



CONTENT ANALYSIS OF STUDENT BOOK “WHEN ENGLISH RINGS A BELL” FOR GRADE VIII JUNIOR HIGH SCHOOL

Theresia Marini Simanjuntak¹, Popy Sinaga², Kristiani Dewi Zai³, Lola Chandra Evanty
Panggabean⁴, Erikson Saragih⁵

Teresiamrn@gmail.com1, sinagapopy@gmail.com2, kristianizai12@gmail.com3, lolachandra80@gmail.com4,

erikson.saragih@unprimdn.ac.id5

English Department, Faculty of Teacher Training and Education
Universitas Prima Indonesia, Medan

Received: 31 October 2020 Accepted: 21 November 2020

DOI: 10.24256/ideas.v8i2.1660

Abstract

The purpose of this study is to analyze the relationship between inner material student book “ When English Rings a Bell “ for grade VIII SMP with Core Competencies and Basic Cognitive Field 2013 Curricula and the realm of psychomotor learning. This research uses descriptive qualitative content analysis as a research method. Data collected from English student book “When English Rings a Bell” for eighth graders of junior high school. The school was written by the writing team of the Ministry of Education and Culture Indonesia. In this study the material in the textbook is classified based on basic competence three as cognitive domain and basic competence four as psychomotor domain. Data is extracted from the data source and entered into checklist table to make comparisons between material in textbooks and the material needed in the 2013 English syllabus for grade VIII students Junior high school.

Keywords: Content analysis; student book; 2013 curriculum

Introduction

This chapter discusses the introduction which is divided into 4 parts : background of the study, research questions, purpose of the study and the significance of the study.

.1 Background of The Study

There is no denial that learning English has become an absolute necessity in today's globalized world. For better or worse, by choice or force, English has traveled to many parts of the world and has been used to serve various purposes (Sharifian in Naji and Pishghadam, 2012: 84). According to Chang (2006), "English has been the prevailing foreign language in the curricula of educational institutions and in foreign language learning. English as an International Language (EIL) is a term used to characterize the status of English as the world's major second language and the commonest language used for international business, trade, travel, communication, and many others. Realizing the importance of English language in globalization era, 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 Peraturan Pemerintah No.32 Th. 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 and Tarigan, 1990: 66). 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 2013 curriculum are teacher and student book 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 is textbook that is published for the students. It contains materials that will be learned by the students. For Junior High School, the English textbooks entitled "When English Rings a Bell." Although this book is published by Ministry of Education and Culture of Indonesia (MECI), no one can guarantee that the materials in this book are relevant with the Core and Basic Competence in 2013 Curriculum.

According to those reasons stated, this study is aimed to analyze the student book entitled "When English Rings a Bell" based on the relevance of materials with the Core and Basic competence in 2013 curriculum.

.2 Research Questions

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

1. How is the relevance between the materials in the student book entitled "When English Rings a Bell" for grade VIII Junior High School with the Core and Basic Competence in 2013 Curriculum in terms of Cognitive domain?
2. How is the relevance between the materials in the student book entitled "When English Rings a Bell" for grade VIII Junior High School with the Core and Basic Competence in 2013 Curriculum in terms of Psychomotor domain?

.3 Purpose 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 "When English Rings a Bell" for grade VIII Junior High School with the Core and Basic Competence in 2013 Curriculum in terms of Cognitive domain.

2. To describe the relevance between the materials in the student book entitled "When English Rings a Bell" for grade VIII Junior High School with the Core and Basic Competence in 2013 Curriculum in terms of Psychomotor domain.

.4 Significance of The Study

1. 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 with the Core and Basic Competence in 2013 curriculum in terms of 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.

2. For the book user

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

3. For the government

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

4. For the other researchers

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

Method

This chapter presents a description of research methods. It contains several parts. They are research design, object of the study, role of the researcher, type of data, procedures of collecting data, and procedure of analyzing data.

- .1 Research Design

Since this study deals with analysis of the content of the textbook especially in

the form of document book, the researcher implemented descriptive qualitative content analysis as her research design. As stated by Moleong (2005), “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 research was conducted by using content analysis because the data that were collected came from the textbooks. According to Krippendorff (2004:37), “Content analysis is a research technique for making replicable and valid inferences from texts (printed matter, recorded speech, visual communications, works of art, artifacts) or other meaningful matter to the contexts of their use”.

Palmquist in Al-Ghazo and Smadi (2013:347) asserted that content analysis is a research tool focused on the actual content and internal features of media. It is used to determine the presence of certain words, concepts, themes, phrases, characters, or sentences within texts or sets of texts and to quantify this presence in an objective manner. Texts can be defined broadly as books, book chapters, essays, discussions, newspaper headlines and articles, historical documents, speeches, conversations, advertising, theatre, informal conversation, or really any occurrence of communicative language. To conduct a content analysis on a text, the text is broken down, into manageable categories on a variety of levels word, word sense, phrase, sentence, or theme and then examined using one of content analysis' basic methods: conceptual analysis or relational analysis. The results are then used to make inferences about the messages within the text(s), the writer(s), the audience, and even the culture and time of which these are a part. In this research, I used book as my research object and did the analysis by broke down the materials in the book into two categories, Cognitive and Psychomotor domains and examined them by relational analysis to Core and Basic competences of 2013 curriculum.

.2 Object of The Study

The object of this study was English student book for eight graders of Junior High School entitled “When English Rings a Bell” which is 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 12 chapters and 223 pages. The materials of each unit are organized into 4 parts based on the Scientific Approach; (1) Observing and Questioning, (2) Collecting Information, (3) Associating, (4) Communicating. The researcher focused on just one book and all of the activities in the textbook in the scope of first semester and second semester.

.3 Type of Data

The type of the data in this research is qualitative data. It concerned with describing the researcher findings. In this research, I tried to find the relevance between the materials written in the textbook entitled "When English Rings a Bell" with the Core and Basic Competence in 2013 Curriculum in terms of Cognitive and Psychomotor aspects.

.4 Procedures of Collecting Data

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

.4.1 Observation

Nasution in Sugiyono (2013: 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 in Sugiyono 2013 : 203).

The data from this study was 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 cognitive domain. Third, the researcher compared the content of the textbook with the 2013 Curriculum in terms of psychomotor domain.

The researcher used the tables of observation checklist as the observation instrument. As stated by Cunningsworth in Alavinia and Siyadat (2013: 154), one of the research instruments in content analysis is checklist. There are two kinds of observation checklist. First is observation checklist to observe the relevance between the materials in the book with 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 three columns which contain basic competence, topic, and materials according to the syllabus. Second column is the materials written in textbook entitled "When English Rings a Bell". This column is split into three columns consist of the example of materials which are suitable with the materials in the basic competence three, the page where the materials are written, and checklist of the relevance between the materials and the basic competence and topic. The second observation checklist is to observe the relevance between the

materials in the book with 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 three columns which contain basic competence, topic, and materials according to the syllabus. Second column is the materials written in textbook entitled "When English Rings a Bell". This column is split into three columns consist of the example of materials which are suitable with the materials in the basic competence four, the page where the materials are written, and checklist of the relevance between the materials and the basic competence and topic.

.4.2 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 : 329). In this research, the researcher will review the document in form of writing like book, articles, journals, and regulation about 2013 curriculum.

.5 Procedures of Analysis Data

In terms of qualitative data analysis, Bogdan in Sugiyono (2013 : 334) said, "Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others". In this research the process of analysing data use those steps :

1. Classifying the materials in the textbooks based on the 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 2013 Curriculum.
3. Identifying the differences and similarities between the materials in the textbook with those are suggested by Core and Basic Competence of 2013 curriculum and the Cognitive and Psychomotor domains of learning.

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

Results and Discussion

In this chapter, the obtained data are presented and analyzed. The data presentation is outlined in two parts. The first part is the relevance of textbook materials with the Cognitive Domain, and the second part is the relevance of textbook materials with the Psychomotor Domain.

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

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

Before I analyzed the relevance between the materials in the textbook with the cognitive and psychomotor domains, I divided the materials in the book according to the chapters and the basic competence three and four. There are 12 chapters in the textbooks, 37 sub-basic competences of basic competence three, and 39 sub-basic competences of basic competence 4. Here, I matched the materials in the book with the sub-basic competences three and four.

This is the result:

1. Chapter 1

Chapter 1 of this book is entitled “It’s English Time”. This chapter is found on page 8 until page 25. This chapter has 4 materials to be learnt by the students. The first material is asking for someone’s attention, the second material is checking for someone’s understanding, the third material is giving and asking for opinion, and the last material is showing appreciation to friends. After I analyzed the materials, I decided that the materials written in this chapter are suitable with the basic competence 3.1 and 4.1. According to the 2013 curriculum English lesson syllabus for eight graders of Junior High School, basic competence 3.1 is about text structure and language feature to implement the social function of gaining attention, checking understanding, giving compliment, and asking and giving opinion expressions and responses according to context. While basic competence 4.1 is about composing simple spoken text to express and respond gaining attention, checking understanding, and giving complement expression by notice on the right social function, text structure, and language feature according to context. The basic competence 3.1 has four sub-basic competences, sub-basic competence 3.1.1 which contains spoken text for gaining attention in terms of expressions and responses, sub-basic competence 3.1.2 which contains spoken text for checking understanding in terms of expressions and responses, sub-basic competence 3.1.3 which contains spoken text for giving compliment in terms of expressions and responses, and sub-basic competence 3.1.4 which contains spoken text for asking and giving opinion in terms of expressions and responses. While basic competence 4.1 has three sub-basic competences, sub-basic competence 4.1.1 that contains instruction to compose simple spoken text to express and respond gaining attention expression, sub-basic competence 4.1.2 that contains instruction to compose simple spoken text to express and respond checking understanding expression, and sub-basic competence 4.1.3 that contains instruction to compose simple spoken text to express and respond giving compliment expression. Then, I matched the sub-basic competences in basic competence 3.1 and 4.1 with the materials in the chapter 1, and the result are the sub-basic competence 3.1.1 and 4.1.1 are matched with the first material, that is about gaining attention expression, the sub-basic competence 3.1.2 and 4.1.2 are matched with the second material, that is about checking understanding expression, the sub-basic competence 3.1.3

and 4.1.3 are matched with the last material, that is about showing appreciation, and the sub- basic 3.1.4 is matched with the third material, that is about giving and asking opinion.

2. Chapter 2

Chapter 2 of this book is found on page 26 until 39. The title of this chapter is "Can You Play Guitar". There are two materials in this chapter, the first one is stating and asking someone's ability and the second one is stating and asking someone's willingness. After I analyzed the materials, I decided that the materials written in the book are suitable with the basic competence 3.2 and 4.2. According to the 2013 curriculum English lesson syllabus for eight graders of Junior High School, basic competence 3.2 is about text structure and language feature to implement the social function of stating and asking ability and willingness according to context. This basic competence is divided into two sub-basic competence, sub-basic competence 3.2.1 and 3.2.2. The sub-basic competence 3.2.1 is about spoken and written text for stating and asking ability use modal can, and sub-basic competence 3.2.2 is about spoken and written text for stating and asking for willingness use modal will. While basic competence 4.2 is about composing spoken and written text to state and ask for ability and willingness to do something by notice on the right social function, text structure, and language feature according to context. This basic competence is divided into two, sub-basic competence 4.2.1 that contains the instruction to compose written and spoken text for stating and asking someone's ability, and sub-basic competence 4.2.2 which is about the instruction to compose written and spoken text for stating and asking someone's willingness to do something. Then, I matched the sub-basic competences in basic competence 3.2 and 4.2 with the materials in the chapter 2, and the result are the sub-basic competence 3.2.1 and 4.2.1 are matched with the first material of chapter 2, that is about stating and asking someone's ability, and sub-basic competence 3.2.2 and 4.2.2 are matched with the second material, that is stating and asking someone's willingness.

3. Chapter 3

Chapter 3 of the book is entitled “Would You Like to Come?”. This chapter is found on page 40 until 56. There are four materials written in this chapter. The first material is about giving and responding to instructions. The second material is about giving and responding to invitation. The third material is about giving and responding to prohibition. And the fourth material is about asking for permission. After I analyzed the materials, I decided that the materials written in the book are suitable with the basic competence 3.3 and 4.3. According to the 2013 curriculum English lesson syllabus for eight graders of Junior High School, basic competence 3.3 is about text structure and language feature to implement the social function giving instruction, giving invitation, giving prohibition, asking for permission expressions and responses according to context. There are four sub-basic competences of basic competence 3.3, the first one is sub-basic competence 3.3.1 which contains spoken and written text for giving instruction in terms of expressions and responses, the second one is sub-basic competence 3.3.2 which contains spoken and written text for giving invitation in terms of expressions and responses, the third sub-basic competence is sub-basic competence 3.3.3 which contains spoken and written text for giving prohibition in terms of expressions and responses., and the last one is sub-basic competence 3.3.4 which contains 3.3.4 spoken and written text for asking and giving permission in terms of expressions and responses. While basic competence 4.3 is about compose simple spoken and written text to state, ask, and respond giving instruction, giving invitation, giving prohibition, asking for permission expression by notice on the right social function, text structure, and language feature according to context. This basic- competence is divided into four sub-basic competences, they are sub-basic competence 4.3.1 which contains instruction to compose simple written and spoken text to state, ask, and respond giving instruction expression, sub-basic competence 4.3.2 which contains instruction to compose simple written and spoken text to state, ask, and respond giving invitation expression, sub-basic competence 4.3.3 which contains instruction to compose simple written and spoken text to state, ask, and respond giving prohibition expression, and sub-basic competence 4.3.4 which contains instruction to compose simple written and spoken text to state, ask, and respond asking for permission expression. Then, I matched the sub-basic competences in basic competence 3.3 and 4.3 with the materials written in the chapter 3 of the book. The result are sub-basic competence 3.3.1 and 4.3.1 are matched with the first material in chapter 3, that is about giving and responding instruction, sub-basic competence 3.3.2 and 4.3.2 are matched with the second material that is giving and responding invitation, sub-basic competence 3.3.3 and 4.3.3 are

matched with the third material that is giving and responding prohibition, and sub-basic competence 3.3.4 and 4.3.4 are matched with the last material in chapter 3, that is asking for permission.

