

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some theories related to the topics of the study. It includes the definition of textbook, function of textbook in language teaching and learning, textbooks analysis, Tomlinson's theory of material evaluation, student English textbook "Think Globally Act Locally", curriculum, the 2013 Curriculum, Cognitive and Psychomotor Domain, and previous related study.

A. Definition of Textbook

In teaching and learning process, instructional materials are important part in education implementation. Instructional materials will help the teacher in carrying out the materials and the students will be more helpful and easy in learning. Besides, the instructional materials also can be made in various forms according to the needs and characteristics of the teaching material to be presented. Richards (2001: 251) points out that much language program objective could not be achieved without the existence of commercial materials. Furthermore, Tomlinson (2011: 2) argues that materials are primarily aimed at helping learners to improve their knowledge and providing them opportunities to experience language use. One of instructional materials is in the form of textbook. It is very important for both teacher and learner. Textbook is needed by the teacher in making teaching preparation and establish the teaching aids. Besides, the learners also need textbook in order to follow and understand the

lesson comprehensively. In short, instructional material in the form of textbook has significant role in succeeding teaching and learning objectives.

Textbooks is one of the learning sources and teaching materials that are widely used in educational institution. Among the various textbooks that are used in educational institution, English textbook is one of them. Richards (2001) conveys that materials in the textbook for English learning contains the combination of skills like reading, speaking, writing, listening, and the components like grammar and vocabulary . It means that textbook is the matrix of teaching material that published and posted as the main teaching material in teaching and learning process. Textbook is usually used together with other sources of teaching like workbook, reference's book of teacher or proponent text (Tomlinson: 2011). In addition, the textbook is a stimulus or instrument in teaching and learning process.

Textbook is commonly called in a set of terms. It is can be called as teaching substance, subject substance, and instructional materials (Tomlinson, 2011: 143). Moreover, textbook also can be called as teaching materials and course book (Depdiknas, 2006: 3). Those terms explicitly emphasize that textbook is something that can be used to facilitate student and teacher in the teaching and learning process (Tomlinson, 2011: 144). On the basis of the definition, the term of textbook is clearly as teaching substance and material. Teaching substance refers to the physical shape of the textbook itself as the source of learning. While, teaching material refers to the content of the textbook like topic, theme, exercise and explanation. In sum, in the textbook contains the

main material of a course and it is the source of knowledge in teaching and learning process (Tomlinson, 2011:150).

Based on the definitions above, the writer sums up that the textbook is an important tool as a part of education. It is used as the source and the medium to transfer the knowledge. In short, one of the factors in a success teaching and learning process cannot be separated from a good and qualified textbook.

B. The Function of Textbook in Language Teaching and Learning

A textbook plays a pivotal function in language classroom in all types of educational institutions – public schools, colleges, and language schools all over the world. In some contexts, teachers are free to choose their own textbooks.

According to Tucker (1975:155) a textbook can be very beneficial for teacher because of its great value. It provides an organization or structure of the course, selection of subject matters that can be used as basis for determining course contents, a certain number of activities and suggestions for teaching strategies, and information about other reading, sources of information, audiovisual, other aids, other teaching materials and teaching tools.

Similarly, Halliwell (1992:113) states that a textbook helps a teacher by providing: a learning program which is appropriately sequenced and structured to include progressive revision, a wider range of material that an individual teacher may be able to collect securely, an economical preparation, a source of practical teaching ideas, a work that learners can do on their own so that the teacher does not has to be the center stage all of the time, a basis of homework if that is required, and a basis for discussion and comparison with other teachers.

Sheldon (1988:237) says that theoretically, experienced teachers can teach English without a textbook. In most cases teachers need textbooks in the classroom. Textbooks are also beneficial for students. For students, a textbook may provide a major source of contact they have with their target language, excluding the input provided by the teacher, Richard (2000:21).

Moreover, Crawford's (2002:80) describes that the textbook enables the students to learn what is presented in it and it makes them possible to review and prepare their lesson. Textbooks greatly affect the learners, such as the independence of learners in developing language skills outside the classroom. This allows students to gain more experience to learn the language. Since the role of textbook is very important for both teachers and learners, a careful selection of textbooks is needed.

In conclusion, a textbook is an essential element in education, particularly in language classes. A textbook is a source of learning. That is the information contained in the textbook can be used both by teachers and students to achieve learning objectives. The textbook is one of the determinants in educational objectives: success and failure of the quality in education depends on the textbook itself. Furthermore, it is very beneficial for both teacher and student. For teachers, the structure and sequence of a textbook simplify the language learning process. So, the time will also be more efficient. In many situations, textbooks are used by teachers as a basis for initial preparation of the syllabus. First of all a textbook which is used as a benchmark for later themes and the unit was developed according to the needs of students. Meanwhile, for students, a

textbook is usually used to explore the materials which have been obtained from the teacher.

