and the sentences in each event of Lina's experience when she got scar on her face. We will read the sentences in each of the events and decide the right order of the sentences. We will handwrite the result of our discussion on piece of paper. We will say the sentences loudly, clearly and correctly.

15. Basic Competence 4.15

The 4.15 basic competence contains materials in the form of the

instruction to compose short and simple written recount text about activity, event, and phenomenon by notice on the right social function, text structure, and language feature according to context with topic of the materials is past events which relevance with students' life, by giving example of discipline, honesty, care, health lifestyle, and friendly attitude toward the environment. The instruction also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson. The writer used verb "write" which in this context has the same meaning with "compose". Here, the example of the material which suitable with 4.15.1 sub-basic competence, as below:

We will study the examples on how to write experience. We will write a draft that tells an experience that has changed our life and another draft that tell our funny experience. We will write at least six sentences in each draft. Then, we will finalized our drafts into a good piece of writing and handwrite in on a piece of paper.

After analyzed that, the researcher conclude that the material fulfilled the requirements, so the researcher adds (√) in relevant column.

16. Basic Competence 4.16

The 4.16 basic competence contains the exercise about very short and simple message in order to catch the meaning of very short and simple message and simple notice with topic rundown of event, memo / short message text, warning, caution, advertisement, brochure, pamphlet, and traffic sign in the students' environment. This basic competence

divided into two sub-basic competence. Those are sub-basic competence 4.16.1 and 4.16.2. Unfortunately, this textbook not provide the material which suitable with sub-basic competence 4.16.1 and 4.16.2. So, the researcher adds mark (√) in irrelevant column.

17. Basic Competence 4.17

The 4.17 basic competence contains the instruction to compose very short and simple written message and notice by notice on the right social function, text structure, and language feature according to context with topic rundown of event, memo / short message text, warning, caution, advertisement, brochure, pamphlet, and traffic sign in the students' environment. The instruction also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson. The writer used verb "write" which has similar meaning with 'compose'. So, the researcher concluded that the materials written in the book are relevant with those stated in the 4.17.1 and 4.17.2 sub-basic competence. Here, the example of the material which suitable with 4.17.1 and 4.17.2 sub-basic competence as below:

a. Sub-basic competence 4.17.1

1. Written text:

We will work in groups. We will text our friends five different short messages based on the situation below. We will write the message in our notebook.

1. *A plan to ride bicycle to exercise on the weekends*

2. *A plan to watch a video together in the afternoon.*
3. *A plan to do the Math homework together.*
4. *A plan to visit a sick friend in the hospital.*
5. *A plan to return a book.*

After analyzed that, the researcher conclude that the material fulfilled the requirements, so the researcher add mark (√) in relevant column.

b. Sub-basic competence 4.17.2

We will work in groups. we will learn to write the notices in the correct form. We will study the example carefully. We will handwrite the notices correctly on a piece of paper.

After analyzed that, the researcher conclude that the material fulfilled the requirements, so the researcher adds (√) in relevant column.

18. Basic Competence 4.18

The 4.18 sub-basic competence contains the exercise about written and spoken narrative text in the form of short and simple fable in order to catch the meaning of spoken and written narrative text in the form of short and simple fable with the topic of the material is fairy tale, folklore, and legends in the form of fable around the students' environment. Unfortunately, this book is not provided the materials in line with 4.18 basic competence. So, the researcher adds (√) in irrelevant column.

19. Basic Competence 4.19

The 4.19 sub-basic competence contains the exercise about English song in order to catch the meaning of a song with topic everything gives inspiring behavior, as stated in the English lesson syllabus for 8th of junior high school. The material written in the book page 220 is suitable with the materials stated in the 4.19.1 sub-basic competence. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson. The book writer used verb "hand-write" which has similar meaning with 'compose'. So, the researcher concluded that the material in the book is relevant with those stated in the 4.19.1 sub-basic competence. Here, the example of the material as follows:

We will work in groups. We will read the lyrics very carefully to understand the message. We will use some sentences that will guide us to do it. The sentences contain important messages in the song. Then, every one of us will handwrite the lyrics in our notebook.

1. There is no formal subject at school about friendship > *No, they don't teach you this in school.*

2. We created many beautiful memories. _____

After analyzed that, the researcher conclude that the material fulfilled the requirements, so the researcher adds (√) in relevant column.

After 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, resumed the findings. Here, the researcher concluded the compatibility of textbook materials to the basic competence four in the following table:

Table 4.2 The Compatibility of Textbook Materials to the Basic Competence Four

The Relevance	The Basic Competence Four
Relevant	Sub-basic competence 4.1.1, 4.2.1, 4.2.2, 4.3.2, 4.3.3, 4.3.4, 4.4.2, 4.5.2, 4.6.1, 4.6.2, 4.7.1, 4.8.1, 4.10.1, 4.10.3, 4.13.1, 4.14.1, 4.15.1, 4.17.1, 4.17.2, 4.19.1
Irrelevant	Sub-basic competence 4.1.2, 4.1.3, 4.1.4, 4.4.1, 4.5.1, 4.6.3, 4.9.1, 4.10.2, 4.11.1, 4.12.1, 4.12.2, 4.12.3, 4.16.1, 4.16.2, 4.18.1

According to the table above, it can be seen that there are some materials which are relevant and irrelevant with the sub-basic competence four. The materials which are relevant with the sub-basic competence four are able to fulfill the purposes of guiding the students to use their psychomotor ability to create something with their creativity. While the materials which are not relevant the sub- basic competence four are not be able to fulfill all of the purposes of guiding the students to use their psychomotor ability to create something with their creativity.

After analyzed the data, the researcher made a percentage form of the data analysis. There are 35 materials which include in the psychomotor domain according to the 2013 curriculum syllabus. Here is the result of the percentage:

1. Relevant Materials

There are 20 materials which are relevant with the psychomotor

domain. So, the percentage is:

$$\frac{20}{35} \times 100\% = 57.14\%$$

The percentage of the relevant materials is 57.14 %.

2. Irrelevant Materials

There are 15 materials which are irrelevant with the psychomotor domain. So, the percentage is:

$$\frac{15}{35} \times 100\% = 42.85\%$$

The percentage of the irrelevant materials is 42.85 %.