4. Chapter 4

Chapter 4 in this book is found on page 57 until 66. The title of this chapter is "You are Invited". There are two materials included in this chapter, the first one is making personal invitation and the second one is making a greeting card. After I analyzed the materials, I decided that the materials written in this chapter is matched with the basic competence 3.4, 4.4, 4.5. According to the 2013 curriculum English lesson syllabus for eight graders of Junior High School, the basic competence 3.4 is about text structure and language feature to implement the social function of personal invitation letter and greeting card according to context. This basic competence is divided into two sub-basic competences, the first one is sub-basic competence 3.4.1 which contains written text in terms of very short and simple personal invitation letter, and the second one is sub-basic competence 3.4.2 which contains written text in terms of very short and simple greeting card. Basic competence 4.4 contains material about understood the meaning of personal invitation letter and greeting card. This basic competence only has one sub-basic competence that is sub-basic competence 4.4.1 which contains material about the exercise about personal invitation letter and greeting card. Basic competence 4.5 is about compose written text in the form of very short and simple personal invitation letter and greeting card by notice on the right social function, text structure, and language feature according to context. This basic competence is divided into two sub-basic competences, they are sub-basic competence 4.5.1 which contains instruction to compose written text in forms of very short and simple personal invitation letter and sub-basic competence 4.5.2 which contains instruction to compose written text in forms of very short and simple greeting card. Then, I matched the sub-basic competences in basic competence 3.4, 4.4, and 4.5 with the materials written in the chapter 4 of the book. The result are sub-basic competence 3.4.1, 4.4.1, and 4.5.1 are matched with the first material of chapter 4, that is making a personal invitation, and sub-basic competence 3.4.2, 4.4.1, and 4.5.2 are matched with the second material of chapter 4, that is making a greeting card.

5. Chapter 5

Chapter 5 of this textbook is entitled “My Uncle is a Zookeeper”. This chapter is found on page 67 until 85. In this chapter, the students will learn to communicate states and events that happen routinely or as general truths in order to appreciate the nature, show their pride of something, and give good and bad sample. This chapter also covers materials about the presence of people, animal, and things. After I analyzed the materials, I decided that the materials in this chapter are suitable with basic competence 3.5, 3.6, 4.6, and 4.7. According to the 2013 curriculum English lesson syllabus for eight graders of Junior High School, basic competence 3.5 is about text structure and language feature to implement the social function stating and asking the presence of people, things, and animal in uncountable amount according to context, basic competence 3.6 is about text structure and language feature to implement the social function of stating and asking routine activity or general truth according to context, basic competence 4.6 is about compose spoken and written text to state and ask about the presence of people, things, and animal in uncountable amount by notice on the right social function, text structure, and language feature according to context, and basic competence 4.7 is about compose spoken and written text to state and ask for routine events or general truth by notice on the right social function, text structure, and language feature according to context.

6. Chapter 6

Chapter 6 of this book is found on page 86 until 107. The title of this chapter is “What are You Doing?”. This chapter covers three materials, the first one is about events in progress right now, the second one is about cause and effect relation, and the last one is about contrary relation. After I analyzed the materials, I decided that the materials in this chapter are suitable with basic competence 3.7, 3.8, 4.8, and 4.9. According to the 2013 curriculum English lesson syllabus for eight graders of Junior High School, the basic competence 3.7 is about text structure and language feature to implement the social function of stating and asking event that happens right now according to context, basic competence 3.8 is about text structure and language feature to implement the social function of stating and asking cause and effect relation and contrary relation according to context, basic competence 4.8 is about composing spoken and written text to state and ask about event that happens right now by notice on the right social function, text structure, and

language feature according to context, and basic competence 4.9 is about composing spoken and written text to state and ask about cause and effect relation and contrary relation by notice on the right social function, text structure, and language feature according to context. Basic competence 3.7 is divided into two sub-basic competence, sub-basic competence 3.7.1 which contains spoken text to state and ask something that happens right now, and sub-basic competence 3.7.2 which contains material about written text to ask and state something that happens right now. Basic competence 3.8 is divided into two, sub-basic competence 3.8.1 which contains spoken and written text for stating and asking cause and effect relation, and sub-basic competence 3.8.2 which contains spoken and written text for stating and asking contrary relation. Basic competence 4.8 has only one sub-basic competence, sub-basic competence 4.8.1 which contains instruction to compose spoken and written text to state and ask for event that happens right now. While basic competence 4.9 is divided into two sub-basic competences, they are sub- basic competence 4.9.1 which contains instruction to compose spoken and written text to state and ask about cause and effect relation, and sub-basic competence 4.9.1 which contains instruction to compose spoken and written text to state and ask about contrary relation. Then, I matched sub-basic competences in basic competence 3.7, 3.8, 4.8, and 4.9 with the materials written in chapter 6, and the result is sub basic competence 3.7.1, 3.7.2, and 4.8.1 are matched with the first material of chapter 6, that is events in progress right now, sub basic competence 3.8.1 and 4.9.1 are matched with the second material in this chapter, that is cause and effect relation, and sub-basic competence 3.8.2 and 4.9.2 are matched with the third material that is contrary relation.

7. Chapter 7

Chapter 7 of this book is entitled "Bigger is not always better". This chapter is found on page 108 until 131. In this chapter, the students will learn about three materials, the first one is about amount and character comparison of people, the second one is about the amount and character comparisons of animals, and the third one is about amount and character comparison of things. After I analyzed the materials, I decided that the materials written in this chapter is suitable with basic competence 3.9 and 4.10. According to 2013 curriculum English lesson syllabus for eight graders of Junior High School, basic competence 3.9 is

about the text structure and language feature to implement the social function of stating and asking the amount and character comparison of people, animal, things, according to context. This basic competence is divided into three sub-basic competences, they are sub-basic competence 3.9.1 which contains spoken and written text for stating and asking the amount and character comparison of people, sub-basic competence 3.9.2 which contains spoken and written text for stating and asking the amount and character comparison of animal, and sub-basic competence 3.9.3 which contains spoken and written text for stating and asking the amount and character comparison of things. While basic competence 4.10 is about composing spoken and written text to state and ask for amount and character comparison of people, animal, and things by notice on the right social function, text structure, and language feature according to context. This basic competence is also divided into three sub-basic competence, they are sub-basic competence 4.10.1 which contains the instruction to compose spoken and written text to state and ask for amount and character comparison of people, sub-basic competence 4.10.2 which contains the instruction to compose spoken and written text to state and ask for amount and character comparison of animal, and sub-basic competence 4.10.3 which contains the instruction to compose spoken and written text to state and ask for amount and character comparison of things. Then, I matched the sub-basic competences in basic competence 3.9 and 4.10 with the materials written in the chapter 7. The result are the sub-basic competence 3.9.1 and 4.10.1 are matched with the first material in chapter 7, that is amount and character comparison of people, the sub- basic competence 3.9.2 and 4.10.2 are matched with the second material of chapter 7, that is amount and character comparison of animal, and sub-basic competence 3.9.3 and 4.10.3 are matched with the third material in chapter 7, that is amount and character comparison of things.

8. Chapter 8

Chapter 8 of this book is found on page 132 until 157. The title of this chapter is "I'm proud of Indonesia". There are three materials included in this chapter, the first one is describing people, the second one is describing animal, and the third one is describing things. After I analyzed the materials in this chapter, I found out that the materials in this chapter are relevant with the basic competence 3.10, 4.11, and 4.12. According to the 2013 curriculum English lesson syllabus for eight graders of Junior High School, sub-basic competence 3.10 is about text structure

and language feature to implement the social function of short descriptive text by stating and asking about the description of people, animal, and things according to context. This basic competence is divided into three, sub-basic competence 3.10.1 which contains short and simple written text to state and ask about people description, sub-basic competence 3.10.2 which contains short and simple written text to state and ask about animal description, and sub-basic competence 3.10.3 which contains short and simple written text to state and ask about things description. Sub-basic competence 4.11 is about understood the meaning of short and simple spoken and written descriptive text. This basic competence is only have one sub-basic competence, that is sub-basic competence contains exercise about short and simple spoken and written descriptive text. Sub- basic competence 4.12 is about composing short and simple spoken and written descriptive text about people, animal, and things by notice on the right social function, text structure, and language feature according to context. This basic competence has three sub-basic competence, sub-basic competence 4.12.1 which contains instruction to compose short and simple spoken and written descriptive text about people, sub-basic competence 4.12.2 which contains instruction to compose short and simple spoken and written descriptive text about animal, and sub-basic competence 4.12.3 which contains instruction to compose short and simple spoken and written descriptive text about things. Then, I matched the sub- basic competences of basic competence 3.10, 4.11, and 4.12 with the materials written in chapter 8, and the result are: sub-basic competence 3.10.1, 4.11.1, and 4.12.1 are suitable with the first material of this chapter, that is describing people, sub-basic competence 3.10.2, 4.11.1, and 4.12.1 are suitable with the second material in chapter 8, that is describing animal, and sub-basic competence 3.10.3, 4.11.1, and 4.12.3 are suitable with the last material, that is describing things. 4.11.1 which contains exercise about short and simple spoken and written descriptive text. Sub- basic competence 4.12 is about composing short and simple spoken and written descriptive text about people, animal, and things by notice on the right social function, text structure, and language feature according to context. This basic competence has three sub-basic competence, sub-basic competence 4.12.1 which contains instruction to compose short and simple spoken and written descriptive text about people, sub-basic competence 4.12.2 which contains instruction to compose short and simple spoken and written descriptive text about animal, and sub-basic competence 4.12.3 which contains instruction to compose short and simple spoken and written descriptive text about things. Then, I matched the sub- basic competences of basic competence

3.10, 4.11, and 4.12 with the materials written in chapter 8, and the result are: sub-basic competence 3.10.1, 4.11.1, and 4.12.1 are suitable with the first material of this chapter, that is describing people, sub-basic competence 3.10.2, 4.11.1, and 4.12.1 are suitable with the second material in chapter 8, that is describing animal, and sub-basic competence 3.10.3, 4.11.1, and 4.12.3 are suitable with the last material, that is describing things.

9. Chapter 9

Chapter 9 of this book is entitled “When I was a child”. This chapter is found on page 158 until 180. This chapter covers two materials, the first one is spoken text to state and ask past events, and the second one is written text to state and ask past events. After I analyzed the materials written in this chapter, I found that these materials are relevant with basic competence 3.11 and 4.13. According to the 2013 curriculum English syllabus for eight graders of Junior High School, the basic competence 3.11 is about text structure and language feature to implement the social function of stating and asking past events according to context, and basic competence 4.13 is about composing spoken and written text to state and ask past events by notice on the right social function, text structure, and language feature according to context. Sub-basic 3.11 is divided into two sub-basic competences, the first one is sub-basic competence 3.11.1 which contains spoken text to state and ask past events, and sub-basic competence 3.11.2 which contains written text to state and ask past events. Basic competence 4.13 is also divided into two sub- basic competences, the first one is sub-basic competence 4.13.1 which contains instruction to compose spoken text to state and ask past events, and sub-basic competence 4.13.2 which contains instruction to compose written text to state and ask past events. Then, I matched the sub-basic competences in basic competence 3.11 and 4.13 with the materials included in this chapter. The result is sub-basic competence 3.11.1 and 4.13.1 are suitable with the first material of this chapter, that is spoken text to state and ask about past events, and sub-basic competence 3.11.2 and 4.13.2 are suitable with the second material, that is written text to state and ask about past events.

10. Chapter 10

Chapter 10 of this book is entitled “Yes, we made it!”. This chapter is found on page 181 until 198. There are two materials written in this chapter, the

first one is short spoken recount text, and the second one is short written recount text. After I analyzed the materials in this chapter, I decide that these materials are suitable with basic competence 3.12, 4.14, and 4.15. According to the 2013 curriculum English lesson syllabus for eight graders of Junior High School, the basic competence 3.12 is about text structure and language feature to implement the social function of short recount text by stating and asking about activity, event, and phenomena according to context. This basic competence is divided into two sub-basic competences, the first one is sub-basic competence 3.12.1 which contains short and simple spoken recount text, and the second one is sub-basic competence 3.12.2 which contains short and simple written recount text. Basic competence 4.14 is about understood the meaning of short and simple spoken and written recount text about activity, event, and phenomenon. This basic competence has only one sub-basic competence, sub-basic competence 4.14.1 which contains exercise about short and simple spoken and written recount text. While basic competence 4.15 is about composing short and simple spoken and written recount text about activity, event, and phenomenon by notice on the right social function, text structure, and language feature according to context. This basic competence is divided into two sub-basic competences, sub-basic competence 4.15.1 which contains instruction to compose short and simple spoken recount text about activity, event, and phenomenon, and sub-basic competence 4.15.2 which contains instruction to compose short and simple written recount text about activity, event, and phenomenon. Then, I matched the sub-basic competence of basic competence 3.12, 4.14, and 4.15 with the materials written in this chapter. The result is, sub-basic competence 3.12.1, 4.14.1, and 4.15.1 are suitable with the first material of this chapter that is short spoken recount text, while sub-basic competence 3.12.2, 4.14.1, and 4.15.2 are suitable with the second material that is short written recount text.

