

**AFFECTIVE, COGNITIVE AND PSYCHOMOTORIC DOMAINS IN
STUDENT BOOK “BAHASA INGGRIS” FOR GRADE XI SENIOR HIGH
SCHOOL**

THESIS



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DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2017 M / 1439 H**

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Presented to
State Islamic Institute of Palangka Raya
in partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education



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for Grade XI Senior High School

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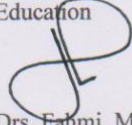
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MOTTO AND DEDICATION

Prophet Rasulullah Shalallahu ‘alaihi wasallam said “If you learn the knowledge of a person, you should be humble yourself before him”

This Thesis is dedicated to:

My beloved Mother Muslipah, Father Jarsani, Grandmother Maskubah for their valuable endless prayer, sacrifice, support, and especially for me is their affection and attention in the distance that always make me standing with confidence and getting more high spirit. My beloved sisters Eka Arpiana and Regina Juniva for their advice, affection, and motivation. My beloved Friends Yoyi Sanusita Susanti, Intan Safitri and Dyah Sri Wulandari.

DECLARATION OF AUTHORSHIP

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
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Palangka Raya, October 23th 2017

Yours Faithfully



Melinda Agustin
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ABSTRACT

Agustin, Melinda. 2017. *Affective, Cognitive and Psychomotoric Domain in Student Book "Bahasa Inggris" for Grade XI Senior High School*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Sabarun, M.Pd., (II) Aris Sugianto, M.Pd.

Key words: affective, cognitive, content analysis, psychomotor, textbook analysis and the 2013 curriculum.

This study was aimed at investigating: (1) the relevance between the materials in the student book entitled "*Bahasa Inggris*" for grade XI senior high school and the core and basic competences in the 2013 curriculum in term of affective domain, (2) the relevance between the materials in the student book entitled "*Bahasa Inggris*" for grade XI senior high school and the core and basic competences in the 2013 curriculum in term of cognitive domain, (3) the relevance between the materials in the student book entitled "*Bahasa Inggris*" for grade XI senior high school and the core and basic competences in the 2013 curriculum in term of psychomotor domain.

The study was descriptive study with qualitative approach. For the data collection, the researcher used the checklist instrument. The subject of this study was English Student Book Entitled "*Bahasa Inggris*" for Grade XI Senior High School which is published by Ministry of Education and Culture of Indonesia.

The data was taken using table checklist. To analyze it, it was through the techniques: classifying the materials, collecting the data, identifying the differences and similarities, and evaluating the materials. The results showed that: (1) The relevance of materials in that textbook is categorized "**Good**" in term of affective domain. (2) The relevance of materials in that textbook is categorized "**Good**" in term of cognitive domain. (3) The relevance of materials in that textbook is categorized "**Fair**" in term of psychomotor domain. From the research findings, the researcher suggests the book writer to increase and improve the materials in this book, especially in term of psychomotor domain. For the book users, the researcher recommended them to use this book. The researcher also hopes the government to regularly evaluate to the implementation of the 2013 curriculum, and for the other researcher to continue this research for the next chapters, especially on chapter 6 until 10.

ABSTRAK

Agustin, Melinda. 2017. *Ranah Afektif, Kognitif dan Psikomotor dalam Buku Siswa yang Berjudul “Bahasa Inggris” untuk Kelas XI SMA*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Sabarun, M.Pd., (II) Aris Sugianto, M.Pd.

Key words: afektif, kognitif, analisis konten, psikomotor, analisis buku teks dan kurikulum 2013.

Penelitian ini bertujuan untuk menginvestigasi: (1) hubungan antara materi-materi dalam buku siswa yang berjudul “*Bahasa Inggris*” untuk kelas XI SMA dan kompetensi inti dan kompetensi dasar dalam kurikulum 2013 dalam istilah ranah afektif, (2) hubungan antara materi-materi dalam buku siswa yang berjudul “*Bahasa Inggris*” untuk kelas XI SMA dan kompetensi inti dan kompetensi dasar dalam kurikulum 2013 dalam istilah ranah kognitif, (3) hubungan antara materi-materi dalam buku siswa yang berjudul “*Bahasa Inggris*” untuk kelas XI SMA dan kompetensi inti dan kompetensi dasar dalam kurikulum 2013 dalam istilah ranah psikomotor.

Penelitian ini adalah penelitian bersifat diskriptif dengan pendekatan kualitatif. Untuk pengumpulan data dalam peneliti menggunakan instrumen ceklis. Subyek penelitian ini adalah *buku siswa yang berjudul “Bahasa Inggris” untuk kelas XI SMA* yang diterbitkan oleh Kementerian Pendidikan dan Kebudayaan.

Data tersebut ditentukan dengan menggunakan teknik ceklis. Untuk menganalisis data, digunakan teknik antara lain: menggolongkan materi-materi, mengumpulkan data, mengidentifikasi perbedaan dan persamaan, dan mengevaluasi materi-materi. Hasil penelitian ini menunjukkan bahwa: (1) hubungan materi-materi dalam buku teks ini berkategori “**Baik**” dalam istilah ranah afektif. (2) hubungan materi-materi dalam buku teks ini berkategori “**Baik**” dalam istilah ranah kognitif. (3) hubungan materi-materi dalam buku teks ini berkategori “**Cukup**” dalam istilah ranah psikomotor. Dari penemuan tersebut, peneliti menyarankan untuk penulis buku agar meningkatkan dan mengembangkan materi-materi yang ada di dalam buku ini, tepatnya dalam istilah ranah psikomotor. Untuk pengguna buku ini peneliti sangat menganjurkan untuk menggunakan buku ini. Peneliti juga berharap pemerintah rutin dalam mengevaluasi penerapan kurikulum 2013 dan untuk peneliti selanjutnya agar melanjutkan penelitian ini untuk bab berikutnya yaitu bab 6 sampai 10.

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LIST OF ABBREVIATIONS

MECI : Ministry of Education and Culture of Indonesia

Permen : *Peraturan Menteri*

CHAPTER I

INTRODUCTION

This chapter discusses the introduction which is divided into seven parts: background of the study, research problem, objective of the study, limitation, significance of the study, definition of key terms and framework of discussion.

A. Background of the Study

Linn (2016, p. 5) said that, the biggest language challenge in the world today is English. School children are expected to learn it, and all parents enthusiastic to their children for succeed in English.

For better or worse, by choice or force, English has “traveled” to many parts of the world and has been used to serve various purposes (Sharifian, 2009, p. 17). According to Chang as cited in Naji and Pishghadam (2012, p. 2), “English has been the prevailing foreign language in the curricula of educational institutions and in foreign language learning”.

Believing and realizing the importance of English language in globalization era that very rocketing, recently, Indonesian government has implemented English subject into the academic curriculum as a compulsory subject to be taught in Junior and Senior High School. Recently, by Government Regulation number 32 in 2013 the educational

system of Indonesia has launched the 2013 curriculum. The aim of this curriculum is preparing Indonesian people to be religious, productive, creative, and innovative. Furthermore it is hoped that they also can give contribution for their social life, nation, country and world civilization. This new launched curriculum has Core and Basic competences and uses Scientific Approach in its teaching and learning process.

Due to the new launched curriculum, there are several changes in some parts of education, including the teaching materials. Teaching materials can be developed from many learning sources, one of it is from textbook, thus, it also need special attention regarding its changes toward recent applied curriculum. The adjustment of textbook to the recent curriculum should be conducted because English teachers tend to display a strong reliance on textbook usage. A good textbook should be reflected the curriculum which is applied. It is because there is a strong relationship between both of them. The relationship of textbook and curriculum can be described as water and fish, or as the two sides of coin, two but one, one but two (Tarigan as cited in Ratnasari, 2014, p. 5). It should be matched with the goal of the curriculum and be able to support curriculum and facilitate the process of teaching and learning.

The main textbooks used in English teaching and learning process in curriculum 2013 are teacher and student books which are published by Ministry of Education and Culture of Indonesia (MECI). Teacher book is textbook that is published for the teachers. It contains the procedures and

tips how to teach English use student book. Whereas student book are that published for the students. It contains materials that will be learned by the students for Senior High School, the English textbooks entitled "*Bahasa Inggris*"

English student book in Senior High School entitled "*Bahasa Inggris*". This is a new book that is published in 2014, although this book is published by Ministry of Education and Culture of Indonesia (MECI), no one can responsible and guarantee that the materials in this book are relevant with the Core and Basic Competence in the 2013 Curriculum. So we need an analysis to evaluate the content of this book in order to support the book improvement. According to Azizivar and Baghelani (2014, p. 2), there are many various reasons for textbook evaluation. The first important reason is the requirement to adapt new textbooks. The second reason is to recognize specific strengths and weaknesses in textbooks which have been already in use. The third one is that textbook evaluation can be very useful in teacher's development and professional growth. Hence, such activities also permit teachers to make optimum use of their strong points and strengthen the weaker areas by adapting and substituting materials from other books. In addition, textbook analysis and assessment do not only assist teachers to cultivate themselves, but also aids them to obtain helpful perceptions about the materials. The other reason is the understanding that no course book can be suitable for any kind of learners. Therefore,

teachers need to be able to appraise, adjust and establish materials that would be appropriate for their particular class.

Bloom as cited in Poerwati and Amri (2013, p. 47), there are three domains which should be learned by the students in teaching and learning process, they are Affective, Cognitive, and Psychomotor domains.

According to those reasons stated, this study is aimed at analyzing the student book entitled "*Bahasa Inggris*" based on the relevance of materials and the Core and Basic competence in the 2013 curriculum in terms of Affective, Cognitive and Psychomotor domains.

B. Research Problem

In order to 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 student book entitled "*Bahasa Inggris*" for grade XI Senior High School and the Core and Basic Competences in the 2013 Curriculum in term of Affective domain?
2. How is the relevance between the materials in the student book entitled "*Bahasa Inggris*" for grade XI Senior High School and the Core and Basic Competences in the 2013 Curriculum in term of Cognitive domain?
3. How is the relevance between the materials in the student book entitled "*Bahasa Inggris*" for grade XI Senior High School and the Core and

Basic Competences in the 2013 Curriculum in term of Psychomotor domain?

C. Objective of the Study

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

1. To describe the relevance between the materials in the student book entitled "*Bahasa Inggris*" for grade XI Senior High School and the Core and Basic Competences in the 2013 Curriculum in term of Affective domain.
2. To describe the relevance between the materials in the student book entitled "*Bahasa Inggris*" for grade XI Senior High School and the Core and Basic Competences in the 2013 Curriculum in term of Cognitive domain.
3. To describe the relevance between the materials in the student book entitled "*Bahasa Inggris*" for grade XI Senior High School and the Core and Basic Competences in the 2013 Curriculum in term of Psychomotor domain.

D. Limitation

The study belongs to content analysis since this study focuses on analyze the relevance of materials in textbook and the Core and Basic

Competences in the 2013 Curriculum in terms of Affective, Cognitive and Psychomotor domains.

This book is written based on the 2013 curriculum. The textbook that researcher will analyze is student book entitled “*Bahasa Inggris*” for grade XI Senior High School for the first semester and consist of 5 chapters and 116 pages.

E. Significance of the Study

To conducting this study, it is expected to give useful information and contribution for educational environment, theoretically and practically.

1. Theoretically

- a. The result of this study will be useful and contribute to scientific treasure in the field of education.
- b. People who want to conduct a research in English textbook materials can use the result of the research as the reference.
- c. People who want to continue this study for the second semester textbook can use the result as a guide.