B. Discussion

1. The relevancy between the materials in the textbook with Core and Basic Competence of K-13 in terms of Cognitive Domain.

After the researcher analyzed the data finding, it can be inferred that almost all chapter in the textbook are compatible with the materials requirements stated in Core and Basic Competence three of K-13. In the textbook, there are most frequent relevant materials than irrelevant materials. The researcher made percentage form of the data analysis which provided the material as many as 30 of the material which suitable with core and basic competence three according to the 2013 Curriculum. And has percentage as many as 76,66%.

According to the percentage, the researcher found that the textbook “When English Rings a Bell” for eighth grade of junior high school (2017 edition) covers around 76,66% materials which are relevant with the sub-basic competence and also there are available instruction in cognitive in learning, the textbook able to fulfill the purpose of the topic, language features, and social function of the material requirements which are intended to be achieving by the students.

In this stage, the researcher makes a judgment of the textbook quality based on the compatibility with 2013 curriculum. The textbook include as “Very Good” compatibility judgment. According to Arikunto (1993) in classifying the textbook quality, the researcher uses the percentage to measure the judgment of this textbook; there are four interval percentages with the compatibility. First, the total percentage with interval 76-100% included ‘Very Good’ compatibility judgment. Second, the total percentage with interval 56-75% included ‘Good’ compatibility judgment. The third one, the total percentage with interval 40-55% included ‘Fair’ compatibility judgment. The last one, the total percentage with interval 0-39% included ‘Poor’ compatibility judgment.

From the result finding above, the researcher found the similarity and differences between the previous study and this research. The previous study is the thesis of Laras Ratnasari, did an analysis of 2013 curriculum textbook for Senior High School grade X entitle “Pathway to English”. The differences

between the previous research was found that all materials in the textbooks are relevance to the sub-competences in basic competences three and four. While this study, the textbook which the researcher analyzed quite relevance materials with the all sub-basic competences in basic competences three. The object of the research is different textbook for different grade. That is “Pathway to English” for grade X SMA/MA. The similarities between the previous study are she also used analysis tables while the researcher also used observation checklist tables. However the research which done by the researcher has similarity with the previous study, but the previous research not take compatibility judgment according to Arikunto to give the judgment in the result.

This result of the textbook show that the textbook as good enough in language teaching that matched as mentioned in Cunningsworth (1995) there are some points that the textbook required the role of the materials, such as textbook a resource for presentation materials (spoken and written), textbook a source of activities for learner practice and communicative interaction, textbook as a reference source for learner on grammar, vocabulary, pronunciation, a textbook as a source of stimulation and ideas for classroom activities, a textbook as a syllabus where it reflects learning objectives that have already been determined, and the last is textbook as a support for less experienced teachers who have yet to gain in confidence.

2. The relevancy between the materials in the textbook with Core and Basic Competence of K-13 in terms of Psychomotor Domain.

Based on the analysis of the research finding, it can be inferred that almost all chapter in the textbook are compatible with the materials requirements stated in Core and Basic Competence four of K-13. In the textbook, there are most frequent relevant materials than irrelevant materials, which provided the material as many as 35 of the material which suitable with core and basic competence four. And has percentage as many as 57,14%.

According to the percentage, the researcher found that the textbook “When English Rings a Bell” for eighth grade of junior high school (2017 edition) covers around 57,14% materials which relevant with the sub-basic competence and also there are require the three domain of learning, that is psychomotor domain with instruction in learning, the textbook able to fulfill the purpose of the topic, language features, and social function of the material requirements which are intended to be achieving by the students.

In this stage, the researcher makes a judgment of the textbook quality based on the compatibility with 2013 curriculum. The textbook include as “Good” compatibility judgment. According to Arikunto (1993) in classifying the textbook quality, the researcher uses the percentage to measure the judgment of this textbook; there are four interval percentages with the compatibility. First, the total percentage with interval 76-100% included ‘Very Good’ compatibility judgment. Second, the total percentage with interval 56-75% included ‘Good’ compatibility judgment. The third one, the total percentage with interval 40-55% included ‘Fair’ compatibility judgment. The

last one, the total percentage with interval 0-39% included 'Poor' compatibility judgment.

From the result finding above, the researcher found the similarity and differences between the previous study and this research. The previous study is the thesis of Halimatul Kamila, she did a study on the relevance of materials in 2013 curriculum textbook entitle "Bright" for Seventh Graders of Junior High School published by Erlangga to 2013 Curriculum. The result from her thesis found that some of the materials are not relevant with the cognitive and psychomotor domains which are contained in the 2013 English Standard Competence. Thus, it can be concluded that the materials in this textbook are quite relevant with 2013 curriculum, especially with the cognitive and the psychomotor domains. The research of done by the researcher shows different result with the previous study. The object of the research in previous study is textbook entitle "Bright" for seventh graders of Senior High School published by Erlangga, whereas the object of the research that is conducted by the researcher is textbook entitle "When English Rings a Bell" for eight graders of Junior High School.

This result of the textbook show that the textbook as good enough in language teaching that matched as mentioned in Cunningsworth (1995) there are some points that the textbook required the role of the materials, such as textbook a resource for presentation materials (spoken and written), textbook a source of activities for learner practice and communicative interaction,

textbook as a reference source for learner on grammar, vocabulary, pronunciation, a textbook as a source of stimulation and ideas for classroom activities, a textbook as a syllabus where it reflects learning objectives that have already been determined, and the last is textbook as a support for less experienced teachers who have yet to gain in confidence.

CHAPTER V

CONCLUSION AND SUGGESTION

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

A. Conclusion

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

1) In terms of the compatibility of the materials in the English textbook “When English Rings a Bell” with the main and basic competence three materials written in the English lesson syllabus for eight graders of Junior high school stated in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah* and the instruction of each material with the Bloom’s Taxonomy Cognitive Domain action verbs stated in Anderson, et. al (2001: 67), there are 23 materials in the book which are relevant or about 76.66%, and 6 materials which are irrelevant or about 20%.

