

**CONTENT ANALYSIS OF COGNITIVE AND  
PSYCHOMOTORIC DOMAINS IN ENGLISH TEXTBOOK  
“PATHWAY TO ENGLISH” FOR TENTH GRADE OF SENIOR  
HIGH SCHOOL**

**FINAL PROJECT**

Submitted in Partial Fulfillment of the Requirement  
For Degree of Bachelor in English Language Education



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## ABSTRACT

Fadilah, Nur. 2017. *Content Analysis of Cognitive and Psychomotoric Domains in English Textbook "Pathway to English" for Tenth Grade of Senior High School.*

**Keywords:** 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. According to the curriculum, material is one of the important factors for determining the success of teaching and learning process. The material which is usually used is in the form of textbook. Textbook must be 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 an English textbook entitled "Pathway to English" for tenth grade of Senior High School based on the 2013 Curriculum. This research is conducted: 1) to analyze the relevance of the materials with the core and basic competence in 2013 curriculum in term of cognitive domain, 2) to analyze the relevance of the materials with the core and basic competence in 2013 curriculum in term of psychomotoric domain. In this research, used the descriptive qualitative method. The research design used content analysis. However, there are more materials which 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 psychomotoric aspects. Therefore, this textbook is appropriate with the 2013 curriculum and suitable to be used in order to help the teaching and learning process in the classroom.

## **DEDICATION**

In the name of Allah, the Most Gracious and the Most Merciful, I dedicate this thesis to my beloved and the two greatest parents in the world (Alm. H. Suwanto and Hj. Kartumi) who never stop struggling and praying for their children's long journey and my lovely sisters and brother (Sumarni, Nur Rokhim, Solicha, and Tuti Marlina), who always support me unconditionally whenever and wherever I am. For the last but not least, I also dedicate this thesis to my superb grandmother (Almh. Ma'uni) for the unforgettable stories and memories we had drawn together.

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I realize that I cannot completely accomplish this thesis without any help from others and it would be impossible to mention all of them. In this chance, I would like to express my deep appreciation to:

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Finally, I realize that this thesis is still far from perfection. Therefore, I will gladly accept all critics and suggestions in order to make it better. I hope that this thesis would be beneficial for everyone. Amen.

Semarang, January 30<sup>th</sup> 2018

The Writer,

**Nur Fadilah**

133411035



## MOTTO

“Develop a passion for learning. If you do, you will never cease to grow”

Anthony J. D’Angelo

إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾ فَإِذَا فَرَغْتَ فَانصَبْ ﴿٧﴾

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

(QS. Al-Insyirah: 6-7)

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## CHAPTER I

### INTRODUCTION

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

#### **A. Background of the Study**

Textbook is needed by the teachers and the students in teaching and learning process. Buckingham (1958) in Tarigan (1986:11) defines “textbooks as the tools of study that are common used at schools and colleges to support a teaching program”. Bacon (1935) in Tarigan (1986:11) also argues that “textbooks are books which are designed to be used in the class accurately compiled and prepared by the experts or experts of the field and compiled with appropriate teaching tool”. From those definitions, we can conclude that textbooks are needed in teaching-learning process.<sup>1</sup>

Students need a textbook to support their learning. English textbooks support the teachers to provide materials, because teachers are demanded to provide various material creatively. There are many publishers that try to provide textbooks in various style and setting

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<sup>1</sup> H.G Tarigan and Djago Tarigan, *Telaah Buku Teks Bahasa Indonesia*, (Bandung: Angkasa, 1986), p.11.

which are compiled based on the curriculum implemented in Indonesia.

Because of the various textbooks provided, teacher must establish a textbook which is appropriate with the learners' need. Although many textbooks are published, teachers still must select which one is the most suitable textbook to be used. Cunningsworth (1995: 5) emphasizes that "no coursebook designed for a general market will be absolutely ideal for particular group of learners". Therefore, analyzing textbook is needed to get a textbook which is appropriate with the learners' need.<sup>2</sup>

Indonesia has changed education curriculum. This alternation is aimed to improve education quality. Because curriculum is a tool which has concept and certain purposes in order to make educational dreams come true.<sup>3</sup>

Based on the explanations above, the researcher analyzes a textbook whether it is relevant or not to the 2013 curriculum especially in the textbook entitled "Pathway To English" for tenth grade of Senior high school based on the 2013 curriculum published by Erlangga in the year of 2016.

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<sup>2</sup>A Cunningsworth. *Evaluating and Selecting English Foreign Language (EFL) Teaching Materials*, (New York: Macmillan, 1995), p.5.

<sup>3</sup>Mida Latifatul Muzamiroh, *Kupas Tuntas Kurikulum 2013*, (Jakarta: Kata Pena, 2013), p.113.

## **B. Reasons for Choosing Topic**

The reasons that motivated the writer to choose the topic as follow:

1. The 2013 curriculum is the newest curriculum that is applied in Indonesia and this curriculum is very different from the previous curriculum.
2. English textbook in Senior High School entitled “Pathway to English”. This is a new book that is published in 2016. So, we need an analysis to evaluate the content of this book in order to support the book improvement.
3. The researcher wants to know the materials in the textbook entitled “Pathway to English” for tenth grade of Senior high school based on the 2013 curriculum published by Erlangga in the year of 2016, relevant or not with 2013 curriculum.

## **C. Research Questions**

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

1. How is the relevance between the materials in the textbook entitled “Pathway to English” for tenth grade of senior high school with the Core and Basic Competence in 2013 Curriculum in terms of Cognitive domain?
2. How is the relevance between the materials in the textbook entitled “Pathway to English” for tenth grade of senior high

school with the Core and Basic Competence in 2013 Curriculum in terms of Psychomotoric domain?

#### **D. Objective of the Study**

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

1. To identify the relevance between the materials in the student textbook entitled “Pathway to English” for tenth grade of senior high school with the core and basic competence in 2013 curriculum in terms of Cognitive domain.
2. To identify the relevance between the materials in the student textbook entitled “Pathway to English” for tenth grade of senior high school with the core and basic competence in 2013 curriculum in terms of Psychomotoric domain.

#### **E. Research Method**

##### **1. Research Design**

In this research, the writer used the descriptive qualitative method because the writer described the relevance between content of English textbook for tenth grade of senior high school students with 2013 curriculum.

Qualitative research is a research which has purpose to understand phenomena about what happens to the research subject, for instance behaviour, perception, motivation, act, etc., holistically, in descriptive way in forms of words and languages, in natural and specific context use various natural



method.<sup>4</sup> This research analyzed the relevance between materials of student English textbook entitled “*Pathway to English*” for tenth grade of senior high school published by Erlangga with the Core and Basic Competence in 2013 Curriculum in terms of cognitive and Psychomotoric domains.

Furthermore, this research was conducted by using content analysis because the data that were collected came from the textbooks. 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.<sup>5</sup>

Content analysis is a research tool focused on the actual content and internal features of media. It is used to determine the presence of certain words, concepts, themes, phrases, characters, or sentences within texts or sets of texts and to quantify this presence in an objective manner. Texts can be defined broadly as books, book chapters, essays, discussions, newspaper headlines and articles, historical documents, speeches, conversations, advertising, theatre, informal conversation, or really any occurrence of communicative

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<sup>4</sup>Lexy J, Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT. Remaja Rosdakarya, 2005).

<sup>5</sup>K. Krippendorff, *Content Analysis: An Introduction to Its Methodology*, (Beverly Hills, CA: Sage, 1980), p.37.

language. To conduct a content analysis on a text, the text is broken down, into manageable categories on a variety of levels word, word sense, phrase, sentence, or theme and then examined using one of content analysis' basic methods: conceptual analysis or relational analysis. The results are then used to make inferences about the messages within the text(s), the writer(s), the audience, and even the culture and time of which these are a part. In this research, the writer used book as my research object and did the analysis by broke down the materials in the book into two categories, Cognitive and Psychomotoric domains and examined them by relational analysis to Core and Basic competences of 2013 curriculum.<sup>6</sup>

## **2. Source of The Data**

The source of data is the subject where the data can be got, that is Pathway to English for Tenth Grade of Senior High School published by Erlangga 2016.

## **3. Type of Data**

The type of the data in this research is qualitative data. It concerned with describing the researcher findings. In this research, the writer tried to find the relevance between the materials in the textbook entitled “*Pathway to English*” with the

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<sup>6</sup>Oqlah M, Al-Ghazo, Abeer and Smaudi, *A Content Analysis of the English Reading Text's Authenticity in Student's Book of Action Pack Eleven in Jordan*, European Scientific Journal, Vol. 9, No. 29, 2013.

Core and Basic Competence in 2013 Curriculum in terms of Cognitive and Psychomotoric aspects.

#### **4. Technique of Data Collection**

In collecting the data, the writer used :<sup>7</sup>

##### **a. Reading**

The writer read all of the content of textbook to find which material in term cognitive and psychomotoric domains.

##### **b. Identification**

After the complete reading was done, the next step is identification. The writer identified the type of the material.

##### **c. Classification**

In this case, the writer classified the data based on cognitive and psychomotoric domains in the materials.

#### **5. Data Analysis Technique**

In analyzing the data, the writer used qualitative data analysis, Bogdan in Sugiyono said, “ Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others”.<sup>8</sup>

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<sup>7</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D* , (Bandung: Alfabeta, 2009).

<sup>8</sup>Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D* , (Bandung: Alfabeta, 2009), p.334.

Here, the data that had been collected, then analyzed.

The analysis used several steps:

1. Classifying the materials in the textbooks based on the basic and core competence.
2. Collecting the data from the data source and enter the data to the checklist table to make comparison between the materials on the textbooks and the materials required in 2013 Curriculum.
3. Identifying the differences and similarities between the materials in the textbook and the materials in the core and basic competence of 2013 curriculum.

Evaluating the materials in the textbook to find out its relevancy with the Core and Basic Competence of 2013 curriculum.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter covers review of the previous research and review of the theoretical framework.

#### **A. Previous Research**

There are some previous researches that are related to this research:

1. Meita Fitriyani (06202241047), *An Analysis of English Textbook for Seventh Grade of Junior High School Entitle “When English Rings a Bell”*, a Thesis in English Education Language and Arts Faculty, Yogyakarta State University. 2013. She did an analysis of English Textbook for seventh graders of Junior High School entitled “When English Rings a Bell”. This study used qualitative method in Textbook Analysis and used the Thematic Coding to cover the research. Thematic coding refers to any method of categorizing segments of qualitative data into meaningful things. The research showed that from the sides of communicative function of the nine integrated standard, the textbook was proportional enough because it contained almost the whole communicative competence through it. But from the side of age analysis, the book of “When English Rings a Bell” was not necessarily used on their grade although it was suitable with the curriculum nowadays,

but for the real communication used, almost the students felt too easy to learn the content of this textbook. It was quite simple as their grade level. The unitizing of this textbook seems badly done. Some extent of the sub topic was not in uniting with the grand topic ones, there was even a repetition on a topic with different grand topic.

If we compare the research conducted by Fitriyani with the one conducted by the writer. The similarity is research method. Here, we analysed textbook with the qualitative research method. The difference is the object of the study. The book that is analysed by the writer is “Pathway To English” for Tenth Grade of Senior High School, whereas the one that analysed by Fitriyani “When English Rings a Bell” for Seventh Grade of Junior High School. Although both of us used the qualitative research method in our research, but the writer analysed the relevance between the materials in the book with the core and basic competence in 2013 curriculum used descriptive qualitative method, whereas Fitriyani used Thematic Coding to evaluate the whole book.

2. Dian Setiawati, (2201411107), *Content Analysis of Student Book “When English Rings A Bell” For Grade VIII Junior High School*, a Thesis in English Department, Languages and Arts Faculty, Semarang State University. 2015. The resercher analyzed content of student book “*When English Rings A Bell*”

Grade VIII. The researcher implemented descriptive qualitative content analysis as her research design. Qualitative research is a research which has purpose to understand phenomena about what is happen to the research subject, for instance behaviour, perception, motivation, act, etc., and this research was conducted by using content analysis because the data that were collected came from the textbooks. The researcher used book as her research object and did the analysis by breaking 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.

This research has similarities with the one that is conducted by me. The similarities are both of them had same research design. The research design used by both of the researchers 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 Psychomotoric domains. However, there is a difference between those researches. The difference is the object of the study. The book that analysed by Dian “When English Rings A Bell” For Grade VIII Junior High School. Whereas, the one that is analysed by the writer is “Pathway To English” for Tenth Grade of Senior High School.

3. Halimatul Kamila (102084057), *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*, a thesis in English Education, Languages and Arts Faculty, Surabaya State University. A thesis analyzed the relevance of the 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 psychomotoric 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 psychomotoric domains which are contained in the 2013 English Standard of Competence. However, there are more materials which are relevant with the 2013 English Standard of 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 psychomotoric domains.

The similarities of our research are 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 Psychomotoric domains. However, there is a difference between those researches. The object of the research conducted by Kamila is textbook entitle “Bright” for Seventh Grade of Senior High School published by Erlangga, whereas the object of the research that is conducted by me is textbook entitle “Pathway To English” for Tenth Grade of Senior High School.

## **B. Theoretical Framework**

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

### **1. Textbook**

#### **a. Definition of Textbook**

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 colleges. Tarigan (1986:13) “textbooks are books of lesson in certain field of study as a standard book arranged by the experts of field for instructional purposes and compiled by harmonious teaching

media and easy understood by the user in schools and colleges to receive teaching program". Buckingham in Tarigan stated, "Textbook is a learning media which is used in schools and colleges to support a teaching program".<sup>1</sup>

Points out that textbook is all book used in the teaching and learning process, including working book, modules, and reference book.<sup>2</sup>

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 "textbook means a book giving instruction in a branch of learning".<sup>3</sup>

In another definition, textbook is a manual of instruction or a standard book in any branch of study which is produced according to the demands of educational institutions. In order to use a textbook systematically and flexibly, it is important to understand how it is being put together and how it can be adapted to meet the needs of the particular learners. The textbook provides a plan for learning, a visible outline of what is to be learned in the

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<sup>1</sup>H.G Tarigan and Djago Tarigan, *Telaah Buku Teks Bahasa Indonesia*, (Bandung: Angkasa, 1986), p.13.