11. Chapter 11

Chapter 11 of this book is found on page 199 until page 213. The title of this chapter is "Don't forget it, please!". This chapter covers two materials, the first one is short messages and the second one is short notice. After I analyzed the materials in this chapter, I decided that these materials are suitable with basic competence 3.13, 4.16, and 4.17. According to the 2013 curriculum English lesson

syllabus for eight graders of Junior High School, sub-basic competence 3.13 is about text structure and language feature to implement the social function of short message and notice according to context. This basic competence is divided into two sub-basic competences, the first one is sub-basic competence 3.13.1 which contains written text in the form of short messages, and the second one is sub-basic competence 3.13.2 which contains written text in the form of notice. Basic competence 4.16 is about understood the meaning of very short and simple 12 message and notice. This basic competence is also divided into two sub-basic competences, sub-basic competence 4.16.1 which contains exercise about very short and simple message, and sub-basic competence 4.16.2 which contains exercise about very short and simple notice. While basic competence 4.17 is about composing written text in the form of very short and simple message and notice by notice on the right social function, text structure, and language feature according to context. This basic competence is divided into two sub-basic competences, they are sub-basic competence 4.17.1 which contains instruction to compose very short and simple written message and sub-basic competence 4.17.2 which contains instruction to compose very short and simple written notice. Then, I matched the materials in this chapter with the sub-basic competences of basic competence 3.13, 4.16, and 4.17. The result is sub-basic competence 3.13.1, 4.16.1, and 4.17.1 are suitable with the first material of this chapter that is short message, while sub-basic competence 3.13.2, 4.16.2, 4.17.2 are suitable with the second material that is short notice.

12. Chapter 12

Chapter 12 of this book is entitled "Mousedeer and Crocodile". This chapter is found on page 214 until 226. This chapter covers three materials, the first one is spoken fable, the second one is written fable, and the third one is English song. After I analyzed the materials in this chapter, I decided that these materials are suitable with basic competence 3.14, 3.15, 4.18, and 4.19. According to the 2013 curriculum English lesson syllabus for eight graders of Junior High School, basic competence 3.14 is about understanding the social function, text structure, and language feature of narrative text in the form of fable according to context. This basic competence is divided into two sub-basic competences, sub-basic competence 3.14.1 which contains spoken narrative text in the form of fable, and sub-basic competence 3.14.2 which contains written narrative text in the form

of fable. Basic competence 3.15 is about text structure and language feature to implement the social function of song. This basic competence has only sub-basic competence that is sub-basic competence 3.15.1 which contains English song. Basic competence 4.18 is about understood the meaning of spoken and written narrative text in the form of short and simple fable. This basic competence is divided into two sub-basic competences, sub-basic competence 4.18.1 which contains exercise about written narrative text in the form of short and simple fable, and sub-basic competence 4.18.2 which contains exercise about spoken narrative text in the form of short and simple fable. While basic competence 4.19 is about understanding the meaning of song. This basic competence has only one sub-basic competence that is sub-basic competence 4.19.1 which contains exercise about English song. Then, I matched the materials written in this chapter with sub-basic competences in basic competence 3.14, 3.15, 4.18, and 4.19. The result is sub- basic competence 3.14.1 and 4.18.1 are suitable with the first material of this chapter that is spoken fable, sub-basic 3.14.2 and 4.18.2 are suitable with the

second material that is written fable, and sub-basic competence 3.15 and 4.19 are suitable with the third material of this chapter that is English song.

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

3.1 The Relevance of the materials with the Cognitive Domain

In order to find out the relevance between the materials written in the book with the cognitive domain, I used the observation checklist as my research instrument. I made an observation checklist of basic competence three compared with the action verbs mentioned in the Bloom's Taxonomy cognitive domain of learning which is stated in Anderson, et.al (2001:67). The observation checklist is a table consisted of two columns. The first column is the Basic Competence three of

+

Basic Competence Three (Cognitive Domain)			When English Rings a Bell				
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
3.1 Apply the text structure and language feature to implement the social	Everything <u>that is</u> related to the interaction between teacher and students during the teaching and	3.1.1 Spoken text for gaining attention in terms of expressions and responses.	10,11, 12,19, 20	Play the roles of the speakers in the pictures. Say the speakers' sentences correctly and clearly. First, repeat after me. Teacher: <i>"Everybody, May I have your attention, please?"</i> Students: <i>"Yes, Ma'am."</i>	√		
function of gaining attention, checking <u>understanding</u> , giving	learning process, both inside and outside the class.	3.1.2 Spoken text for checking <u>understanding</u> in terms of expressions and responses.	10,14, 21	Write down the expressions from the box to complete the dialogue! Then, play the roles of the speakers sentences correctly and clearly. Teacher: <i>"Do you understand?"</i> Students: <i>"....."</i>	√		

Analysis The Strategy In Improving Students Reading Comprehension of "Content Area Reading and Learning" English Book

<p>compliment and asking and giving opinion expressions and responses according to context.</p>		<p>3.1.3 Spoken text for giving compliment in terms of expressions and responses.</p>	<p>16,19, 21</p>	<p>Play the roles of the speakers in the pictures. Say the speakers' sentences correctly and clearly. First, repeat after me. Siti: "Your picture is beautiful! I like the color." Dayu: "Thanks".</p>	√		
		<p>3.1.4 Spoken text for asking and giving opinion in terms of expressions and responses.</p>	<p>10,11, 15,19, 20</p>	<p>Write down the expressions from the box to complete the dialogue! Then, play the roles of the speakers sentences correctly and clearly. Dayu: "Do you think it's good?" Edo: "... .."</p>	√		
<p>3.2 Apply the text structure and language feature to implement the social function</p>	<p>Everything that is related to the interaction between teacher and students during the teaching and learning process, both</p>	<p>3.2.1 Spoken and written text for stating and asking ability use modal <i>can</i>.</p>	<p>27,28, 30,31, 32</p>	<p>1. Written text: Do an interview with your friends to fill in the table by using "Can you?" After you interview your friends, please make some statements based on the previous table you've done. One example is given to you here. First, copy the example.</p>	√		
<p>of stating and asking ability and willingness according</p>	<p>inside and outside the class.</p>			<p>2. Spoken text: Write down some dialogues by using "Can you...?" After that, play the roles of the speakers. Say the <u>sentences correctly</u> and clearly.</p>			

Analysis The Strategy In Improving Students Reading Comprehension of "Content Area Reading and Learning" English Book

to context.		3.2.2 Spoken and written text for stating and asking for willingness use modal <i>will</i> .	33,34, 36,37, 38,	<p>1. Spoken text: Write down some dialogues by using "Will you...?" After that, play the roles of the speakers. Say the sentences correctly and clearly.</p> <p>2. Written text: Please write 10 sentences based on the pictures you've drawn before. Write the complete in neat and accurate hand-writing. Make sure your punctuation marks and spelling of the words are correct.</p>	√	
3.3 Apply the text structure and language feature to implement the social function of giving instruction, giving	Everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the	3.3.1 Spoken and written text for giving instruction in terms of expressions and responses.	41,46, 47,	<p>1. Spoken text: Play the roles of the speakers in the pictures. Say the speakers' sentences correctly and clearly. First, repeat after me. Teacher: "Please put the book in the table!" Dayu: "All right."</p> <p>2. Written text: Please write down some sentences based on the pictures that you've found.</p>	√	

				<p>e. To work together with friends</p> <p>f. To celebrate your grandma's birthday</p>			
		<p>3.3.3 Spoken and written text for giving prohibition in terms of expressions and responses.</p>	<p>43,46, 47,48, 50, 55</p>	<p>1. Spoken text: These students are planning to do for Lina's birthday. Play the roles of the speakers in the pictures. Say the speakers' sentences correctly and clearly. First, repeat after me.</p> <p>Edo: "Don't open it here, please." Lina: "Ok."</p> <p>2. Written text: Make the list of instructions and prohibitions for those activities.</p> <p>a. To go on camping trip</p>	√		

				<p>b. To green the school</p> <p>c. To spend the weekend</p> <p>d. To play in the school ground</p> <p>e. To work together with friends</p> <p>f. To celebrate your grandma's birthday</p>			
--	--	--	--	--	--	--	--

Eva Wati Nainggolan¹, Rebekka Basa Natalia Samosir², Ester Riska Sianturi³, Erikson Saragih⁴

Analysis The Strategy In Improving Students Reading Comprehension of "Content Area Reading and Learning" English Book

3.5 Apply the text structure and language feature to implement the social	The name of people, things, and animal exist in the students' environment, by giving example of	3.5.1 Spoken text for stating and asking the presence of people in <u>uncountable</u> amount.	69, 70	Play the roles of the speakers in the pictures. Say the speakers' sentences correctly and clearly. First, repeat after me. Beni: " <i>How many visitors in the zoo?</i> " <u>Siti</u> : " <i>There are few visitors in the zoo.</i> "	√		
---	---	---	--------	---	---	--	--

<p>3.6 Apply the text structure and language feature to implement the social function of stating and asking routine activity or general truth according to context.</p>	<p>Routine activity which <u>do</u> every day by students, friends, teacher, and family and also general truth events.</p>	<p>3.6.2 Written text for stating and asking routine activity or general truth events.</p>	<p>71,72, 79,81, 82</p>	<p>What are your daily activities? Write them down here!</p>	<p>√</p>		
---	--	--	-------------------------	--	----------	--	--

<p>function stating and asking the presence of people, things, and animal in <u>uncountabl</u>e amount according to context.</p>	<p>friendly attitude toward the environment, confidence, and responsibility</p>	<p>3.5.2 Spoken text for stating and asking the presence of things in <u>uncounta-ble</u> amount.</p>	<p>69, 70</p>	<p>Play the roles of the speakers in the pictures. Say the speakers' sentences correctly and clearly. First, repeat after me.</p> <p><u>Dayu</u>: "How much food does the elephant eat?"</p> <p>Edo: "Not much, just half a bucket of food."</p>	<p>√</p>		
--	---	---	---------------	--	----------	--	--

After I broke down the materials written in the book according to the basic

competence three of 2013 curriculum and find out its relevance with the cognitive domain of learning used the checklist instrument 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 7. The Conformity of Textbook Materials to the Basic Competence Three

The Relevance	The Basic Competence Three
Relevant	Sub-Basic Competence 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.2.1, 3.2.2, 3.3.1, 3.3.2, 3.3.3, 3.5.1, 3.5.2, 3.6.2, 3.7.1, 3.7.2, 3.8.1, 3.9.1, 3.9.2, 3.9.3, 3.10.1, 3.10.2, 3.10.3, 3.10.4, 3.11.1, 3.11.2, 3.12.1, 3.12.2, 3.13.1, 3.13.2, and 3.14.2 .
Partly Relevant	Sub-Basic Competence 3.3.4, 3.5.3, 3.8.2, and 3.15.1.
Irrelevant	Sub-Basic Competence 3.4.1, 3.4.2, 3.6.1, and 3.14.1.

According to the table above, it can be seen that there are some materials which are relevant, partly relevant, and irrelevant with the sub-basic competence three. The materials which are relevant with the sub-basic competence are be able to fulfill the purposes of the topic, language features, and social functions that are intended to be achieve by the students. While the materials which are not relevant the sub-basic competence are not be able to fulfill all of the purposes of the topic, language features, and social functions that are stated in the sub-basic competence three.

There are 29 materials which are relevant with the sub-basic competence three, they are: sub-basic competence 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.2.1, 3.2.2, 3.3.1, 3.3.2, 3.3.3, 3.5.1, 3.5.2, 3.6.2, 3.7.1, 3.7.2, 3.8.1, 3.9.1, 3.9.2, 3.9.3, 3.10.1, 3.10.2, 3.10.3, 3.10.4, 3.11.1, 3.11.2, 3.12.1, 3.12.2, 3.13.1, 3.13.2, and 3.14.2.

The 3.1.1 sub-basic competence is comprehending text structures and language

features in gaining attention expressions and responses according to context. According to the syllabus of English lesson for eight graders of Junior High School written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the materials which should be stated in the book are in forms of spoken texts with topic everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. The materials stated in the book page 10,11,12,19, and 20 are clearly complete 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: 67). In this book, the writer used verb "say" which

in this context has close meaning to the verb "model" and verb "repeat" which Discussion in this context has close meaning with verb "represent", and also the verb "write" which in this context means "construct". So, the researcher concluded that those materials are relevant with the 3.1.1 sub-basic competence.

According to the English syllabus of Eight Graders of Juniors High School stated in the *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the 3.1.2 sub-basic competence is about spoken text with text structures and language features of checking understanding expressions and responses according to context. The topic in this text is same with the 3.1.1 sub-basic competence, everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. After I analyzed the materials, those which are stated in the book page 10, 14, and 21 are matched with materials stated in the 3.1.2 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et. al (2001: 67). The writer used verb "write" which in this context means "construct", verb "say" which has close meaning with "model" in this context, and verb "repeat" which in this context has close meaning with "represent". According to those reasons stated, the researcher concluded that the materials written in the book are relevant with the 3.1.2 sub-basic competence.

The 3.1.3 sub-basic competence is also still in the form of spoken text. According to the English lesson syllabus for eight graders of junior high school as stated in the *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the 3.1.3 sub-basic competence materials are about text structure and language features of giving compliment expressions and responses with topic everything that is related to the interaction between teacher and

students during the teaching and learning process, both inside and outside the class. The materials written in the book page 16, 19, and 21 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. (2001:67). The writer used verb "say" which has close meaning with "model" in this context, verb "repeat" which has close meaning with "represent", and verb "write" which in this context means "construct". Based on those facts, the researcher concluded that those materials are relevant with the 3.1.3 sub-basic competence.