Based on the consideration, the researcher concluded that the materials of English textbook entitled “When English Rings a Bell” was compatible with the core and basic competence three and cognitive domain of learning 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 compatibility of the materials in the English student book “When English Rings a Bell” with the main and basic competence four materials written in the English lesson syllabus for eight graders of Junior high school stated in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah* and the instruction of each material with the Bloom’s Taxonomy Psychomotor Domain action verbs stated in Anderson and Simpson, there are 20 materials in the book which are relevant or about 54.14% and 15 materials which are irrelevant or about 42.85%.

Based on the consideration, the researcher concluded that the materials of English textbook entitled “When English Rings a Bell” was compatible with the core and basic competence four and psychomotor domain of learning 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.

B. Suggestion

The success in teaching and learning activity does not only depend on the ability of the teacher to explain the materials and the ability of the students to catch it in their mind, but also the quality of the materials which are taught in the school. The materials quality depends on the source of the materials used by the teacher and students. In the 2013 Curriculum, the main source of the materials is the student book published by the Ministry of Education and Culture of Indonesia. As the researcher stated in the previous chapter, it is important to do the

evaluation regarding to the student book because it is a book still used in many school and there is still a needed evaluation of this book. So, the researcher decided to do an analysis of the English student book for eight graders of Junior High School published by the Ministry of Education and Culture of Indonesia entitled “When English Rings a Bell”. After did the analysis, the researcher gives some suggestion for the book writer, the book user, government, and other researchers as follow:

The book did not cover enough materials which can help the students to achieve the required English ability as the Eight Graders of Junior High School. If the teacher and the students only use this book as their main source of teaching and learning process, the researcher afraid if the students will fail in their study. So, the researcher suggests the writer of the book to add more ask action verb form in Cognitive and Psychomotor domain that can give clear instruction to students in learning activities and book written to improve and develop the materials written in this book as soon as possible.

(1) For the book user

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

to get the complete explanation of the materials.

(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.

(3) 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 76.66 % relevancy with the Bloom's Taxonomy Cognitive Domain and Basic Competence Three of the English lesson syllabus and 54.14% relevancy with the Bloom's taxonomy Psychomotor Domain Basic Competence Four of the English lesson syllabus. Those percentage shows that the teachers and students did not enough source of learning, the government should help them to cover it.

(4) For the other researchers

The next researchers who intent to conduct a study in the same field as researcher 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 the researcher did.

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APPENDIX 1**INTERVIEW WITH THE TEACHER
CATATAN LAPANGAN HASIL WAWANCARA**

Hari/ Tanggal : Rabu, 10 Oktober 2018

Waktu : 11.00 WIB

Kegiatan : Wawancara dengan guru bahasa inggris

Objek Wawancara : Mrs. Rohati, S.Pd

Lokasi : MTs N 2 Klaten

Pewawancara : Hermina Pambudi

The researcher : Mengapa Ibu menggunakan buku teks bahasa inggris yang berjudul *When English Rings a Bell* ini nggih?

The teacher : Guru mata pelajaran bahasa inggris di sini memakai buku teks bahasa inggris *When English Rings a Bell* ini ya karena buku paket ini dari pusat pemerintahan yang mana di rekomendasikan dari pemerintah ke sekolah-sekolah dan hampir semua MTs maupun SMP di daerah Klaten menggunakan buku ini sehingga kami menggunakan buku teks ini dengan maksud untuk menyamakan materi dari sekolah satu ke sekolah yang lain. Selain itu, bukunya sudah cukup *mbak* untuk menyampaikan materi yang di kurikulum baru.

The researcher : Berapa jumlah kelas di kelas 8 yang menggunakan buku teks tersebut *nggih*, Bu?

The teacher : Semua kelas dari mulai 8A sampai 8H menggunakan buku teks ini, Jumlah siswa tiap kelasnya bervariasi. Paling sedikit 20 siswa. Paling banyak 25 siswa di dalam kelas. Jadi total siswa yang menggunakan buku teks ini sebanyak 182 siswa di kelas 8.

APPENDIX 2

1. Description the Content of Textbook

a. The Structure of *When English Rings a Bell*

Table 1 The Structure of *When English Rings a Bell 8th Grade of SMP/MTs*

No.	Content of Textbook	Description	Page
1	Cover	Bahasa Inggris “When English Rings a Bell”	I
2	Eliminary Page	Textbook Identities	II
3	Preface		III
4	Table of Content		V
5	Chapter I	It’s English Time	1
6	Chapter II	We can do it, and we will do it	18
7	Chapter III	We know what to do	32
8	Chapter IV	Come to my birthday please!	44
9	Chapter V	I’m so happy for you!	64
10	Chapter VI	Our busy roads	74
11	Chapter VII	My uncle is a zookeeper	84
12	Chapter VIII	What are you doing?	100
13	Chapter IX	Bigger is not always better	118
14	Chapter X	When I was a child	140
15	Chapter XI	Yes, we made it!	166
16	Chapter XII	Don’t forget it please!	196
17	Chapter XIII	We got a lot of histories	216
18	Classroom Language for Student		223
19	Bibliography		226
20	Author Profiles		229
21	Viewers Profiles		232
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APPENDIX 3

1. Compatibility with the core and basic competence of K-13

Table 4.1.1

Detailed of the Compatibility between the Materials Written in the Textbook with Core and Basic Competence of 2013 Curriculum in terms of Cognitive Domain