2. Practically

- a. For the book writers

Hopefully, the result of this study gives an inspiration for the book writers about the relevance between the materials written in this book and the Core and Basic Competences in the 2003 curriculum in terms of Affective, Cognitive and Psychomotor

domains. Those data can help the book writers to know the weakness of this book. By knowing the weakness of this book, it will be easier for them to improve the book.

d. For the book user

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

e. For the government

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

f. For the other researchers

Hopefully this study can give an inspiration and motivation for other researchers to do the next analysis and evaluation of this student book.

F. Definition of Key Terms

Some words that are used in this study become key words. In order to have a better understanding and to avoid different comprehend about the terms used in this study, they are:

1. Affective domain

The affective domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes.

In this study, the researcher was read and observed the content of the textbook thoroughly and compare the content of the textbook with the 2013 Curriculum in term Affective domain.

2. 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.

In this study, the researcher was read and observed the content of the textbook thoroughly and compare the content of the textbook with the 2013 Curriculum in term cognitive domain.

3. Content Analysis

Content analysis is a research method for making replicable and valid inferences from data to their context, with the purpose of providing knowledge, new insights, a representation of facts and a practical guide to action (Krippendorff as cited in Elo and Kyngas, 2008, p. 109).

4. Psychomotor Domain

According to Anderson and Simpson as cited in Sitepu (2012, p. 96), psychomotor domain related to the learner's skill, includes physical movement, coordination, and the use of motoric creativity. Standard of level of psychomotor domain: Perception, set, guided response, mechanism, complex overt response, adaptation, and origination.

In this study, the researcher was read and observed the content of the textbook thoroughly and compare the content of the textbook with the 2013 Curriculum in term psychomotor domain.

5. Textbook Analysis

Textbook analysis is the systematic analysis of the text materials including the structure, the focus, and special learning assists.

6. The Curriculum 2013

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

G. Framework of Discussion

The researcher divided this study into three chapters:

1. Chapter I is the introduction, which contains the background of the study, research problem, objective of the study, limitation, significance of the study, definition of key terms, and framework of discussion.
2. Chapter II is the related literature, which consists of the related studies, the related theoretical studies, and framework of the present study.
3. Chapter III is the research methods, which consists of research design, subject of the study, object of the study, research instrument, data collection procedures, and data analysis procedures.
4. Chapter IV is the research findings and discussion, which consists of the data presentation, research findings and discussion. The data presentation is outlined in three parts. The first part is the relevance of textbook materials to the Affective Domain, the second part is the relevance of textbook materials to the Cognitive Domain and the third part is the relevance of textbook materials to the Psychomotor Domain.
5. Chapter V presents the conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers of the related studies, the theoretical studies, and framework of the present study.

A. Related Studies

Some researches on the 2013 curriculum textbook had been conducted in the previous time. First, Setiawati (2015) conducted a research under title “Content Analysis of Student Book “*When English Rings A Bell*” For Grade VIII Junior High School”. The aim of the research is to analyze the relevance between the materials in the student book with the Core and Basic Competence in the 2013 Curriculum in terms of Cognitive and Psychomotor domains of learning. This research used descriptive qualitative content analysis as its research method. In this research, the materials in the textbook are classified based on the basic competence three as the cognitive domain and basic competence four as the psychomotor domain. The result of this study showed that in term of the relevancy of the materials in the textbook with the cognitive domain, there are 29 materials in the book which are relevant or about 78.37 %. While in term of relevancy of the materials in the textbook with the psychomotor domain, there are 15 materials in the book which are relevant or about 38.46 %.

This study has similarity with my study. The similarity is both of them use the same research design that is descriptive qualitative research design. However, there are differences between those researches. The subject of the study conducted by Setiawati is textbook entitled "*When English Rings A Bell*" for eight graders of Junior High School published by Erlangga, whereas this study is textbook entitled "*Bahasa Inggris*" for eleventh graders of Senior High School and focus on the relevance between the materials written in that book and core and basic competences in the 2013 curriculum in terms of affective, cognitive and psychomotor domains. Whereas, she only focus on the relevance between the materials written in that book and English Standard 2013 Curriculum in terms of Cognitive and Psychomotor domains.

Second, Kamila (2014) did a study on the relevance of materials in 2013 curriculum textbook entitle "Bright" for Seventh Graders of Junior High School published by Erlangga to the 2013 Curriculum. This study found out that some of the materials are not relevant with the cognitive and psychomotor domains which are contained in the English Standard Competence 2013. However, there are more materials which are relevant with the English Standard Competence 2013 than the materials which not. Thus, it can be concluded that the materials in this textbook are quite relevant with the 2013 curriculum, especially with the cognitive and the psychomotor domains.

This study has similarity with my study. The similarity is both of them use the same research design that is descriptive qualitative research design. However, there are differences between those researches. The subject of the study conducted by Kamila is textbook entitled “Bright” for seventh graders of Junior High School published by Erlangga, whereas this study is textbook entitled *”Bahasa Inggris”* for eleven graders of Senior High School and focus on the relevance between the materials written in that book and core and basic competences in the 2013 curriculum in terms of affective, cognitive and psychomotor domains. Whereas, she only focus on the relevance between the materials written in that book and English Standard 2013 Curriculum in terms of Cognitive and Psychomotor domains.

Third, Fitriyani (2013) did an analysis of English Textbook for seventh graders of Junior High School entitle “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 study 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 materials in the book with the core and basic competences in the 2013 curriculum used descriptive qualitative method.

If the researcher compares the study conducted by Fitriyani with this study, there is similarity and differences. The similarity is both of us used the qualitative research method in our study. The difference is the book that analyzed by me with the book that is analyzed by Fitriyani. The book that is analyzed by me is "*Bahasa Inggris*" for eleventh graders of Senior High School, whereas Fitriyani used "English Ring A Bell" for seventh graders Junior High School. In this study the researcher focus on the relevance between the materials written in that book and core and basic competences in the 2013 curriculum in terms of affective, cognitive and psychomotor domains. Whereas, she only focus on the relevance between the materials written in that book and English Standard 2013 Curriculum in terms of Cognitive and Psychomotor domains.

Fourth, Darrin (2014) did an analysis of English Textbook for first graders of Senior High school entitle "*Bahasa Inggris Untuk SMA/MA dan SMK/MAK Kelas X*" published by putra nugraha. The results of this study show that all of the basic competences in the textbook conform to the basic competences for first graders of Senior High School in the first semester syllabus of English 2013 curriculum. Besides, it also shows that most of

the materials in the textbook do not conform to the basic competences in the syllabus of English 2013 curriculum. Few of the relevant materials are there in chapter 1, 2, 3, 5 and 7. In addition, most of the inconformity of the materials in the textbook is because they are not in the right sequence as mentioned in the Syllabus of English 2013 curriculum.

This study has similarity with my study. The similarity used the same descriptive qualitative research design. However, there are differences between those researches. The study conducted by Darin used textbook entitled "*Bahasa Inggris Untuk SMA/MA dan SMK/MAK Kelas X*" published by putra nugraha as its subject of the study, whereas this study used textbook entitled "*Bahasa Inggris*" for eleven graders of Senior High School by Ministry of Education and Culture of Indonesia (MECI). My study focus on the relevance between the materials written in that book and core and basic competences in curriculum 2013 in terms of affective, cognitive and psychomotor domains. Whereas, he only focus on the relevance between the materials written in that book and English Standard 2013 Curriculum in terms of Cognitive and Psychomotor domains.

Fifth, Ratnasari (2014) conduct an analysis of the 2013 curriculum textbook for Senior High School grade X entitle "*Pathway to English*" which is published by Erlangga. She analyzes the relevance between the materials written in that book and English Standard Curriculum 2013 in terms of Cognitive and Psychomotor domains. She found that the

materials in that book are quite relevant with the psychomotor domain in the English Standard Competence 2013. From the twelve tables for the analysis of basic competence four, there are two tables which showed that the materials in this textbook are not fully relevant to sub-competences in the psychomotor domain.

This study has similarity with my study. The similarity is both of them used the same research design, descriptive qualitative research design. However, there are differences between those researches. The study conducted by Ratnasari used textbook entitled “Pathway to English” for ten graders of Senior High School published by Erlangga as its subject of the study, whereas this study will use textbook entitled “*Bahasa Inggris*” for eleven graders of Senior High School and focus on the relevance between the materials written in that book and core and basic competences in the 2013 curriculum in terms of affective, cognitive and psychomotor domains. Whereas, she only focus on the relevance between the materials written in that book with English Standard 2013 Curriculum in terms of Cognitive and Psychomotor domains.

B. Related Theoretical Studies

This sub-chapter covers related theoretical study. There are five theories which are related to this study, theory about textbook, textbook analysis, curriculum, the 2013 curriculum, and learning theory.

1. **Textbook**

Buckingham as cited in Viana (2013, p. 5) stated, “Textbook is a learning media which is used in schools and colleges to support a teaching program”. Tarigan as cited in Cahyaningrum (2015, p. 15) stated, textbook is a lesson book in specific field of study, which is a standard book written by the experts in that field according to the instructional purpose, completed by suitable teaching media which is easy to be understand by the users in schools or college. Sitepu (2012, p. 12), points out that textbook is all book used in the teaching and learning process, including working book, modules, and reference book. In my opinion, textbook is a learning tool that is used in schools and colleges to support a teaching program.

Tarigan as cited in Setiawati (2015, p. 25), categorized textbooks into three. They are:

a. Single Textbook

Single textbook is a textbook that consist of one book. For example: Ramlan, M. 1983. *Sintaksis*. Yogyakarta: CV Karyono.

b. Bound Textbook

Bound textbook is a lesson book for specific class or grade. For example: Depdikbud. 1981. *Bahasa Indonesia I, II, dan III*. Jakarta: Proyek Pengadaan Buku Pelajaran, Perpustakaan dan Keterampilan SLU.

c. Series Textbook

Series textbook is bound lesson book includes several grades, for example from Elementary School – Junior High School – Senior High School. The example of series book is Tarigan, Henry Guntur and Djago Tarigan.

Textbook has many benefits, and according to (Betsy as cited in Weddel, 2009, p. 3). Those are the benefits of textbooks:

- 1) It assures a measure of structure, consistency, and logical progression in a class.
- 2) It minimizes preparation time for teachers.
- 3) It allows learners to review material or preview other lessons.
- 4) It meets a learner's needs or expectations of having something concrete to work from and take home for further study.
- 5) It provides novice teachers with guidance in course and activity design.
- 6) It may provide multiple resources: tapes, CDs, videos, self-study workbooks etc.

Whereas according to Sitepu (2009, p. 21) stated, 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:

- a) Preparing the student as individual or group before the teaching and learning process in the class.
- b) Interacting in the class teaching and learning process.

- c) Doing the assignments given by the teacher
- d) Preparing the student for the test or formative and summative examination.

Whereas for the teacher, textbook used as the source

for:

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

2. **Textbook analysis**

Textbook analysis is one process of textbook evaluation. According to Hutchinson and Waters as cited in Cheng, Hung, and Chiech (2011, p. 93), textbook evaluation is basically a straightforward, analytical matching process: matching needs to available solutions. As stated by Wahab (2013, p. 5) there are several reasons of evaluating textbook. One major reason is the need to adopt new course books. Another reason is to identify particular strengths and weaknesses in textbooks already in use.

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

There are three basic methods of evaluating textbooks according to Wahab (2013, p. 56), the first is called the impressionistic method and it involves analyzing a textbook on the basis of a general impression. The general impression would be gained by reading the blurb and the contents page and then skimming through the book to get a sense of organization, topics, layout, and visual.

This method is not adequate in itself but could be combined with for example the second method, which is called the checklist method. This method is systematic in the way that the criteria on the list are checked off in a certain order. It is also easy to compare different materials and it is not very time consuming compared to other methods.