The 3.1.4 sub-basic competence is in the form of spoken text which contains structures and language features of asking and giving opinion expressions and responses according to context, as stated in the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*.

The topic in this material is everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. The materials written in page 10, 11, 15, 19, and 20 are spoken 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 stated in Anderson, et.al. (2001:67). Here, the writer of the book used verb "say" which in this context has close meaning with "model", verb "repeat" which has close meaning with "represent", and verb "write" which in this context means "construct". Based on those reasons, the researcher concluded that those materials are relevant with the 3.1.4 sub-basic competence.

The 3.2.1 sub-basic competence is comprehending text structures and language features to implement the social function of stating and asking ability use modal *can* according to context. As stated in the English lesson syllabus for eight graders of junior high school written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the materials which should be stated in the book are in forms of spoken and written texts with topic everything that is related to the interaction between teacher and students during the teaching and learning process, inside and outside the class. The materials written in the book page 27, 28, 30, 31, and 32 are in the form of spoken and written text for stating and asking for ability use modal *can* with same language features and

topic with the 3.2.1 sub-basic competence. The instruction in those pages also used

action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated by Anderson et.al. (2001:67). The writer used verb "say" which has close meaning with "model" in this context, verb "repeat" which has close meaning with "represent", verb "do", "write", and "make" which has close meaning with verb "construct". So, the researcher concluded that those materials are relevant with the 3.2.1 sub-basic competence.

According to the English lesson syllabuses for eight graders of junior high school written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the 3.2.2 sub-basic competence is about text structures and language features to implement the social function of stating and asking for willingness use modal *will* according to context. The materials which should be stated in the book are in forms of spoken and written texts with topic everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. The materials written in the book page 33,34, 36, 37, and 38 are in the form of spoken and written texts which fulfilled those requirements. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001:67). The writer used verb "say" which has close meaning with "model" in this context, verb "repeat" which has close meaning with "represent", verb "write" which has close meaning with "construct", and verb "patch" which has close meaning with "find" in this context. According to those reasons, the researcher concluded that those materials are relevant with the 3.2.2 sub-basic competence.

The 3.3.1 sub-basic competence is about the text structures and language features to implement the social function of giving instruction expressions and responses according to context. As stated in the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the materials which should be stated in the book are in forms of spoken and written texts with topic everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. The materials written in the book page 41, 46, and 47 are in the form of spoken and written text which matched with the materials stated in 3.3.1 sub-basic competence. The instruction in those pages used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001:67). Here, the writer used verb "say" which has close meaning with "model" in this context, verb "repeat" which has close meaning with "represent", verb "write"

which has close meaning with "construct", and verb "patch" which means "find" in this context. So, the researcher concluded that those materials are relevant with the 3.3.1 sub-basic competence.

According to the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the 3.3.2 sub-basic competence is about text structures and language features to implement the social function of giving invitation expressions and responses according to context. The materials which should be stated in the book are in forms of spoken and written texts with topic everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. The materials written in the textbook page 42, 45, 48, 54, and 55 are in the form of spoken and written texts which fulfilled the requirements stated in the syllabus. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001:67). Here, the writer used verb "say" which has close meaning with "model", verb "repeat" which has close meaning with "represent", and verb "write" and "make" which have close meaning with verb "construct" in this context. Because of those reasons, the researcher concluded that those materials are relevant with the 3.3.2 sub-basic competence.

The 3.3.3 sub-basic competence is about text structures and language features to implement the social function of giving prohibition expressions and responses according to context. According to the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the materials which should be stated in the book are in forms of spoken and written texts with topic everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. The materials written in the book page 43, 46, 47, 48, 50, and 55 are in from of spoken and written texts which are suitable with the materials stated in the 3.3.3 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated by Anderson, et.al (2001:67). Here, the writer used verb "say" which has close meaning with "model" in this context, verb "repeat" which has close meaning with "represent", verb "patch" which has close meaning with "find" in this context, and verb "make" which has close meaning with "construct". According to those reasons stated, the researcher concluded that those materials are relevant with the 3.3.3 sub-basic

competence.

According to the English lesson syllabus for eight graders of junior high school stated in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the 3.5.1 sub-basic competence is comprehending text structures and language features to implement the social function of stating and asking the presence of people in uncountable amount according to context. The materials which should be stated in the book are in forms of spoken texts with topic the name of people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility. The materials written in the book page 69 and 70 are in the form of spoken text which is suitable with the materials stated in 3.5.1 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001:67). The writer used verb "say" which has close meaning with "model", and verb "repeat" which has close meaning with "represent" in this context. Because of those reasons, the researcher concluded that the materials written in the book are relevant with 3.5.1 sub-basic competence.

The 3.5.2 sub-basic competence is in the form of spoken text. As stated in the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the 3.5.2 sub-basic competence is about text structures and language features to implement the social function of stating and asking the presence of things in uncountable amount according to context. The topic of this sub-basic competence is the name of people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility. The materials written in the book page 69 and 70 are in the form of spoken text and suitable with those stated in the 3.5.2 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated by Anderson, et.al. (2001:67). Here, the writer used verb "say" which has close meaning with "model", and verb "repeat" which has close meaning with "represent" in this context. So, the researcher concluded that the materials written in the book are relevant with 3.5.2 sub-basic competence.

The 3.6.2 sub-basic competence is in the form of written text. According to the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the 3.6.2 sub-basic competence is comprehending

text structures and language features to implement the social function for stating and asking routine activity or general truth events according to context. The topic of the materials is routine activities which do every day by students, friends, teacher, and family and also general truth events. The materials written in the book page 71, 72, 79, 81, and 82 are in the form of written text which is matched with the require materials in the 3.6.2 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated by Anderson, et.al. (2001: 67). Here, the writer used verb "write" which has close meaning with "construct" in this context, verb "read" which means "recognize" in this context, and verb "compare". From those reasons, the researcher concluded that the materials written in the book are relevant with 3.6.2 sub-basic competence.

As stated in the English lesson syllabus for eight graders of junior high school stated in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, the 3.7.1 sub-basic competence is about text structures and language features to implement the social function to state and ask something that happens right now. The materials which should be stated in the book are in forms of spoken texts with topic activity that is doing by students, friends, parents, brother, sister, younger brother, younger sister, and teacher. The materials written in the book page 90, 95, and 96 are in the form of spoken texts which are suitable with the materials required in 3.7.1 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated by Anderson, et.al (2001: 67). The writer used verb "say" which has close meaning with "model", and verb "repeat" which has close meaning with "represent" in this context. So, the researcher concluded that the materials written in the book are relevant with 3.7.1 sub-basic competence.

The 3.7.2 sub-basic competence is about text structures and language features to implement the social function to state and ask something that happens right now. As stated in the English lesson syllabus for eight graders of junior high school which is written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia

Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, the materials which should be stated in the book are in forms of written texts with topic activity that is doing by students, friends, parents, brother, sister, younger brother, younger sister, and teacher. The materials written in the book page 91, 92, 93, 98, and 99 are in the form of written text which contains the same materials as stated in the 3.7.2 sub-basic competence.

The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001: 67). Here, the writer used verb "write" which has close meaning with "construct", verb "describe" which has close meaning with verb "explain" in this context, and verb "create". Because of those reasons stated, the researcher concluded that the materials written in the book are relevant with 3.7.2 sub-basic competence.

The materials in 3.8.1 sub-basic competence are in the form of spoken and written texts. According to the English lesson syllabus for eight graders of junior high school which is written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, this sub-basic competence is about text structures and language features to implement the social function for stating and asking cause and effect relation with topic activities which show cause and effect relation and contrary relation did by students, friends, family, and teacher. The materials written in the book page 100, 101, 102, and 103 are in the form of spoken and written texts which are suitable with the materials include in the 3.8.1 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al (2001: 67). The writer used verb "say" which has close meaning with "model", verb "repeat" which has close meaning with "represent", and verb "write" which has close meaning with "construct" in this context. Because of these reasons, the researcher concluded that the materials written in the book is relevant with 3.8.1 sub-basic competence.

As stated in the English lesson syllabus for eight graders of junior high school written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, the 3.9.1 sub-basic competence is comprehending text structures and language features to implement the social function for stating and asking the amount and character comparison of people. The materials which should be stated in the book are in forms of spoken and written texts with topic people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility. The materials written in the book page 109, 111, 112, 113, 115, 116, 118, 121, 124, 125, and 126 are in the form of spoken and written texts which matched with the materials stated in the sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001: 67). Here, the writer used verb "say" which has close meaning with "model", verb "repeat" which has close meaning with "represent", verb "write" and "make" which have close meaning with verb "construct" in this

context, verb "compare", and verb "discuss" which has close meaning with verb "coordinate". According to those reasons, the researcher concluded that the materials written in the book is relevant with 3.9.1 sub-basic competence.

The 3.9.2 sub-basic competence is about text structures and language features to implement the social function for stating and asking the amount and character comparison of animal. According to the English lesson syllabus for eight graders of junior high school which is written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, the materials which should be stated in the book are in forms of spoken and written texts with topic people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility. The materials written in the book page 109, 118, 121, and 126 are in the form of spoken and written texts which are suitable with the materials stated in the sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al (2001: 67). The writer used verb "say" which has close meaning with "model" in this context, verb "repeat" which has close meaning with "represent", verb "write" and "make

which have close meaning with verb "construct", verb "compare", and verb "discuss" which has close meaning with verb "coordinate" in this context. Because of those facts, the researcher concluded that the materials written in the book is relevant with

3.9.2 sub-basic competence.

According to the English lesson syllabus for eight graders of junior high school written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, the 3.9.3 sub-basic competence is about text structures and language features to implement the social function for stating and asking the amount and character comparison of things. The materials which should be stated in the book are in forms of spoken and written texts with topic people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility. The materials written in the book page 109, 110, 111, 112, 113, 115, 116, 118, 120, 121, 123, 124, 126, and 128

are in the form of spoken and written texts which contain the same materials with those stated in the 3.9.3 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001: 67). Here, the writer used verb "say" which has

close meaning with “model” in this context, verb “repeat” which has close meaning with “represent”, verb “write” and “make” which have close meaning with verb “construct”, verb “compare”, and verb “discuss” which has close meaning with verb “coordinate” in this context. So, the researcher concluded that the materials written in the book is relevant with 3.9.3 sub-basic competence.

The materials in the 3.10.1 sub-basic competence are in the form of short and simple written texts. As stated in the English lesson syllabus for eight graders of junior high school which is written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, the materials in this sub-basic competence should contain text structures and language features to implement the social function of stating and asking about people description with topic description of people, things, and animal exist in the students’ environment, by giving example of friendly attitude toward the environment, confidence, and responsibility. The materials written in the book page 139, 140, 141, 142, 143, 146, and 148 are in the form of short and simple written texts which are suitable with those included in the 3.10.1 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom’s Taxonomy Cognitive Domain stated in Anderson, et.al. (2001: 67). The writer used verb “rewrite” which has the close meaning with verb “reconstruct”, verb “say” which has close meaning with “model”, verb “repeat” which has close meaning with “represent”, and verb “list” which has close meaning with verb “organize” in this context. According to those reasons, the researcher concluded that the materials written in the book are relevant with the 3.10.1 sub-basic competence.

As stated in English lesson syllabus for eight graders of junior high school written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, the 3.10.2 sub-basic competence is about text structures and language features to implement the social function of short and simple written text to state and ask about animal description. The topic in this material is description of people, things, and animal exist in the students’ environment, by giving example of friendly attitude toward the environment, confidence, and responsibility. The material written in the book page 144 is in the form of short and simple written text which has same content with the materials in the

3.10.1 sub-basic competence. The instruction in that page also used action verbs which are included in the Bloom’s Taxonomy Cognitive Domain stated in Anderson, et.al. (2001: 67). Here, the writer used verb “say” which has close meaning with

verb "model", and verb "repeat" which has close meaning with verb "represent" in this context. So, the researcher concluded that the materials written in the book are relevant with the 3.10.2 sub-basic competence.

The 3.10.3 sub-basic competence is about text structures and language features to implement the social function of short and simple written text to state and ask about things description, as stated in the English lesson syllabus for eight graders of junior high school which is written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah. The topic in this material is description of people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility. The materials written in the book page 133, 134, 135, 136, 146, 147, 148, and 156 are in the form of short and simple written text which are suitable with the materials include in the 3.10.3 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001: 67). Here, the writer used verb "describe" which has close meaning with verb "explain", verb "say" which has close meaning with verb "model", verb "repeat" which has close meaning with verb "represent", and verb "list" which has close meaning with verb "organize" in this context. According to those reasons, the researcher concluded that the materials written in the book are relevant with the 3.10.3 sub-basic competence.

The 3.11.1 sub-basic competence is in the form of spoken text. As stated in the English lesson syllabus for eight graders of junior high school which is written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, this sub-basic competence is about text structures and language features to implement the social function to state and ask past events. The topic of the material is past events which relevance with students' life, by giving example of discipline, honesty, care, health lifestyle, and friendly attitude toward the environment. The materials written in the book page 159, 160, 173, 174, 175, and 176 are in the form of spoken text which is suitable with the materials stated in the 3.11.1 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001: 67). The writer used verb "say" which has close meaning with verb "model", verb "repeat" which has close meaning with verb "represent", and verb "discuss" which has close meaning with verb "coordinate" in this context. From these reasons stated, the researcher concluded that the materials written in the book is relevant with the 3.11.1 sub-basic competence.