Basic Competence Three (Cognitive Domain)			When English Rings a Bell for 8 th Grade of Junior High School				
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly relevant	Irrelevant
3.1 Apply the text structure and language feature to implement the social function of gaining attention, checking understanding, giving compliment, and asking and giving opinion 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 and written text for gaining attention in terms of expressions and responses.	4-7	1. Spoken text: We will play the roles of the students and the teachers in the conversations to get other people’s attention. We will say the sentences loudly, clearly, and correctly. Teacher: <i>“Everybody, May I have your attention, please?”</i> Students: <i>“Yes, Ma’am.”</i> 2. Written text: -	√		
		3.1.2 Spoken text and written text for checking understanding in	13-15	1.Spoken text: We will play the roles of the students and the teachers in the conversation to check if they are understood. We will	√		

		terms of expressions and responses.		say sentences, loudly, clearly and correctly. Teacher: <i>“Do you know what I mean?”</i> Students : <i>“Yes, Sir”</i> 2. Written text: -			
		3.1.3 Spoken text for giving compliment in terms of expressions and responses.	15-17	1. Spoken text: Siti: <i>“Your picture is beautiful! I like the color.”</i> Dayu: <i>“Thanks”</i> . 2. Written text: -	√		
		3.1.4 Spoken text written text for asking and giving opinion in terms of expressions and responses.	9-12	1.Spoken text: We will play the roles of the students and the teacher in the conversation to tell and ask what we or other think of something. We will say the sentences loudly, clearly, and correctly Lina: <i>“Udin, do yo think Edo is angry with me?”</i> Udin: <i>“I don’t think so. Look, he’s smiling.”</i> 2. Written text: -	√		

3.2 Apply the text structure and language feature to implement the social function of stating and asking ability and willingness according to context.	Everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class.	3.2.1 Spoken text and written text for stating and asking ability use modal <i>can</i> .	20-23 25-26.	1. Spoken text: We will play the roles of the students in the conversations to say what they can or cannot do. We will say the sentences loudly, clearly and correctly. <i>Udin : "Beni, can you write the message in English?"</i> <i>Beni : "I don't think I can, but I will try"</i>	√		
				2. Written text: Here are what we will do. First, we will listen carefully to our teacher reading statements. We will use the guide to write what each speaker can and cannot do. <i>According to Rani:</i> <i>a. Yuli can</i> _____ <i>b. She can</i> _____ <i>c. She can</i> _____			
		3.2.2 Spoken text and written text for stating and asking for willingness use modal will.	27-29,	1. Spoken text: We will play the roles of the students in the conversations to say what they will or will not do. We will say the sentences loudly, clearly and correctly.	√		

				Edo : <i>“Udin, will you help me to bring this book?”</i> Udin : <i>“Sure”</i> .			
			31.	2. Written text: Here are what we will do. First, we will listen carefully to our teacher reading statements. We will use the guide to write what each speaker will and will not do. <i>According to Lathan:</i> <i>a. Lusi will not to do the cleaning.</i> <i>b. _____</i>			
3.3 Apply the text structure and language feature to implement the social function of giving instruction, giving invitation, giving prohibition, asking for permission expressions and responses according to context.	Everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class.	3.3.1 Spoken text and written text for giving instruction in terms of expressions and responses.	50,5 1	1. Spoken text: We will play the roles of the students in the conversations; they are celebrating Lina’s Birthday. We will say the sentences loudly, clearly, and correctly. <i>Edo : “Open it, now, Lina. I hope you like it”.</i> <i>Lina : “Sure. Alright. Let me open it now.”</i>	√		
			54- 56	2. Written text: We will work in groups. First, we will read each statement carefully. Second, we will study the examples carefully.			

				Third, we will find the sentences in each conversation that tell or invite other people to do something. Then, we will put each one of them into table of analysis. Each one of use will handwrite it in our notebooks.			
		3.3.2 Spoken and written text for giving invitation in terms of expressions and responses.	46-53	1. Spoken text: We will play the roles of the students in the conversations. They invite each other to do some things. Edo: <i>“Udin, let’s go out. Don’t be lazy. Get up and have some exercise outside”</i> Udin: <i>“Okay. Wait. Let me put on my shoes.”</i>	√		
			54-56	1. Written text: We will work in groups. First, we will read each statement carefully. Second, we will study the examples carefully. Third, we will find the sentences in each conversation that tell or invite other people to do something. Then, we will put each one of them into table of analysis. Each one of use will handwrite it in our notebooks.			
		3.3.3 Spoken text and written text	50-53	1. Spoken text: We will play the roles of the students	√		

		for giving prohibition in terms of expressions and responses.		<p>in the conversations; they are celebrating Lina’s Birthday. We will say the sentences loudly, clearly, and correctly.</p> <p><i>Lina : “Edo, this cup is really beautiful. Thanks.”</i> <i>Edo : “I’m happy you like it. Remember, never put hot water in it, ok?”</i></p>			
			54-56	<p>2. Written text: We will work in groups. First, we will read each statement carefully. Second, we will study the examples carefully. Third, we will find the sentences in each conversation that tell or invite other people to do something. Then, we will put each one of them into table of analysis. Each one of use will handwrite it in our notebooks</p>			
		3.3.4 Spoken text and written text for giving permission in terms of expressions and responses.	57-61	<p>1. Spoken text: We will play the roles of the teacher and the students in the conversations. Now, we will learn to ask the teacher for permission to do something. We will say the sentences loudly, clearly, and correctly.</p>	√		

				Teacher : <i>“Hey, Udin. What are you doing there?”</i> Udin : <i>“May I wash my hands, Ma’am?”</i>			
			62,6 3	2. Written text: We will work in groups. First, we will read each statement carefully. Second, we will study the examples carefully. Third, we will find the sentences in each conversation that tell or invite other people to do something. Then, we will put each one of them into table of analysis. Each one of use will handwrite it in our notebooks.			
3.4 Apply text structure and language feature to implement the social function of personal invitation letter and greeting card according to context.	Everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and	3.4.1 Written text in terms of very short and simple personal invitation letter.	-	-			√
		3.4.2 Written text in terms of very short and simple greeting card.	72	1. Written Text We will look closely into some birthday greeting cards Lina got from her friends on her birthday. We will choose one of them and copy it to our notebooks and apply different	√		

	outside the class.			decoration			
3.5 Apply the text structure and language feature to implement the social function stating and asking the presence of people, things, and animal in uncountable amount according to context.	The name of people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility	3.5.1 Spoken text and written text for stating and asking the presence of people in uncountable amount.	76	<p>1. Spoken text: We will state the characters we have in this book. We will start with "There is/are..." meaning "ada" in Bahasa Indonesia. We will say the sentences loudly, clearly, and correctly.</p> <p><i>There are six characters in this book. There are three girls; Siti, Dayu, and Lina. There are three boys; Udin, Beni, and Edo. There is one girl with a head scarf, Siti. There is one girl with plaits, Dayu. There is one girl with loose hair, Lina. There is one boy curly hair, Edo. There is one boy with straight hair, Udin,. There is one boy with wavy hair, Beni.</i></p> <p>2. Written text: -</p>		√	
		3.5.2 Spoken text and written text for stating and asking the presence of things in uncountable amount.	77-78	<p>1. Spoken text: We will learn to describe things by stating what there are. We will say the sentences loudly, clearly, and correctly.</p> <p><i>Lina : In big cities, there are many</i></p>	√		