<sup>2</sup>B.P. Sitepu, *Penulisan Buku Teks Pelajaran*, (Bandung: PT Remaja Rosdakarya, 2012), p.15.

<sup>3</sup>Hornby, *Oxford Advance Learner's Dictionary of Current English*, (Oxford: Oxford University Press, 1995), p. 893.

classroom as a bank of resource materials and ideas. What happened in the classroom fills out and transforms the outline into learning experience for students.<sup>4</sup>

b. The Functions of Textbook

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<sup>5</sup>

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<sup>4</sup>Wikipedia, "Textbook" <http://www.wikipedia.org/wiki/textbook>, retrieved on 30th Oktober 2016.

<sup>5</sup>B.P. Sitepu, *Penulisan Buku Teks Pelajaran*, (Bandung: PT Remaja Rosdakarya, 2012), p.21.

From the definition above we can conclude that textbook is kind of book used in some studies at school or college as standard works in a particular skill or subjects as standard works with appropriate contents.

c. 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.<sup>6</sup>

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<sup>6</sup>H.G Tarigan and Djago Tarigan, *Telaah Buku Teks Bahasa Indonesia*, (Bandung: Angkasa, 1986), p.31.

#### d. Criteria of Good Textbook

Textbook is one of the important media of teaching and learning activity in the classroom so it must have a good quality. Jack C. Richard determined that the standard of textbook in the purpose to complete the teaching and learning objectives, it becomes the tool that makes the teaching and learning process become efficient and effective.<sup>7</sup> Greene and Petty (1971) in Tarigan (1993:20-21) have made the way to arrange the textbook with 10 criteria. Good textbook have certain qualities, they are :

- 1) The textbook must be interesting and attractive toward the learners. So, they will be interested in using textbooks.
- 2) The textbook must be able to motivate the learners.
- 3) The contents of textbook must be illustrative.
- 4) The textbook should consider the linguistic aspect. So, it will be suitable with the learner`s ability.
- 5) The contents of textbook must be related to the other branch of science.
- 6) The textbook must stimulate the personal activity of the learners.

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<sup>7</sup>Jack C. Richard, *Curriculum Development in Language Teaching*, (United states of America: Cambridge University Press, 2001), p.255.

- 7) The contents of textbook must be clear in written to avoid the children to be confused in using textbook.
- 8) The textbook must have the clear point of view because it will be the learner's point of view.
- 9) The textbook must be able to give the balance and emphasis on the value of the learners.
- 10) The textbook must be able to respect to the differences of the individual.<sup>8</sup>

## **2. Textbook Analysis**

Textbook analysis is one process of textbook evaluation. Many publishers try to provide textbooks in order to support teachers and students in teaching and learning processes. Not all textbooks published are suitable with the learners' need and have good qualities. As Cunningsworth (1995: 5) emphasizes that "no coursebook designed for a general market will be absolutely ideal for particular group of learners".

That means 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.

Nowadays, Indonesia is using the 2013 Curriculum. Based on *Permendikbud* 2013, a textbook must have some criteria based on it, they are :

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<sup>8</sup>H.G Tarigan and Djago Tarigan, *Telaah Buku Teks Bahasa Indonesia*, (Bandung: Angkasa, 1986), p.20-21.

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.<sup>9</sup>

(Permendikbud, 2013:80-90)

Therefore, the researcher analyzed English textbook entitled “*Pathway to English*” in order to know that the theme and the materials of that textbook is in conformity with the basic competence of the 2013 Curriculum.

### 3. Curriculum

Curriculum is the basis for doing teaching learning activities. A teacher should know the curriculum before he or she teaches his or her students, as the curriculum has been made on the basis of student’s need. According to *Oxford Advanced*

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<sup>9</sup>Permendikbud 80-90, (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2013).

*Learner's dictionary of Current English*, curriculum is course of study in school, college, etc.<sup>10</sup>

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.<sup>11</sup>

There are two kinds of curriculum, formal and informal curriculum. The formal curriculum includes the planned organizational structure and the instructional delivery system which are designed to help students achieve the learning goals, outcomes, and objectives of the instruction; the instructional plan, and the evaluation system for determining the degree to which students achieve the specific outcomes. Whereas the informal curriculum is composed of other planned activities which are not directly to a particular class or subject but which are considered as supplementary to the formal curriculum.<sup>12</sup>

#### **4. 2013 Curriculum**

Curriculum in Indonesia is developed by the Ministry of Education and Culture of Indonesia. As we know, the recent

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<sup>10</sup>Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (Oxford: Oxford University Press, 1987), p.211.

<sup>11</sup>S Nasution, *Asas- Asas Kurikulum*, (Jakarta: Bumi Aksara, 2008), p.4.

<sup>12</sup>L Winecoff, *Curriculum Development and Instructional Development Planning*, (Bandung: SUNY Technical Assistance Program, 1988).

curriculum decided by the ministry is the 2013 Curriculum. The 2013 Curriculum includes competence of attitude, knowledge, and skills integratedly. Therefore, the design of curriculum is also changed from teacher-centered to student centered.

The 2013 Curriculum is designed in three aspects, they are: affective, cognitive, and psychomotoric. Affective aspects encourage students to; accept, perform, appreciate, and inspire. Cognitive aspects encourage students to; comprehend, apply, analyse, and evaluate. While psychomotoric 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 analys 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.<sup>13</sup>

The competences in 2013 curriculum named Core and Basic Competence. The core competence is an operationalization of competence standards. Then, the core competence is broken down into basic competence. There are four core competences in 2013 curriculum, core competence 1 as religious domain, core competence 2 as affective domain, core competence three as cognitive domain, and core competence four as psychomotoric domain. Each of the core competence is divided into basic competences which are used as a guideline in developing learning materials.<sup>14</sup>

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<sup>13</sup> Diki Atmarizon, M. Zaim, *The Implementation of Scientific Approach in Teaching English at the Tenth Grade of Senior High School 7 Padang*, Jurnal Pendidikan Bahasa, Sastra, dan Seni, Volume XVII Nomor 1 Maret 2016.

<sup>14</sup>Endah T Priyatni, *Desain Pembelajaran Bahasa Indonesia Dalam Kurikulum2013*, (Jakarta: Bumi Aksara, 2014), p.17.

## 5. Cognitive and Psychomotoric Domains

According to Nasution, 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 Psychomotoric 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 Psychomotoric refers to the use of motoric creativity. It is related to the learner's skill.<sup>15</sup>

Here, the writer reviewed more about Cognitive and Psychomotoric 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.

Bloom et al. (1956) states the learning level of cognitive domain, they are:

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<sup>15</sup>S Nasution, *Asas- Asas Kurikulum*, (Jakarta: Bumi Aksara, 2008), p.49.

1) Knowledge : Remembering or retrieving previously learned material. Examples of verbs that relate to this

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know identify	define recall	record name
relate list	memorize	recognize
c	repeat	acquire

tion are:

2) Comprehension: The ability to grasp or construct meaning from material. Examples of verbs that relate to this function are:

restate locate	identify discuss	illustrate
report recognize	describe discuss	interpret draw
explain express	review infer	represent
		differentiate
		conclude

3) Application: The ability to use learned material, or to implement material in new and concrete situations. Examples of verbs that relate to this function are:

apply relate	organize employ	practice
develop	restructure	calculate show
translate use	interpret	exhibit
operate	demonstrate	dramatize
	illustrate	

- 4) Analysis: The ability to break down or distinguish the parts of material into its components so that its organizational structure may be better understood. Examples of verbs that relate to this function are:

Analyze	differentiate	experiment
compare probe	contrast	scrutinize
inquire examine	investigate	discover inspect
contrast	detect survey	dissect
categorize	classify deduce	discriminate
		separate

- 5) Synthesis: The ability to put parts together to form a coherent or unique new whole. Examples of verbs that relate to this function are:

compose	plan invent	propose
produce design	formulate	develop arrange
assemble create	collect set up	construct
prepare predict	generalize	organize
modify tell	document	originate derive
	combine relate	write propose

- 6) Evaluation: The ability to judge, check, and even critique the value of material for a given purpose. Examples of verbs that relate to this function are:



judge assess	argue decide	validate
compare	choose rate	consider
evaluate	select estimate	appraise value
conclude		criticize infer
measure		
deduce		

Anderson (2001) revises 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 are:

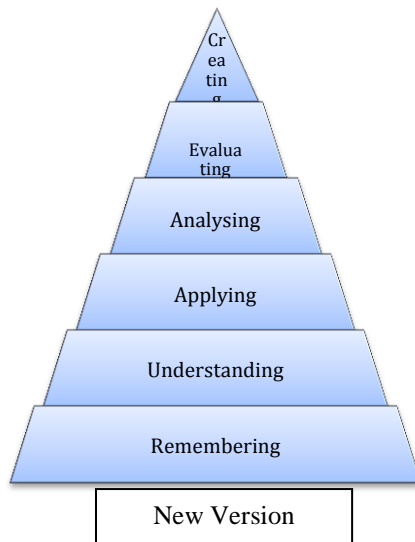
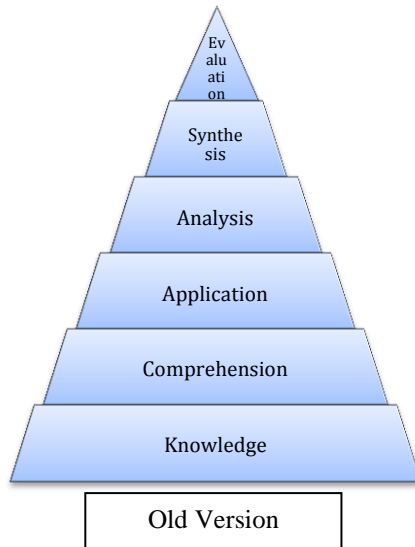
- (a) Remembering: Retrieving, recognizing, and recalling relevant knowledge from long-term memory.
- (b) Understanding : Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
- (c) Applying : Carrying out or using a procedure through executing, or implementing.
- (d) Analyzing : Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing

- (e) Evaluating : Making judgements based on criteria and standards through checking and critiquing.
- (f) Creating: Putting elements together to form a coherent or functional whole, reorganizing elements into a new pattern or structure through generating, planning, or producing.<sup>16</sup>

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:

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<sup>16</sup>Lorin W. Krathwohl, David R. Airasian, Peter W. Anderson et al. *A Taxonomy for Learning, Teaching, and Assessing : A Revision on Bloom's Taxonomy of Educational Objectives* ,(London: Longman Group Ltd, 2001), p.67-68.



**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).<sup>17</sup>

In this research, the writer used the new version of Bloom’s taxonomy conducted by Anderson as my research theory, so the writer reviewed more about it.

The new terms are defined as : remembering, understanding, applying, analysing, evaluating, and creating.

**Table 1. The cognitive domain action verbs**

Cognitive Level	Sample Verbs			
<b>Remembering</b>	Articulate Define Duplicate	Identify List Name	Recall Recognize	Reproduce Tell
<b>Understanding</b>	Calculate Categorize Clarify Classify Compare	Describe Discuss Distinguish Exemplify Expand Explain	Illustrate Infer Interpret Locate Match	Predict Report Restate Summarize Translate

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<sup>17</sup><http://onceateacher.wordpress.com/2009/01/28/bloomstaxonomy-20/>.retrieved on 30<sup>th</sup> October 2016.

	Conclude Contrast		Outline Paraphrase	
<b>Applying</b>	Carry out Classify Demonstrate	Execute Illustrate Implement	Practice Solve	Use Utilize
<b>Analyzing</b>	Appraise Attribute Compare Contrast Deconstruct	Detect Differentiate Discriminate Distinguish Examine	Formulate Infer Integrate Organize Parse	Relate Select Sequence Structure Test
<b>Evaluating</b>	Appraise Check Coordinate Critique	Defend Detect Dispute Judge	Monitor Prioritize Rate Reconstruct	Select Support Verify
<b>Creating</b>	Change Combine Compile Compose	Construct Create Design Formulate	Generate Hypothesize Improve Invent	Plan Predict Produce

b. Psychomotoric Domain

Psychomotoric domain related to the learner's skill. This objective emphasizes some muscular or motor skill, some manipulation of material and objects, or some acts which requires a neuromuscular co-ordination.

Dave (1975) mentions the psychomotoric domain as:

- 1) Imitation : Learner watches actions of another person and imitates them. Example of verbs are: adhere, copy, follow, mimic, repeat, replicate, reproduce, trace.

- 2) Manipulation : Learner performs actions by memory or by following directions. Example of verbs are: act, build, execute, implement, perform, recreate.
- 3) Precision : Learner's performance becomes more exact. Example of verbs are: calibrate, complete, control, demonstrate, execute, master, perfect, perform, show.
- 4) Articulation : Learner can perform several skills together in a harmonious manner. Example of verb are: adapt, combine, construct, coordinate, create, develop, integrate, modify.
- 5) Naturalization : Learner achieves high level of performance, and actions become natural with little or no thought about them. Example of verbs are: design, develop, invent, specify.<sup>18</sup>

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

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<sup>18</sup>R. H. Dave, *Developing and Writing Behavioral Objectives*, (R. J. Armstrong, ed.), Tucson, Arizona: Educational Innovators Press, 1975.

following table shows the further explanation of psychomotoric domain.<sup>19</sup>

**Table 2. Psychomotoric Domain**

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

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<sup>19</sup>B.P. Sitepu, *Penulisan Buku Teks Pelajaran*, (Bandung: PT Remaja Rosdakarya, 2012), p.96.