According to the English lesson syllabus for eight graders of junior high school written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, the 3.11.2 sub-basic competence is about text structures and language features to implement the social function of written text to state and ask past events. The topic of the material is past events which relevance with students' life, by giving example of discipline, honesty, care, health life style, and friendly attitude toward the environment. The materials written in the book page 161, 167, 172, and 178 are in the form of written text which is suitable with the materials stated in the 3.11.2 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001: 67). Here, the writer used verb "write" which has close meaning with "construct", verb "list" which has close meaning with verb "organize" in this context, and verb "create". Because of those reasons, the researcher concluded that the materials written in the book is relevant with the 3.11.2 sub-basic competence.

The materials in 3.12.1 sub-basic competence are in the form of short and simple spoken recount text. As stated in the English lesson syllabus for eight graders of junior high school which is written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, this sub- basic competence is comprehending text structures and language features to implement the social function of short and simple spoken recount text. The topic of the material is past events which relevance with students' life, by giving example of discipline, honesty, care, health lifestyle, and friendly attitude toward the environment. The materials written in the book page 182, 185, 188, 189, 191, and 193 are in the form of short and simple spoken recount text which matched with the materials include in the 3.12.1 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001: 67). Here, the writer used verb "say" which has close meaning with verb "model", and verb "repeat" which has same meaning with "represent" in this context. So, the researcher concluded that the materials written in the book are relevant with the 3.12.1 sub-basic competence.

The 3.12.2 sub-basic competence is about text structures and language features to implement the social function of short and simple written recount text, as stated in the English lesson syllabus for eight graders of junior high school which is written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah. The topic of the material is past events which

relevance with students' life, by giving example of discipline, honesty, care, health lifestyle, and friendly attitude toward the environment. The materials written in the book page 184, 187, 192, and 194 are in the form of short and simple written recount texts which are suitable with the materials include in the 3.12.2 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001: 67). Here, the writer used verb "write" which has the close meaning with verb "construct" in this context. So, the researcher concluded that the materials written in the book are relevant with the 3.12.2 sub-basic competence.

As stated in the English lesson syllabus for eight graders of junior high school as stated in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, the 3.13.1 sub-basic competence is about text structures and language features to implement the social function of written text in the form of short message according to context. The topic of the material I rundown of event, memo /short message text, warning, caution, advertisement, brochure, pamphlet, and traffic sign in the students' environment. The materials written in the book page 200, 201, 202, 203, and 204 are in the form of short messages which have the same content with the materials written in the 3.13.1 sub- basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001: 67). The writer used verb "read" which has the close meaning with verb "recognize", verb "repeat" which has close meaning with verb "represent" , verb "group" which means "organize", verb "rewrite" which has close meaning with verb "reconstruct" , and verb "write" which has close meaning with verb "construct" in this context. According to those findings, the researcher concluded that the materials written in the book are relevant with the 3.13.1 sub-basic competence.

The materials in 3.13.2 sub-basic competence are in the form of written notice. According to the English lesson syllabus for eight graders of junior high school which is written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, this sub-basic competence is about text structures and language features to implement the social function of written text in the form of notice according to context. The topic of the material is rundown of event, memo /short message text, warning, caution, advertisement, brochure, pamphlet, and traffic sign in the students' environment. The materials written in the book page 206, 207, 208, 209, and 212 are in the form of written notice which is suitable with the materials written in the 3.13.2 sub-basic competence. The instruction in those pages also used action verbs which are

included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001: 67). Here, the writer used verb "read" which has close meaning with verb "recognize", verb "repeat" which has close meaning with verb "represent", verb "hand-write" and verb "write" which have close meaning with verb "construct" in this context. Because of those reasons, the researcher concluded that the materials written in the book are relevant with the 3.13.2 sub-basic competence.

According to English lesson syllabus for eight graders of junior high school as stated in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, the 3.14.2 sub-basic competence is comprehending text structures and language features to implement the social function of spoken narrative text in the form of fable according to context. The topic in the material is fairy tale, folklore, and legends in the form of fable around the students' environment. The materials written in the book page 218 and 219 are in the form of spoken narrative text which is matched with the materials included in the 3.14.2 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001: 67). The writer used verb "read" which has close meaning with verb "recognize" in this context and verb "find". So, the researcher concluded that the materials written in the book are relevant with the 3.14.2 sub-basic competence. There are four materials which are partly relevant with the sub-basic competence three, they are: sub-basic competence 3.3.4, 3.5.3, 3.8.2, and 3.15.1.

As stated in the English lesson syllabus for eight graders of junior high school written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, the 3.3.4 sub-basic competence is about text structures and language features to implement the social function of asking and giving permission expressions and responses according to context. The materials which should be stated in the book are in forms of spoken and written texts with topic everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. The materials written in the book page 50 and 54 are spoken texts with instruction used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001: 67). The writer used verb "say" which has close meaning with verb "model" and verb "repeat" which has close meaning with verb "represent" in this context. Unfortunately, the materials written in the book are just spoken text, whereas the materials which should be written in the book based on the 3.3.4 sub-basic competence are spoken and written text. Because of those findings, the researcher concluded that the materials written in the book are partly relevant with the 3.3.4 sub - basic competence. In order to

improve the materials in the book to become relevant with the sub-basic competence 3.3.4, I suggest the book writer add materials in the form of written text for asking and giving permission expressions and responses using cognitive domain action verbs in its instruction.

The materials in the 3.5.3 sub-basic competence are in the form of spoken text. According to the English lesson syllabus for eight graders of junior high school which is written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, this sub-basic competence is about text structures and language features to implement the social function of stating and asking the presence of animal in uncountable amount according to context. The topic of the materials is the name of people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility. The material written in the book which is related to the presence of animal in uncountable amount is just written in page 83. The instruction in that page is used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al (2001: 667) that is verb "describe" which has close meaning with verb "explain" in this context. However, the materials which should be written in the book based on the 3.5.3 sub-basic competence is not only about describing the animal, but also stating and asking the presence of animal in uncountable amount. According to that reason, the researcher concluded that the material written in the book is partly relevant with the 3.5.3 sub- basic competence. In order to revised the materials in the book become relevant with the 3.5.3 sub-basic competence, I suggest the book writer add the materials about spoken text for asking and stating the presence of animal in uncountable amount in the form of interrogative, positive, and negative sentences.

According to English lesson syllabus for eight graders of junior high school as stated in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, the 3.8.2 sub-basic competence is about text structures and language features to implement the social function for stating and asking contrary relation. The materials which should be stated in the book are in forms of spoken and written texts with topic activities which show cause and effect relation and contrary relation did by students, friends, family, and teacher. The materials written in the book page 104 are spoken texts with instruction used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001: 67). Here, the writer used verb

“say” which has close meaning with verb “model” and verb “repeat” which has close meaning with verb “represent” in this context. Unfortunately, the materials written in the book are just spoken text, whereas the materials which should be written in the book based on the 3.8.2 sub- basic competence are spoken and written text. From that finding, the researcher concluded that those materials written in the book are partly relevant with the 3.8.2 sub-basic competence. In order to improve the materials in the book to become relevant with the 3.8.2 sub-basic competence, I suggest the book writer add materials in the form of written text for stating and asking contrary relation using cognitive domain action verbs in its instruction.

The 3.15.1 sub-basic competence is about text structure and language feature to implement the social function of song with topic everything gives inspiring behavior, as stated in the English lesson syllabus for eight graders of junior high school which is written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah,. The material in the book which is suitable with the materials stated in the 3.15.1 sub-basic competence is just written in page 225. However, the instruction used here is not suitable with action verbs which are included in the Bloom’s Taxonomy Cognitive Domain stated in Anderson, et.al. (2001: 67). The instruction written here just used question mark “what”. Because of this reason, the researcher concluded that the materials written in the book are partly relevant with the 3.15.1 sub-basic competence. In order to improve the materials in the book to become suitable with the 3.15.1 sub-basic competence, I suggest the book writer to use the cognitive domain action verbs in each instruction of the materials.

There are four materials which irrelevant with the sub-basic competence three, they are: sub-basic competence 3.4.1, 3.4.2, 3.6.1, and 3.14.1. According to English lesson syllabus for eight graders of junior high school as stated in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, the 3.4.1 sub-basic competence is about text structures and language features to implement the social function of very short and simple personal invitation letter according to context. The materials which should be stated in the book are in forms of written texts with topic everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. Unfortunately, there is no material written in the book which is suitable with the 3.4.1 sub-basic competence materials and topic. The instruction used in the book also did not use action verbs which are included in the Bloom’s Taxonomy Cognitive Domain stated by Anderson, et.al (2001: 67). According to those findings, the researcher concluded

that the materials written in the book are irrelevant with the 3.4.1 sub-basic competence. In order to improve the book, because there is no material in the book that is suitable with the 3.4.1 sub-basic competence, I suggest the book writer add materials which are relevant with the materials and topic requires by the 3.4.1 sub-basic competence and also uses cognitive domain action verbs in each instruction. The 3.4.2 sub-basic competence is about text structures and language features to implement the social function of very short and simple greeting card according to context, as stated in the English lesson syllabus for eight graders of junior high school which is written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah. The materials which should be stated in the book are in forms of written texts with topic everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. Unfortunately, there is no material written in the book which is suitable with the 3.4.2 sub-basic competence materials and topic. The instruction in the book also did not use action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001: 67). According to those reasons, the researcher concluded that the materials written in the book are irrelevant with the 3.4.2 sub-basic competence. In order to improve the book, because there is no material in the book that is suitable with the 3.4.2 sub-basic competence, I suggest the book writer add materials which are relevant with the materials and topic requires by the 3.4.2 sub-basic competence and also uses cognitive domain action verbs in each instruction. The materials in the 3.6.1 sub-basic competence are in the form of spoken text. As stated in the English lesson syllabus for eight graders of junior high school which is written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, this sub-basic competence is about text structures and language features to implement the social function text for stating and asking routine activity or general truth events according to context. The topic of the materials is routine activities which do every day by students, friends, teacher, and family and also general truth events. Unfortunately, there is no material written in the book which is suitable with the 3.6.1 sub-basic competence materials and topic. The instruction in those pages also did not use action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001: 67). Because of those reasons, the researcher concluded that the materials written in the book are irrelevant with the 3.6.1 sub-basic competence. In order to improve the book, because there is no material in the book that is suitable with the 3.6.1 sub-basic competence, I suggest the book writer add

materials which are relevant with the materials and topic requires by the 3.6.1 sub-basic competence and also uses cognitive domain action verbs in each instruction. As stated in the English lesson syllabus for eight graders of junior high school written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, the 3.14.1 sub-basic competence is comprehending text structures and language features to implement the social function of written narrative text in the form of fable according to context. The topic in the material is fairy tale, folklore, and legends in the form of fable around the students' environment. Unfortunately, there is no material written in the book which is suitable with the 3.14.1 sub-basic competence materials and topic. The instruction in those pages also did not use action verbs which are included in the Bloom's Taxonomy Cognitive Domain as stated in Anderson, et.al. (2001: 67). Because of those findings, the researcher concluded that the materials written in the book are irrelevant with the 3.14.1 sub-basic competence. In order to improve the book, because there is no material in the book that is suitable with the 3.14.1 sub-basic competence, I suggest the book writer add materials which are relevant with the materials and topic requires by the 3.14.1 sub-basic competence and also uses cognitive domain action verbs in each instruction.

After I analyzed the data, I made a percentage form of the data analysis. At first, made a percentage of the book relevancy with cognitive domain. There are 37 materials which include in the cognitive domain according to the 2013 curriculum standard of contents. Here is the result of the percentage :

1. Relevant Materials

There are 29 materials which are relevant with the cognitive domain. So, the percentage is : The percentage of the relevant materials is 78.37%.

2. Partly Relevant Materials

There are 4 materials which are partly relevant with the cognitive domain. So, the percentage is:

The percentage of the partly relevant materials is 10.81%.

3. Irrelevant Materials

There are 4 materials which are irrelevant with the cognitive domain. So, the percentage is: the percentage of the irrelevant materials is 10.81%.

According to those percentage, I concluded that the textbook covers around 78.37% materials which are relevant with the cognitive domain and able to fulfill the purposes of the topic, language features, and social functions of the ideal materials which are intended to be achieve by the students.

Eva Wati Nainggolan¹, Rebekka Basa Natalia Samosir², Ester Riska Sianturi³, Erikson Saragih⁴

Analysis The Strategy In Improving Students Reading Comprehension of "Content Area Reading and Learning" English Book

3.2 The Relevance of the materials with the Psychomotor Domain

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

Here is the result of the analysis :

Table 8. Research Data of Psychomotor Domain for Relevant Materials

<p>understanding, and giving complement expression by notice on the right social function, text structure, and language feature according to context.</p>	<p>learning process, both inside and outside the class.</p>	<p>4.1.2 The instruction to compose simple spoken text to express and respond checking understanding expression.</p>	<p>19</p>	<p>Please complete these following sentences. Write them in neat and accurate handwriting on your notebook. To check Beni's understanding in picture 4 <u>Udin</u> says, "....."</p>	<p>√</p>		
---	---	--	-----------	--	----------	--	--

Analysis The Strategy In Improving Students Reading Comprehension of “Content Area Reading and Learning” English Book

Basic Competence Four (Psychomotor Aspect)			When English Rings a Bell				
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of materials	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	Irrelevant
4.1 Compose simple spoken text to express and respond gaining attention, checking	Everything that is related to the interaction between teacher and students during the teaching and	4.1.1 The instruction to compose simple spoken text to express and respond gaining attention expression.	13	Please complete these following sentences. Write them in neat and accurate handwriting on your notebook. To get Edo’s attention in picture 4 she says, “.....”	√		

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

Table 9. The Conformity of Textbook Materials to the Basic Competence Four

The Relevance	The Basic Competence Four
Relevant	Sub-Basic Competence 4.1.1, 4.1.2, 4.1.3, 4.5.1, 4.5.2, 4.7.2, 4.8.1, 4.11.1, 4.14.1, 4.15.2, 4.17.1, 4.17.2, 4.18.1, 4.18.2, and 4.19.1.
Partly Relevant	Sub-Basic Competence 4.2.1, 4.2.2, 4.3.1, 4.3.3, 4.3.4, 4.6.1, 4.6.2, 4.6.3, 4.9.1, 4.9.2, 4.10.1, 4.10.2, 4.10.3, and 4.13.2.