The third method, the in-depth method, suggests a careful examination or representative features such as the design of one particular unit or exercise, or a treatment of particular language elements. An obvious disadvantage in this method is that the selected section might not be representative of the book as a whole. In my view, Textbook analysis is an action that includes several activities such as the decomposition in the contents of textbook, differentiation and selection of the content then be classified and regrouped according to certain criteria.

In my opinion, textbook analysis is the systematic analysis of the text materials including the structure, the focus, and special learning assists.

3. Curriculum

The term curriculum has many different definitions just as the curriculum development process has many alternative approaches. According to Nation and Macalister (2010, p. 4) define curriculum as a guidance in designing courses that consist of outer cycle namely Principles, Environment, and needs that involve practical and theoretical considerations that will have a major effect in guiding the actual process of course production. “Inner cycle that consists of goals and its center, contents and sequences, format and presentation, and monitoring and assessment”. Whereas Olivia in *Tim Pengembang MKDP Kurikulum dan Pembelajaran*, (2013, p. 5) stated, “Curriculum is the plan or program for all experiences which the learner encounters under the direction of the school”. In my opinion, curriculum is a set or system of plans and arrangements about the contents and learning materials that guided in learning activities

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 (Winecoff as cited in Setiawati, 2015, p. 21).

Until now, Indonesian government has developed some curriculums change one with the other to find a better curriculum for teaching learning in Indonesia. Those curriculums are Lesson Plan 1947, Dissociated Lesson Plan 1952, Curriculum 1968, Curriculum 1975, Curriculum 1984, Curriculum 1994 and the Supplement of Curriculum 1999, Competence-Based Curriculum (Curriculum 2004), School Based Curriculum (Curriculum 2006), and 2013 Curriculum. (Poerwati and Amri, 2013, p. 4)

In my opinion, curriculum is refers to the lessons and academic content taught in a school or in a specific course or program.

4. The 2013 Curriculum

The 2013 Curriculum is the newest curriculum which is applied in Indonesia. The purpose of this curriculum is for preparing Indonesian citizen to have the ability to live as individual person and citizen who are religious, productive, creative, innovative, and affective and able to give their contribution to the society, nation, country, and world civilization. The competences in the 2013 curriculum named Core and Basic Competences. The core competence is an operationalization of competency standards. Then, the core competence is broken down into basic competence.

There are four core competences in the 2013 curriculum, core competence one as religious domain, core competence two as affective domain, core competence three as cognitive domain, and core competence four as psychomotor domain (Priyatni, 2014, p. 17). Every lesson has

different core and basic competence according to the grade. Those are the core and basic competence of English for eleven graders of Senior High School:

Table 2.1 Core Competence and Basic Competence in Curriculum 2013

Core Competence	Basic Competence
1. Appreciate and practice the teachings of their religion.	1.1 Grateful for the opportunity to learn the language of communication in the English language International embodied in the spirit of learning.
2. Living and practicing honest behavior, discipline, responsibility, caring (help together, cooperation, tolerance, peace), polite, responsive and pro-active and demonstrate behaviors as part of the solution to various problems in interacting effectively with the social and natural environment and put themselves as a reflection of the nation in the association world.	2.1. Shows polite behavior and care in carrying out the interpersonal communication with teachers and friends. 2.2. Shows honest behavior, discipline, confidence, and responsibility for implementing a transactional communications with teachers and friends. 2.3. Behave responsibility, caring, cooperation, and peaceful, in implementing functional communication.
3. Understand, implement, and analyze knowledge factual, conceptual, procedural, and metacognitive by curiosity about science, technology, art, culture, and	3.1 Analyze the social function, text structure, and language elements of the phrase giving suggestions and offers, as well as responses, according to the context of its use. 3.2 Analyze social function, the structure of the text, and linguistic elements to express and ask about opinions and thoughts, according to the context of use.

Core Competence	Basic Competence
<p>humanities with the insight of humanity, national, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge in specific areas of study that suit their talents and interests to solve the problem.</p>	<p>3.3 Analyze social function, the structure of the text, and linguistic elements in the expression of hope and a prayer winged (extended), as well as the response, according to the context of use.</p> <p>3.4 Analyze social function, the structure of the text, and linguistic elements from the text of the official invitation, according to the context of use.</p> <p>3.5 Analyzing the social function, the structure of the text, and linguistic elements from the text of the letter private, according to the context of use.</p> <p>3.6 Analyze social function, the structure of the text, and linguistic elements of text-shaped manual procedures and tips (tips), according to the context of use.</p> <p>3.7 Analyze social function, the structure of the text, and linguistic elements to express and inquire about the actions / activities / events without mentioning the culprit in scientific texts, according to the context of use.</p> <p>3.8 Analyze social function, the structure of the text, and linguistic elements to express and ask about the assumptions in the event of a situation / event / events in the future, according to the context of use.</p> <p>3.9 Analyze text structures and linguistic elements to carry out a social function text by stating factual report and inquire about the factual scientific texts about people, animals, objects, symptoms and natural and social events, simple, according to the context of learning in other subjects in Class XI.</p> <p>3.10 Analyze social function, the structure of the text, and linguistic elements of text analytical exposition about the hot topic discussed generally, according to the context of use.</p>

Core Competence	Basic Competence
	<p>3.11 Analyze social function, the structure of the text, and linguistic elements of text short and simple biographies of famous figures, according to the context of use.</p> <p>3.12 Mention social function and language elements in the song.</p>
<p>4. Processing, reasoning, and present in the realm of the concrete and the abstract realm associated with the development of the learned in school independently, to act effectively and creatively, and are able to use the method according to the rules of science.</p>	<p>4.1 Arrange oral and written texts to express, inquire, and respond to expressions give advice and offer, with due regard to the social function, the structure of the text, and correct linguistic elements and in context.</p> <p>4.2 Arrange oral and written texts to express and respond to an expression of opinion and mind, with attention to social functions, the structure of the text, and correct linguistic elements and in context.</p> <p>4.3 Arrange oral and written text to recite and respond to expression of extended wishes and prayers, taking into account the correct and contextual function of the social, textual structure, and linguistic elements.</p> <p>4.4 Capturing text meaning an official invitation.</p> <p>4.5 Editing an official invitation by observing the social function, the structure of the text, and correct linguistic elements and in context.</p> <p>4.6 Arrange formal invitation stationery text, taking into account the social function, the structure of the text, and correct linguistic elements and in context.</p> <p>4.7 Capturing the meaning of the text personal letter.</p> <p>4.8 Arrange a personal letter text, taking into account the social function, the structure of the text, and correct linguistic elements and in context.</p> <p>4.9 Capturing the meaning of the text</p>

Core Competence	Basic Competence
	<p>procedures, oral and written, and the manual-shaped tips (tips).</p> <p>4.10 Text Editing shaped procedures manual and tips (tips), taking into account the social function, the structure of the text, and correct linguistic elements and in context.</p> <p>4.11 Arrange oral and written texts, to express and inquire about the actions / activities / events without mentioning the culprit in a scientific text, taking into account the social function, the structure of the text, and correct linguistic elements and in context.</p> <p>4.12 Arrange oral and written texts to express and ask about the assumptions in the event of a situation / event / events in the future, taking into account the social function, the structure of the text, and correct linguistic elements and in context.</p> <p>4.13 Catch the meaning in scientific texts factual (factual report), oral and written, simple, about people, animals, objects, symptoms and natural and social events, related to other subjects in Class XI.</p> <p>4.14 Catch the meaning in text analytical exposition about the hot topic discussed general.</p> <p>4.15 Catch the meaning of the text short and simple biographies of famous personalities.</p> <p>4.16 Capturing the message in the song.</p>

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

In my opinion, the 2013 curriculum is a curriculum that gave priority the understanding, skills and character education, where students are required

to understand the material, active in the process of discussions and presentations as well as having good manners and discipline attitude are high.

5. Learning Theory

Learning theories are conceptual frameworks in which knowledge is absorbed, processed, and retained during learning. Cognitive, emotional, and environmental influences, as well as prior experience, all play a part in how understanding, or a world view, is acquired or changed and knowledge and skills retained.

a. Affective, Cognitive and Psychomotor Domains

According to Nasution as cited in Setiawati (2015, p. 27), the curriculum conductors conducted the purpose of curriculum according to book entitled *Taxonomy of Educational Objectives* by Benjamin Bloom which is published in 1956. They divided the purpose of the study into three domain, Cognitive, Affective, and Psychomotor domain. Cognitive refers to the knowledge domain. It is related to the learner's thinking. Affective refers to the emotional and values domain. It is related to the learner's attitude. And Psychomotor refers to the use of motoric creativity. It is related to the learner's skill. Here, the researcher reviewed more about Affective, Cognitive and Psychomotor domains which are related to this study. In my view, affective is related with emotional, cognitive is issues related to the ability to develop the ability

of rational (reasonable) and psychomotor is related with skills or the ability to act after someone accepts a particular learning experience.

b. Affective Domains

Affective domain related to the learner's attitude. This domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes.

Bloom as cited in O'neill, (2010, p. 3) Affective domains, it includes concepts such as Receiving ideas; Responding to ideas, phenomena; Valuing ideas, materials; Organization of ideas, values; characterization by value set (or to act consistently in accordance with values internalized). The following table shows the further explanation of affective domain:

Table 2.2 The Affective Process Dimension

Category	Example and Key Words (verbs)
<p>1. Receiving Phenomena: Awareness, willingness to hear, selected attention.</p>	<p>Examples: Listen to others with respect. Listen for and remember the name of newly introduced people.</p> <p>Key Words: acknowledge, asks, attentive, courteous, dutiful, follows, gives, listens, understands</p>
<p>2. Responds to Phenomena: Active participation on the part of the learners. Attend and react to a particular phenomenon.</p>	<p>Examples: Participates in class discussions. Gives a presentation. Questions new ideals, concepts, models, etc. in order to fully understand them. Know the safety rules and practice them.</p>

<p>Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).</p>	<p>Key Words: answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, presents, tells</p>
<p>3. Valuing: The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable.</p>	<p>Examples: Demonstrates belief in the democratic process. Is sensitive towards individual and cultural differences (value diversity). Shows the ability to solve problems. Proposes a plan to social improvement and follows through with commitment. Informs management on matters that one feels strongly about.</p> <p>Key Words: appreciates, cherish, treasure, demonstrates, initiates, invites, joins, justifies, proposes, respect, shares</p>
<p>4. Organization: Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating an unique value system. The emphasis is on comparing, relating, and synthesizing values.</p>	<p>Examples: Recognizes the need for balance between freedom and responsible behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Creates a life plan in harmony with abilities, interests, and beliefs. Prioritizes time effectively to meet the needs of the organization, family, and self.</p> <p>Key Words: compares, relates, synthesizes</p>
<p>5. Internalizes Values (characterization): Has a value system</p>	<p>Examples: Shows self-reliance when working independently. Cooperates in group activities (displays teamwork).</p>

<p>that controls their behavior. The behavior is pervasive, consistent, predictable, and most important characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).</p>	<p>Uses an objective approach in problem solving. Displays a professional commitment to ethical practice on a daily basis. Revises judgments and changes behavior in light of new evidence. Values people for what they are, not how they look.</p> <p>Key Words: acts, discriminates, displays, influences, modifies, performs, qualifies, questions, revises, serves, solves, verifies</p>
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Taken from: Anderson, Lorin W. Krathwohl, David R. Airasian, Peter W. et al. 2001. *A Taxonomy for Learning, Teaching, and Assessing: A Revision on Bloom's Taxonomy of Educational Objectives*. London: Longman Group Ltd.

c. 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.

Wincoff as cited in Setiawati (2015, p. 31) stated, the cognitive domain has six levels or categories around which learning outcomes and objectives can be developed. The levels proceed from the lowest – basic knowledge (recall of facts, events, term) to the highest – evaluation (informed judgment).