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



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

		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.	program, students will be able to demonstrate proper use of woodworking tools to high school students.”	organizes, sketches.  NOTE: The key words are the same as Mechanism, but will have adverbs or adjectives that indicate that the performance is quicker, better, more accurate, etc.
6	Adaptation	Adaptable proficiency, a learner's ability to modify motor skills to fit a new situation. Skills are well developed and the individual can modify movement patterns to fit special requirements.	Alter response to reliably meet varying challenges. Examples: Responds effectively to unexpected experiences. Modifies instruction to meet the needs of the learners. Perform a task with a machine that it was not originally intended to do (machine is not damaged and there is no danger in performing the new	Adapts, adjusts, alters, changes, integrates, rearranges, reorganizes, revises, solves, varies.

			task). “By the end of the industrial education program, students will be able to adapt their lessons on woodworking skills for disabled students.”	
7	Origination	Creative proficiency, a learner's ability to create new movement patterns. Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.	Develop and execute new integrated responses and activities Examples: Constructs a new theory. Develops a new and Comprehensive training programming. Creates a new gymnastic routine.	arranges, builds, combines, composes, constructs, creates, designs, formulates, initiate, makes, modifies, originates, redesigns, troubleshoots.

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

## **CHAPTER III**

### **OVERVIEW OF ENGLISH TEXTBOOK**

#### **A. Profile of Student English Textbook**

Students English Textbook as the tools of study that are common used at schools and colleges to support an English lesson. There are many publishers that try to provide textbooks in various style and setting which are compiled based on the curriculum implemented in Indonesia.

In this research, the researcher analyzed an English student book for tenth graders of Senior High School entitled “*Pathway to English*” which is published by Erlangga in 2016. The briefly identity of the book as follow:

Title	: Pathway to English
Writer	: Th. M.Sudarwati Eudia Grace
Editor	: Yuniar Widiastuti Dwi Wahyu Priyanto
Publisher	: Erlangga
Year	: 2016
Cover Design	: Achmad Taupik
Setting	: Departemen Setting Bupel 3
Printer	: PT.Gelora Aksara Pratama

#### **1. About the Authors :**

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Expertise : English Language Teaching

### **Work Experience**

- 1) 1986 - present : SMAN 11 Semarang, English  
Teacher
- 2) 2006 – 2009 : SMAN 11 Semarang, Vice principal  
on Curriculum Design

### **Educational Background**

- 1) Master's Degree : Universitas Diponegoro Semarang,  
2012
- 2) Bachelor's Degree : IKIP PGRI Semarang, English  
department, 1985 UT Jakarta,  
English department, 1990

### **Published Books and Year of Publication**

- 1) Student book and teacher book *Pathway to English 2-3*  
(Program Peminatan), 2015
- 2) Student book *Pathway to English 2-3* (General program),  
2015
- 3) Student book and teacher book *Pathway to English 1*  
(program peminatan), 2014
- 4) Student book *Pathway to English 1* (General program),  
2014
- 5) *English Assessment Test 1-3*, 2012

- 6) *TOPS Bahasa Inggris*, 2010
- 7) *Look Ahead 1-3: An English Course for Senior High School Students*, 2007

#### **Published Research and Year of Publication**

- 1) Peningkatan Keterampilan Berbicara Bahasa Inggris Melalui Kegiatan “Being MC” dengan Menggunakan Raduga di Kelas XI Bahasa SMA 11 Semarang Tahun Pelajaran 2012-2013, 2013.
- 2) *Peningkatan Metacomprehension Materi Cause and Effect Teks Explanation* dengan Strategi Belajar *Metacognitive* Teknik “Box Question” pada Siswa Kelas X MIPA 7 SMA 11 Semarang Tahun 2014 – 2015, 2015.

#### **Reviewed Books**

- 1) *Student book and English Book Pathway to English 2-3* (Program peminatan), 2015
- 2) *Student book and English Book Pathway to English 1* (Program peminatan), 2014

#### **More Information**

She was born on December 31, 1962 in Semarang. She is active at English Teacher Association in Semarang and a frequent speaker of English Teaching seminars in several provinces in Indonesia. She attended Teaching and Research Training in Nagoya University, Monbusho, Japan 1994 and Joetsu University of Education, 1995. She

supervised student's English *Ketoprak* in Semarang in 1997 – 2002.

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### **Working Experience**

- 1) 2014 – present : SMAN 5 Semarang, Staff of Curriculum Design and School Development
- 2) 1987 – present : SMAN 5 Semarang, English teacher
- 3) 2010 – 2012 : SMAN 5 Semarang, Vice Principal on Curriculum Design
- 4) 1985 – 1987 : SMA Taman Siswa, Semarang, English Teacher

### **Educational Background**

- 1) Master's Degree : STIEPARI Semarang, HR Management, 2012
- 2) Bachelor's Degree : Akaba 17 Agustus Semarang, English Language Teaching, 1981 – 1984; UT Jakarta. Bachelor of English, 1988 – 1993

### **Published Books and Year of Publication**

- 1) Student book and teacher Book *Pathway to English 2-3* (Program peminatan), 2015
- 2) Student book *Pathway to English 2-3* (General program), 2015
- 3) Student book and teacher book *Pathway to English 1* (Program peminatan), 2014
- 4) Student book *Pathway to English 1* (General program), 2014
- 5) *English Assessment Test 1-3*, 2012
- 6) *TOPS Bahasa Inggris*, 2010
- 7) *Look Ahead 1-3 : An English Course for Senior High School Students*, 2007

### **Published Research and Year of Publication**

*Peningkatan Ketrampilan Menulis Teks Recount Mata Pelajaran Bahasa Inggris Menggunakan Media Postcard pada Kelas X IPA7 SMAN 5 Semarang. 2015*

### **Reviewed Books**

- 1) Student book and teacher book *Pathway to English 2-3* (Program peminatan), 2015
- 2) Student book and teacher book *Pathway to English 1* (Program peminatan), 2014

### **More Information**

She was born on Februari 24, 1963 in Jakarta. She is active at English Teacher Association in Semarang and a



frequent speaker of english teaching seminars in several provinces in Indonesia. She joined Bridge, an Australian-Indonesian (Austindo) exchange program in 2015. She was the runner up of the *Guru Berprestasi* in Semarang in 2012.

## **B. Content of Student English Textbok**

Pathway to English (obligatory group) is a series of English course books for X graders of senior high school students. It aims to provide a framework for teaching and learning English based on 2013 Curriculum. All three levels allow learners to practice the four skills: listening, speaking, reading, and writing which eventually help them develop their discourse competence. By having this competence, they can survive in an English speaking environment and access information. It also enables them to express themselves in different kinds of texts.

The textbook consists of 208 pages and 10 chapters. They are: Hi, my name is, well done!, congratulations!, I will improve my English, It's a Wonderful Place, Listen to the School Announcement, I've been there, Past Echoes of the Nations, Along time ago, and Sing your heart out!.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

In this chapter the writer describes the research findings of the textbook analysis based on the data collected. The data was presented as research findings and interpretation of data. The data presentation is outlined in two parts. The first part is the relevance of textbook materials with the Cognitive Domain, and the second part is the relevance of textbook materials with the Psychomotoric Domain.

According to Priyatni, there are four core competencies in 2013 curriculum: core competence 1 as religious domain, core competence 2 as affective domain, core competence 3 as cognitive domain, and core competence 4 as psychomotoric domain. Core competencies are broken down into basic competencies. Core competence 1 is broken down into basic competence 1, core competence 2 is broken down into basic competence 2, core competence 3 is broken down into basic competence 3, and core competence 4 is broken down into basic competence 4.<sup>1</sup>

Because the writer just analyzed the relevance of textbook materials with cognitive and psychomotoric domains, so the writer just concerned on the basic competence three and four. The writer used Bloom's Taxonomy as the comparison tool. The writer compared the instruction of each material in the book with the

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<sup>1</sup>Endah T Priyatni, *Desain Pembelajaran Bahasa Indonesia Dalam Kurikulum 2013*, (Jakarta: Bumi Aksara, 2014), p.17.

Bloom's Taxonomy action verbs of Cognitive and Psychomotoric domains. At first, the writer divided the materials in the book according to sub-basic competence three and four. Then, the writer compared the instruction of each material with Bloom's Taxonomy action verbs and decided whether it was relevant, partly relevant, or irrelevant with them. The writer used checklist to analyze the data found. The writer marked the materials exist in the textbook with (√), and (-) for the materials required that do not exist in the textbook based on the sub-basic competencies three and four and the topic. Then, the writer interpreted the analysis by giving opinions.

Before the writer analyzed the relevance between the materials in the textbook with the cognitive and psychomotoric domains, the writer divided the materials in the book according to the chapters and the basic competence three and four. There are 10 chapters in the textbooks, 18 sub-basic competences of basic competence three, and 26 sub-basic competences of basic competence 4. Here, the writer matched the materials in the book with the sub-basic competences three and four. This is the result:

## **A. Textbook's Materials**

### **1. Chapter 1**

Chapter 1 of this book is entitled "Hi, My Name is". This chapter is found on page 2 until page 27. This chapter has material to be learnt by the students. The material is about "personal information". After the writer analyzed the materials, the writer decided that the materials written in this

chapter are suitable with the basic competence 3.1 and 4.1. According to the 2013 curriculum English lesson syllabus for tenth graders of Senior High School, basic competence 3.1 is about analysis of social function, text structure, and language feature of personal information text according to the context. While basic competence 4.1 is about composing of simple spoken and written text to express, ask and give personal information by notice on the right social function, text structure, and language feature according to context. The basic competence 3.1 has two sub-basic competences, sub-basic competence 3.1.1 which contains simple spoken text to express personal information, sub-basic competence 3.1.2 which contains simple written text to express personal information.

While basic competence 4.1 has two sub-basic competences, sub-basic competence 4.1.1 that contains instruction to compose simple spoken text to express personal information, sub-basic competence 4.1.2 that contains instruction to arrange simple written text to express personal information. Then, the writer matched the sub-basic competences in basic competence 3.1 and 4.1 with the materials in the chapter 1, and the result are the sub-basic competence 3.1.1 and 4.1.1 are matched with the first material, that is about personal information expression, the sub-basic competence 3.1.2 and 4.1.2 are matched with the second material, that is about ask and give personal information.

## **2. Chapter 2**

Chapter 2 of this book is found on page 28 until 47. The title of this chapter is “Well Done!”. This chapter has material to be learnt by the students. The material is about “compliment”. After the writer analyzed the materials, the writer decided that the materials written in the book are suitable with the basic competence 3.2 and 4.2. According to the 2013 curriculum English lesson syllabus for tenth graders of Senior High School, basic competence 3.2 is about analysis of social function, text structure and language features on expression of compliment and respond according to context. This basic competence is divided into two sub-basic competences, the first one is sub-basic competence 3.2.1 which contains spoken text about expression compliment and respond, and the second one is sub-basic competence 3.2.2 which contains written text about expression compliment and respond.

While basic competence 4.2 is about composing spoken and written text to give and respond compliment 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, the first one is sub-basic competence 4.2.1 that contain the instruction to compose spoken text to give and respond compliment, and the second one is sub-basic competence 4.2.2 that contain the instruction to compose written text to give and respond compliment.

Then, the writer matched the materials in this chapter with the sub-basic competences of basic competence 3.2 and 4.2. The result is sub-basic competence 3.2.1, 3.2.2, 4.2.1 and 4.2.2 are suitable with the material of this chapter that is expression of compliment.

### **3. Chapter 3**

Chapter 3 of the book is entitled “Congratulations!”. This chapter is found on page 48 until 59. The materials written in this chapter is about “expression of congratulations”. After the writer analyzed the materials, the writer decided that the materials written in the book are suitable with the basic competence 3.5 and 4.5. According to the 2013 curriculum English lesson syllabus for tenth graders of Senior High School, basic competence 3.5 is about analysis of social function, text structure and language feature of congratulation expression according to context. The sub-basic competence of basic competence 3.5 is sub-basic competence 3.5.1 which contains spoken text of expression giving congratulation and responses and the sub-basic competence 3.5.2 which contains written text of expression giving congratulation and responses. While basic competence 4.5 is about compose spoken text to give and respond congratulations by notice on the right social function, text structure, and language feature according to context. The sub-basic competence of competence 4.5 is sub-basic competence 4.5.1 which contains instruction to compose

simple spoken text to give and respond of congratulation expression and sub-basic competence 4.5.2 which contains instruction to compose written text to give and respond of congratulation expression.

Then, the writer matched the basic competences in basic competence 3.5 and 4.5 with the materials written in the chapter 3 of the book. The result are basic competence 3.5 and 4.5 are matched with the material in chapter 3, that is about “expressing of congratulations”.

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

Chapter 4 in this book is found on page 60 until 77. The title of this chapter is “I Will Improve My English”. The material in this chapter is about “Intentions”. After the writer analyzed the materials, the writer decided that the materials written in this chapter is matched with the basic competence 3.4 and 4.4. According to the 2013 curriculum English lesson syllabus for tenth graders of Senior High School, the basic competence 3.4 is about analysis of social function, text structure and language feature to state and ask about intention to do something according to context. Sub-basic competences of basic competence 3.4 are sub-basic competence 3.4.1 which contains spoken text about stating and asking intention, and sub-basic competence 3.4.2 which contains written text about stating and showing intention.

While basic competence 4.4 is about compose spoken and written text to state and ask about intention to do something by notice on the right social function, text structure, and language feature according to context. This basic competence is divided into sub-basic competence 4.4.1 which contains instruction to compose spoken text to state and ask about showing intention and responses, and sub-basic competence 4.4.2 which contains written text to state and ask about showing intention and responses

## **5. Chapter 5**

Chapter 5 of this textbook is entitled “It’s a Wonderful Place”. This chapter is found on page 78 until 109. In this chapter, the students will learn to describe about place or something. After the writer analyzed the materials, the writer decided that the materials written in this chapter is matched with the basic competence 3.7, 4.8, 4.9, and 4.10. According to the 2013 curriculum English lesson syllabus for tenth graders of Senior High School, the basic competence 3.7 is about analysis of social function, text structure and language feature on simple descriptive text about people, tour place and famous historical building according to context. This basic competence is divided into three, sub-basic competence 3.7.1 which contains simple spoken and written descriptive text about people, sub-basic competence 3.7.2 which contains simple spoken and written descriptive text about tour place, sub-basic competence



3.7.3 which contains simple spoken and written descriptive text about famous historical building. While basic competence 4.8 is about catch the meaning on simple spoken and written descriptive text. This basic competence only have one sub-basic competence, that is sub-basic competence 4.8.1 which contains exercise about short and simple spoken and written descriptive text. Basic competence 4.9 is about composing simple spoken and written descriptive text about people, tour place, and famous historical building by notice on the right social function, text structure, and language feature according to context. This basic competence has two sub-basic competencies, sub-basic competence 4.9.1 which contains instruction to compose simple spoken of descriptive text, and sub-basic competence 4.9.2 which contains instruction to compose simple written descriptive text. And the last, basic competence 4.10 is about arranging simple spoken and written descriptive text about people, tour place, and famous historical building by notice on the right social function, text structure, and language feature according to context. This basic competence has three sub-basic competence, sub-basic competence 4.10.1 which contains instruction to arrange simple spoken and written descriptive text about people, sub-basic competence 4.10.2 which contains instruction to arrange simple spoken and written descriptive text about tour place , and sub-basic competence 4.10.3 which contains instruction to arrange

simple spoken and written descriptive text about famous historical building.