				<p><i>traffic jams everywhere. There are many kinds of vehicles: cars, big buses, minibuses, trucks, bicycles, motorcycles, and becaks. Luckily, there are not many carts now.</i></p> <p>2. Written text: We will write the things that make many roads busy and not safe, stated by the girls and the boys on page 77-78.</p> <p><i>Lina says there are a lot of traffic jams in big cities.</i></p> <p>1. _____ 2. _____</p>			
		3.5.3 Spoken text and written text for stating and asking the presence of animals in uncountable amount.	-	-			√
3.6 Apply the text structure and language feature to implement	Routine activity which do every day	3.6.1 Spoken and written text for stating and asking	91-92, 94-	1. Spoken text: We will learn to tell our routine activities or the activities that we do	√		

the social function of stating and asking routine activity or general truth according to context.	by students, friends, teacher, and family and also general truth events.	routine activity or general truth events.	96	regularly. We will say the sentences loudly, clearly, and correctly. <i>Dayu : My sister and I get up early every day. We make the beds and clean the house. We also help mother to prepare the breakfast for the family. But before that, we never forget to do some exercise. We just like other people. We talk care of our home. When we get home, we do the housework ourselves. We wash the dishes. We also clean the bathroom. We water the plants too.</i>			
			97,98	2. Written text: <i>We will list the activities stated by Dayu, Udin, Beni, Siti , and Edo that they and their families do as their routines, like the example. We will work in groups, we will make a list of the routine activities stated by each person. Every one of us will handwrite the complete sentences on a piece of paper. We will present, not read, the lists to the class. Here are what Dayu, Lina, and Siti do as their routines, according to Udin (8</i>			

				<p>points)</p> <p>a. _____</p> <p>b. _____</p> <p>c. etc</p>			
<p>3.7 Apply the text structure and language feature to implement the social function of stating and asking event that happens right now according to context.</p>	<p>Activity that is doing by students, friends, parents, brother, sister, younger brother, younger sister, and teacher.</p>	<p>3.7.1 Spoken and written text to state and ask something that happens right now.</p>	<p>102 107- 108, 111- 112</p>	<p>1. Spoken text: We will play the roles of the speakers in the conversation. We will say the sentences loudly, clearly, and correctly. Edo: “<i>What are you doing, Udin?</i>” Udin: “<i>I’m doing my Math homework for tomorrow</i>”.</p>	√		
			<p>104, 110</p>	<p>2. Written text: We will work in groups. We will ask and answer questions about ten activities that people around us are doing right now. We will write down the 10 questions and answer on a piece of paper.</p> <p>1. <i>Q: What is Marcel doing?</i> <i>A: He’s chatting with Dino</i></p>			

<p>3.8 Apply the text structure and language feature to implement the social function of stating and asking cause and effect relation and contrary relation according to context.</p>	<p>Activities which show cause and effect relation and contrary relation did by students, friends, family, and teacher.</p>	<p>3.8.1 Spoken and written text for stating and asking cause and effect relation.</p>	<p>-</p>	<p>-</p>			<p>√</p>
<p>3.9 Apply the text structure and language feature to implement the social function of stating and asking the amount and character comparison of people, animal, things, according to context.</p>	<p>People, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility.</p>	<p>3.9.1 Spoken and written text for stating and asking the amount and character comparison of people.</p>	<p>120-123. 127-128. 131-122. 135-136.</p>	<p>1. Spoken text: We will play the roles of the speakers in the conversation. We will listen and repeat the conversations after the teacher, one by one. We will say the sentences loudly, clearly, and correctly. Lina: <i>"I think Bono will win the race!"</i> Siti : <i>"I think so too. Bono is thinner but stronger than Gani. Gani is bigger but weaker than Bono.</i></p> <p>2. Written text: We will work in groups. We will put all the adjectives we have learned into table below. We will put the right forms of adjectives in the right columns. We will supply the right</p>	<p>√</p>		

			forms of the adjectives into the other two columns. We will be drilled by the teacher to say the adjectives in the three forms, orally. We will use a dictionary. We will spell the words and use punctuation marks correctly.			
		3.9.2 Spoken and written text for stating and asking the amount and character comparison of animal	<p>1. Spoken text: We will play the roles of the speakers in the conversation. We will listen and repeat the conversations after the teacher, one by one. We will say the sentences loudly, clearly, and correctly.</p> <p><i>Beni : “Look! The horse and the donkey look alike. But, the horse is bigger than donkey. The donkey is smaller than the horse, right?”</i></p> <p>2. Written text: We will work in groups. We will put all the adjectives we have learned into table below. We will put the right forms of adjectives in the right columns. We will supply the right forms of the adjectives into the other two columns. We will be drilled by the teacher to say the adjectives in</p>	√		

				the three forms, orally. We will use a dictionary. We will spell the words and use punctuation marks correctly.			
		3.9.3 Spoken and written text for stating and asking the amount and character comparison of things.		<p>1. Spoken text: We will play the roles of the speakers in the conversation. We will listen and repeat the conversations after the teacher, one by one. We will say the sentences loudly, clearly, and correctly.</p> <p>Lina: <i>“On my left hand I have cotton, on my right hand I have stone. They have the same size. I can feel that the cotton is much lighter than the stone.”</i></p> <p>2. Written text: We will work in groups. We will put all the adjectives we have learned into table below. We will put the right forms of adjectives in the right columns. We will supply the right forms of the adjectives into the other two columns. We will be drilled by the teacher to say the adjectives in the three forms, orally. We will use a</p>	√		