Bloom as cited in Forehand (2011, p. 2) states the learning level of cognitive domain, they are: knowledge, comprehension, application,

analysis, synthesis, and evaluation. Anderson as cited in O’neill (2015, p. 3) revised the cognitive domain in the learning taxonomy and made some changes. The most prominent changes are: 1) the names in the six categories from noun to verb forms, and 2) slightly rearranging them. The revised cognitive domain categories are: remember, understand, apply, analyze, evaluate, and create. The following picture shows the old version of Bloom’s taxonomy conducted by Benjamin Bloom and the new version of Bloom’s taxonomy conducted by Anderson:

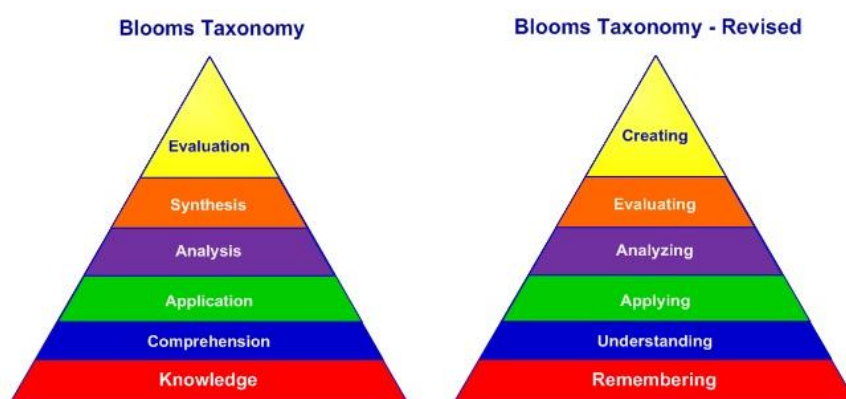


Figure 2.1 The new version of Bloom’s taxonomy

In this study, the researcher used the new version of Bloom’s taxonomy conducted by Anderson as her research theory, and the researcher reviewed more about it. The following table explains more about the cognitive process dimension according to Anderson:

Table 2.3 The Cognitive Process Dimension

Categories and Cognitive	Process Alternative	Names Definitions and Examples
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1. Remember – Retrieve relevant knowledge in long-term memory		
1.1 Recognizing	Identifying	Locating knowledge in long-term memory that is consistent with presented material (e.g., Recognize the dates of important events in U.S. history).
1.2 Recalling	Retrieving	Retrieving relevant knowledge from long-term memory (e.g., Recall the dates of important events in U.S history).
2. Understand – Construct meaning from instructional messages, including oral, written, and graphic communication.		
1.1 Interpreting	Clarifying, paraphrasing, representing, translating	Changing from one form or representation (e.g., numerical) to another (e.g., verbal) (e.g., paraphrase important speeches and documents).
2.2 Exemplifying	Illustrating, Instantiating	Finding a specific example or illustration of concept or principle (e.g., Give examples of various artistic painting styles).
2.3 Classifying	Categorizing, Subsuming	Determining that something belongs to a category (e.g., concept or principle) (e.g., classify observed or described cases of mental disorders).
2.4 Summarizing	Abstracting, Generalizing	Abstracting a general theme or major point (s) (e.g., write a short summary of the events portrayed on a videotape).
2.5 Inferring	Concluding, extrapolating, Interpolating, predicting	Drawing a logical conclusion from presented information (e.g., In learning a foreign language, infer grammatical principles from examples).

2.6 Comparing	Contrasting, mapping, and matching.	Detecting correspondences between two ideas, objects, and the like (e.g., compare historical events to contemporary situations).
2.7 Explaining	Constructing Models	Constructing a cause-and-effect model of a system (e.g., explain the cause of important 18th century events in France)
3. Apply – Carry out or use a procedure in a given situation		
3.1 Executing	Carrying out	Applying a procedure to a familiar task (e.g., Divide one whole number by another whole number, both with multiple digits).
3.2 Implementing	Using	Applying a procedure to an unfamiliar task (e.g., use newton's second law in situations in which it is appropriate).
4. Analyze – Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose		
4.1 Differentiating	Discriminating, distinguishing, focusing and selecting.	Distinguishing relevant from irrelevant parts or important from unimportant parts of presented material (e.g., distinguish between relevant and irrelevant numbers in a mathematical word problem).
4.2 Organizing	Finding, coherence, integrating, outlining, parsing, structuring	Determining how elements fit or function within a structure (e.g., structure evidence in a historical description into evidence for an against a particular historical explanation).
4.3 Attributing	Deconstructing	Determine a point of view, bias, values, or intent underlying presented material (e.g., determine the point of view of the author of an essay in terms of his or her political

		perspective).
5. Evaluate – Make judgments based on criteria and standards		
5.1 Checking	Coordinating, detecting, monitoring, testing	Detecting inconsistencies or fallacies within a process or product has internal consistency; detecting the effectiveness of a procedure as it is being implemented (e.g., determine if a scientist's conclusions follow from observed data).
5.2 Critiquing	Judging	Detecting inconsistencies between a product and external criteria, determining whether a product has external consistency; detecting the appropriateness of a procedure for a given problem (e.g., judge which of two methods is the best way to solve a given problem).
6. Create – Put elements together to form a coherent or functional whole; recognize elements into a new pattern or structure		
6.1 Generating	Hypothesizing	Coming up with alternative hypothesis based on criteria (e.g., generate hypotheses to account for an observed phenomenon).
6.2 Planning	Designing	Devising a procedure for accomplishing some task (e.g., plan a research paper on a given historical topic).
6.3 Producing	Constructing	Inventing a product (e.g., build habitats for a specific purpose).

Taken from: Anderson, Lorin W. Krathwohl, David R. Airasian, Peter W. et al. 2001. *A Taxonomy for Learning, Teaching, and Assessing: A Revision on Bloom's Taxonomy of Educational Objectives*. London: Longman Group Ltd.

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

Table 2.4 The Cognitive Domain Action Verbs

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

d. Psychomotor Domain

According to Anderson and Simpson as cited in Sitepu (2012, p. 96), psychomotor domain relates to the learner's skill, includes physical movement, coordination, and the use of motoric creativity. There are six levels of psychomotor domain: Perception, set, guided response, mechanism, complex overt response, adaptation, and origination. In my view, Psychomotor Domain deals with manual or physical skills. It is the "doing" domain. The following table shows the further explanation of psychomotor domain:

Table 2.5 Psychomotor Domain

Psychomotor Domain				
Level	Category or 'level'	Description	Examples of activity or demonstration and evidence to be measured	Action verbs Which describe the activity to be trained or measured at each level
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. Mental, physical or emotional preparation before experience or task	chooses, describes, detects, differentiates, distinguishes, feels, hears, identifies, isolates, notices, observe, recognizes, relates, see, selects, separates, touches,
2	Set	Readiness, a learner's readiness	Examples: Knows and acts upon a sequence of steps in	arranges, begins, displays,

		<p>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>a manufacturing process. Recognize one's abilities and limitations. Shows desire to learn a new process (motivation). NOTE: This subdivision of Psychomotor is closely related with the "Responding to phenomena" subdivision of the Affective.</p> <p>“By the end of the physical education program, students will be able to demonstrate the proper stance for batting a ball.”</p>	<p>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.</p> <p>Basic proficiency, the ability to perform a complex motor skill.</p>	<p>Imitate or follow instruction, trial and error.</p> <p>Examples: Performs a mathematical equation as demonstrated. Follows instructions to build a model. Responds hand signals of instructor while learning to operate a forklift.</p> <p>“By the end of the physical education program, students</p>	<p>assembles, builds, calibrates, constructs, copies, dismantles, displays, dissects, fastens, fixes, follows, grinds, heats, imitates,</p> <p>manipulates, measures, mends, mixes, reacts, reproduces, responds sketches, traces,</p>

			will be able to perform a golf swing as demonstrated by the instructor.”	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 coordinated	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 program, students will be able to demonstrate proper use of	assembles, builds, calibrates, constructs, coordinates, demonstrates, dismantles, displays, dissects, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches. NOTE: The key words are the same as Mechanism, but will have

		<p>performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance. For example, players are often utter sounds of satisfaction or expletives as soon as they hit a tennis ball or throw a football, because they can tell by the feel of the act what the result will produce.</p>	<p>woodworking tools to high school students.”</p>	<p>adverbs or adjectives that indicate that the performance is quicker, better, more accurate, etc.</p>
6	Adaptation	<p>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.</p>	<p>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</p>	<p>Adapts, adjusts, alters, changes, integrates, rearranges, reorganizes, revises, solves, varies.</p>

			<p>damaged and there is no danger in performing the new task).</p> <p>“By the end of the industrial education program, students will be able to adapt their lessons on woodworking skills for disabled students.”</p>	
7	Origination	<p>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.</p>	<p>Develop and execute new integrated responses and activities</p> <p>Examples: Constructs a new theory. Develops a new and comprehensive training programming. Creates a new gymnastic routine.</p>	<p>arranges, builds, combines, composes, constructs, creates, designs, formulates, initiate, makes, modifies, originates, redesigns, troubleshoots.</p>

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

A. Framework of the Present Study

This is a diagram of framework of the present study:

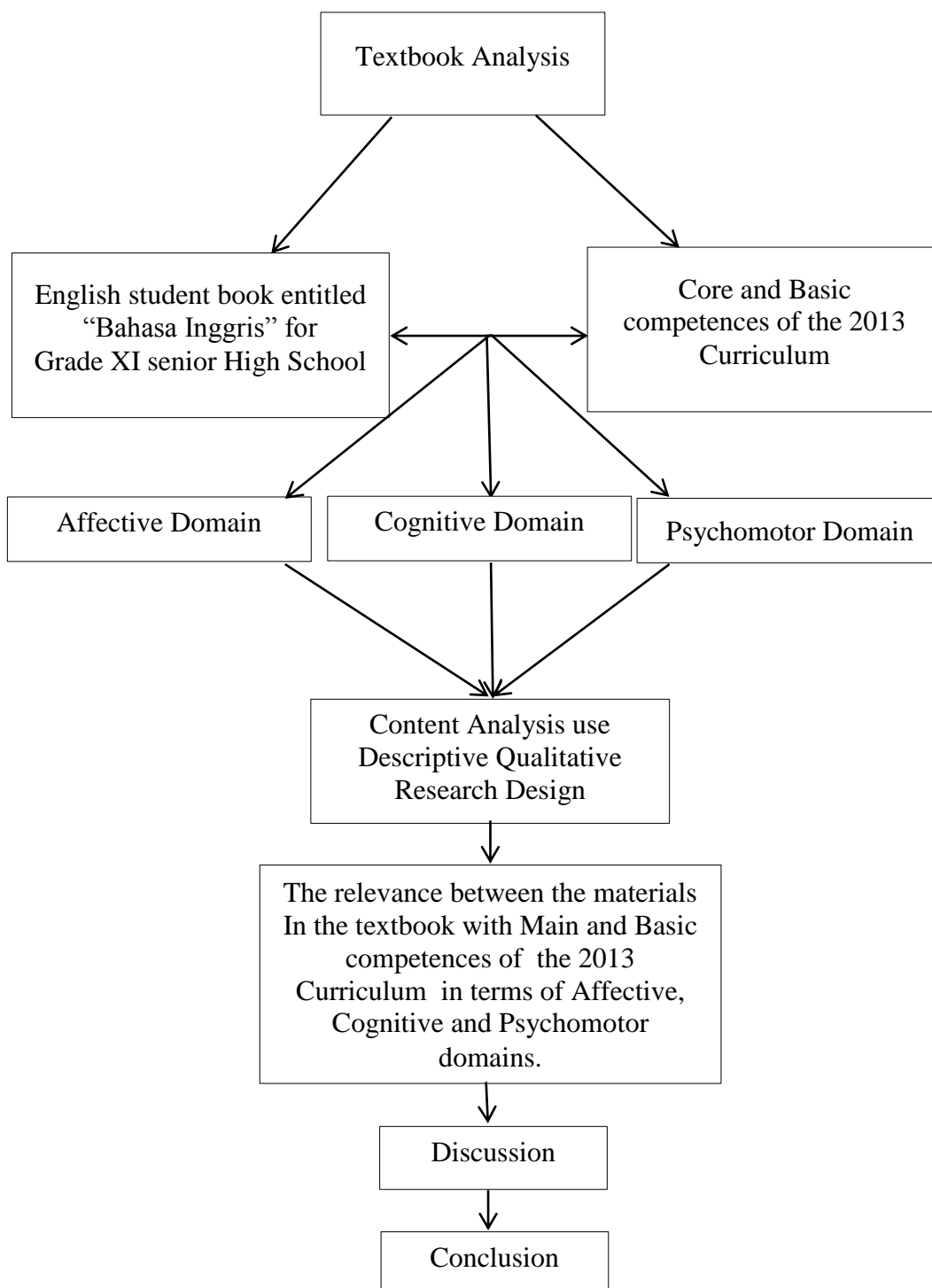


Figure 2.2 Framework of the Study

CHAPTER III

RESEARCH METHODS

This chapter presents a description of research methods. It contains several parts. They are research design, subject of the study, object of the study, research instrument, data collection procedures, and data analysis procedures.