Then, the writer matched the subbasic competences of basic competence 3.7, 4.8, 4.9 and 4.10 with the materials written in chapter 5, and the result are: sub-basic competence 3.7.1, 4.8.1, 4.9.1 and 4.10.1 are suitable with the first material of this chapter, that is describing people, sub-basic competence 3.7.2, 4.8.1, 4.9.2 and 4.10.2, are suitable with the second material in chapter 5, that is describing tour place, and sub-basic competence 3.7.3, 4.8.1, 4.9.3 and 4.10.3 are suitable with the last material, that is describing historical building.

## **6. Chapter 6**

Chapter 6 of this book is found on page 110 until 119. The title of this chapter is “Listen to the School Announcement”. This chapter covers three materials, the first one is about announcement, the second one is about coordinating conjunctions, and the last one is about adverbs of time and place. After the writer analyzed the materials in this chapter, the writer decided that these materials are suitable with basic competence 3.8, 4.11, and 4.12. According to the 2013 curriculum English lesson syllabus for tenth graders of Senior High School, basic competence 3.8 is about analysis of social function, text structure and language feature of announcement text according to context. This basic competence only has one sub-basic competence, that is sub-basic competence 3.8.1

which contains written text in the form of announcement. Basic competence 4.11 is about understood the meaning of announcement. This basic competence is also has one sub-basic competence that is sub-basic competence 4.11.1 which contains exercise about announcement. While basic competence 4.12 is about composing short and simple written text in the form of announcement by notice on the right social function, text structure, and language feature according to context. This basic competence only has one sub-basic competence, that is sub-basic competence 4.12.1 which contains instruction to compose very short and simple written announcement.

Then, the writer matched the materials in this chapter with the sub-basic competences of basic competence 3.8, 4.11, and 4.12. The result is sub-basic competence 3.8.1, 4.11.1, and 4.12.1 are suitable with the material of this chapter that is announcement.

## **7. Chapter 7**

Chapter 7 of this book is entitled “I’ve Been There”. This chapter is found on page 120 until 139. This chapter covers two materials, the first one is past simple tenses, and the second one is present perfect tenses. After the writer analyzed the materials written in this chapter, the writer found that these materials are relevant with basic competence 3.6 and 4.6. According to the 2013 curriculum English syllabus for tenth graders of Senior High School, the basic competence 3.6 is about analysis of

social function, text structure and language feature of stating and asking past events and perfect according to context, and basic competence 4.6 is about composing spoken and written text to state and ask past events and perfect by notice on the right social function, text structure, and language feature according to context. Basic competence 3.6 is divided into two sub-basic competences, the first one is sub-basic competence 3.6.1 which contains spoken text to state and ask past events, and sub-basic competence 3.6.2 which contains written text to state and ask perfect events. Basic competence 4.6 is also divided into two sub-basic competences, the first one is sub-basic competence 4.6.1 which contains instruction to compose spoken text to state and ask past events, and sub-basic competence 4.6.2 which contains instruction to compose written text to state and ask perfect events.

Then, the writer matched the sub-basic competences in basic competence 3.6 and 4.6 with the materials included in this chapter. The result is sub-basic competence 3.6.1 and 4.6.1 are suitable with the first material of this chapter, that is about state and ask about past events, and sub-basic competence 3.6.2 and 4.6.2 are suitable with the second material, that is about state and ask about perfect events.

## **8. Chapter 8**

Chapter 8 of this book is entitled “Past Echoes of the Nations”. This chapter is found on page 140 until 161. There

are two materials written in this chapter, the first one is short spoken historical recount text, and the second one is short written historical recount text. After the writer analyzed the materials in this chapter, the writer decided that these materials are suitable with basic competence 3.9, 4.13, and 4.14. According to the 2013 curriculum English lesson syllabus for tenth graders of Senior High School, the basic competence 3.9 is about analysis social function, text structure and language feature of short recount text about experience, event, and phenomena according to context. This basic competence is divided into two sub-basic competences, the first one is sub-basic competence 3.9.1 which contains short and simple spoken recount text, and the second one is sub-basic competence 3.9.2 which contains short and simple written recount text. Basic competence 4.13 is about understood the meaning of simple spoken and written recount text. This basic competence has two sub-basic competencies, sub-basic competence 4.13.1 which contains exercise about simple spoken recount text and sub-basic competence 4.13.2 which contains exercise about simple written recount text. While basic competence 4.14 is about composing simple spoken and written recount text about experience, event, and phenomenon by notice on the right social function, text structure, and language feature according to context. This basic competence has one sub-basic competences, sub-basic competence 4.14.1 which contains

instruction to compose simple spoken and written recount text about experience, event, and phenomenon.

Then, the writer matched the sub-basic competence of basic competence 3.9, 4.13, and 4.14 with the materials written in this chapter. The result is, sub-basic competence 3.9.1, 4.13.1, 4.13.2 and 4.14.1 are suitable with the first material of this chapter that is short spoken recount text, while sub-basic competence 3.9.2 and 4.13.1 are suitable with the second material that is short written recount text.

## **9. Chapter 9**

Chapter 9 of this book is entitled “Along Time Ago”. This chapter is found on page 162 until 191. This chapter covers two materials, the first one is spoken legend and the second one is written legend. After the writer analyzed the materials in this chapter, the writer decided that these materials are suitable with basic competence 3.10 and 4.15. According to the 2013 curriculum English lesson syllabus for tenth graders of Senior High School, basic competence 3.10 is about analysis of social function, text structure, and language feature of simple narrative text on in the form of legend according to context. This basic competence is divided into two sub-basic competences, sub-basic competence 3.10.1 which contains spoken narrative text in the form of legend, and sub-basic competence 3.10.2 which contains written narrative text in the form of legend. Basic competence 4.15 is about understood the meaning of

spoken and written narrative text in the form of simple legend. This basic competence is divided into two sub-basic competences, sub-basic competence 4.15.1 which contains exercise about written narrative text in the form of simple legend, and sub-basic competence 4.15.2 which contains exercise about spoken narrative text in the form of simple legend.

Then, the writer matched the materials written in this chapter with sub-basic competences in basic competence 3.10 and 4.15. The result is sub-basic competence 3.10.1 and 4.15.1 are suitable with the first material of this chapter that is spoken legend, sub-basic 3.10.2 and 4.15.2 are suitable with the second material that is written legend.

## **10. Chapter 10**

Chapter 10 of this book is entitled “Sing Your Heart Out!”. This chapter is found on page 192 until 200. In this chapter, the students will learn about English song. After the writer analyzed the materials in this chapter, the writer decided that these materials are suitable with basic competence 3.11 and 4.16. According to the 2013 curriculum English lesson syllabus for tenth graders of Senior High School, basic competence 3.11 is about mention of social function and language feature of song. This basic competence has only one sub-basic competence that is sub-basic competence 3.11.1 which contains English song. While basic competence 4.16 is about

understanding the meaning of song. This basic competence has only one sub-basic competence that is sub-basic competence 4.16.1 which contains exercise about English song. Then, the writer matched the materials written in this chapter with sub-basic competences in basic competence 3.11 and 4.16. The result is subbasic competence 3.11.1 and 4.16.1 are suitable with the material of this chapter that is about song.

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

#### **B. The Relevance of the materials with the Cognitive Domain**

In order to find out the relevance between the materials written in the book with the cognitive domain, the writer used the observation checklist as my research instrument. The writer made an observation checklist of basic competence three compared with the action verbs mentioned in the Bloom's Taxonomy cognitive domain of learning.

The observation checklist is a table consisted of two columns. The first column is the Basic Competence three of 2013 Curriculum. This column is split into three columns which contains basic competence, topic, and materials according to the syllabus. Second column is the materials written in textbook entitled "Pathway To English". This column is split into three columns consist of the page where the materials are written, the



example of materials which are suitable with the materials in the basic competence three, and checklist of the relevance between the materials and the basic competence and topic.

After the writer 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, the researcher resumed her findings. Here, the researcher concluded the conformity of textbook materials to the basic competence three in the following table:

**Table 3. The Conformity of Textbook Materials to the Basic Competence Three**

<b>The Relevance</b>	<b>The Basic Competence Three</b>
Relevant	Sub-Basic Competence 3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.4.1, 3.5.1, 3.6.1, 3.7.1, 3.7.2, 3.7.3, 3.8.1, 3.9.1, 3.9.2, 3.10.1, and 3.10.2.
Partly Relevant	Sub-Basic Competence 3.11.1
Irrelevant	Sub-Basic Competence 3.3.1 and 3.3.2

According to the table above, it can be seen that there are some materials which are relevant, partly relevant, and irrelevant with the sub-basic competence three. The materials which are relevant with the sub-basic competence are be able to fulfill the purposes of the topic, language features, and social functions that

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

There are 15 materials which are relevant with the sub-basic competence three, they are: Sub-Basic Competence 3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.4.1, 3.5.1, 3.6.1, 3.7.1, 3.7.2, 3.7.3, 3.8.1, 3.9.1, 3.9.2, 3.10.1, and 3.10.2.

The 3.1.1 sub-basic competence is comprehending simple spoken text to express personal information according to context. According to the syllabus of English lesson for tenth graders of Senior High School written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the materials which should be stated in the book are in forms of spoken texts with topic giving example of friendly attitude appreciate the difference, reconciliation. The materials stated in the book page 8, 10, and 22 are clearly complete those requirements. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain. In this book, the writer used verb "say" which in this context has close meaning to the verb "model" and verb "repeat" which in this context has close meaning with verb "represent". So, the researcher concluded that those materials are relevant with the 3.1.1 sub-basic competence.

The 3.1.2 sub-basic competence is in the form of written text. According to the English syllabus of Tenth Graders of Seniors High School stated in the *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the 3.1.2 sub-basic competence is about written text to express personal information. The topic in this text is same with the 3.1.1 sub-basic competence, giving example of friendly attitude appreciate the difference, reconciliation. After the writer analyzed the materials, those which are stated in the book page 5, 9 and 24 are matched with materials stated in the 3.1.2 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain. Here, the writer used verb "write" which has close meaning with "construct" in this context and verb "read" which means "recognize" in this context. From those reasons, the researcher concluded that the materials written in the book are relevant with 3.1.2 sub-basic competence.

The 3.2.1 sub-basic competence is comprehending of social function, text structure and language features on expression compliment and respond according to context. As stated in the English lesson syllabus of Tenth Graders of Seniors High School written in the *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah*

*Aliyah*, the 3.1.2 sub-basic competence is about spoken text of expression compliment and respond. The materials which should be stated in the book are in forms of spoken texts with topic keep personal interaction between teacher and students. The materials written in the book page 32, 35, 36, 37, 38, and 40 are in the form of spoken text of expression compliment and respond. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain. The writer used "repeat" which has close meaning with "represent", verb "choose", "do" and "write" which has close meaning with verb "construct". So, the researcher concluded that those materials are relevant with the 3.2.1 sub-basic competence.

According to the English lesson syllabus of Tenth Graders of Seniors High School written in the *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the 3.2.2 sub-basic competence is about expression of compliment and respond. The materials which should be stated in the book are in forms of written text with topic is same with the 3.2.1 sub-basic competence, keep personal interaction between teacher and students. The materials written in the book page 35, 36, 37, 39, and 41 are in the form of written text which fulfilled those requirements. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain. Here, the writer used verb "write"

which has close meaning with “construct” in this context and verb “read” which means “recognize” in this context. From those reasons, the researcher concluded that the materials written in the book are relevant with 3.2.2 sub-basic competence.

The 3.4.1 sub-basic competence is spoken text with text structures and language features to implement the social function of stating and asking intention. According to the English lesson syllabus of Tenth Graders of Seniors High School written in the *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the materials which should be stated in the book are in forms of spoken text with topic everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. The materials written in the book page 63, 64, 65 and 68 are in form of spoken text which are suitable with the materials stated in the 3.4.1 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom’s Taxonomy Cognitive Domain. Here, the writer used verb “repeat” which has close meaning with “represent”, verb “choose” which has close meaning with “find” in this context, and verb “practice” which has close meaning with “construct”. According to those reasons stated, the researcher concluded that those materials are relevant with the 3.4.1 sub-basic competence.

According to the English lesson syllabus of Tenth Graders of Senior High School written in the *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the 3.4.2 sub-basic competence is written text about state and ask of intention. The materials which should be stated in the book are in forms of written text with topic is same with the 3.4.1 sub-basic competence, everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. The materials written in the book page 67, 69 and 72 are in the form of written text which fulfilled those requirements. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain. Here, the writer used verb "practice" which has close meaning with "construct" in this context and verb "read" which means "recognize" in this context. From those reasons, the researcher concluded that the materials written in the book are relevant with 3.4.2 sub-basic competence.

According to the English lesson syllabus of Tenth Graders of Senior High School written in the *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the 3.5.1 sub-basic competence is expression of giving congratulation and respond. The materials

which should be stated in the book are in forms of spoken text with topic giving example of care and peace loving. The materials written in the book page 50, 51, 52 and 53 are in the form of spoken text which is suitable with the materials stated in 3.5.1 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain. The writer used verb "repeat" which has close meaning with "represent" in this context. Because of those reasons, the researcher concluded that the materials written in the book are relevant with 3.5.1 sub-basic competence.