				dictionary. We will spell the words and use punctuation marks correctly.			
3.10 Apply the text structure and language feature to implement the social function of short descriptive text by stating and asking about the description of people, animal ,and things according to context.	Description of people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility	3.10.1 Short and simple written text to state and ask about people description.	-	-			√
		3.10.2 Short and simple written text to state and ask about things description.	-	-			√
		3.10.3 Short and simple written text to state and ask about animal description.	88,89	1. Written text: <i>We will look closely at the descriptions of the animals. We will use a table to analyze the information about them. We will work in groups. We will study the examples carefully and copy them in our notebook. We will discuss and fill in the table with the information of the animals. Every one of us will handwrite the analysis in the notebook or type it with the computer.</i>	√		
3.11 Apply the text structure and language	Past events which	3.11.1 Spoken and written text to	142-144,	1.Spoken text: We will work in groups. We will play	√		

feature to implement the social function of stating and asking past events according to context.	relevance with students' life, by giving example of discipline, honesty, care, health lifestyle, and friendly attitude toward the environment.	state and ask past events.	151-158, 162-163	<p>the roles of the speakers in the conversations. We will repeat the conversations after the teacher, one by one. We will correct each other's mistakes. We will say the sentences loudly, clearly, and correctly.</p> <p><i>Dayu: "This is me when I was a baby. I was three point four kilograms and fifty two centimeters long. Now, I am fifty kilograms and one hundred fifty centimeters tall. I was bald. I have no hair. Now I have long hair."</i></p>			
			145-146 154	<p><i>2. Written text:</i> <i>We will work in groups. We will handwrite Dayu's statements about her in past. We will copy the example to our notebook. Then, in groups, we will handwrite Dayu's other statements from her other entries about her in the past in our notebook. We will use a dictionary. We will spell the words and use the punctuation marks correctly.</i></p> <p><i>DAYU WHEN SHE WAS A BABY</i> <i>1. She could not to do anything</i> <i>2. Her parents and her elder brother</i></p>			

				<p><i>took care of her</i></p> <p><i>3. She didn't sleep with her mum</i></p> <p><i>4. She slept in a baby cot in her parents' bedroom</i></p> <p>5 _____</p> <p>6 _____</p>			
<p>3.12 Apply the text structure and language feature to implement the social function of short recount text by stating and asking about activity, event, and phenomena according to context.</p>	<p>Past events which relevance with students' life, by giving example of discipline, honesty, care, health lifestyle, and friendly attitude toward the environment.</p>	<p>3.12.1 Short and simple spoken and written recount text.</p>	<p><i>1. Spoken text:</i></p> <p><i>We will say Edo's sentences in his presentation. First, we will listen carefully to our teacher reading the presentation. Second, we will repeat the presentation after him/her, sentence by sentence. We will say the sentences loudly, clearly, and correctly.</i></p> <p><i>Edo: "My brother, Rizal, and I made garden benches when my father cut down the old mango tree behind our house three weeks ago. We saw a big piece of wood. Then, we had an idea. We told dad we wanted to make garden benches. He agreed and he</i></p>	√			

				<p>would help us. Then, he sawed the trunk into three pieces. 25 cm in diameter and 25 cm in height. After that Rizal and I rubbed them with sandpaper to make them smooth. After that we dried them in the sun for one week. When they were dry, we painted them, one green, one red, and one blue. Finally, we dried them in the sun again for three days”.</p>			
				<p>2. Written text: <i>We will find the sentences that state each event or happening. First we will read the events carefully. Second, we will study the example carefully. Third, we will read the conversation again. Then, in groups, we will decide which of the sentences state each of the events. Finally, we will handwrite the examples and the sentences on a piece of paper. We will use dictionary. We will spell the words and use punctuation marks correctly.</i></p> <p>1. <i>Mrs. Wayan got an accident. At ten, we heard a cry from Mrs. Wayan’s home, she is our next-door neighbor. She’s 70 years old and very weak. She</i></p>	√		

				<i>lives alone.</i> 2.			
3.13 Apply the text structure and language feature to implement the social function of short message and notice according to context	Rundown of event, memo /short message text, warning, caution, advertisement, brochure, pamphlet, And traffic sign in the students' environment	3.13.1 Spoken and written text in the form of short message	198, 207, 208, 210,	<p>1. Spoken text: We will read the short telephone messages to each other in groups. First, we will listen carefully to our teacher reading the short telephone messages. Second, we will repeat the short telephone messages after our teacher, sentence by sentence. Then, in groups we will read the short messages to each other. Read the short messages correctly and clearly.</p> <p>Udin and Edo are texting each other. Edo: Udin, we have a lot of assignments for tomorrow. Let's work together at my house. Beni and Lina are coming too. Udin : Sure. What time will we start? Edo: At 3 pm. Don't forget to bring a calculator, ok? Udin: Ok. See you then.</p> <p>2. Written text: We will work in groups. We will text our friends five different short</p>	√		

				<p>messages based on the situation below. We will discuss what we will say in our short messages. We will write the messages in our notebook.</p> <ol style="list-style-type: none"> 1. A plan to ride on a bicycle to exercise on the weekend 2. A Plan to watch a video together in the afternoon. 3. A plan to do the Math homework together. 4. A plan to visit a sick friend in the hospital. 5. A plan to return a book. 			
		3.13.2 Spoken and written text in the form of notice	210 212- 214	<p>1. Spoken text: Now we will learn to read several messages for general audience (notices) to each other. We will listen carefully to our teacher reading the notices, we will repeat after our teacher, sentence by sentence. In groups, we will read the notices to our friends, we will take turns and we will correct any mistakes we hear. -A flag ceremony will be held to celebrate our Independence Day, on Monday, 17 August. Attendance is compulsory.</p>	√		

				- etc. 2. Written text: We will work in groups. We will learn to write the notices in the correct form. We will study the example carefully. We will handwrite the notices correctly on a piece of paper			
3.14 Understand the social function, text structure, and language feature of narrative text in the form of fable according to context.	Fairy tale, folklore, and legends in the form of fable around the students' environment.	3.14.1 Spoken and written narrative text in the form of fable.	-	-			√