A. Research Design

Since this study deals with analysis of the content of the textbook especially in the form of document book, the researcher was implemented descriptive qualitative content analysis as her research design. As stated by Moleong as cited in Setiawati (2015, p. 40), 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., holistically, in descriptive way in forms of words and languages, in natural and specific context use various natural method.

This study was conducted by using content analysis because the data that were collected came from the textbooks. Content analysis focuses on analyzing and interpreting recorded material to learn about human behavior (Ary, Jacobs, & Sorensen, 2010, p. 29). The material may be public records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents.

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 researcher used book as her subject of study and did the analysis with break down the materials in the book into three categories, Affective, Cognitive and Psychomotor domains and examine them with relational analysis to Core and Basic competences of the 2013 curriculum.

B. Subject of the Study

The subject of this study was English student book for eleven graders of Senior High School entitled "*Bahasa Inggris*" which was published by Ministry of Education and Culture Indonesia in 2014. The writers of this book are the book writer team from Ministry of Education and Culture of Indonesia. This book is written based on the 2013 curriculum. The textbook consist of 5 chapters and 116 pages. The materials of each unit are organized into 5 parts based on the Scientific Approach; (1) Observing (2) Questioning, (3) Collecting Information, (4) Associating, (5) Communicating. The researcher focused on just one book and all of the activities in the textbook in the scope of first semester.

C. Object of the Study

The object of this study was the relevance of the materials in English student book for eleven graders of Senior High School entitled “*Bahasa Inggris*” which is published by Ministry of Education and Culture Indonesia in 2014 and core and basic competences in terms of affective, cognitive and psychomotor domains.

D. Research Instrument

There are several instruments which are needed to collect the data. According to Ary (2010, p.421), the primary instrument used for collecting the data in qualitative research is the researcher him- or herself, often collecting the data through direct observation or interviews.

Checklist has been selected as the main instrument of the study because it offers the most economical and reliable means of reaching a decision concerning the relative suitability of the textbook under scope. There are three kinds of checklist that will be applied to answer the research questions. First, the checklist was used to analyze the relevance of the materials with the affective aspects which are contained in the 2013 English Basic Competence. Second the checklist was used to analyze the relevance of the materials with the cognitive aspects which are contained in the 2013 English Basic Competence. Third, the checklist was used to analyze the relevance of the materials with the psychomotor aspects which are contained in the 2013 English Basic Competence. To give the

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

- a. Category “**Poor**” will be given if the relevance of the materials (concepts, principles, procedures, examples, and exercises) in the textbook based on the basic competence in curriculum 2013 achieve the range of fulfillment score 0-25%.
- b. Category “**Sufficient**” will be given if the relevance of the materials (concepts, principles, procedures, examples, and exercises) in the textbook based on the basic competence in curriculum 2013 achieved the range of fulfillment score 26-50%.
- c. Category “**Fair**” will be given if the relevance of the materials (concepts, principles, procedures, examples, and exercises) in the textbook based on the basic competence in curriculum 2013 achieve the range of fulfillment score 51-75%.
- d. Category “**Good**” will be given if the relevance of the materials (concepts, principles, procedures, examples, and exercises) in the textbook based on the basic competence in curriculum 2013 achieved the range of fulfillment score 76-100%.

The conformity of the relevance of the result of data will give to the textbook. The total indicator has been met the total number of category. Then, it was multiplied by 100% to achieve the sum points.

E. Data Collection Procedures

There are two techniques for collecting the data in this research, Observation and Document Review.

1. Observation

Nasution as cited in Sugiyono (2013, p. 310) said that, observation is a foundation for all science. The scientist only can work according the data, that is a fact about the real life which got by observation. That data collected and often helped by various high technology tools, so the tiny things like proton and electron or very far things like those in the outer space can be observed clearly.

Observation is a complex process, a process that arranged from various biological and psychological processes. Two of them which are the most important are observation and remembrance processes (Sutrisno Hadi as cited in Sugiyono, 2010, p. 203).

The data from this study were collected through several steps of observation. First, the researcher read and observed the content of the textbook thoroughly. Second, the researcher compared the content of the textbook with the 2013 Curriculum in terms of affective domain.

Third, the researcher compared the content of the textbook with the 2013 Curriculum in terms of cognitive domain. Fourth, the researcher compared the content of the textbook with the Curriculum 2013 in terms of psychomotor domain. The researcher used the tables of observation checklist as the observation instrument, this table modified from *Instrumen Penilaian Buku Teks Pelajaran Bahasa Inggris Tahun 2014 BSNP*. As stated by Cunnings as cited in Alavinia and Siyadat (2013, p. 154), one of the research instruments in content analysis is checklist. There are three kinds of observation checklist.

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

The second is observation checklist to observe the relevance between the materials in the book and the cognitive aspect in basic

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

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

2. Document Review

Document is a note about past event or phenomenon. Document can be form of writing, picture, or monumental works of someone. The examples of written document are daily note, life histories, story, biography, rules, and regulation. The examples of picture document are photo, life picture, sketch, etc. document in form of works for example arts which can be in form of picture, statue, movie, etc. Document review is a complement for the use of observation and interview method in qualitative research (Sugiyono, 2013, p. 329).

In this study, the researcher reviewed the document in form of writing like book, articles, journals, and regulation about the 2013 curriculum.

So, data collecting procedure for the first, the researcher was determined the textbook which is going to be analyzed. Second, the researcher was read and observed the materials of the textbook carefully. Third, the researcher compared the materials in the textbook with the 2013 English Core and basic Competences using checklist in order to know the relevance between the materials on the textbook to the 2013 English Core and basic Competences. The last, the researcher was collected the data then analyze them.

F. Data Analysis Procedures

The data of this study are the materials presented in the textbook entitled “*Bahasa Inggris*” published by Ministry of Education and Culture Indonesia for Eleventh Grades of Senior High School, Bogdan in Sugiyono (2013, p. 334) said, “Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others”. In this research the process of analyzing data use those steps:

1. Classifying the materials in the textbooks into the basic competence two as affective domain, basic competence three as the cognitive domain and basic competence four as the psychomotor domain.
2. Collecting the data from the data source and entered the data to the checklist table to make comparison between the materials on the textbooks and the materials required in the 2013 Curriculum.
3. Identifying the differences and similarities between the materials in the textbook with those are suggested by Core and Basic Competence of the 2013 curriculum and the Affective, Cognitive and Psychomotor domains of learning.
4. Evaluating the materials in the textbook to find out its relevancy with the Core and Basic Competences of the 2013 curriculum.
5. The indicator using based on the 2013 curriculum.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presented the data presentation, research findings and discussion. This section covers discussion of data finding toward to the analysis of Student English Textbook entitled “*Bahasa Inggris*” published by Ministry of Education and Culture Indonesia.

A. Data Presentation

This study was aimed at describing: (1) To describe the relevance between the materials in the student book entitled “*Bahasa Inggris*” for grade XI Senior High School and the Core and Basic Competences in the Curriculum 2013 in term of Affective domain. (2) To describe the relevance between the materials in the student book entitled “*Bahasa Inggris*” for grade XI Senior High School and the Core and Basic Competences in Curriculum 2013 in term of Cognitive domain. (3) To describe the relevance between the materials in the student book entitled “*Bahasa Inggris*” for grade XI Senior High School and the Core and Basic Competences in Curriculum 2013 in term of Psychomotor domain.

To answer the research problem, the researcher analyzed the relevance of textbook materials with affective, cognitive, and psychomotor domains, the researcher concerned on the basic competence two, three and four. The researcher used Bloom’s Taxonomy as her comparison tool. The researcher compared the instruction of each material in the book with the Bloom’s

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

Before that, the researcher analyzed the relevance between the materials in the textbook with the affective, cognitive and psychomotor domains, the researcher divided the materials in the book according to the chapters and the basic competence two, three and four. Here, the presentation of the data in the textbook which has been analyzed:

1. Chapter 1

Chapter 1 of this book is entitled "Can greed ever be satisfied?" This chapter is found on page 2 until page 25. This chapter has six materials to be learnt by the students. The first material is read a folklore, the second material is learn how to suggest, the third material is learn how to offer, the fourth material is have a discussion, the fifth material is write a folklore and the sixth material is create a post card and poster. After that, the researcher analyzed the materials, she decided that the materials written in this chapter are suitable with the basic competence 2.1, 2.2, 2.3, 3.1 and 4.1. According to the curriculum

2013 English lesson syllabus for eleventh graders of Senior High School, basic competence 2.1 is about shows polite behavior and care in carrying out the interpersonal communication with teachers and friends, 2.2 Shows honest behavior, discipline, confidence, and responsibility for implementing a transactional communications with teachers and friends, 2.3 Behave responsibility, caring, cooperation, and peaceful, in implementing functional communication, basic competence 3.1 analyze social function, the structure of the text, and linguistic elements in the expression giving suggestion and offering, as well as the response, according to the context of use, while basic competence 4.1 arrange spoken and written texts to express, inquire, and respond to expressions give suggestion and offer, with due regard to the social function, the structure of the text, and correct linguistic elements and in context.

2. Chapter 2

Chapter 2 of this book is entitled “Bullying: A cancer that must be eradicated” This chapter is found on page 26 until page 47. This chapter has six materials to be learnt by the students. The first material is read an opinion article, the second material is discussing bullying, the third material is learn how to express opinions, the fourth material is give opinions on social issue, write an opinions on social issue and the sixth material is create a poster. After that, the researcher analyzed the materials, she decided that the materials written in this chapter are suitable with the basic competence 2.1, 2.2, 2.3, 3.2 and 4.2. According to the curriculum 2013 English lesson syllabus for eleven graders of Senior High School, basic competence 2.1 is about shows polite

behavior and care in carrying out the interpersonal communication with teachers and friends, 2.2 Shows honest behavior, discipline, confidence, and responsibility for implementing a transactional communications with teachers and friends, 2.3 Behave responsibility, caring, cooperation, and peaceful, in implementing functional communication, basic competence 3.2 Analyze social function, the structure of the text, and linguistic elements to express and ask about opinions and thoughts, according to the context of use, while basic competence 4.2 Arrange spoken and written texts to express and respond to an expression of opinion and mind, with attention to social functions, the structure of the text, and correct linguistic elements and in context.