The 3.5.2 sub-basic competence is in the form of written text. As stated in the English lesson syllabus of Tenth Graders of Senior High School written in the *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the 3.5.2 sub-basic competence is about text written text with structures and language features to implement the social function of expression to give congratulation and responses according to context. The topic of this sub-basic competence is same with the 3.5.1 sub-basic competence, giving example of care and peace loving. The materials written in the book page 54, 55, 56, and 57 are in the form of written text and suitable with those stated in the 3.5.2 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain. Here, the

writer used verb “repeat” which has close meaning with “represent”, verb “read” which has close meaning “recognize” and verb “get” which means “find” in this context. So, the researcher concluded that the materials written in the book are relevant with 3.5.2 sub-basic competence.

The 3.6.1 sub-basic competence is in the form of spoken text. According to the English lesson syllabus of Tenth Graders of Senior High School written in the *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the 3.6.1 sub-basic competence is text structures and language features to implement the social function spoken text about state and ask past events and perfect for stating and asking past event and perfect according to context. The topic of the materials is everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. The materials written in the book page 122 and 124 are in the form of spoken text which is matched with the require materials in the 3.6.1 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom’s Taxonomy Cognitive Domain. Here, the writer used verb “repeat” which has close meaning with “represent” in this context. From those reasons, the researcher concluded that the materials written in the book are relevant with 3.6.1 sub-basic competence.



The 3.6.2 sub-basic competence is in the form of written text. According to the English lesson syllabus of Tenth Graders of Senior High School written in the *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the 3.6.2 sub-basic competence is comprehending text structures and language features to implement the social function for stating and asking past events and perfect. The topic of the materials is same with 3.6.1. sub-basic competence, everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. The materials written in the book page 132, 133, 134, 135, 136 and 137 are in the form of written text which is matched with the require materials in the 3.6.2 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain. Here, the writer used verb "write" which has close meaning with "construct" in this context, verb "read" which means "recognize" in this context and verb "compare". From those reasons, the researcher concluded that the materials written in the book are relevant with 3.6.2 sub-basic competence.

The materials in the 3.7.1 sub-basic competence are in the form of short and simple written texts. As stated in the English lesson syllabus of Tenth Graders of Senior High School written in the *Peraturan Menteri Pendidikan dan Kebudayaan Republik*

*Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the materials in this sub-basic competence should contain text structures and language features to implement the social function about people description with topic giving example of friendly attitude, tolerant, business, nasionalism, and confidence. The materials written in the book page 87, 97 and 100 are in the form of simple spoken and written texts which are suitable with those included in the 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. The writer used verb "rewrite" which has the close meaning with verb "reconstruct", and verb "list, complete, fill" which has close meaning with verb "organize" in this context. According to those reasons, the researcher concluded that the materials written in the book are relevant with the 3.7.1 sub-basic competence.

As stated in English lesson syllabus of Tenth Graders of Senior High School written in the *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the 3.7.2 sub-basic competence is about text structures and language features to implement the social function of simple spoken and written text to state and ask about tour place description. The topic in this material is same with 3.7.1. sub-basic competence, giving example of friendly attitude,

tolerant, business, nasionalism, and confidence. The material written in the book page 82, 83, 105, 107 are in the form of simple spoken and written text which has same content with the materials in the 3.7.1 sub-basic competence. The instruction in that page also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain. Here, the writer used verb "read" which has close meaning with verb "recognize" and verb "match, analyse" which means "construct" in this context. So, the researcher concluded that the materials written in the book are relevant with the 3.7.2 sub-basic competence.

The 3.7.3 sub-basic competence is about text structures and language features to implement the social function of simple spoken and written text to state and ask about famous historical building description, as stated in the English lesson syllabus of Tenth Graders of Senior High School written in the *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*. The topic in this material is same with 3.7.1 and 3.7.2 sub-basic competences, giving example of friendly attitude, tolerant, business, nasionalism, and confidence. The materials written in the book page 84 and 106 are in the form of simple spoken and written text which are suitable with the materials include in the 3.7.3 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain.

Here, the writer used verb “describe” which has close meaning with verb “explain”, verb “repeat” which has close meaning with verb “represent”, and verb “list” which has close meaning with verb “organize” in this context. According to those reasons, the researcher concluded that the materials written in the book are relevant with the 3.7.3 sub-basic competence.

According to the English lesson syllabus of Tenth Graders of Senior High School written in the *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the 3.8.1 sub-basic competence is about text structures and language features to implement the social function of written text in the form of announcement according to context. The topic of the material is Rundown of announcement in the students’ environment. The materials written in the book page 113, 115, 117 and 118 are in the form of announcement which have the same content with the materials written in the 3.8.1 subbasic competence. The instruction in those pages also used action verbs which are included in the Bloom’s Taxonomy Cognitive Domain. The writer used verb “read” which has the close meaning with verb “recognize”, verb “repeat” which has close meaning with verb “represent” , verb “group” which means “organize”, verb “rewrite” which has close meaning with verb “reconstruct” , and verb “write” which has close meaning with verb “construct” in this context. According to those findings,

the researcher concluded that the materials written in the book are relevant with the 3.8.1 sub-basic competence.

The materials in 3.9.1 sub-basic competence are in the form of simple spoken recount text. As stated in the English lesson syllabus of Tenth Graders of Senior High School written in the *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the topic of the material is giving example of friendly attitude, tolerant, business, nasionalism, and confidence. The materials written in the book page 142 and 143 are in the form of simple spoken recount text which matched with the materials include in the 3.9.1 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain. Here, the writer used verb "repeat" which has same meaning with "represent" in this context. So, the researcher concluded that the materials written in the book are relevant with the 3.9.1 sub-basic competence.

The 3.9.2 sub-basic competence is about text structures and language features to implement the social function of simple written recount text, as stated in the English lesson syllabus of Tenth Graders of Senior High School written in the *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the topic of the

material is same with the 3.9.1 sub-basic competence, giving example of friendly attitude, tolerant, business, nasionalism, and confidence. The materials written in the book page 145, 149, 151, 152, 155, 156 and 157 are in the form of simple written recount texts which are suitable with the materials include in the 3.9.2 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain. Here, the writer used verb "write" which has the close meaning with verb "construct" in this context. So, the researcher concluded that the materials written in the book are relevant with the 3.9.2 sub-basic competence.

The 3.10.1 sub-basic competence is in the form of spoken text. As stated in the English lesson syllabus of Tenth Graders of Senior High School written in the *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, this sub-basic competence is about text structures and language features to implement the social function of narrative text in the form of legend. The topic of the material is giving example of attitude, virtuous and culture. The materials written in the book page 164 is in the form of spoken text which is suitable with the materials stated in the 3.10.1 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain. The writer used verb "say" which has close meaning with verb

“model”, verb “repeat” which has close meaning with verb “represent”, and verb “discuss” which has close meaning with verb “coordinate” in this context. From these reasons stated, the researcher concluded that the materials written in the book is relevant with the 3.10.1 sub-basic competence.

According to the English lesson syllabus of Tenth Graders of Senior High School written in the *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the 3.10.2 sub-basic competence is about text structures and language features to implement the social function of written narrative text in the form of legend. The topic of the material is same with the 3.10.1 sub-basic competence, giving example of attitude, virtuous and culture. The materials written in the book page 187 is in the form of written text which is suitable with the materials stated in the 3.10.2 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom’s Taxonomy Cognitive Domain. Here, the writer used verb “write” which has close meaning with “construct”, and verb “create”. Because of those reasons, the researcher concluded that the materials written in the book is relevant with the 3.10.2 sub-basic competence.

The material which is partly relevant with the sub-basic competence three is Sub-Basic Competence 3.11.1 As stated in the English lesson syllabus of Tenth Graders of Senior High School

written in the *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the 3.11.1 sub-basic competence is about text structure and language feature to implement the social function of song with topic everything gives inspiring behavior. The material in the book which is suitable with the materials stated in the 3.11.1 sub-basic competence is just written in page 197. However, the instruction used here is not suitable with action verbs which are included in the Bloom's Taxonomy Cognitive Domain. The instruction written here just used question mark "what". Because of this reason, the researcher concluded that the materials written in the book are partly relevant with the 3.11.1 sub-basic competence. In order to improve the materials in the book to become suitable with the 3.11.1 sub-basic competence, the writer suggested the book writer to use the cognitive domain action verbs in each instruction of the materials.

There are two materials which irrelevant with the sub-basic competence three, they are: sub-basic competence 3.3.1 and 3.3.2. According to English lesson syllabus of Tenth Graders of Senior High School written in the *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the 3.3.1 sub-basic competence is about texts structures and language features to implement the social



function of spoken text about expression for giving and responding of care. The materials which should be stated in the book are in forms of written texts with topic keep personal interaction between teacher and students. Unfortunately, there is no material written in the book which is suitable with the 3.3.1 sub-basic competence materials and topic. The instruction used in the book also did not use action verbs which are included in the Bloom's Taxonomy Cognitive Domain. According to those findings, the researcher concluded that the materials written in the book are irrelevant with the 3.3.1 sub-basic competence. In order to improve the book, because there is no material in the book that is suitable with the 3.3.1 sub-basic competence, the writer suggest the book writer add materials which are relevant with the materials and topic requires by the 3.3.1 sub-basic competence and also uses cognitive domain action verbs in each instruction.

The 3.4.2 sub-basic competence is about text structures and language features to implement the social function of written text about expression for giving and responding of care. As stated in the English lesson syllabus of Tenth Graders of Senior High School written in the *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the materials which should be stated in the book are in forms of written texts with topic keep personal interaction between teacher and students. Unfortunately, there is

no material written in the book which is suitable with the 3.3.2 sub-basic competence materials and topic. The instruction in the book also did not use action verbs which are included in the Bloom's Taxonomy Cognitive Domain. According to those reasons, the researcher concluded that the materials written in the book are irrelevant with the 3.3.2 sub-basic competence. In order to improve the book, because there is no material in the book that is suitable with the 3.3.2 sub-basic competence, the writer suggested the book writer add materials which are relevant with the materials and topic requires by the 3.3.2 sub-basic competence and also uses cognitive domain action verbs in each instruction.

After the writer analyzed the data, the writer made a percentage form of the data analysis. At first, made a percentage of the book relevancy with cognitive domain. There are 18 materials which include in the cognitive domain according to the 2013 curriculum standard of contents. Here is the result of the percentage:

#### 1. Relevant Materials

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

$$\frac{15}{18} \times 100 = 83.3 \%$$

The percentage of the relevant materials is 88.9 %.

## 2. Partly Relevant Materials

There is 1 material which is partly relevant with the cognitive domain. So, the percentage is:

$$\frac{1}{18} \times 100 = 5.6 \%$$

The percentage of the partly relevant materials is 5.6 %

## 3. Irrelevant Materials

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

$$\frac{2}{18} \times 100 = 11.1 \%$$

The percentage of the irrelevant materials is 11.1 %.

According to those percentage, the writer concluded that the textbook covers around 88.9% 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.

## **C. The Relevance of the materials with the Psychomotor Domain**

The second analysis was the analysis of the relevance between the materials written in the book with the Psychomotoric Domain. In this part, the writer also used the observation checklist as her research instrument. To observe the relevance of the materials written in the book with the psychomotoric domain, the writer made an observation checklist. In this checklist, compared the instruction of each material which is included in the basic

competence four with the action verbs mentioned in the Bloom's Taxonomy psychomotor domain of learning. The observation checklist used by the researcher also consisted of two columns, same as the one for the cognitive domain analysis. The first column contained basic competence, topic, and materials according to the syllabus, while the second column contained the materials written in textbook, the page where the materials found, and the relevance between the materials with the basic competence and topic.

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

**Table 4. The Conformity of Textbook Materials to the Basic Competence Four**

<b>The Relevance</b>	<b>The Basic Competence Four</b>
Relevant	Sub-Basic Competence 4.1.2, 4.2.1, 4.2.2, 4.4.1, 4.4.2, 4.5.1, 4.5.2, 4.6.1, 4.6.2, 4.9.1, 4.9.2, 4.11.1, 4.12.1, 4.13.1, 4.13.2, 4.15.1, 4.15.2, and 4.16.1.
Partly Relevant	Sub-Basic Competence 4.8.1 and 4.14.1.
Irrelevant	Sub-Basic Competence 4.1.1, 4.3.1, 4.3.2, 4.10.1, 4.10.2, and 4.10.3.

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

There are 18 materials which relevant with the sub-basic competence four, they are: sub-basic competence 4.1.2, 4.2.1, 4.2.2, 4.4.1, 4.4.2, 4.5.1, 4.5.2, 4.6.1, 4.6.2, 4.9.1, 4.9.2, 4.11.1, 4.12.1, 4.13.1, 4.13.2, 4.15.1, 4.15.2, and 4.16.1.

According to the syllabus of English lesson for tenth graders of Senior High School written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the 4.1.2 sub-basic competence contains material in the form of the instruction to arrange simple written express personal information by notice on the right social function, text structure, and language feature according to context. The topic of this material is giving example of friendly attitude appreciate the difference, reconcile-ment. The material written in the book page 20 is suitable with the material stated in the 4.1.2 sub-basic competence. The instruction in that page also used action

verbs which are included in the Bloom's Taxonomy Psychomotoric Domain. Here, the writer used verb "complete". According to those reasons, the researcher concluded that the materials written in the book are relevant with the 4.1.2 sub-basic competence.

The 4.2.1 sub-basic competence contains material in the form of the instruction to compose spoken text to give and respond compliment by notice on the right social function, text structure, and language feature according to context with topic keep personal interaction between teacher and students, as stated in the English lesson syllabus for tenth graders of Senior High School written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*. The material written in the book page 47 is suitable with the material contained in the 4.2.1 sub-basic competence. The instruction in that page also used action verbs which are included in the Bloom's Taxonomy Psychomotoric Domain. Here, the writer used verb "record". According to those findings, the researcher concluded that those materials are relevant with the 4.2.1 sub-basic competence.