<p>3.15 Apply the text structure and language feature to implement the social function of song.</p>	<p>Everything gives inspiring behavior.</p>	<p>3.15.1 English Song.</p>	<p>218-219</p>	<p>We will read the lyrics of song. (History by One Direction), we can download the song from the internet. We will copy the song in our notebooks. We will listen carefully to our teacher reading the lyrics, meaningfully. We will repeat the lyrics after the teacher, line by line. In groups, we will learn to read the lyrics to each other, meaningfully too.</p>		<p>√</p>	
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APPENDIX 4

1. Compatibility with the core and basic competence four

Table 4.2.1

Detailed of the Compatibility between the Materials Written in the Textbook with Core and Basic Competence of 2013 Curriculum in terms of Psychomotor Domain

Basic Competence Four (Psychomotor Aspect)		When English Rings a Bell 8 th Grade of Junior High School				
Basic Competence	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevance with basic Competence		
				Relevant	Partly relevant	Irrelevant
4.1 Compose simple spoken text to express and respond gaining attention, checking understanding, giving compliment expression and giving opinion by notice on the right social function, text structure, and language feature according to context.	4.1.1 Compose simple spoken text to express and respond gaining attention by notice on the right social function, text structure, and language feature according to context.	8	<i>We will play the roles of the students and the teachers in the conversations to get other people's attention. Our teacher will ask what the teacher and the students in the conversations on page 4-7 say to get others' attention. We will listen to the questions carefully. We will state what the teacher and the students say to get attention. Finally, in groups we will do the same activity. We will take turns asking and answering questions.</i>	√		
		-	-			√

	<p>4.1.2 Compose simple spoken text to express and respond checking understanding by notice on the right social function, text structure, and language feature according to context.</p> <p>4.1.3 Compose simple spoken text to express and respond giving compliment expression by notice on the right social function, text structure, and language feature according to context.</p> <p>4.1.4 Compose simple spoken text to express and respond giving opinion by notice on the right social function, text structure, and language feature according to context.</p>	- - -	- - -			√ √ √
4.2 Compose spoken and written text to state and ask for ability and willingness to do something by notice on the right social function, text structure, and language feature according to context.	4.2.1 Compose spoken and written text to state and ask for ability to do something (can)	25-26	Spoken and Written text: <i>We will work in groups. We will write about three people in our class. We will tell what they can and cannot do in English, music, sports, housework, and others. We</i>	√		

	<p>4.2.2 Compose spoken and written text to state and ask for willingness to do something (Will)</p>	<p>29-30</p>	<p><i>will use the form below to write down what the three people can do and cannot do in the areas. We will use the data to write about each of them. We will handwrite it or type it on a computer. we will put our works on the wall of the classroom. We will answer questions from people who visit our works. We will use a dictionary. We will spell the words and use the punctuation marks correctly. While we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.</i></p> <p>Spoken and Written text:</p> <p><i>We will work in groups. We will write about each one of us in our group. We will make a list of 5 things that we can do but we will not do, and 5 things that we can do and we will do. We will help each other to identify what we can do but will (not) do. Each one of us</i></p>	<p>√</p>		
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			<p><i>will handwrite the work or type it on a computer. We will put our works on the wall of the classroom. We will answer questions from people who visit our works. We will use a dictionary. We will consult a dictionary. We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.</i></p> <p><i>Example:</i></p> <p><i>I can do them, but I will not to do them</i></p> <p><i>1. I can sing, but I will not to do in front of many people.</i></p> <p><i>2. I can swim, but I will not to do it now in this clothing.</i></p>			
4.3 Compose simple spoken and written text to state, ask, and respond giving instruction, giving invitation, giving prohibition, asking for permission expressions by notice on the right social function, text structure, and language feature according to	4.3.1 Compose simple spoken and written text to state, ask, and respond giving instruction	-	-			√
	4.3.2 Compose simple spoken and written text to state, ask, and respond giving invitation to do something.	-	-			√

context.	4.3.3 Compose simple spoken and written text to state, ask, and respond giving prohibition	-	-			√
	4.3.4 Compose simple spoken and written text to state, ask, and respond asking permission expression.	-	-			√

4.4 Understood the meaning of personal invitation letter and greeting card.	4.4.1 Identification the meaning of personal invitation letter in spoken and written text. 4.4.2 Identification the meaning of greeting card in spoken and written text.	- 72	- <i>We will identify what greeting cards say. Here are what we will do. We will look more closely into greeting cards above by using a table of analysis. We will discuss to identify the different pieces of information in each greeting card and put them into the table. We will handwrite the analysis on our notebooks.</i>	√		√
4.5 Compose written text in form of very short and simple personal invitation letter and	4.5.1 Compose written text in form of very short and simple personal invitation letter.	-	-			√

greeting card by notice on the right social function, text structure, and language feature according to context.	4. 5.2 Compose written text in form of very short and simple greeting card.	66	<p><i>1. Written text:</i></p> <p><i>We work in groups. We will make 3 different greeting cards for 3 different occasions. We will study carefully the samples of greeting cards. We will discuss and decide what kind of greeting cards that we will make. 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. We will put the greeting cards on our school's wall magazine and answer the questions from the visitors. We will use a dictionary. We will spell the words and use the punctuation marks correctly. When we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will ask our teacher for help.</i></p>	√		
4.6 Compose spoken and written text to state and ask about the presence of people, things, and animal in uncountable amount by notice	4.6.1 Compose spoken and written text to state and ask about the presence of people, in uncountable amount	79-81	<p><i>1. Spoken and written text:</i></p> <p><i>We will work in groups. We will write about the condition of our roads in our town/village, by saying what there are there.</i></p>	√		