3. Chapter 3

Chapter 3 of this book is entitled “Hopes and Dreams” This chapter is found on page 48 until page 67. This chapter has six materials to be learnt by the students. The first material is read a speech, the second material is have a discussion, the third material is learn how to express hopes, the fourth material is learn how to congratulate, the fifth material is write hopes and dreams and the six material is create a poster. After that, the researcher analyzed the materials, she decided that the materials written in this chapter are suitable with the basic competence 2.1, 2.2, 2.3, 3.3 and 4.3. According to the curriculum 2013 English lesson syllabus for eleven graders of Senior High School, basic competence 2.1 is about shows polite behavior and care in carrying out the interpersonal communication with teachers and friends, 2.2 Shows honest behavior, discipline, confidence, and responsibility for implementing a

transactional communications with teachers and friends, 2.3 Behave responsibility, caring, cooperation, and peaceful, in implementing functional communication, basic competence 3.3 Analyze social function, the structure of the text, and linguistic elements in the expression of hope and a prayer winged (extended), as well as the response, according to the context of use, while basic competence 4.3 Arrange spoken and written text to recite and respond to expression of extended wishes and prayers, taking into account the correct and contextual function of the social, textual structure, and linguistic elements.

4. Chapter 4

Chapter 4 of this book is entitled “Vanity, what is thy price?” This chapter is found on page 68 until page 89. This chapter has six materials to be learnt by the students. The first material is read a play, the second material is have discussion, the third material is learn how to write a formal invitation, the fourth material is write a formal invitations and the six material is create a diorama. After that, the researcher analyzed the materials, she decided that the materials written in this chapter are suitable with the basic competence 2.1, 2.2, 2.3, 3.4 and 4.4, 4.5, 4.6. According to the curriculum 2013 English lesson syllabus for eleven graders of Senior High School, basic competence 2.1 is about shows polite behavior and care in carrying out the interpersonal communication with teachers and friends, 2.2 Shows honest behavior, discipline, confidence, and responsibility for implementing a transactional communications with teachers and friends, 2.3 Behave responsibility, caring, cooperation, and peaceful, in implementing functional communication, basic

competence 3.4 Analyze social function, the structure of the text, and linguistic elements from the text of the official invitation, according to the context of use, while basic competence 4.4 Capturing text meaning an formal invitation, 4.5 Editing an formal invitation by observing the social function, the structure of the text, and correct linguistic elements and in context , 4.6 Arrange formal invitation stationery text, taking into account the social function, the structure of the text, and correct linguistic elements and in context.

5. Chapter 5

Chapter 5 of this book is entitled “Benefit of doubt” This chapter is found on page 90 until page 110. This chapter has five materials to be learnt by the students. The first material is read a short story, the second material is learn to write a personal letter, the third material is write a letter, the fourth material is create a skit and the sixth material is illustrate a scene from the story. After that, the researcher analyzed the materials, she decided that the materials written in this chapter are suitable with the basic competence 2.1, 2.2, 2.3, 3.5 and 4.7, 4.8. According to the curriculum 2013 English lesson syllabus for eleventh graders of Senior High School, basic competence 2.1 is about shows polite behavior and care in carrying out the interpersonal communication with teachers and friends, 2.2 Shows honest behavior, discipline, confidence, and responsibility for implementing a transactional communications with teachers and friends, 2.3 Behave responsibility, caring, cooperation, and peaceful, in implementing functional communication, basic competence 3.5 Analyzing the social function, the structure of the text, and linguistic elements from the text

of the letter private, according to the context of use, while basic competence 4.7 Capturing the meaning of the text personal letter, 4.8 Arrange a personal letter text, taking into account the social function, the structure of the text, and correct linguistic elements and in context.

Based on the result above, it can be illustrated:

Table 4.1 Data Presentation of Student English Book "Bahasa Inggris" for Grade XI Senior High School

No.	Chapter	Title	Basic Competence	Materials	Pages
1.	I	Can greed ever be satisfied?	2.1, 2.2, 2.3, 3.1, and 4.1	<ul style="list-style-type: none"> • Read a folklore • Learn how to suggest • Learn how to offer • Have a discussion • Write a folklore • Create a post card and poster 	2-25
2.	II	Bullying: A cancer that must be eradicated	2.1, 2.2, 2.3, 3.2, and 4.2	<ul style="list-style-type: none"> • Read an opinion article. • Discuss bullying • Learn how to express opinions • Give opinions on social issues • Write an opinion on a social issue • Create a poster 	26-47

3.	III	Hopes and Dreams	2.1, 2.2, 2.3, 3.3, and 4.3	<ul style="list-style-type: none"> • Read a speech • Have a discussion • Learn how to express hopes • Learn to congratulate • Write hope and dreams • Create a poster 	48-67
4.	IV	Vanity, what is thy price?	2.1, 2.2, 2.3, 3.4 and 4.4, 4.5, and 4.6	<ul style="list-style-type: none"> • Read a play • Have a discussion • Learn how to write a formal invitation • Learn how to accept and decline invitations • Write formal invitations • Create a diorama 	68-89
5.	V	Benefit of doubt	2.1, 2.2, 2.3, 3.5, 4.7, and 4.8	<ul style="list-style-type: none"> • Read a short story • Learn to write a personal letter • Write a letter • Create a skit • Illustrate a scene from the story 	90-110

B. Research Findings

After that, the researcher divided the materials in the book by the chapters and basic competences. Then she analyzed the relevance of the materials with the affective, cognitive and psychomotor domain. This is the result of my analysis:

1. The Relevance of the materials with the Affective Domain

In order to find out the relevance between the materials written in the book with the affective domain, the researcher used the observation checklist as her research instrument. She made an observation checklist of basic competence two compared with the action verbs mentioned in the Bloom's Taxonomy affective domain of learning which is stated in Anderson. The observation checklist is a table consisted of two columns. The first column is the Basic Competence two of Curriculum 2013. This column is split into two columns which contain basic competence, and materials according to the syllabus. Second column is the materials written in textbook entitled "*Bahasa Inggris*". This column is split into three columns consist of the example of materials which are suitable with the materials in the basic competence two, the page where the materials are written, and checklist of the relevance between the materials and the basic competence.

Here is the result of the analysis:

Table 4.2 Research Data of Affective Domain for the Relevant Materials from one until five chapters.

Basic Competence two (Affective Domain)	<i>Bahasa Inggris</i>				
Basic Competence	Page	Example of Materials	The Relevance with Basic Competence		
			Relevant	Partly Relevant	Irrelevant
2.1 Shows the polite behavior and care in carrying out the interpersonal communication with teachers and friends.	7, 31, 53, 91, 96	<p>The fisherman's wife didn't appreciate what she had. She was never grateful for what God had given her. As time passed her greed surpassed all the limits. Instead of being greedy we should be content. The first step in achieving contentment is to be thankful or grateful. It is extremely important to be thankful to others and especially to God Almighty. What are the things you are grateful for? Take a moment to write them down and share your thoughts with your teacher and classmates.</p> <p>I am grateful to GOD for</p> <ol style="list-style-type: none"> 1. Giving me the chance to learn English Language. 2. ----- 	✓		

		3. ----- 4. ----- 5. ----- 6. ----- 7. ----- 8. -----			
2.2 Shows the behavior of an honest, disciplined, confident, and responsible in implementing transactional communications with teachers and friends.	2, 25, 27, 47, 49, 67, 69, 76, 89, 110	If you get three wishes from a magical creature, what will you wish for? Write down your wishes in the space given below and share with your teacher and classmate.	✓		
2.3 show behavior responsibility, caring, cooperation, and peaceful, in implementing functional communication.	15, 39, 58, 84, 109	Respond to suggestion and offers given below. Can I help you? Why don't you join us for lunch? Shall I bring a book to read? Let's all eat together?	✓		

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

Table 4.3 The Conformity of Textbook Materials to the Basic Competence Two (Affective Domain)

The Relevant	The Basic Competence Two
Relevant	Basic Competence 2.1, 2.2, 2.3.
Partly Relevant	-
Irrelevant	-

According to the table above, it can be seen that there all the materials are relevant with the basic competence two. The materials are be able to fulfill purpose of the topic, shows the polite behavior and care in carrying out the interpersonal communication with teachers and friends, shows the behavior of an honest, disciplined, confident, and responsible in implementing transactional communications with teachers and friends, and show behavior responsibility, caring, cooperation, and peaceful, in implementing functional communication.

There are 15 materials are relevant with the basic competence two, there are 2.1, 2.2, 2.3 in every chapters which has 5 chapters.

The 2.1 basic competence is shows the polite behavior and care in carrying out the interpersonal communication with teachers and friends. According to the syllabus of English lesson for eleventh graders of Senior

High School written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*. The materials stated in the book page 7, 31, 53, 91, and 96 are clearly complete those requirements. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Affective Domain stated by Anderson et. al. (2001, p. 67). In this book, the writer used verb "appreciate" which the same action verb in affective domain and this verb in the category "value". So, the researcher concluded that those materials are relevant with the 2.1 basic competences.

The 2.2 basic competence was about shows the behavior of an honest, disciplined, confident, and responsible in implementing transactional communications with teachers and friends. After that, the researcher analyzed the materials, those which are stated in the book page 2, 25, 27, 47, 49, 67, 69, 76, 89, and 110 are matched with materials stated in the 2.2 basic competences. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Affective Domain. The writer used verb "wishes" which has close meaning with "help" in this context and this verb in the category "respond". According to those reasons stated, the researcher concluded that the materials written in the book are relevant with the 2.2 basic competences.

The 2.3 basic competence is show behavior responsibility, caring, cooperation, and peaceful, in implementing functional communication. The

materials stated in the book page 15, 39, 58, 84, and 109 are clearly complete those requirements. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Affective Domain. In this book, the writer used verb "respond", which in this context as a category in affective domain. Based on those facts, the researcher concluded that those materials are relevant with the 2.3 basic competences.

According to those data above, the researcher concluded that the textbook is categorized "**Good**" and relevant with the Affective domain and able to fulfill the purposes of the topic, shows the polite behavior and care in carrying out the interpersonal communication with teachers and friends, shows the behavior of an honest, disciplined, confident, and responsible in implementing transactional communications with teachers and friends, and show behavior responsibility, caring, cooperation, and peaceful, in implementing functional communication, which are intended to be achieve by the students.

2. The Relevance of the materials with the Cognitive Domain

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

competence three with the action verbs mentioned in the Bloom's Taxonomy cognitive domain of learning which is stated by Anderson and Simpson in Sitepu (2012, p. 96). The observation checklist used by the researcher also consisted of two columns, same as the one for the affective domain analysis. The first column contained basic competence 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 with the materials with the basic competence.