The 4.2.2 sub-basic competence contains material in the form of the instruction to compose written text to give and respond compliment by notice on the right social function, text structure, and language feature according to context. According to the

English lesson syllabus for tenth graders of Senior High School written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*. The topic of this material is same with 4.2.1 sub-basic competence, keep personal interaction between teacher and students. The materials written in the book page 47 is suitable with the material contained in the 4.2.2 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Psychomotoric Domain. Here, the writer used verb "find" which in this context means "look for". Because of those reasons stated, the researcher concluded that the materials written in the book are relevant with the 4.2.2 sub-basic competence.

According to the syllabus of English lesson for tenth graders of Senior High School written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the 4.4.1 sub-basic competence contains material in the form of the instruction to compose spoken text to state and ask about showing intention and responses by notice on the right social function, text structure, and language feature according to context. The topic of this material is everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and

outside the class. The material written in the book page 71 is suitable with the one stated in the 4.4.1 sub-basic competence. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotoric Domain. Here, the writer used verb "record". Based on that reason, the researcher concluded that the material written in the book is relevant with the one stated in the 4.4.1 sub-basic competence.

The 4.4.2 sub-basic competence contains material in the form of the instruction to compose written text to state and ask about showing intention and responses by notice on the right social function, text structure, and language feature according to context. As mentioned in the English lesson syllabus for tenth graders of Senior High School written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the topic of this material is same with 4.4.1 sub-basic material, everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. The material written in the book page 76 is relevant with the one stated in the 4.4.2 sub-basic competence. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotoric Domain. Here, the writer used verb "write" which in this context means "compose". So, the researcher concluded that the material



written in the book is relevant with the one stated in the 4.4.2 sub-basic competence.

As stated in English lesson syllabus for tenth graders of Senior High School written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the 4.5.1 sub-basic competence contains materials in form the instruction to compose simple spoken text to give and respond of congratulation expression by notice on the right social function, text structure, and language feature according to context. The topic of this material is giving example of care, and peace loving. The materials written in the book page 51 is suitable with those stated in the 4.5.1 sub-basic competence. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotoric Domain. The writer used verb "listen" which in this context means "hear". Because of those reasons, the researcher concluded that the materials written in the book are relevant with the materials stated in the 4.5.1 sub-basic competence.

The 4.5.2 sub-basic competence contains material in the form of the instruction to compose simple written text to give and respond of congratulation expression by notice on the right social function, text structure, and language feature according to context. As mentioned in the English lesson syllabus for tenth graders of Senior High School written in *Peraturan Menteri Pendidikan dan*

*Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the topic of this material is same with 4.5.1 sub-basic material, giving example of care, and peace loving. The material written in the book page 58 and 59 are relevant with the one stated in the 4.5.2 sub-basic competence. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotoric Domain. Here, the writer used verb "make" which in this context means "construct". So, the researcher concluded that the material written in the book is relevant with the one stated in the 4.5.2 sub-basic competence.

The materials stated in the 4.6.1 sub-basic competence are in the form of the instruction to compose spoken text. As stated in the English lesson syllabus for tenth graders of Senior High School written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, this sub-basic competence contains materials in form the instruction to compose spoken text to state and ask past events by notice on the right social function, text structure, and language feature according to context. The topic of the material is Everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. The materials written in the book page 124 is suitable with the materials stated in the 4.6.1 sub-basic

competence. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotoric Domain. The writer used verb "listen" which in this context means "hear". Based on those findings, the researcher concluded that the materials written in the book are relevant with the materials stated in 4.6.1 sub-basic competence.

The 4.6.2 sub-basic competence contains material 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. As mentioned in the English lesson syllabus for tenth graders of Senior High School written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the topic of this material is same with 4.6.1 sub-basic competence, everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. The material written in the book page 131, 135 and 136 are relevant with the one stated in the 4.6.2 sub-basic competence. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotoric Domain. Here, the writer used verb "create". So, the researcher concluded that the material written in the book is relevant with the one stated in the 4.6.2 sub-basic competence.

The 4.9.1 sub-basic competence contains materials in the form of the instruction to compose simple spoken descriptive text by notice on the right social function, text structure, and language feature according to context. with topic giving example of friendly attitude, tolerant, business, nasionalism, and confidence, as mentioned in the English lesson syllabus for tenth graders of Senior High School written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*. The materials written in the book page 80 is suitable with the materials stated in the 4.9.1 sub-basic competence. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotoric Domain. The writer used verb "think of" and verb "present". Because of those reasons, the researcher concluded that the materials written in the book are relevant with the materials stated in the 4.9.1 sub-basic competence.

According to English lesson syllabus for tenth graders of Senior High School written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the 4.9.2 sub-basic competence contains materials in the form of the instruction to compose simple written descriptive text by notice on the right social function, text structure, and language feature according to context. The topic of

the materials is same with 4.9.1 sub-basic competence, giving example of friendly attitude, tolerant, business, nasionalism, and confidence. The materials written in the book page 89 and 91 are relevant with the materials stated in the sub-basic competence. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotoric Domain. The writer used verb "write" which in this context has the same meaning with "compose". So, the researcher concluded that the materials written in the book are relevant with the materials stated in the 4.9.2 sub-basic competence.

The 4.11.1 sub-basic competence contains materials in the form of the exercise about announcement. According to the English lesson syllabus for tenth graders of Senior High School written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the topic of the materials is rundown of announcement in the students' environment. The material written in the book page 114 is suitable with the materials stated in the 4.11.1 sub-basic competence. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotoric Domain. The writer used verb "re-arrange". Based on those findings, the researcher concluded that the materials written in the book are relevant with those stated in the 4.11.1 sub-basic competence.

The 4.12.1 sub-basic competence contains the instruction to compose very short and simple written announcement by notice on the right social function, text structure, and language feature according to context. The topic of the materials is same with 4.11.1, Rundown of announcement in the students' environment, as stated in the English lesson syllabus for tenth graders of Senior High School written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*. The material written in the book page 117 and 119 are suitable with the materials stated in the 4.12.1 subbasic competence. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotoric Domain. The writer used verb "write". So, the researcher concluded that the materials written in the book are relevant with those stated in the 4.12.1 sub-basic competence.

As stated in English lesson syllabus for tenth graders of Senior High School written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the 4.13.1 sub-basic competence contains the exercise about simple spoken recount text. The topic of the material is giving example of friendly attitude, tolerant, business, nasionalism, and confidence. The material written in the book page 142 and 143 are suitable with the materials stated in the 4.13.1

sub-basic competence. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotoric Domain. The writer used verb "listen" which in this context has the same meaning with "hear". Because of those reasons, the researcher concluded that the materials written in the book are relevant with those stated in the 4.13.1 sub-basic competence.

The 4.13.2 sub-basic competence contains material in the form of the exercise about simple written recount text. As mentioned in the English lesson syllabus for tenth graders of Senior High School written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the topic of this material is same with 4.13.1 sub-basic material, giving example of friendly attitude, tolerant, business, nasionalism, and confidence. The material written in the book page 145, 146, 148 and 152 are relevant with the one stated in the 4.13.2 sub-basic competence. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotoric Domain. Here, the writer used verb "re-arrange". So, the researcher concluded that the material written in the book is relevant with the one stated in the 4.13.2 sub-basic competence.

According to English lesson syllabus for tenth graders of Senior High School written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang*

*Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the 4.15.1 sub-basic competence contains materials in the form of the exercise about written narrative text in the form of simple legend in order to catch the meaning of spoken and written narrative text in the form of simple legend. The topic of the materials is giving example of attitude, virtuous and culture. The materials written in the book page 190 is relevant with the materials stated in the sub-basic competence. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotoric Domain. The writer used verb "find". So, the researcher concluded that the materials written in the book are relevant with the materials stated in the 4.15.1 sub-basic competence.

As stated in English lesson syllabus for tenth graders of Senior High School written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the 4.15.2 sub-basic competence contains exercise about spoken narrative text in the form of simple legend. The topic of the material is same with 4.15.1 sub-basic competence, giving example of attitude, virtuous and culture. The material written in the book page 164, 167 and 190 are suitable with the materials stated in the 4.15.2 sub-basic competence. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotoric Domain. The writer used



verb “practice”. Because of those reasons, the researcher concluded that the materials written in the book are relevant with those stated in the 4.15.2 sub-basic competence. The 4.16.1 sub-basic competence contains the exercise about English song in order to catch the meaning of a song with topic everything gives inspiring behavior, as stated in the English lesson syllabus for tenth graders of Senior High School written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*. The material written in the book page 194, 195, 196, 197, 198 and 199 are suitable with the materials stated in the 4.16.1 sub-basic competence. The instruction in that page also used action verb which is included in the Bloom’s Taxonomy Psychomotoric Domain. The writer used verb “listen” which in this context means “hear”. So, the researcher concluded that the material in the book is relevant with those stated in the 4.16.1 sub-basic competence.

There are two materials which partly relevant with the sub-basic competence four, they are: sub-basic competence 4.8.1 and 4.14.1.

According to English lesson syllabus for tenth graders of Senior High School written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the 4.8.1 sub-basic competence contains

materials in the form of the exercise about short and simple spoken and written descriptive text in order to catch the meaning on simple spoken and written descriptive text. The topic of this material is giving example of friendly attitude, tolerant, business, nasionalism, and confidence. The material written in the book page 83 is the only the exercise about short and simple written descriptive text. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotoric Domain. Here, the writer used verb "discuss". Unfortunately, the material written in the book is only in the exercise about short and simple written descriptive text. While the materials stated in the sub-basic competence 4.8.1 are the exercise about short and simple spoken and written descriptive text. Because of this reason, the researcher concluded that the materials written in the book is partly relevant with those stated in the 4.8.1 sub-basic competence. In order to improve the materials in the book to become relevant with the sub-basic competence 4.8.1, the researcher suggest the book writer adding the materials about the exercise of short and simple spoken descriptive text and using psychomotoric domain action verbs in each instruction.

The 4.14.1 sub-basic competence contains materials in the form of the instruction to compose simple spoken and written recount text about experience, event, and phenomenon by notice on the right social function, text structure, and language feature according to context with topic giving example of friendly attitude,

tolerant, business, nasionalism, and confidence, as stated in the English lesson syllabus for tenth graders of Senior High School written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*. The material written in the book page 160 is the only instruction to compose simple written recount text about experience, event, and phenomenon. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotoric Domain. Here, the writer used verb "write" which in this context means "compose". Unfortunately, the material written in the book is only in the form of instruction to compose simple written recount text about experience, event, and phenomenon. While the materials which should be written in the book as stated in the sub-basic competence 4.14.1 are instruction to compose simple spoken and written recount text about experience, event, and phenomenon. Because of this finding, the researcher concluded that the materials written in the book is partly relevant with those stated in the 4.14.1 sub-basic competence. In order to improve the materials in the book to become relevant with the sub-basic competence 4.14.1, I suggest the book writer add the materials about instruction to compose simple spoken recount text about experience, event, and phenomenon and using psychomotoric domain action verbs in each instruction.

There are 6 materials which irrelevant with the sub-basic competence four, they are: sub-basic competence 4.1.1, 4.3.1, 4.3.2, 4.10.1, 4.10.2 and 4.10.3.

According to English lesson syllabus for tenth graders of Senior High School written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the 4.1.1 sub-basic competence contains materials in the form of the Instruction to compose simple spoken text to express personal information by notice on the right social function, text structure, and language feature according to context. The topic of this material is giving example of friendly attitude appreciate the difference, reconcile-ment. However, there is no material in the book which is related to the topic and materials stated in the 4.1.1 sub-basic competence. So, the researcher concluded that the materials written in the book are irrelevant with those stated in the 4.1.1 sub-basic competence. In order to improve the materials in the book to become relevant with the 4.1.1 sub-basic competence, the researcher suggested the book writer adding materials about instruction to compose simple spoken and written text to express personal information according to the given topic and using psychomotoric domain action verbs in each instruction.

The 4.3.1 sub-basic competence contains materials in the form of the Instruction to compose simple spoken text about expression for giving and responding of careby notice on the right

social function, text structure, and language feature according to context with topic everything that is keep personal interaction between teacher and students, as stated in the English lesson syllabus for tenth graders of Senior High School written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*. Unfortunately, there is no material in the book which is related to the topic and materials stated in the 4.3.1 sub-basic competence. Based on those findings, the researcher concluded that the materials written in the book are irrelevant with those stated in the 4.3.1 sub-basic competence. Because there is no material in the book which is relevant with the 4.3.1 sub-basic competence, in order to improve the book, the researcher suggested the book writer adding materials about instruction to compose simple spoken text about expression for giving and responding of care according to the given topic and using psychomotoric domain action verbs in each instruction.

The materials in the 4.3.2 sub-basic competence are in the form of Instruction to compose written text. According to the English lesson syllabus for tenth graders of Senior High School written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the 4.3.2 sub-basic competence contains the instruction to

compose written text about expression for giving and responding of care by notice on the right social function, text structure, and language feature according to context. The topic of this material is same with 4.3.1 sub-basic competence, keep personal interaction between teacher and students. However, there is no material in the book which is related to the topic and materials stated in the 4.3.2 sub-basic competence. According to those reason stated, the researcher concluded that the materials written in the book are irrelevant with those stated in the 4.3.2 sub-basic competence. Because there is no material in the book which is relevant with the sub-basic competence 4.3.2, the researcher suggested the book writer adding materials about instruction to compose simple written text about expression for giving and responding of care according to the given topic and using psychomotoric domain action verbs in each instruction.

As mentioned in the English lesson syllabus for tenth graders of Senior High School written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the 4.10.1 sub-basic competence contains materials in the form of the instruction to arrange simple spoken and written descriptive text about people by notice on the right social function, text structure, and language feature according to context. The topic of the materials is giving example of friendly attitude, tolerant, business, nationalism, and

confidence. Unfortunately, there is no material in the book which is related to the topic and materials stated in the 4.10.1 sub-basic competence. Because of those findings, the researcher concluded that the materials written in the book are irrelevant with those stated in the 4.10.1 sub-basic competence. Because there is no material in the book which is relevant with the 4.10.1 sub-basic competence, the researcher suggested the book writer adding materials about instruction to arrange simple spoken and written descriptive text about people according to the given topic and using psychomotoric domain action verbs in each instruction.