Irrelevant	Sub-Basic Competence 4.3.2, 4.4.1, 4.7.1, 4.12.1, 4.12.2, 4.12.3, 4.13.1, 4.15.1, 4.16.1, and 4.16.2.
------------	---

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

There are 15 materials which relevant with the sub-basic competence four, they are: sub-basic competence 4.1.1, 4.1.2, 4.1.3, 4.5.1, 4.5.2, 4.7.2, 4.8.1, 4.11.1,4.14.1, 4.15.2, 4.17.1, 4.17.2, 4.18.1, 4.18.2, and 4.19.1.

According to English lesson syllabus for eight graders of junior high school as stated in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the 4.1.1 sub-basic competence contains material in the form of the instruction to compose simple spoken text to express and respond gaining attention expression by notice on the right social function, text structure, and language feature according to context. The topic of this material is everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. The material written in the book page 13 is 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 stated by Anderson and Simpson in Sitepu (2012: 96). Here, the writer used verb “write” which in this context means “copy” and 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 4.1.2 sub-basic competence contains material in the form of the instruction to compose simple spoken text to express and respond checking understanding expression by notice on the right social function, text structure, and language feature according to context with topic everything that is related to the

interaction between teacher and students during the teaching and learning process both inside and outside the class, as stated in the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*. The material written in the book page 19 is suitable with the material contained in the 4.1.2 sub- basic competence. The instruction in that page also used action verbs which are included in the Bloom's Taxonomy Psychomotor Domain as stated by Anderson and Simpson in Sitepu (2012: 96). Here, the writer used verb "write" which in this context means "copy" and verb "complete". According to those findings, the researcher concluded that those materials are relevant with the 4.1.2 sub-basic competence.

The 4.1.3 sub-basic competence contains material in the form of the instruction to compose simple spoken text to express and respond giving compliment expression by notice on the right social function, text structure, and language feature according to context. According to the English lesson syllabus for eight graders of junior high school which is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the topic of this material is everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. The materials written in the book page 19 and 24 are suitable with the material contained in the 4.1.3 sub-basic competence. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). Here, the writer used verb "complete" , verb "write" which in this context means "copy" and 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.

According to English lesson syllabus for eight graders of junior high school as stated in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, the 4.5.1 sub-basic competence contains material in the form of the instruction to compose written text in forms of very short and simple personal invitation letter by notice on the right social function, text structure, and language feature according to context. The topic of this material is everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the

class. The material written in the book page 61 is suitable with the one stated in the 4.5.1 sub-basic competence. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain as stated by Anderson and Simpson in Sitepu (2012: 96). Here, the writer used verb "create". Based on that reason, the researcher concluded that the material written in the book is relevant with the one stated in the 4.5.1 sub-basic competence. The 4.5.2 sub-basic competence contains material in the form of the instruction to compose written text in forms of very short and simple greeting card by notice on the right social function, text structure, and language feature according to context. As mentioned in the English lesson syllabus for eight graders of junior high school which is written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, the topic of this material is everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class.

The material written in the book page 65 is relevant with the one stated in the 4.5.2 sub-basic competence. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain as stated by Anderson and Simpson in Sitepu (2012: 96). Here, the writer used verb "create". So, the researcher concluded that the material written in the book is relevant with the one stated in the 4.5.2 sub-basic competence. As stated in English lesson syllabus for eight graders of junior high school written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, the 4.7.2 sub-basic competence contains materials in form the instruction to compose written text to state and ask for routine activity or general truth by notice on the right social function, text structure, and language feature according to context. The topic of this material is routine activities which do every day by students, friends, teacher, and family and also events that are general truth. The materials written in the book page 74, 78, and 84 are suitable with those stated in the 4.7.2 sub-basic competence. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). The writer used verb "make" which in this context has the same meaning with "construct", verb "complete", and verb "write". Because of those reasons, the researcher concluded that the materials written in the book are relevant with the materials stated in the 4.7.2 sub-basic competence.

The materials stated in the 4.8.1 sub-basic competence are in the form of the instruction to compose spoken and written text. As stated in the English lesson

syllabus for eight graders of junior high school which is written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang

Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, this sub-basic competence contains materials in form the instruction to compose spoken and written text to state and ask for event that happens right now by notice on the right social function, text structure, and language feature according to context. The topic of the material is activity that is doing by students, friends, parents, brother, sister, younger brother, younger sister, and teacher. The materials written in the book page 87, 88, and 89 are 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 stated by Anderson and Simpson in Sitepu (2012: 96). The writer used verb "make" which has close meaning with "compose" in this context, verb "look" which has the same meaning with "see", and verb "complete". Based on those findings, the researcher concluded that the materials written in the book are relevant with the materials stated in 4.8.1 sub-basic competence.

The 4.11.1 sub-basic competence contains materials in the form of the exercise about short and simple spoken and written descriptive text in order to catch the meaning of short and simple spoken and written descriptive text with topic description of people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility, as mentioned in the English lesson syllabus for eight graders of junior high school which is written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah,. The materials written in the book page 137, 149, 153, 154, and 155 are suitable with the materials stated in the sub-basic competence. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). The writer used verb "complete", verb "repeat", and verb "look" which has the same meaning with "see". Because of those reasons, the researcher concluded that the materials written in the book are relevant with the materials stated in the 4.11.1 sub-basic competence.

According to English lesson syllabus for eight graders of junior high school as stated in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, the 4.14.1 sub-basic competence

contains materials in the form of the exercise about short and simple spoken and written recount text in order to catch the meaning of short and simple spoken and written recount text about activity, event, and phenomenon. The topic of the materials is past events which relevance with students' life, by giving example of discipline, honesty, care, health lifestyle, and friendly attitude toward the environment. The materials written in the book page 195 and 196 are relevant with the materials stated in the sub-basic competence. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). The writer used verb "put back" which in this context has the same meaning with "re-arrange". So, the researcher concluded that the materials written in the book are relevant with the materials stated in the 4.14.1 sub-basic competence.

The 4.15.2 sub-basic competence contains materials in the form of the instruction to compose short and simple written recount text about activity, event, and phenomenon by notice on the right social function, text structure, and language feature according to context. According to the English lesson syllabus for eight graders of junior high school which is written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, the topic of the materials is past events which relevance with students' life, by giving example of discipline, honesty, care, health lifestyle, and friendly attitude toward the environment. The material written in the book page 197 is suitable with the materials stated in the 4.15.2 sub-basic competence. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). The writer used verb "write" which in this context has the same meaning with "compose". Based on those findings, the researcher concluded that the materials written in the book are relevant with those stated in the 4.15.2 sub-basic competence.

The 4.17.1 sub-basic competence contains the instruction to compose very short and simple written message by notice on the right social function, text structure The 4.17.1 sub-basic competence contains the instruction to compose very short and simple written message by notice on the right social function, text structure, and language feature according to context with topic Rundown of event, memo / short message text, warning, caution, advertisement, brochure, pamphlet, and traffic sign in the students' environment, as stated in the English lesson syllabus for eight graders of junior high school which is written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013

tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah. The material written in the book page 205 is suitable with the materials stated in the 4.17.1 sub- basic competence. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). The writer used verb "try". So, the researcher concluded that the materials written in the book are relevant with those stated in the 4.17.1 sub-basic competence.

As stated in English lesson syllabus for eight graders of junior high school written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, the 4.17.2 sub-basic competence contains the instruction to compose very short and simple written notice by notice on the right social function, text structure, and language feature according to context. The topic of the material is Rundown of event, memo / short message text, warning, caution, advertisement, brochure, pamphlet, and traffic sign in the students' environment. The material written in the book page 211 is suitable with the materials.

As stated in English lesson syllabus for eight graders of junior high school written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, the 4.18.2 sub-basic competence contains the exercise about spoken narrative text in the form of short and simple fable in order to catch the meaning of the fable. The topic of the material is fairy tale, folklore, and legends in the form of fable around the students' environment. The materials written in the book page 215 and 217 are suitable with the materials stated in the 4.18.2 sub-basic competence. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). The writer used verb "listen" which has the same meaning with "hear", and verb "repeat". Based on the reasons stated, the researcher concluded that the materials written in the book are relevant with those stated in the 4.18.2 sub-basic competence.

The 4.19.1 sub-basic competence contains the exercise about English song in order to catch the meaning of a song with topic everything gives inspiring behavior, as stated in the English lesson syllabus for eight graders of junior high school which is written in Peraturan Menteri Pendidikan dan Kebudayaan Republik

Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah,. The material written in the book page 224 is suitable with the materials stated in the 4.19.1 sub-basic competence. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). The writer used verb "rewrite". So, the researcher concluded that the material in the book is relevant with those stated in the 4.19.1 sub-basic competence.

There are 14 materials which partly relevant with the sub-basic competence four; they are: sub-basic competence 4.2.1, 4.2.2, 4.3.1, 4.3.3, 4.3.4, 4.6.1, 4.6.2, 4.6.3, 4.9.1, 4.9.2, 4.10.1, 4.10.2, 4.10.3, and 4.13.2.

According to English lesson syllabus for eight graders of junior high school as stated in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, the 4.2.1 sub-basic competence contains materials in the form of the instruction to compose written and spoken text for stating and asking someone's ability by notice on the right social function, text structure, and language feature according to context. The topic of this material is everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. The material written in the book page 29 is the only the instruction to compose written text for stating someone's ability use modal can. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu 92012: 96). Here, the writer used verb "complete". Unfortunately, the material written in the book is only in the form of instruction to compose written

text to state someone's ability. While the materials stated in the sub-basic competence 4.2.1 are instructions to compose spoken and written text to state and ask someone's ability. Because of this reason, the researcher concluded that the materials written in the book is partly relevant with those stated in the 4.2.1 sub-basic competence. In order to improve the materials in the book to become relevant with the sub-basic competence 4.2.1, I suggest the book writer add the materials about instruction to compose spoken text for stating and asking someone's ability and using psychomotor domain action verbs in each instruction.

The 4.2.2 sub-basic competence contains materials in the form of the instruction to compose written and spoken text to stating and asking someone's willingness to do something by notice on the right social function, text structure, and language feature according to context with topic everything that is related to

the interaction between teacher and students during the teaching and learning process, both inside and outside the class, as stated in the English lesson syllabus for eight graders of junior high school which is written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah. The material written in the book page 35 is the only instruction to compose written text for stating someone's willingness to do something used modal will. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). Here, the writer used verb "complete". Unfortunately, the material written in the book is only in the form of instruction to compose written text to state someone's willingness to do something. While the materials which should be written in the book as stated in the sub-basic competence 4.2.2 are instructions to compose spoken and written text to state and ask someone's willingness to do something. Because of this finding, the researcher concluded that the materials written in the book is partly relevant with those stated in the 4.2.2 sub-basic competence. In order to improve the materials in the book to become relevant with the sub-basic competence 4.2.2, I suggest the book writer add the materials about instruction to compose spoken text for stating and asking someone's willingness and using psychomotor domain action verbs in each instruction.

The 4.3.1 sub-basic competence contains materials in the form of the instruction compose simple written and spoken text to state, ask, and respond giving instruction expression by notice on the right social function, text structure, and language feature according to context. According to the English lesson syllabus for eight graders of junior high school which is written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, the topic of this material is everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. The materials written in the book page 49 and 51 are the only instruction to compose written text for state giving instruction expression. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). Here, the writer used verb "complete". Unfortunately, the material written in the book is only in the form of instruction to compose written text to state giving instruction expression. While the materials stated in the sub-basic competence 4.3.1 are instructions to compose spoken and written text to state, respond, and

ask giving instruction expression. Based on this reason, the researcher concluded that the materials written in the book is partly relevant with those stated in the sub-basic competence 4.3.1. In order to improve the materials in the book to become relevant with the sub-basic competence 4.3.1, I suggest the book writer add the materials about instruction to compose spoken text for stating, asking, and responding giving instruction expression and using psychomotor domain action verbs in each instruction.

As stated in English lesson syllabus for eight graders of junior high school written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, the 4.3.3 sub-basic competence contains materials in the form of the instruction compose simple written and spoken text to state, ask, and respond giving prohibition expression by notice on the right social function, text structure, and language feature according to context. The topic of this material is everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. The materials written in the book page 49 and 51 are the only instruction to compose written text for state giving prohibition expression. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). Here, the writer used verb "complete". However, the materials written in the book are only in the form of instruction to compose written text to state giving prohibition expression. While the materials which should be written in the book as stated in the sub-basic competence 4.3.3 are instructions to compose spoken and written text to state, respond, and ask giving instruction expression. According to those findings, the researcher concluded that the materials written in the book is partly relevant with those stated in the 4.3.3 sub-basic competence. In order to improve the materials in the book to become relevant with the sub-basic competence 4.3.3, I suggest the book writer add the materials about instruction to compose spoken text for stating, asking, and responding giving prohibition expression and using psychomotor domain action verbs in each instruction.