Here is the result of the analysis:

Table 4.4 Research Data of Cognitive Domain for the Relevant Materials

Basic Competence Three (Cognitive Domain)		<i>Bahasa Inggris</i>				
Basic Competence Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	The Relevance with Basic Competence		
				Relevant	Partly Relevant	Irrelevant
3.1 Analyze the social function, text structure, and language elements of the phrase giving suggestions and offers, as well as responses, according to the context of its use.	3.1.1 Spoken and written text for giving suggestions in terms of expression and responses.	6, 14, 16, 20, 21	<p>1. Spoken Text: Read the question carefully. Note down your opinions and reactions to the questions. During the discussion with your teacher and classmates offer your personal reaction and understanding of the text.</p> <p>Did the fisherman like asking the fish for wishes? How did he feel about it? Do you think he could have done something else instead of going back to the fish again and again?</p>	✓	-	-

			<p>2. Written Text: Find example of suggestions and offers in the story “<i>The Enchanted Fish</i>”</p> <p>1.----- 2.-----</p>			
	3.1.2 Spoken and written text for giving offers in terms of expression and responses.	13, 14, 16, 20, 21	<p>1. Spoken Text: Choose the best option for each sentence given below:</p> <p>Hey Siti,_____go star gazing tonight.</p> <p>are you how about shall them would you like to</p> <p>2. Written Text: Folklore is a literary genre, which can be classified as fairy tales, legends, and stories usually with morals.</p>	✓	-	-

			Take a moment and try to remember folklore that has some suggestion and offers in it. Write this folklore and share it with your classmates and teachers.			
3.2 Analyzing social functions, text structures, and linguistic elements in expressions express opinions and thoughts, according to the context of their use.	3.2.1 Spoken and written text for stating and asking opinions and thoughts	30, 37, 40, 43, 46	<p>1. Spoken Text: Read the question carefully. Note down your opinions and reactions to the questions. During the discussion with your teacher and classmates offer your personal reaction and understanding of the text.</p> <p>Do you think bullying is a serious issue in your school? Give reason to support your opinion.</p> <p>2. Written Text:</p>	✓	-	-

			At home, ask your parents' or grandparents' opinion on the most prevalent issue in the media. Write it English and share it with your classmates and teacher.			
3.3 Analyze social function, the structure of the text, and linguistic elements in the expression of hope and a prayer winged (extended), as well as the response, according to the context of use.	3.3.1 Spoken and written text for expressing hopes in terms of expression and responses.	52, 57, 62, 64, 66	1. Spoken Text: Read the question carefully. Note down your opinions and reactions to the questions. During the discussion with your teacher and classmates offer your personal reaction and understanding of the text. What are your hopes and dreams for the world and especially for your country? Describe.	✓	-	-

			<p>2. Written Text: Everyone in life has hopes and dreams for future. You have been chosen to give a speech about your hopes and dreams in the school ceremony in the beginning/or end of the year. Write down a speech about your hopes and dreams. Use the sentence structure you learnt in building blocks. Mention what you will do to achieve or realize these hopes and dreams.</p>			
	3.3.2 Spoken and written text for expressing dreams in terms of expression and responses.	64, 66	<p>1. Spoken Text:-</p> <p>2. Written Text: At home, ask your</p>	-	✓	-

			parents or grandparent what their hopes and dreams are for you and Indonesia. Write it in English and put them in the graphic organizer given below.			
3.4 Analyze social function, the structure of the text, and linguistic elements from the text of the formal invitation, according to the context of use.	3.4.1 Written text in the form of formal invitation.	83, 86, 88	In the invitation card below, find out what is missing. <i>The board directors of Wonderful Enterprises request the pleasure of your on, the twenty seventh of December at Gedung Soekarno Jakarta.</i> Now rewrite the invitation properly in the space given below.	✓	-	-
3.5 Analyzing the social function, the structure of the text, and linguistic elements from the text of the personal	3.5.1 written text in the form of personal letter	103, 107	1. Written Text: There are several mistakes (grammatical as well as in the format of the letter) in the letter given below.	✓	-	-

letter. According to the context of use.			Highlight the mistakes and then rewrite the letter properly in the scape provided.			
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After that, the researcher broke down the materials written in the book according to the basic competence three of curriculum 2013 and find out its relevance with the cognitive domain of learning used the checklist instrument above, the researcher resumed her findings. Here, the researcher concluded the conformity of textbook materials to the basic competence three in the following table:

Table 4.5 The Conformity of Textbook Materials to the Basic Competence Three (Cognitive Domain)

The Relevant	The Basic Competence Three
Relevant	Sub-Basic Competence 3.1.1, 3.1.2, 3.2.1, 3.3.1, 3.4.1, and 3.5.1.
Partly Relevant	Sub-Basic Competence 3.3.2
Irrelevant	-

Based on the table above, it can be seen that there are some materials which are relevant and partly relevant 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, Analyze the social function, text structure, and language elements of the phrase giving suggestions and offers, as well as responses, according to the context of its use that are intended to be achieve by the students.

There are 6 materials which are relevant with the sub-basic competence three, they are: sub-basic competence 3.1.1, 3.1.2, 3.2.1, 3.3.1, 3.4.1, and 3.5.1.

The 3.1.1 sub-basic competence was spoken and written text for giving suggestions in terms of expression and responses. The materials stated in the book page 6, 14, 16, 20, and 21 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 "note down" which in this context has close meaning to the verb "list" and verb "offer" which in this context has close meaning to the verb "respond". So, the researcher concluded that those materials are relevant with the 3.1.1 sub-basic competence.

The 3.1.2 basic competence was about Spoken and written text for giving offers in terms of expression and responses. After that, the researcher analyzed the materials, those which are stated in the book page 13, 14, 16, 20, and 21 are matched with materials stated in the 3.1.2 basic competences. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain. The writer used verb "remember" which in this context as a category in cognitive domain and also close meaning with verb "recall". According to those reasons stated, the researcher concluded that the materials written in the book are relevant with the 3.2.1 sub-basic competences.

The 3.2.1 sub-basic competence was also still in the form of spoken and written text. The 3.2.1 sub-basic competence materials are about stating and asking opinions and thoughts. The materials written in the book page 30, 37, 40, 43, and 46 are fulfilled those requirements. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain. The writer used verb the author used verb "note down" which in this context has close meaning to the verb "list" and verb "offer"

which in this context has close meaning to the verb “respond”. Based on those facts, the researcher concluded that those materials are relevant with the 3.2.1 sub-basic competence.

The 3.3.1 sub-basic competence was in the form of spoken and written text which contains expressing hopes in terms of expression and responses. The materials written in page 52, 57, 62, 64, and 66 are spoken and written texts which fulfilled all of the requirements above. The instruction in those pages also used action verbs which are included in the Bloom’s Taxonomy Cognitive Domain. Here, the writer of the book used verb “note down” which in this context has close meaning to the verb “list” and verb “offer” which in this context has close meaning to the verb “respond and used verb “write” and “use”. Based on those reasons, the researcher concluded that those materials are relevant with the 3.3.1 sub-basic competence.

The 3.4.1 sub-basic competence was about written text in the form of formal invitation. The materials written in the book page 83, 86, and 88 with the instruction in those pages also used action verbs which are included in the Bloom’s Taxonomy Cognitive Domain. The writer used verb “find” which in this context has close meaning to the verb “analyze”. According to those findings, the researcher concluded that the materials written in the book are relevant with the 3.4.1 sub-basic competence.

The 3.5.1 sub-basic competence was about written text in the form of personal letter. The materials written in the book page 103 and 107 are fulfilled those requirements. The instruction in those pages also used action

verbs which are included in the Bloom's Taxonomy Cognitive Domain stated by Anderson, et. al. (2001, p. 64). The writer used verb "Highlight" which has close meaning with "underline" in this context. Based on those facts, the researcher concluded that those materials are relevant with the 3.5.1 sub-basic competence.

There is 1 material which was partly relevant with the sub-basic competence three, it is: sub-basic competence 3.32

The 3.3.2 sub-basic competence was about expressing dreams in terms of expression and responses. The material in the book which was suitable with the materials stated in the 3.3.2 sub-basic competence is just written in page 64 and 66. In this book spoken text was not available Because of this reasons, the researcher concluded that the materials written in the book are partly relevant with the 3.3.2 sub-basic competence. In this book the writer used verb "ask". In order to improve the materials in the book to become suitable with the 3.3.2 sub-basic competence, the researcher suggest the book writer to input the material about spoken text in term of cognitive domain.

According to those data above, the researcher concluded that the textbook is categorized "**Good**" and relevant with the Cognitive domain and able to fulfill the purposes of the topic, language features, and social functions of the ideal materials which are intended to be achieve by the students.

3. The Relevance of the materials with the Psychomotor Domain

The last analysis was the analysis of the relevance between the materials written in the book with the Psychomotor Domain. In this part, the researcher also used the observation checklist as her research instrument. To observe the relevance of the materials written in the book with the psychomotor domain, the researcher made an observation checklist. In this checklist, compared the instruction of each material which was included in the basic competence four with the action verbs mentioned in the Bloom's Taxonomy cognitive domain of learning which is stated by Anderson and Simpson in Sitepu (2012, p. 96). The observation checklist used by the researcher is also consisted of two columns. The first column contained basic competence 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 with the materials with the basic competence.

Here is the result of the analysis:

Table 4.6 Research Data of Psychomotor Domain for the Relevant Materials

Basic Competence Four (Psychomotor Domain)		<i>Bahasa Inggris</i>				
Basic Competence Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	The Relevance with Basic Competence		
				Relevant	Partly Relevant	Irrelevant
4.1 Compose spoken and written text to state, ask and to express and respond of suggestions and offers, by notice on social function, text structure, and language feature according to context.	4.1.1 The instruction to compose spoken and written text for stating, asking and respond in term of suggestions and offers expression.	17, 22	<p>1. Spoken Text: Complete the transactional conversations based on suggest and offer given below. The first one is done for you. At the airport This is a conversation between an airlines counter attendant and a customer:</p> <p>A: Good morning. Can I have your ticket, please? B: Here you are, Madam. A: do you have any luggage? B: Yes one suitcase. A: please place it here.</p>	✓	-	-

		<p>B: would you like a widow or an aisle seat? B: An aisle seat, please. A: Ok, sure. Is there anything else I can do for you? B: No, Thank you. A: you are welcome. Here is your boarding. Have a nice flight! B: Thank you.</p> <p>At the Hotel This conversation is between a concierge at a hotel and a customer:</p> <p>Good evening. Can I help you? Good evening. Yes, please. I would like a room for the night.</p> <p>----- ----- -----</p> <p>Thanks. Good Night.</p>			
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			<p>2. Written Text: Choose one of the following activities for your project</p> <p>With a partner, come up with ideas and suggestions to improve English environment in your school. Make a poster and put these ideas and suggestions on the poster and share it with your teacher and classmates.</p>			
4.2 Compose spoken and written texts to express and respond to expressions of opinion and thought, taking into account the social function, text structure, and linguistic elements, true and contextual.	4.2.1 The Instruction to compose spoken and written text to state, ask and respond in of opinion and thought expression	38, 39, 42, 45	<p>1. Spoken Text: Complete the following transactional conversations. Using role-play approach, reenact conversation with your classmates. Buying a new car I think we should buy a new car</p>	✓	-	-

			<p>Why? Our old car is fine functional.</p> <p>2. Written Text: With a classmate, write an opinion conversation using the expressions you have learnt in building blocks. Using the role-play approach, reenact it in front of the class.</p>			
4.3 Prepare oral and written texts to express and respond to expressions of hope and prayer, wing (extended) with respect to social functions, text structure, and linguistic elements, true and contextual.	4.3.1 The Instruction to compose spoken and written text to express hopes and dreams in term of expression.	60, 61, 63, 65	<p>1. Spoken Text: Choose one of activities given below:</p> <p>In this activity you will interview five (5) people in your school about their hopes and dreams. Fill the table given below and share it with the information you have collected. Share it with your classmates and teacher.</p>	✓	-	-

			<p>2. Written text: With your partner</p> <ol style="list-style-type: none"> 1. Write down your hopes and goals for the new academic year. 2. Write down your hopes and dreams for your country. 3. Write down your hopes and dreams for someone who is very close to you. <p>Make a poster and put your hopes and dreams on the poster and present it in your class. After that display the poster.</p>			
4.4 Catch the meaning of the Formal invitation text.	4.4.1 Exercise about Formal invitation text	88	<p>With a partner create dialogues to accept and decline invitations. Using role play approach re-enact the conversation with your classmates.</p>	-	✓	-