<p>on the right social function, text structure, and language feature according to context.</p>	<p>4.6.2 Compose spoken and written text to state and ask about the presence of things in uncountable amount</p> <p>4.6.3 Compose spoken and written text to state and ask about the presence of animal in uncountable amount</p>	<p>79-81</p> <p>-</p>	<p>We will go out to observe our roads. We will make a list of the things/people that we see and number of amount of each thing/person. We will work together what to say about what there are on the roads. Each one of us will handwrite the work or type it on computer. we will display our works on the wall of the classroom. We will answer the questions from people who visit our works. We will use a dictionary. We will spell the words and use punctuation marks correctly. We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.</p> <p>-</p>	<p>√</p>		<p>√</p>
<p>4.7 Compose spoken and written text to state and ask for routine events or general truth by notice on the right social</p>	<p>4.7.1 Compose spoken and written text to state and ask for routine events or general truth</p>	<p>97</p>	<p>1. Spoken and written text: We will list the activities stated by Dayu, Udin, Beni, Siti , and Edo that they and their families do as</p>	<p>√</p>		

function, text structure, and language feature according to context.			<p>their routines, like the example. We will work in groups, we will make a list of the routine activities stated by each person. Every one of us will handwrite the complete sentences on a piece of paper. We will present, not read, the lists to the class. We will also say the sentences loudly, clearly, and correctly.</p> <p>Here are what Dayu, Lina, and Siti do as their routines, according to Udin (8 points)</p> <p>a. _____</p> <p>b. _____</p> <p>c. etc</p>			
4.8 Compose spoken and written text to state and ask about events that happen right now by notice on the right social function, text structure, and language feature according to context.	4.8.1 Compose spoken and written text to state and ask about events that happen right now.	104, 105	We will work in groups. We will tell what the other people around us are doing. We will study examples carefully, we will use the table below to make a list of 10 activities that people around us are doing right now.	√		
4.9 Compose spoken and written text to state and ask about cause and effect relation	4.9.1 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.	and contrary relation					
4.10 Compose spoken and written text to state and ask for amount and character comparison of people, animal, and things by notice on the right social function, text structure, and language feature according to context.	4.10.1 Compose spoken and written text to state and ask for amount and character comparison of people	129 134	1. Spoken and Written text: We will read the sentences carefully, one by one. In the groups, we will discuss to put the right words into blank spaces. We will say the complete sentences. We will correct each other's mistakes. We will also say the sentences loudly, clearly and correctly. <i>Yuni is saying that Edo is _____ the other student.</i>	√		
	4.10.2 Compose spoken and written text to state and ask for amount and character comparison of animal	-	-			√
	4.10.3 Compose spoken and written text to state and ask for amount and character comparison of things	129, 134	We will read the sentences carefully, one by one. In the groups, we will discuss to put the right words into blank spaces. We will	√		

			say the complete sentences. We will correct each other's mistakes. We will also say the sentences loudly, clearly and correctly. <i>Tasia is saying that the pencil case is ___the purse, but the purse is _____the pencil case</i>			
4.11 Understood the meaning of short and simple spoken and written descriptive text.	4.11.1 Identification 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..	4.12.1 Compose short and simple spoken and written descriptive text about people according to context.	-	-			√
	4.12.2 Compose short and simple spoken and written descriptive text about animal according to context.	-	-			√
	4.12.3 Compose short and simple spoken and written descriptive text about things according to context.	-	-			√
4.13 Compose spoken and	4.13.1 Compose spoken and	145,	1. Spoken and written text:	√		

<p>written text to state and ask past events by notice on the right social function, text structure, and language feature according to context.</p>	<p>written text to state and ask past events.</p>	<p>159, 160, 161</p>	<p>1. Spoken and written text: <i>We will work in groups. We will identify Dayu's statements about herself in the past and at present and handwrite them in the column. We will study the example carefully. We will copy the example to our notebook. We will discuss in the group the statements about Dayu in the past and handwrite them in the first column and the statement about Dayu in the present and handwrite them in the second column. We will use the dictionary. We will spell the words and use the punctuation marks correctly. When we are writing, we will say the sentences loudly, clearly and correctly.</i></p>			
<p>4.14 Catch the meaning of short and simple spoken and written recount text about activity, event, and phenomenon.</p>	<p>4.14.1 Exercise to catch the meaning of short and simple spoken and written recount text about activity, event, and phenomenon.</p>	<p>190- 193</p>	<p><i>We will work in groups. We will put the events and the sentences in each event of Lina's experience when she got scar on her face. We will read the sentences in each of the events and decide the right order of the sentences. We will handwrite the result of our discussion on piece of</i></p>	<p>√</p>		

			<i>paper.</i>			
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.	4.15.1 Compose short and simple spoken and written recount text about activity, event, and phenomenon	194	<p><i>1. Spoken and written text:</i></p> <p><i>We will study the examples on how to write experience. We will write a draft that tells an experience that has changed our life and another draft that tell our funny experience. We will write at least six sentences in each draft. Then, we will finalized our drafts into a good piece of writing and handwrite in on a piece of paper. we will say the sentences loudly, clearly and correctly.</i></p>	√		
4.16 Understood the meaning of very short and simple message and notice.	4.16.1 Catch the meaning of very short and simple message.	-	-			√
	4.16.2 Catch the meaning of very short and simple notice.	-	-			√
4.17 Compose written text in form of very short and simple message and notice by notice on the right social function, text structure, and language feature according to context.	4.17.1 Compose written text in form of very short and simple message.	209	<p><i>1. Written text:</i></p> <p><i>We will work in groups. We will text our friends five different short messages based on the situation below. We will write the message in our notebook.</i></p>	√		

	4.17.2 Compose written text in form of very short and simple notice	210, 211	<ol style="list-style-type: none"> 1. A plan to ride bicycle to exercise on the weekends 2. A plan to watch a video together in the afternoon. 3. A plan to do the Math homework together. 4. A plan to visit a sick friend in the hospital. 5. A plan to return a book <p>We will work in groups. We will learn to write the notices in the correct form. We will study the example carefully. We will handwrite the notices correctly on a piece of paper.</p>	√		
4.18 Understood the meaning of spoken and written narrative text in form of short and simple fable.	4.18.1 Exercise spoken and written narrative text in form of short and simple fable.	-	-			√
4.19 Understood the meaning of song.	4.19.1 Understood social function and language features of song	220- 221	We will work in groups. We will read the lyrics very carefully to understand the message. We will use some sentences that will guide us to do it. The sentences contain important messages in the song.	√		

			Example: There is no formal subject at school about friendship > <i>No, they don't teach you this in school.</i>			
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