The 4.3.4 sub-basic competence contains materials in the form of the instruction compose simple written and spoken text to state, ask, and respond asking for permission expression by notice on the right social function, text structure, and language feature according to context with topic everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class, as mentioned in the English lesson syllabus for eight graders of junior high school which is written in

Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah. The material written in the book page 51 is the only material contains instruction to compose written text for state asking for permission expression. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). Here, the writer used verb "complete". However, the material written in the book is only in the form of instruction to compose written text to state asking for permission. While the materials which should be written in the book as stated in the 4.3.4 sub-basic competence are instructions to compose spoken and written text to state, respond, and ask asking for permission expression. Because of these findings, the researcher concluded that the materials written in the book is partly relevant with those stated in the 4.3.4 sub-basic competence. In order to improve the materials in the book to become relevant with the sub-basic competence 4.3.4, I suggest the book writer add the materials about instruction to compose spoken text for stating, asking, and responding asking for permission expression and using psychomotor domain action verbs in each instruction.

As stated in English lesson syllabus for eight graders of junior high school written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, The 4.6.1 sub-basic competence contains materials in the form of the instruction compose spoken and written text to state and ask about the presence of people in uncountable amount by notice on the right social function, text structure, and language feature according to context. The topic of this material is the name of people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility. The material written in the book page 75 is the only material contains instruction to compose written text for state the presence of people in uncountable amount. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012; 96). Here, the writer used verb "observe" and verb "write". Unfortunately, the material written in the book is only in the form of instruction to compose written text to state the presence of people in uncountable amount. While the materials which should be written in the book as stated in the 4.6.1 sub-basic competence are instructions to compose spoken and written text to state, and ask the presence of people in uncountable amount. Because of this reason, the researcher concluded that the materials written in the

book is partly relevant 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 sub-basic competence 4.6.1, I suggest the book writer add the materials about instruction to compose spoken text to state and ask about the presence of people in uncountable amount and using psychomotor domain action verbs in each instruction.

The 4.6.2 sub-basic competence contains materials which similar to the previous sub-basic competence. According to the English lesson syllabus for eight graders of junior high school which is written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, the materials in the 4.6.2 sub-basic competence are in the form of the instruction compose spoken and written text to state and ask about the presence of things in uncountable amount by notice on the right social function, text structure, and language feature according to context with topic name of people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility. The material written in the book page 75 is the only material contains instruction to compose written text for state the presence of things in uncountable amount. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). Here, the writer used verb "observe" and verb "write". However, the material written in the book is only in the form of instruction to compose written text to state the presence of things in uncountable amount. While the ideal materials stated in the sub-basic competence 4.6.2 are instructions to compose spoken and written text to state, and ask the presence of things in uncountable amount. According to this reason, the researcher concluded that the materials written in the book is partly relevant with those stated in the 4.6.2 sub- basic competence. In order to improve the materials in the book to become relevant with the sub-basic competence 4.6.2, I suggest the book writer add the materials about instruction to compose spoken text to state about the presence of things in uncountable amount and using psychomotor domain action verbs in each instruction.

As mentioned in English lesson syllabus for eight graders of junior high school written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, The 4.6.3 sub-basic competence contains materials in the form of the instruction compose spoken and written text to state and ask about the presence of animal in uncountable amount by notice on the right social function, text structure, and language feature according to context.

The topic of this material is the name of people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility. The material written in the book page 75 is the only material contains instruction to compose written text for state the presence of animal in uncountable amount. The instruction in that page used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). Here, the writer used verb "observe" and verb "write". Unfortunately, the material written in the book is only in the form of instruction to compose written text to state the presence of animal in uncountable amount. While the materials which should be written in the book as stated in the sub-basic competence 4.6.3 are instructions to compose spoken and written text to state, and ask the presence of animal in uncountable amount. Because of this finding, the researcher concluded that the materials written in the book is partly relevant with those stated in the 4.6.3sub- basic competence. In order to improve the materials in the book to become relevant with the sub-basic competence 4.6.3, I suggest the book writer add the materials about instruction to compose spoken text to state about the presence of animal in uncountable amount and using psychomotor domain action verbs in each instruction.

The 4.9.1 sub-basic competence contains different materials from the previous sub-basic competence. According to the English lesson syllabus for eight graders of junior high school which is written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, the materials of this sub-basic competence are in the form of the instruction to compose spoken and written text to state and ask about cause and defect relation by notice on the right social function, text structure, and language feature according to context. The topic of those materials are activities which show cause and effect relation and contrary relation did by students, friends, family, and teacher. The material written in the book page 105 is the only material contains instruction to compose written text for state about cause and effect relation. However, the instruction in that page did not use action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). The material written in the book is only in the form of instruction to compose written text to state about cause and effect relation. While the ideal materials stated in the sub-basic competence 4.9.1 are instructions to compose spoken and written text to state and ask about cause and effect relation. Based on those findings, the researcher concluded that the materials written in the book is partly relevant with those stated in the 4.9.1sub-basic competence. In order

to improve the materials in the book to become relevant with the sub-basic competence 4.9.1, I suggest the book writer add the materials about instruction to compose spoken text for stating and asking about cause and effect relation and using psychomotor domain action verbs in each instruction.

The 4.9.2 sub-basic competence contains materials in the form of the instruction to compose spoken and written text to state and ask about contrary relation by notice on the right social function, text structure, and language feature according to context with topic activities which show cause and effect relation and contrary relation did by students, friends, family, and teacher, as mentioned in the English lesson syllabus for eight graders of junior high school which is written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah. The material written in the book page 105 is the only material contains instruction to compose written text for state about cause contrary relation. Unfortunately, the instruction in that page did not use action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). The material written in the book is only in the form of instruction to compose written text to state about contrary relation. While the materials stated in the sub-basic competence 4.9.2 are instructions to compose spoken and written text to state and ask about contrary relation. Because of those reasons stated, the researcher concluded that the materials written in the book is partly relevant with those stated in the 4.9.2 sub-basic competence. In order to improve the materials in the book to become relevant with the sub-basic competence 4.9.2, I suggest the book writer add the materials about instruction to compose spoken text for stating and asking about contrary relation and using psychomotor domain action verbs in each instruction.

According to the English lesson syllabus for eight graders of junior high school written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, the 4.10.1 sub-basic competence contains materials in the form of the instruction to compose spoken and written text to state and ask for amount and character comparison of people by notice on the right social function, text structure, and language feature according to context. The topic of the materials is people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility. The materials written in the book page 116, 121, 127, and 129 contain the instruction to compose written text for state the for amount and character comparison of people. The instruction in those pages also

used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). Here, the writer used verb "complete" and verb "write. However, the material written in the book is only in the form of instruction to compose written text to state for amount and character comparison of people. While the materials which should be written in the book as stated in the sub-basic competence 4.10.1 are instructions to compose spoken and written text to state, and ask for amount and character comparison of people. Based on those findings, the researcher concluded that the materials written in the book is partly relevant with those stated in the 4.10.1 sub-basic competence. In order to improve the materials in the book to become relevant with the sub-basic competence 4.10.1, I suggest the book writer add the materials about instruction to compose spoken text to state and ask for amount and character comparison of people and using psychomotor domain action verbs in each instruction.

The 4.10.2 sub-basic competence contains similar materials with the 4.10.1 sub-basic competence. As stated in the English lesson syllabus for eight graders of junior high school which is written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, the materials in the 4.10.2 sub-basic competence are in the form of the instruction to compose spoken and written text to state and ask for amount and character comparison of animal by notice on the right social function, text structure, and language feature according to context. The topic of those materials is people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility. The materials written in the book page 127 and 129 contain instruction to compose written text to state for amount and character comparison of animal. The instruction in that page also used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). Here, the writer used verb "complete" and verb "write. However, the material written in the book is only in the form of instruction to compose written text to state for amount and character comparison of animal. While the ideal materials stated in the sub-basic competence 4.10.2 are instructions to compose spoken and written text to state, and ask for amount and character comparison of animal. Because of this reason, the researcher concluded that the materials written in the book is partly relevant with those stated in the 4.10.2 sub-basic competence. In order to improve the materials in the book to become relevant with the sub-basic competence 4.10.2, I suggest the book writer add the materials about instruction to compose spoken text to state and ask for amount and character comparison of animal and using

psychomotor domain action verbs in each instruction.

Similar with the previous sub-basic competence, as stated in the English lesson syllabus for eight graders of junior high school which is written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, the 4.10.3 sub-basic competence contains materials in the form of the instruction compose spoken and written text to state and ask for amount and character comparison of things by notice on the right social function, text structure, and language feature according to context. The topic of those materials is people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility. The materials written in the book page 116, 121, 122, 123, 125, 127, and 129 contain instruction to compose written text to state for amount and character comparison of things. The instruction in that page used action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). Here, the writer used verb "complete" and verb "write. Unfortunately, the material written in the book is only in the form of instruction to compose written text to state for amount and character comparison of things. While the materials which should be written in the book as stated in the sub-basic competence 4.10.3 are instructions to compose spoken and written text to state, and ask for amount and character comparison of things. Because of this finding, the researcher concluded that the materials written in the book is partly relevant with those stated in the 4.10.3sub- basic competence. In order to improve the materials in the book to become relevant with the sub-basic competence 4.10.3, I suggest the book writer add the materials about instruction to compose spoken text to state and ask for amount and character comparison of things and using psychomotor domain action verbs in each instruction.

As mentioned in the English lesson syllabus for eight graders of junior high school as stated in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, the 4.13.2 sub-basic competence contains materials in the form of the instruction to compose written text to state and ask past events by notice on the right social function, text structure, and language feature according to context. The topic of the material is past events which relevance with students' life, by giving example of discipline, honesty, care, health lifestyle, and friendly attitude toward the environment. The materials written in the book page 162, 165, 166, 169, and 171 contain instruction which related to written text about events. The instruction in that page also used

action verb which is included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). Here, the writer used verb "copy", and verb "repeat". However, the instructions written here are not suitable with the instructions stated in the 4.13.2 sub- basic competence. The instructions written in the book did not ask students to compose written text to state and ask past events. Based on these findings, the researcher concluded that the materials written in the book are partly relevant with the materials stated in the 4.13.2 sub-basic competence. In order to make the materials in the book become relevant with the 4.13.2 sub-basic competence, I suggest the book writer add materials about instruction to ask students to compose written text to state and ask past events.

There are 10 materials which irrelevant with the sub-basic competence four, they are: sub-basic competence 4.3.2, 4.4.1, 4.7.1, 4.12.1, 4.12.2, 4.12.3, 4.13.1,4.15.1, 4.16.1, and 4.16.2.

According to English lesson syllabus for eight graders of junior high school as stated in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, the 4.3.2 sub-basic competence contains materials in the form of the instruction compose simple written and spoken text to state, ask, and respond giving invitation expression by notice on the right social function, text structure, and language feature according to context. The topic of this material is everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. However, there is no material in the book which is related to the topic and materials stated in the 4.3.2 sub- basic competence. So, the researcher concluded that the materials written in the book are irrelevant with those stated in the 4.3.2 sub-basic competence. In order to improve the materials in the book to become relevant with the 4.3.2 sub-basic competence, I suggest the book writer add materials about instruction to compose simple written and spoken text for stating, asking, and responding giving invitation expression

according to the given topic and using psychomotor domain action verbs in each instruction.

The 4.4.1 sub-basic competence contains materials in the form of the exercise about personal invitation letter and greeting card in order to catch the meaning of personal invitation letter and greeting card with topic everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class, as stated in the English lesson syllabus for eight graders of junior high school which is written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah. Unfortunately, there is no material in the book which is related to the topic and materials stated in the 4.4.1 sub-basic competence. Based on those findings, the researcher concluded that the materials written in the book are irrelevant with those stated in the 4.4.1 sub-basic competence. Because there is no material in the book which is relevant with the 4.4.1 sub-basic competence, in order to improve the book, I suggest the book writer add materials about instruction to do the exercise about personal invitation letter and greeting card and using the psychomotor domain action verbs in the instructions.

The materials in the 4.7.1 sub-basic competence are in the form of instruction to compose spoken text. According to the English lesson syllabus for eight graders of junior high school which is written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, this sub-basic competence contains the instruction to compose spoken text to state and ask for routine activity or general truth by notice on the right social function, text structure, and language feature according to context. The topic of this material is routine activities which do every day by students, friends, teacher, and family and also events that are general truth. However, there is no material in the book which is related to the topic and materials stated in the 4.7.1 sub-basic competence. According to those reason stated, the researcher concluded that the materials written in the book are irrelevant with those stated in the 4.7.1 sub-basic competence. Because there is no material in the book which is relevant with the sub-basic competence 4.7.1, I suggest the book writer add materials about the instruction to compose spoken text to state and ask for routine activity or general truth according to the given topic and using psychomotor domain action verbs in each instruction.

As mentioned in the English lesson syllabus for eight graders of junior high

school as stated in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, the 4.12.1 sub-basic competence contains materials in the form of the instruction to compose short and simple spoken and written descriptive text about people by notice on the right social function, text structure, and language feature according to context. The topic of the materials is description of people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility. Unfortunately, there is no material in the book which is related to the topic and materials stated in the 4.12.1 sub-basic competence. Because of those findings, the researcher concluded that the materials written in the book are irrelevant with those stated in the 4.12.1 sub-basic competence. Because there is no material in the book which is relevant with the 4.12.1 sub-basic competence, I suggest the book writer add materials about the instruction to compose short and simple spoken and written descriptive text about people in a given topic and using psychomotor domain action verbs in each instruction.