The 4.10.2 sub-basic competence has materials which similar to the previous sub-basic competence. As stated in the English lesson syllabus for tenth graders of Senior High School written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the 4.10.2 sub-basic competence contains materials in the form of the instruction to arrange simple spoken and written descriptive text about tour place by notice on the right social function, text structure, and language feature according to context. The topic of the materials is giving example of friendly attitude, tolerant, business, nasionalism, and confidence. Unfortunately, there is no material in the book which is related to the topic and materials stated in the 4.10.2 sub-basic competence. So, the researcher concluded that the materials written in the book are

irrelevant with those stated in the 4.10.2 sub-basic competence. Because there is no material in the book which is relevant with the 4.10.2 sub-basic competence, the researcher suggested the book writer adding materials about instruction to arrange simple spoken and written descriptive text about tour place according to the given topic and using psychomotoric domain action verbs in each instruction.

The 4.10.3 sub-basic competence contains materials in the form of the instruction to arrange simple spoken and written descriptive text about famous historical building by notice on the right social function, text structure, and language feature according to context. The topic of this sub-basic competence are same with 4.10.1 and 4.10.2 sub-basic competences, giving example of friendly attitude, tolerant, business, nasionalism, and confidence, as mentioned in the English lesson syllabus for tenth graders of Senior High School written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*. However, there is no material in the book which is related to the topic and materials stated in the 4.10.3 sub-basic competence. Because of those reasons, the researcher concluded that the materials written in the book are irrelevant with those stated in the 4.10.3 sub-basic competence. Because there is no material in the book which is relevant with the 4.10.3 sub-basic competence, the researcher suggested the book writer adding



materials about instruction to arrange simple spoken and written descriptive text about famous historical building according to the given topic and using psychomotoric domain action verbs in each instruction.

After the writer analyzed the data, the writer made a percentage form of the data analysis. The writer made a percentage of the book relevancy with psychomotoric domain. There are 26 materials which include in the psychomotoric domain according to the 2013 curriculum standard of contents. Here is the result of the percentage:

1. Relevant Materials

There are 18 materials which are relevant with the psychomotoric domain. So, the percentage is:

$$\frac{18}{26} \times 100 = 69.23 \%$$

The percentage of the relevant materials is 69.23%.

2. Partly Relevant Materials

There are 2 materials which are partly relevant with the psychomotoric domain. So, the percentage is:

$$\frac{2}{26} \times 100 = 7.69 \%$$

The percentage of the relevant materials is 7.69%.

3. Irrelevant Materials

There are 6 materials which are irrelevant with the psychomotoric domain. So, the percentage is:

$$\frac{6}{26} \times 100 = 23.08 \%$$

The percentage of the relevant materials is 23.08%.

According to those percentage, the writer concluded that the textbook only covers around 69.23% materials which are relevant with the psychomotoric domain and able to fulfill the purposes of guiding the students to use their psychomotor ability to create something with their creativity.

## CHAPTER V

### CONCLUSION AND SUGGESTION

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

#### A. CONCLUSION

Based on the data analysis and research finding, the researcher concludes that not all materials on the English textbook entitled “Pathway to English” conform to the basic competences of each chapter. The finding of the analysis enabled the researcher to draw some conclusions as follows:

1. In terms of the relevance of the materials in the English student book “Pathway to English” with the main and basic competence three materials written in the English lesson syllabus for tenth graders of Senior High School written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, and the instruction of each material with the Bloom’s Taxonomy Cognitive Domain action verbs, there are 15 materials in the book which are relevant or about 83.3%, 1 material which is partly relevant or about 5.5%, and 2 materials which are irrelevant or about 11.1%. According to those findings, the researcher concluded that the textbook covers around 83.3% materials which are relevant with the cognitive domain and able to fulfill the purposes of the topic, language

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

2. In terms of the relevance of the materials in the English student book "Pathway to English" with the main and basic competence four materials written in the English lesson syllabus for tenth graders of Senior High School written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, and the instruction of each material with the Bloom's Taxonomy Psychomotoric Domain action verbs. There are 18 materials in the book which are relevant or about 69.23%, 2 materials which are partly relevant or about 7.69%, and 6 materials which are irrelevant or about 23.08%. According to those findings, the researcher concluded that the textbook covers around 69.23% materials which are relevant with the psychomotoric domain and able to fulfill the purposes of guiding the students to use their psychomotoric ability to create something with their creativity which should be achieved by the students according to the syllabus.

## **B. SUGGESTION**

After drawing the conclusion, the writer gives some suggestions for the book writers, the book users, and the English teachers.

a. For the book writers

The writer of this book should develop and improve the materials written in the book both in terms of cognitive and psychomotoric domains because the materials in the book just have 83.3% relevancy with the Bloom's Taxonomy Cognitive Domain and Basic Competence Three of the English lesson syllabus and 69.23% relevancy with the Bloom's taxonomy Psychomotoric Domain Basic Competence Four of the English lesson syllabus. Those percentage shows that the book did not cover enough materials which can help the students to achieve the required English ability as the Tenth Graders of Senior High School. If the teacher and the students only use this book as their main source of teaching and learning process, the researcher afraid if the students will fail in their study. So, the researcher suggests the writer of the book to improve and develop the materials written in this book as soon as possible.

b. 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 psychomotoric 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.

c. For the English Teachers

For the English teachers, they should choose carefully the appropriate textbook for their students, in this case related to the relevant materials in the English textbook with the main and basic competences of 2013 curriculum.

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## Appendix 1

### Research Data of Cognitive Domain for the Relevant Materials

Basic Competence Three (Cognitive Domain)			Pathway To English			Relevance with Basic Competence and Topic	
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevant	Partly Relevant	Irrelevant
3.1 Analysis of social function, text structure, and language feature of personal information text according to the context.	Giving example of friendly attitude appreciate the difference, reconciliation.	3.1.1 Simple spoken text to express personal information.	5, 9, 22	Say the speakers' sentences correctly and clearly. Listen to people introducing themselves, then repeat these monologue. <b>Example:</b> Hello, my name is Elizabeth Martawijaya, my friends call me Elis. Originally I am from Nganjuk, a small town in East Java. But since I am studying in the university, I live with my aunt and uncle in Semarang. My address is 43 Seroja Dalam Street. My phone is 0813 9945 6789.	√		
		3.1.2 Written text to express personal information.	8, 10, 17, 24	Read this letter carefully. Hello! My name is Thomas. I live in Stockholm, the capital of Sweden.....	√		
3.2 Analysis of social function, text structure and language	Keep Personal interaction between teacher and	3.2.1 Spoken text about expression of compliment and respond. 3.2.1 Spoken text about expression of compliment and respond.	32, 35, 36, 37, 38, 40,	Listen and repeat! - Excellent! You did. Really well. Tina. - It was great. I like it, thank you.	√		

features on expression and respond of compliment according to context.	students.			<ul style="list-style-type: none"><li>- That's nice, Anisa. I really like it.</li><li>- That was a marvelous kick. You did very well.</li></ul>															
	3.2.2 Written text about expression of compliment and respond.	35, 36, 37 39, 41	Write the expressions of compliment (c) and the responses(r) to the following situations (s). See the example.	<table><tr><th>situation</th><th>compliments</th><th>Responses</th></tr><tr><td>1. Your friend is singing beautifully.</td><td>That's a lovely voice.</td><td></td></tr><tr><td>2. Anita is very dressed up and looks very nice.</td><td></td><td></td></tr><tr><td>3. A friend is showing you a photograph of his new house.</td><td></td><td></td></tr></table>	situation	compliments	Responses	1. Your friend is singing beautifully.	That's a lovely voice.		2. Anita is very dressed up and looks very nice.			3. A friend is showing you a photograph of his new house.			✓		
situation	compliments	Responses																	
1. Your friend is singing beautifully.	That's a lovely voice.																		
2. Anita is very dressed up and looks very nice.																			
3. A friend is showing you a photograph of his new house.																			
3.4 Analysis of social	Everything that is	3.4.1 Spoken text about	63,64, 65, 68	Listen to some messages and fill in the blank spaces.	✓														

function, text structure and language feature to state and ask about intention to do something according to context.	related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class.	state and ask of intention.		Good morning, Uok. This is Melinda speaking. I'd like to .... your timetable for today. If you still wish to go to Borobudur Temple, you should be ready at ... . Have a nice day.														
		3.4.2 Written text about state and ask of intention.	67, 69, 72	Complete the expressions of intention and the responses to the following situations. See the example.	✓													
				<table><tr><th>Situation</th><th>intention</th><th>Response</th></tr><tr><td>a. Your friend has been very sick.</td><td>Well, I am going to visit Nico.</td><td>That's a good idea.</td></tr><tr><td>b. Your English is very poor.</td><td></td><td></td></tr><tr><td>c. A friend invites you to her birthday party.</td><td></td><td></td></tr></table>		Situation	intention	Response	a. Your friend has been very sick.	Well, I am going to visit Nico.	That's a good idea.	b. Your English is very poor.			c. A friend invites you to her birthday party.			
Situation	intention	Response																
a. Your friend has been very sick.	Well, I am going to visit Nico.	That's a good idea.																
b. Your English is very poor.																		
c. A friend invites you to her birthday party.																		
3.5 Analysis of social function, text structure and language feature of congratulatory expression	Giving example of care, and peace loving.	3.5.1 Spoken text about expression of giving congratulation and responses.	50,51, 52, 53	Listen to the recording and repeat. Pronounce the phrases or sentences correctly. <ul style="list-style-type: none"><li>- Congratulations.</li><li>- Congratulations on your wedding.</li><li>- Congratulations on your success. Fantastic!</li><li>- That's wonderful news!</li><li>- That's fantastic!</li><li>- I'm really pleased to hear about your</li></ul>	✓													

according to context.				graduation.			
	3.5.2 Written text about expression of giving congratulation and responses	54, 55, 56, 57		<p>Read these conversation. Analyze the conversation and fill in the table.</p> <p>David: I heard you won the speech contest. Well, congratulations, my friend! That is fantastic!</p> <p>Ken : Thank you very much for saying so.</p> <p>David : I wish you success in next year's contest.</p> <p>Ken : I hope so.I have to work hard for it.</p> <p>1) Expressions of congratulations that you find</p> <p>2) Reason for congratulating</p> <p>3) Future plans</p>	✓		
3.6 Analysis of social function, text structure and language feature of stating and asking past	Everything that is related to the interaction between teacher and students	3.6.1 Spoken text about state and ask past events and perfect.	122, 124	<p>Look at the pictures. Choose the appropriate responses for the following questions. Say the speakers' sentences correctly and clearly.</p> <p>How was the party ? .....</p> <p>How did you know that your mother was here?</p>	✓		

events and perfect according to context, and basic competence.	during the teaching and learning process, both inside and outside the class.	3.6.2 Contains written text to state and ask past events and perfect.	132, 133, 134, 135, 136, 137	<p>.....</p> <p>How was your holiday ?</p> <p>.....</p> <p>Read the caption, pay attention to the underlined parts.</p> <p>Caption 1 :</p> <p>Rere and Abraham <u>have just married</u>. They <u>married</u> last June. <u>they got married</u> at home. Both of them are from Surabaya.</p> <p>.....</p>	✓		
3.7 Analysis of social function, text structure and language feature on simple descriptive text about people, tour place and	Giving example of friendly attitude, tolerant, business, nasionalism, and confidence.	3.7.1 Simple spoken and written descriptive text about people.	87, 97, 100	<p><b>1. Spoken text</b></p> <p>Play the roles of the speakers in the picture. Say the speakers' sentences meaningfully, loudly, correctly, and clearly. First, repeat after me.</p> <p><b>Teacher :</b> My name is George. I have a sister. Her name is Joan. Joan is a clever girl. She is the top girl in her class, and all the teachers like her. We are a lot of friends in town. some of them come to play with us on Saturdays. One of them is Dean. Dean is a dog. Its name is Spot because it has black spots.</p>	✓		

[illegible]

			<p>Similar to other regions in Indonesia, Bali has two seasons: the wet and the rainy seasons. The average temperature in Bali is around 30 degree Celsius.</p> <p>Captivated by Bali's spicy food, tourist often order Balinese famous dishes, such as "betutu chicken" and "sate langgan". The first is a chicken dish with lots of spices, while the second is made of fish, coconut, brown sugar, and spices.</p> <p><b>2. Written text</b></p> <p>Now, identify its structure and generic features of the text above.</p>			
	<p>3.7.3 Simple spoken and written descriptive text about famous historical building.</p>	<p>84, 106</p>	<p><b>1. Spoken text</b></p> <p>Play the roles of the speakers in the picture. Say the speakers' sentences meaningfully, loudly, correctly, and clearly. First, repeat after me.</p> <p style="text-align: center;"><b>The Borobudur Temple</b></p> <p>Borobudur is a Buddhist temple built by the Syailendra Dynasty in the 9th century. It is located at Magelang, Central Java. The temple is famous all around the world. For hundreds of years, it had been buried under volcanic ash and vegetation, until its discovery in the 1800s.</p>	✓		