			<p>You can model your conversation based on example invitations given below.</p> <p>Invitation to grand opening of ABC software company</p> <p>Ariyanto: Mr. Budi I would like to invite you to the opening of my software company. Mr. Budi: when and where? Ariyanto: this Saturday at 10 a.m. Mr. Budi: I am afraid I won't be able to come. I have prior engagement.</p>			
4.5 Editing formal invitations with due regard to social functions, text structure, and linguistic elements that are true and contextual.	4.5.1 The instruction to editing a formal invitation	-	-	-	-	✓

4.6 Compose written text of official invitations, with due regard to social functions, text structures, and linguistic elements that are true and contextual.	4.6.1 The Instruction to compose written text of a formal invitation.	87	Choose one of the activities given below: - With partner, design and create a formal invitation card template.	✓	-	-
4.7 Catch the meaning of the text of personal letters.	4.7.1 The exercise about the text of personal letters.	-	-	-	-	✓
4.8 Compose the text of personal letters, taking into account the social function, text structure, and linguistic elements that are true and contextual	4.8.1 the instruction to compose a personal letter	108	Choose one of activities given below. -With a partner, create a postage stamp and a letter-writing pad. You can frame your postage stamp and display it in your class or if you want you can take it to the local post office and show it to the staff of post office. -Write a letter to your parents thanking them	✓	-	-

			for everything they have done for you.			
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After that, the researcher broke down the materials written in the book according to the basic competence four of curriculum 2013 and find out its relevance with the psychomotor domain of learning used the checklist instruments above, the researcher resumed her findings. Here, the researcher concluded the conformity of textbook materials to the basic competence four in the following table:

Table 4.7 The Conformity of Textbook Materials to the Basic Competence Four (Psychomotor Domain)

The Relevant	The Basic Competence Four
Relevant	Sub-Basic Competence 4.1.1, 4.2.1, 4.3.1, 4.6.1, and 4.8.1.
Partly Relevant	Sub-Basic Competence 4.4.1.
Irrelevant	4.5.1 and 4.7.1.

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

There are 5 materials which are relevant with the sub-basic competence four, they are: sub-basic competence 4.1.1, 4.2.1, 4.3.1, 4.6.1, and 4.8.1.

According to English lesson syllabus for eleventh graders of senior high school as stated in *Peraturan Menteri Pendidikan dan Kebudayaan*

Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah, the 4.1.1 sub-basic competence contains material in the form of The instruction to compose spoken and written text for stating, asking and respond in term of suggestions and offers expression. The material written in the book page 17 and 22 are suitable with the material stated in the 4.1.1 sub-basic competence. The instruction in that page also used action verbs which are included in the Bloom's Taxonomy Psychomotor 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 4.1.1 sub-basic competence.

The 4.2.1 sub-basic competence contains material in the form of the Instruction to compose spoken and written text to state, ask and respond in of opinion and thought expression. The material written in the book page 38, 39, 42, and 45 are 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 Psychomotor Domain. Here, the writer used verb "complete" and verb "write" which in this context means "copy". According to those findings, the researcher concluded that those materials are relevant with the 4.2.1 sub-basic competence.

The 4.3.1 sub-basic competence contains material in the form of the instruction to compose spoken and written text to express hopes and dreams in term of expression. The materials written in the book page 60, 61, 63, and

65 are suitable with the material contained in the 4.3.1 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Psychomotor Domain. Here, the writer used verb "choose", verb "write down" which in this context means "compose". Because of those reasons stated, the researcher concluded that the materials written in the book are relevant with the 4.1.3 sub-basic competence.

The 4.6.1 sub-basic competence contains the instruction to compose written text of a formal invitation. The material written in the book page 87 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 Psychomotor Domain. The writer used verb "choose" and "create". So, the researcher concluded that the materials written in the book are relevant with those stated in the 4.6.1 sub-basic competence.

The 4.8.1 sub-basic compose written text of a formal invitation, as stated in the English lesson syllabus for eleventh graders of senior high school which is written in competence contains the instruction to compose a personal letter. The material written in the book page 108 is suitable with the materials stated in the 4.8.1 sub-basic competence. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain. The writer used verb "choose", "create", and verb "write" which in this context close meaning to "copy". So, the researcher

concluded that the materials written in the book are relevant with those stated in the 4.6.1 sub-basic competence.

There is 1 material which is partly relevant with the sub-basic competence four, it is sub-basic competence 4.4.1

The 4.4.1 sub-basic competence contains materials in the form of the exercise about Formal invitation text to catch the meaning of the Formal invitation text. The materials written in the book page 88 is not suitable with the materials stated in the sub-basic competence. Because of those material in that book is informal invitation. So, because of those reasons, the researcher concluded that the materials written in the book are partly relevant with the materials stated in the 4.41 sub-basic competences.

There are 2 materials which are irrelevant with the sub-basic competence fourth, they are sub-basic competences 4.5.1 and 4.7.1

The 4.5.1 sub-basic competence contains materials in the form of the instruction to editing a formal invitation. However, there is no material in the book which is related to the topic and materials stated in the 4.5.1 sub-basic competence. So, the researcher concluded that the materials written in the book are irrelevant with those stated in the 4.5.1 sub-basic competence. In order to improve the materials in the book to become relevant with the 4.5.1 sub-basic competence, the researcher suggest the book writer add materials about instruction to editing a formal invitation and using psychomotor domain action verbs in each instruction.

The 4.7.1 sub-basic competence contains materials in the form of the exercise about the text of personal letters. However, there is no material in the book which is related to the topic and materials stated in the 4.6.1 sub-basic competence. So, the researcher concluded that the materials written in the book are irrelevant with those stated in the 4.6.1 sub-basic competence. In order to improve the materials in the book to become relevant with the 4.5.1 sub-basic competence, the researcher suggest the book writer add materials about the text of personal letters and using psychomotor domain action verbs in each instruction.

According to those data above, the researcher concluded that the textbook is categorized “**fair**” and relevant with the Psychomotor domain and able to fulfill the purposes of guiding the students to use their psychomotor ability to create something with their creativity.

To sum up the book entitled “*Bahasa Inggris*” for grade XI Senior High School and fulfilled the criteria of the 2013 curriculum it covers: affective, cognitive, and psychomotor domains. The first is affective domain that all the materials in the book are used action verb for examples; help and respond that state in this book which relevant with the basic competence in the 2013 curriculum and the researcher concluded that the textbook is categorized “**Good**”. The second, cognitive domain that almost all the materials in the book are used action verb for examples; list and remember that state in this book which are relevant with the basic competence in the 2013 curriculum and the researcher concluded that the textbook is

categorized “**Good**”. The last, psychomotor domain there some materials are relevant, partly relevant, and irrelevant in the book. The materials still not complete. So, the researcher concluded that the textbook is categorized “**Fair**”.

C. Discussion

The finding indicates that all the materials in the book are relevant with affective, cognitive and psychomotor domains, especially with the affective and cognitive domains which achieved category “**Good**”. Whereas, the psychomotor domain is quite relevant with curriculum 2013, which achieved category “**fair**” in the conformity of the relevance materials. There are more materials which relevant with the Basic Competence in Curriculum 2013 and suitable to be used in order to help the teaching learning process in the classroom.

The result of the study was also supported by researchers and some experts. They are Setiawati’s (2015), Kamila’s 2014, Fitriani’s (2013), Darrin’s (2014), and Ratnasari’s (2014). The relation of textbook and curriculum can be described as water and fish, or as the two sides of coin, two but one, one but two (Tarigan as cited in Ratnasari, 2014, p.5). It should be matched with the goal of the curriculum and be able to support curriculum and facilitate the process of teaching and learning. Bloom as cited in Poerwati and Amri (2013, p. 47), there are three domains which

should be learned by students in teaching and learning process, they are Affective, Cognitive, and Psychomotor.

Bloom as cited in O'Neill, (2010, p. 3) Affective domains, it includes concepts such as Receiving ideas; Responding to ideas, phenomena; Valuing ideas, materials; Organization of ideas, values; characterization by value set (or to act consistently in accordance with values internalized). Krathwohl's Taxonomy of the Affective Domain is a classification system of affective behaviors representing the types of "human reaction or response to the content, subject matter, problems or areas of human experience" that reveal or call attention to "feeling, tone, an emotion, or a degree of acceptance or rejection" (Krathwohl, Bloom, & Masia cited in Jaleel and Philip, 2017, p. 108).

Bloom as cited in Forehand (2011, p. 2) states the learning level of cognitive domain, they are: knowledge, comprehension, application, analysis, synthesis, and evaluation. Winecoff as cited in Setiawati (2015, p. 31) stated, the cognitive domain has six levels or categories around which learning outcomes and objectives can be developed. The levels proceed from the lowest – basic knowledge (recall of facts, events, term) to the highest – evaluation (informed judgment).

According to Anderson and Simpson as cited in Sitepu (2012, p. 96), psychomotor domain relates to the learner's skill, includes physical movement, coordination, and the use of motoric creativity. There are six levels of psychomotor domain: Perception, set, guided response, mechanism,

complex overt response, adaptation, and origination. These perspectives are based on the following two definitions. First, general, that ‘psycho-motorics’ is characterized by “the functional unity of psychological and motor processes, the close connection between the physical-motor and the mental emotional” (Zimmer cited in Zoglowek & Heksandrovich, 2008, p. 22), and second, conceptual according to which “‘psycho-motorics’ is characterized by a holistic-humanistic, development- and child-oriented form of movement education” (Kiphard cited in Zoglowek & Heksandrovich 2008, p. 18)

The result of their study showed that almost the cognitive more relevant than psychomotor. Whereas, in this study the researcher found that effective, cognitive and psychomotor almost balanced in the materials, because the material in the textbook almost complete and appropriate on the curriculum 2013 in Indonesia.

CHAPTER V

CONCLUSION AND SUGGESTION

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

A. Conclusion

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

1. In terms of the relevance, all 15 materials are relevant with the Bloom's Taxonomy Affective Domain. According to those findings, the researcher concluded that the materials in that textbook is categorized **"Good"** and relevant with the Affective domain and able to fulfill the purposes of the topic, shows the polite behavior and care in carrying out the interpersonal communication with teachers and friends, shows the behavior of an honest, disciplined, confident, and responsible in implementing transactional communications with teachers and friends, and show behavior responsibility, caring, cooperation, and peaceful, in implementing functional communication, which are intended to be achieve by the students.
2. In terms of the relevance, there are 6 materials are relevant, 1 material is partly relevant, and there are no materials irrelevant. According to those findings, the researcher concluded that the textbook is categorized

“Good” and 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.

3. In terms of the relevance, there are 5 materials which are relevant, 1 material which is partly relevant, and 2 materials which are irrelevant. According to those findings, the researcher concluded that the textbook is categorized **“fair”** and relevant with the Psychomotor domain and able to fulfill the purposes of guiding the students to use their psychomotor ability to create something with their creativity.

B. Suggestion

The researcher hopes this study will be beneficial for everyone in research, especially in book analysis. After doing the analysis, the researcher gives some suggestion for the book writer, the book user, government, and the other researchers as follows:

(1) For the book writer

The writer of this book should increase and improve the materials written in the book in terms of psychomotor domain because the materials in the book are categorized **“fair”** relevancy with the Bloom’s Taxonomy. That category shows that the book did not cover enough materials which can help the students to achieve the required English ability as the Eleventh 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 increase and develop the materials written in this book.

(2) For the book user

This book really recommended, in fact most of the materials in this book are relevancy with Bloom Taxonomy. But for making it better the researcher let the book user to find other book to complete this book.

(3) For the government

After the researcher did analysis and knowing the findings in this research, the researcher suggests the government to regularly evaluate to the implementation of curriculum 2013.

(4) For the other researchers

The researcher hopes this study will be continued by other researchers, because the researcher just did analysis on chapter 1 until 5. So, the researcher hopes there will be someone who continues on the next chapter especially on the chapters 6 until 10.

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