The 4.12.2 sub-basic competence has materials which similar to the previous sub-basic competence. As stated in the English lesson syllabus for eight graders of junior high school which is written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, the 4.12.2 sub-basic competence contains materials in the form of the instruction to compose short and simple spoken and written descriptive text about animal by notice on the right social function, text structure, and language feature according to context. The topic of the materials is description of people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility. Unfortunately, there is no material in the book which is related to the topic and materials stated in the 4.12.2 sub-basic competence. So, the researcher concluded that the materials written in the book are irrelevant with those stated in the 4.12.2 sub-basic competence. Because there is no material in the book which is relevant with the 4.12.2 sub-basic competence, I suggest the book writer add materials about the instruction to compose short and simple spoken and written descriptive text about animal in a given topic and using psychomotor domain action verbs in each instruction.

The 4.12.3 sub-basic competence contains materials in the form of the instruction to compose short and simple spoken and written descriptive text about

things by notice on the right social function, text structure, and language feature according to context with topic description of people, things, and animal exist in the students' environment, by giving example of friendly attitude toward the environment, confidence, and responsibility, as mentioned in the English lesson syllabus for eight graders of junior high school which is written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah. However, there is no material in the book which is related to the topic and materials stated in the 4.12.3 sub-basic competence. Because of those reasons, the researcher concluded that the materials written in the book are irrelevant with those stated in the 4.12.3 sub-basic competence. Because there is no material in the book which is relevant with the 4.12.3 sub-basic competence, I suggest the book writer add materials about the instruction to compose short and simple spoken and written descriptive text about things in a given topic and using psychomotor domain action verbs in each instruction.

According to the English lesson syllabus for eight graders of junior high school written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, the 4.13.1 sub-basic competence contains materials in the form of the instruction to compose spoken text to state and ask past events by notice on the right social function, text structure, and language feature according to context. The topic of the material is past events which relevance with students' life, by giving example of discipline, honesty, care, health lifestyle, and friendly attitude toward the environment. Unfortunately, there is no material in the book which is suitable with the topic and materials stated in the 4.13.1 sub-basic competence. Because of those findings, the researcher concluded that the materials written in the book are irrelevant with those stated in the 4.13.1 sub-basic competence. Because there is no material in the book which is relevant with the 4.13.1 sub-basic competence, I suggest the book writer add materials about the instruction to compose spoken text to state and ask past events in a given topic and using psychomotor domain action verbs in each instruction.

The 4.15.1 sub-basic competence contains different materials from the previous sub-basic competence. As stated in the English lesson syllabus for eight graders of junior high school which is written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, the materials in the 4.15.1 sub-basic competence are in the form of the instruction to compose short and simple spoken recount text about activity, event, and

phenomenon by notice on the right social function, text structure, and language feature according to context. The topic of the materials is past events which relevance with students' life, by giving example of discipline, honesty, care, health lifestyle, and friendly attitude toward the environment. However, there is no material in the book which is suitable with the topic and materials stated in the 4.15.1 sub-basic competence. Based on those reasons, the researcher concluded that the materials written in the book are irrelevant with those stated in the 4.15.1 sub-basic competence. Because there is no material in the book which is relevant with the 4.15.1 sub-basic competence, I suggest the book writer add materials about the instruction to compose short and simple spoken recount text about activity, event, and phenomenon in a given topic and using psychomotor domain action verbs in each instruction.

The 4.16.1 sub-basic competence contains the exercise about very short and simple message in order to catch the meaning of very short and simple message and notice with topic Rundown of event, memo / short message text, warning, caution, advertisement, brochure, pamphlet, and traffic sign in the students' environment, as mentioned in the English lesson syllabus for eight graders of junior high school which is written in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah. Unfortunately, there is no material in the book which is suitable with the topic and materials state din the 4.16.1 sub-basic competence. So, the researcher concluded that the materials written in the book are irrelevant with the materials stated in the 4.16.1 sub-basic competence. Because there is no material in the book which is relevant with the 4.16.1 sub-basic competence, I suggest the book writer add materials about the instruction to compose very short and simple message in a given topic and using psychomotor domain action verbs in each instruction.

As stated in the English lesson syllabus for eight graders of junior high school as stated in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, the 4.16.2 sub-basic competence contains the exercise about very short and simple notice in order to catch the meaning of very short and simple message and notice. The topic of the material is Rundown of event, memo / short message text, warning, caution, advertisement, brochure, pamphlet, and traffic sign in the students' environment. However, there is no material in the book which is suitable with the topic and materials state din the 4.16.2 sub- basic competence. Because of those findings, the researcher

concluded that the materials written in the book are irrelevant with the materials stated in the 4.16.2 sub - basic competence. Because there is no material in the book which is relevant with the 4.16.2 sub-basic competence, I suggest the book writer add materials about the instruction to do exercise about very short and simple notice and using psychomotor domain action verbs in each instruction. As stated in the English lesson syllabus for eight graders of junior high school as stated in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, the 4.16.2 sub-basic competence contains the exercise about very short and simple notice in order to catch the meaning of very short and simple message and notice. The topic of the material is Rundown of event, memo / short message text, warning, caution, advertisement, brochure, pamphlet, and traffic sign in the students' environment. However, there is no material in the book which is suitable with the topic and materials state in the 4.16.2 sub- basic competence. Because of those findings, the researcher concluded that the materials written in the book are irrelevant with the materials stated in the 4.16.2 sub - basic competence. Because there is no material in the book which is relevant with the 4.16.2 sub-basic competence, I suggest the book writer add materials about the instruction to do exercise about very short and simple notice and using psychomotor domain action verbs in each instruction.

After I analyzed the data, I made a percentage form of the data analysis. I made a percentage of the book relevancy with psychomotor domain. There are 39 materials which include in the cognitive domain according to the 2013 curriculum standard of contents. Here is the result of the percentage :

1. Relevant Materials

There are 15 materials which are relevant with the cognitive domain. So, the percentage is: The percentage of the relevant materials is 38.46%.

2. Partly Relevant Materials

There are 14 materials which are partly relevant with the cognitive domain. So, the percentage is: The percentage of the partly relevant materials is 35.89%

3. Irrelevant Materials

There are 10 materials which are irrelevant with the cognitive domain. So, the percentage is: The percentage of the irrelevant materials is 25.64%.

According to those percentage, I concluded that the textbook only covers around 38.46% materials which are relevant with the psychomotor domain and able to fulfill the purposes of guiding the students to use their psychomotor ability to create something with their creativity.

Conclusion

1. In terms of the relevance of the materials in the English student book "When English Rings a Bell" with the main and basic competence three materials written in the English lesson syllabus for eight graders of Junior high school stated in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah* and the instruction of each material with the Bloom's Taxonomy Cognitive Domain action verbs stated in Anderson, et. al (2001: 67), there are 29 materials in the book which are relevant or about 78.37 %, 4 materials which are partly relevant or about 10.81 %, and 4 materials which are irrelevant or about 10.81 %. According to those findings, the researcher concluded that the textbook covers around 78.37 % materials which are relevant with the cognitive domain and able to fulfill the purposes of the topic, language features, and social functions of the ideal materials which are intended to be achieve by the students.
2. In terms of the relevance of the materials in the English student book "When English Rings a Bell" with the main and basic competence four materials written in the English lesson syllabus for eight graders of Junior high school stated in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah* and the instruction of each material with the Bloom's Taxonomy Psychomotor Domain action verbs stated in Anderson and Simpson in Sitepu (2012: 96), there are 15 materials in the book which are relevant or about 38.46 %, 14 materials which are partly relevant or about 35.59 %, and 10 materials which are irrelevant or about 25.64 %. According to those findings, the researcher concluded that the textbook only covers around 38.46 % materials which are relevant with the psychomotor domain and able to fulfill the purposes of guiding the students to use their psychomotor ability to create something with their creativity which should be achieved by the students according to the syllabus.

References

Alavania, Parviz and Siyadat, Mansoor. 2013. A Comparative Study of English Textbooks Used in Iranian Institutes. *International Journal of Asian Social Science*. Vol 3, No.1. Available at <http://www.aessweb.com/journal-detail.php?id=5007>.

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

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.

Azizifar Akbar and Eftekhar Baghelani. 2014. Textbook Evaluation from EFL Teachers' Perspectives: The Case of "Top-Notch" Series. *International SAMANM Journal of Business and Social Sciences*. Vol. 2, No.1

Chang, J. 2006. Globalization and English in Chinese Higher Education. *World Englishes*, 25(3), 513–525. Available at <http://dx.doi.org/10.1111/j.1467-971X.2006.00484.x>

Cheng, Hung, and Chiech. 2011. Thinking of the Textbook in the ESL/EFL Classroom. *English Language Teaching International Journal*. Vol. 4, No 2. Available at <http://www.ccsenet.org/elt>.

Fitriyani, Meita. 2013. Textbook Analysis of "When English Rings a Bell" an Textbook for The Sevent Grade of Junior High School. *English Language Teaching Journal*. Vol II, No 7. Available at <http://journal.student.uny.ac.id/jurnal/artikel/5486/11/594>.

Instrumen Penilaian Buku Teks Pelajaran Bahasa Inggris Tahun 2014 BSNP. Online at bsnp-indonesia.org/id/?p=1340: evaluasi buku [accessed 01/11/15].

Kamila, Halimatul. 2014. A Study on the Relevance of Materials in English Textbook "Bright" for Seventh Graders of Junior High School Published by Erlangga to 2013 Curriculum. *RETAIN*. Vol 2, No 2. Available at <http://ejournal.unesa.ac.id/jurnal/retain/abstrak/7520/a-study-on-the-relevance-of-materials-in-english-textbook-bright-for-seventh-graders-of-j>

unior-high-school-published-by-erlangga-to-2013-curriculum.

Kementerian Pendidikan dan Kebudayaan. 2014. Bahasa Inggris "When English Rings a Bell". Jakarta : Kementerian Pendidikan dan Kebudayaan.

Kementerian Pendidikan dan Kebudayaan. 2013. Peraturan Menetri Pendidikan

Eva Wati Nainggolan¹, Rebekka Basa Natalia Samosir², Ester Riska Sianturi³, Erikson Saragih⁴

Analysis The Strategy In Improving Students Reading Comprehension of "Content Area Reading and Learning" English Book

dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah. Jakarta: Kementerian Pendidikan dan Kebudayaan.

Krippendorff, K. 1980. Content Analysis: An Introduction to its Methodology.

Beverly Hills, CA: Sage.

Moleong, Lexy J. 2005. Metodologi Penelitian Kualitatif. Bandung: PT. Remaja Rosdakarya.

Mujiyanto, Y. 2011. Petunjuk Penulisan Skripsi. Semarang: UNNES Press.

Naji M. Elham and Reza Pishghadam. 2012. Analysis of English Language Textbooks in the Light of English as an International Language (EIL): A Comparative Study. International Journal of Research in Language Learning. Vol. 2, Number 2.

Nasution, S. 2008. Asas- Asas Kurikulum. Jakarta: Bumi Aksara.

Poerwati, E. Loeloek and S. Amri. 2013. Panduan Memahami Kurikulum 2013.

Jakarta: Prestasi Pustaka Publisher.

Priyatni, Endah T. 2014. Desain Pembelajaran Bahasa Indonesia Dalam Kurikulum 2013. Jakarta: Bumi Aksara

Ratnasari, Laras. 2014. An Analysis of the Relevance of English Materials in Textbook Entitled "Pathway to English" for Senior High School Grade X to the 2013 Curriculum. RETAIN. Vol 2, No 2. Available at <http://ejournal.unesa.ac.id/jurnal/retain/abstrak/7521/an-analysis-of-the-relevance-of-english-materials-in-textbook-entitled-pathway-to-english-senior-high-school-grade-x-to-the-2013-curriculum>.

Rodhiyah. 2009. The Relevancy of the Textbook „Grow with English Book 5“ published by Erlangga with Standards of Contents. Final Project, English

- Department, Faculty of Languages and Arts, Semarang State University.
- Salsabil, Silvi. 2014. A Tarnsitivity Analysis of NGLISH Texts in Bahasa Inggris When English Rings the Bell. *English Language Teaching Journal*. Vol. III, No. 7. Availabe at <http://journal.student.uny.ac.id/jurnal/artikel/10023/11/1034>
- Sitepu, B.P. 2012. *Penulisan Buku Teks Pelajaran*. Bandung: PT Remaja Rosdakarya.
- Sugiyono. 2009. *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. Bandung: Alfabeta.
- Tarigan, H. Guntur and D. Tarigan. 1990. *Telaah Buku Teks Bahasa Indonesia*. Bandung: Angkasa.
- Tim Pengembang MKDP Kurikulum dan Pembelajaran. 2013. *Kurikulum dan Pembelajaran*. Jakarta: Rajawali Pers.
- Wahab, Montasser M.A. 2013. Developing an English Language tExtbook Evaluative Checklist. *IOSR Journal of Research & Method in Education (IOSR-JRME)*. Vol 1, Issue 3. Available at <http://www.iosrjournals.org>.
- Weddel, K.S. 2009. *How to Choose a Good ESL Textbook*. Colorado: Northern Colorado Prefessional Development Center.
- Winecoff, L. 1988. *Curriculum Development and Instructional Development Planning*. Bandung: SUNY Technical Assistance Proram.