				<p>Influenced by Indian architecture, Borobudur Temple stands on a hill-like construction with eight stone terraces. The first five are square, surrounded by walls with Buddhist reliefs. The upper three are round. Each of these terraces has bell-shaped stupas.</p> <p>A large stupa crowns the entire edifice at the centre of the top circle. Passages and stairways stretch out 4,8 km on the peak. Borobudur Temple's architecture is similar to that of the temples at Angkor, Cambodia. They form mountain-like structures that symbolise the structure of the universe.</p> <p>Borobudur temple, rededicated as a national monument in 1983, is a treasure for the nation.</p>		
				<p><b>2. Written text</b></p> <p>Now, analyse the social function, text organization and language features of the text above.</p>		
3.8 Analysis of social function, text structure and language	3.8.1 Written text in the form of announcement.	113, 115, 117, 118	<p><b>In pairs, read the text below and answer the questions</b></p> <p>To preserve</p> <p>The Indonesian Culture Heritage, especially "Batik", the Art Extra-curricular Class will hold a Batik-</p>	√		

feature of announcement text according to context.				<p>Making Seminar and Workshop for 4 sessions On Sunday, at 9 a.m. at SMA 5 Auditorium. Those who would like to participate in this activity can contact Wirajati At <a href="mailto:jati-contact@yahoo.com">jati-contact@yahoo.com</a> Or call at 0812297 1234</p> <p>a) What is the text about? b) What is the purpose of the text? c) What should the participant do if he/she wants to join this activity? d) How much should one pay for the seminar and workshop?</p>			
3.9 Analysis social function, text structure and language feature of short recount text about experience, event, and phenomena	Giving example of friendly attitude, tolerant, business, nationalism, and confidence.	3.9.1 Short and simple spoken recount text.	142, 143.	<p>Angga has put what he said on paper. Now, he is presenting in front of the class. Say the sentences correctly and clearly. First, repeat after me.</p> <p><b>The Invention of the Telephone</b> Alexander Graham Bell was a Scottish born American teacher and scientist. While experimenting on the telegraph in 1870, he found it possible to transmit the human voice over a wire by using electricity. To make up for his lack of time and skill to make the equipment for his experiments, he invited</p>	√		

according to context.			<p>Thomas A. Watson to join him. The two became best friends and colleagues.</p> <p>On June 2, 1875, while Bell was at one end of the line and Watson worked on the reeds of the telegraph in another room, Bell heard a sound over the wire. The next day, the instrument transmitted the sound of Bell's voice to Watson again, but the instrument only transmitted sound, not words.</p> <p>In September 1875, Bell and Watson kept working to improve the instrument. By March 2876, Bell managed to make a transmission, but the sound was faint. He called his instrument a "telephone."</p> <p>Bell improved on the instrument, and on March 10, it carried its first meaningful sentence. Bell's telephone was so famous that he patented it. The first telephones were installed the following year.</p>			
	3.9.2 Short and simple written recount text.	145, 149, 151, 152, 155, 156, 157	<p>Now, answer the questions with the correct information from the text.</p> <p>1) Find the main idea of the text</p> <p>2) Mention the inventor, year, assistant (s), and material(s) for experiment</p> <p>Work with your group. If you have any problems, go to me.</p>	✓		
3.10Analysis	Giving	3.10.1 Spoken	164	In a group of four, listen to some parts of famous	✓	

of social function, text structure, and language feature of simple narrative text on in the form of legend according to context.	example of attitude, virtuous and culture.	narrative text in the form of legend.		<div> <div>No.</div> <div>Title</div> </div> <div> <div>1.</div> <div></div> </div> <div> <div>2.</div> <div></div> </div> <p>Now, read the following story and analyse it, focusing on the social function, text structure and language features.</p> <p>Batu Badaun</p> <p>A Folktale from Maluku</p> <p>A long time ago, on Tanimbar Island, Maluku, three lived a widow and her two children, a boy and girl</p> <p>.....</p> <p>.....</p>		
		3.10.2 Written narrative text in the form of legend.	187	<p>✓</p>		

## Appendix 2

### Research Data of Cognitive Domain for the Partly Relevant and Irrelevant Materials

Basic Competence Three (Cognitive Domain)			Pathway to English			Suggestion
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevance with Basic Competence and Topic Partly Relevant      Irrelevant	
3.3 Analysis of social function, text structure and language features on expression care and respond according to context.	Keep Personal interaction between teacher and students.	3.3.1 Spoken text about expression for giving and responding of care.	-	-	-	Because there is no material in the book that is suitable with the 3.3.1 sub-basic competence, the writer suggested the book writer adding materials which are relevant with the materials and topic requires by the 3.3.1 sub-basic competence and also uses cognitive domain action verbs in each instruction.
		3.3.2 Written text about expression for giving and responding of care.	-	-	√	Because there is no material in the book that is suitable with the 3.3.2 sub-basic competence, the writer suggested the book writer adding materials which are relevant with the materials and

							topic requires by the 3.3.2 sub-basic competence and also uses cognitive domain action verbs in each instruction.
3.11 Apply the text structure and language feature to implement the social function of song.	Everything gives inspiring behavior.	3.11.1 English song.	197	What messages do you learn from the song? The song tells us ..... ..... ..... .....	√		In order to improve the materials in the book to become suitable with the 3.11.1 sub-basic competence, the writer suggested the book writer using the cognitive domain action verbs in each instruction of the materials.

## Appendix 3

### Research Data of Psychomotoric Domain for the Relevant Materials

Basic Competence Four (Psychomotor Domain)			Pathway to English			
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of materials	Relevance with Basic Competence and Topic	
					Relevant	Partly Relevant Irrelevant
4.1 Composing of simple spoken and written text to express, ask and give personal information by notice on the right social function, text structure, and language feature according to context.	Giving example of friendly attitude appreciate the difference, reconcile.	4.1.2 Instruction to arrange simple written express personal information.	20	Complete the dialogue with questions using WH-words 1. Q : ..... A : My name is Helen Lee 2. Q: ... A: she comes from Poland	√	
4.2 Composing spoken and written text to give and respond compliment by notice on the right social function, text	Keep Personal interaction between teacher and students.	4.2.1 Instruction to compose spoken text to give and respond compliment.  4.2.2 Instruction to compose written text	47	Record yourself when complimenting your friends as you run into them at school and outside school. Also, send a compliment card to one on youfamily. Take a picture on your card Work in groups of four and do this activity	√	
			47		√	

structure, and language feature according to context.		to give and respond to compliment.		1. Find various text containing the usage of English compliments from other sources. 2. Discuss the usage of English compliments in the texts a. Who wrote the text ..... .....			
4.4 Compose spoken and written text to state and ask about intention to do something by notice on the right social function, text structure, and language feature according to context.	Everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class.	4.4.1 Instruction to compose spoken text to state and ask about showing intention and responses.  4.4.2 Instruction to compose written text to state and ask about showing intention and responses.	71  76	Work in pairs and role-play one of the situations above. Use your mobile phone to record your performance  You are going to write a message expressing intentions or plans. Do it individually by following the checklist. ✓ Clear objective ✓ Good organization ✓ Good layout ✓ Clear language ✓ Right style ✓ Correct facts ✓ Positive ending	✓  ✓		



4.5 Compose spoken text to give and respond congratulations by notice on the right social function, text structure, and language feature according to context.	Giving example of care, and peace loving.	4.5.1 Instruction to compose simple spoken text to give and respond of congratulation expression.	51	Listen to the dialogues. Which picture best describes each dialogue?	✓			
		4.5.2 Instruction to compose simple written text to give and respond of congratulation expression.	58, 59	Make a congratulations card about: - Moving to a new home - Having a new baby - Graduation day - Wedding day - Winning a contest Design your card beautifully.	✓			
4.6 Composing spoken and written text to state and ask past events and perfect by notice on the right social function, text structure, and language feature	Everything that is related to the interaction between teacher and students during the teaching and	4.6.1 Instruction to compose spoken text to state and ask past events.	124	Listen to the dialogues. Which picture best describes each one dialogue?	✓			
		4.6.2 Instruction to compose written text to state and ask past events.	131, 135, 136	Create a dialogue based on one of the following situations - Your friend has just finished his first painting - Your father is very happy with your	✓			

according to context.	learning process, both inside and outside the class.			success in TOEFL A friend is admiring the way you study math.		
4.9 Composing simple spoken and written descriptive text about people, tour place, and famous historical building by notice on the right social function, text structure, and language feature according to context.	Giving example of friendly attitude, tolerant, business, nationalism, and confidence.	4.9.1 Instruction to compose simple spoken descriptive text. 4.9.2 Instruction to compose simple written descriptive text.	80 89, 91	Think of some tourist destinations in your area. Present your ideas in front of the class.  Write the name of these famous places and structures. What country are they in?	✓  ✓	
4.11 Understood the meaning of announcement.	Rundown of announcement in the students' environment.	4.11.1 Exercise about announcement.	114	Re-arrange the jumbled sentences into a good announcement.	✓	
4.12 Composing		4.12.1 Instruction to	117, 119	Write an announcement based on the	✓	

short and simple written text in the form of announcement by notice on the right social function, text structure, and language feature according to context.		compose very short and simple written announcement.		following topics. Present them in front of the class. a. English remedial programme b. There will be a native speaker at the English Conversation Club. c. The cancellation of a seminar d. The school uniform schedule Volleyball competition.		
4.13 Understood the meaning of simple spoken and written recount text.	Giving example of friendly attitude, tolerant, business, nationalism, and confidence.	4.13.1 Exercise about simple spoken recount text. 4.13.2 Exercise about simple written recount text.	142, 143	Listen to the monologue and then fill in the blanks.  Rearrange the jumbled sentences into a good and meaningful paragraph.	✓  ✓	
4.15 Understood the meaning of spoken and written narrative text in the form of simple	Giving example of attitude, virtuous and culture.	4.15.1 Exercise about written narrative text in the form of simple legend.	190	Find a famous story and write or copy it. Then, decide upon the structure of the story.	✓	

legend.		4.15.2 Exercise about spoken narrative text in the form of simple legend.	164, 167, 190	Let's practise a retelling story by following the steps below. You may act as if you were a radio broadcaster of a local radio station.	✓		
4.16 Understanding the meaning of song.	Everything gives inspiring behavior.	4.16.1 Exercise about English song.	194, 195, 196, 197, 198, 199	Listen to the song <i>Hall of Fame by The Script</i> , then discuss the questions. a. What is the song about? What is the writer's purpose in writing the lyrics?	✓		

## Appendix 4

### Research Data of Psychomotoric Domain for the Partly Relevant and Irrelevant Materials

Basic Competence Three (Psychomotoric Domain)			Pathway to English			Suggestion	
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Partly Relevant		Irrelevant
4.1 Composing of simple spoken and written text to express, ask and give personal information by notice on the right social function, text structure, and language feature according to context.	Giving example of friendly attitude appreciate the difference, reconcile-ment.	4.1.1 Instruction to compose simple spoken text to express personal information.	-	-	-	√	In order to improve the materials in the book to become relevant with the 4.1.1 sub-basic competence, the writer suggested the book writer adding materials about instruction to compose simple spoken and written text to express personal information according to the given topic and using psychomotoric domain action verbs in each instruction.
4.3 Composing of simple spoken and	Keep Personal interaction between	4.3.1 Instruction to compose simple	-	-	-	√	In order to improve the materials in the book to become relevant with the

<p>written text to express and respond of expressing care by notice on the right social function, text structure, and language feature according to context.</p>	<p>teacher and students.</p>	<p>spoken text about expression for giving and responding of care.</p>				<p>4.3.1 sub-basic competence, the writer suggested the book writer adding materials about instruction to compose simple spoken text about expression for giving and responding of care according to the given topic and using psychomotoric domain action verbs in each instruction.</p>
<p>4.3.2 Instruction to compose written text about expression for giving and responding of care.</p>		<p>-</p>	<p>-</p>	<p>-</p>	<p>√</p>	<p>In order to improve the materials in the book to become relevant with the 4.3.2 sub-basic competence, the writer suggested the book writer adding materials about instruction to compose simple written text about expression for giving and responding of care</p>

							according to the given topic and using psychomotoric domain action verbs in each instruction.
4.8 Catch the meaning on simple spoken and written descriptive text.	Giving example of friendly attitude, tolerant, business, nationalism, and confidence.	4.8.1 Exercise about short and simple spoken and written descriptive text.	83	<p><b>1. Spoken text</b></p> <p>–</p> <p><b>2. Written text</b></p> <p>In groups, discuss the following questions.</p> <p>a. What is a description text?</p> <p>b. How is a description text organized?</p>	√	–	In order to improve the materials in the book to become relevant with the sub-basic competence 4.8.1, the writer suggested the book writer adding the materials about exercise about short and simple spoken descriptive text and using psychomotoric domain action verbs in each instruction.
4.10 Arranging simple spoken and written descriptive text about people, and tour place, and famous	Giving example of friendly attitude, tolerant, business, nationalism, and confidence.	4.10.1 Instruction to arrange simple spoken and written descriptive text about people.	–	<p><b>1. Spoken text</b></p> <p>–</p> <p><b>2. Written text</b></p> <p>–</p>	–	√	In order to improve the materials in the book to become relevant with the 4.10.1 sub-basic competence, the writer suggested the book writer adding materials about

historical building by notice on the right social function, text structure, and language feature according to context.						instruction to arrange simple spoken and written descriptive text about people according to the given topic and using psychomotoric domain action verbs in each instruction.
						In order to improve the materials in the book to become relevant with the 4.10.2 sub-basic competence, the writer suggested the book writer adding materials about instruction to arrange simple spoken and written descriptive text about tour place according to the given topic and using psychomotoric domain action verbs in each instruction.



							In order to improve the materials in the book to become relevant with the 4.10.3 sub-basic competence, the writer suggested the book writer adding materials about instruction to arrange simple spoken and written descriptive text about famous historical building according to the given topic and using psychomotoric domain action verbs in each instruction.
4.14 Composing simple spoken and written recount text about experience, event, and	Giving example of friendly attitude, tolerant, business, nasionalism, and confidence.	4.14.1 Instruction to compose simple spoken and written recount text about experience,	160	<b>1. spoken text</b> –  <b>2. Written text</b> Write a short composition about a national or international	✓	–	In order to improve the materials in the book to become relevant with the sub-basic competence 4.14.1, the writer suggested the book writer adding the materials about

phenomenon by notice on the right social function, text structure, and language feature according to context.		event, and phenomenon.		historical event. Your composition should be no more than 200 words. Use the following checklist to help write your composition. Title : ..... Orientation : ..... Events : ..... Re-orientation : .....			instruction to compose simple spoken recount text about experience, event, and phenomenon using psychomotoric domain action verbs in each instruction.
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