C. Textbooks Analysis

Analyzing textbook is a way to describe all content of the textbook. There are a lot of textbook analysis done by the researchers to know the quality of the textbook. The textbook analysis is complex and comprehensive. It supports each other theories and point of views to meet the criteria of a good textbook.

Krippendorff (2008: 18) accounts in his handbook “Textbook Analysis” that textbook analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context they used. Specialized procedures is needed as a technique in textbook analysis. It is learnable and divorceable from the personal authority of the writer. Moreover, it can be a research technique also because it provides new insights, increases writer understanding of particular phenomena, or informs practical actions.

There are three basic methods of evaluating textbooks according to Wahab (2013: 56). The first is called the impressionistic method and it involves analyzing a textbook on the basis of a general impression. The general impression would be gained by reading the blurb and the contents page and then skimming through the book to get a sense of organization, topics, layout, and visual. This method is not adequate in itself but it could be combined with for example. The second method is called the checklist method. This method is systematic in the way that the criteria on the list are checked off in a certain order. It is also easy to compare different materials and it is not very time-consuming compared to other methods. The third method, the in-depth method, suggests a

careful examination or representative features such as the design of one particular unit or exercise, or the treatment of particular language elements. An obvious disadvantage in this method is that the selected section might not be representative of the book as a whole.

In addition, Tomlinson (2011) proposes sixteen criteria of material evaluation. It is defined in detail to examine the strength and weakness in a textbook. This will be useful to know to the specific criteria needs to be improved in case if the criteria are not found in the textbook. The criteria are as follows:

1. Materials should achieve impact.
2. Materials should help learners to feel at ease.
3. Materials should help learners to develop confidence.
4. What is being taught should be perceived by learners as relevant and useful.
5. Materials should require and facilitate learner self-investment.
6. Learners must be ready to acquire the points being taught.
7. Materials should expose the learners to language in authentic use.
8. The learners' attention should be drawn to linguistic features of the input.
9. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.
10. Materials should take into account that the positive effects of instruction are usually delayed.
11. Materials should take into account that learners differ in learning styles.
12. Materials should take into account that learners differ in affective attitudes.
13. Materials should permit a silent period at the beginning of instructions.
14. Materials should maximize learning potential which stimulates both right and left brain activities.
15. Materials should not rely too much on controlled practice.
16. Materials should provide for outcome feedback.

On the basis of the explanation above, the writer used Tomlinson's theory to analyze the English textbook. This theory covers the criteria of material evaluation in details to examine the strength and weakness in the textbook. The writer analyzed English Textbook "Think Globally Act Locally" for Grade IX (The Revised Edition 2018).

D. Tomlinson's Theory of Material Evaluation

Among many theories of textbook evaluation, Tomlinson is one of expert who deeply examines the quality of the material in the English textbook. Tomlinson (2011) proposes sixteen criteria or principle of second language acquisition relevant to the development of materials for the teaching of languages. Here are the detailed information related to the criteria that have been stated before.

1. Materials should achieve impact

Impact is achieved when materials have a noticeable effect on learners, it is when the learners' curiosity, interest and attention are attracted. If this is achieved, there is a better chance that some of the language in the materials will be taken in for processing.

Materials can achieve impact through:

- a. Novelty (e.g. unusual topics, illustrations and activities);
- b. Variety (e.g. breaking up the monotony of a unit routine with an unexpected activity; using many different text-types taken from many different types of sources; using a number of different instructor voices on a CD);

- c. Attractive presentation (e.g. use of attractive colors; lots of white space; use of photographs):
 - d. Appealing content (e.g. topics of interest to the target learners; topics which offer the possibility of learning something new; engaging stories; universal themes; local references);
 - e. Achievable challenge (e.g. tasks which challenge the learners to think).
2. Materials should help learners to feel at ease
Materials can help learners to feel at ease in a number of ways.

Tomlinson (2011) stated that most learners:

- feel more comfortable with written materials with lots of white space than they do with materials in which lots of different activities are crammed together on the same page;
- are more at ease with texts and illustrations that they can relate to their own culture than they are with those which appear to them to be culturally alien;
- are more relaxed with materials which are obviously trying to help them to learn than they are with materials which are always testing them.

3. Materials should help learners to develop confidence
This needs attempt to build confidence through activities which try to 'push' learners slightly beyond their existing proficiency by engaging them in tasks which are stimulating, which are problematic, but which are achievable too. It can also help if the activities encourage learners to use and to develop their existing extra-linguistic skills, such as those which involve being imaginative, being creative or being analytical. Elementary-level learners can often gain greater

confidence from making up a story, writing a short poem or making grammatical discovery than they can from getting right a simple drill.

4. What is being taught should be perceived by learners as relevant and useful

The materials are relevant and useful by relating them to the learners' interest and to 'real-life' task. For some learners English materials is difficult, but it can be achieved by narrowing the target readership and/or by researching what the target learners are interested in and what they really want to learn the language for. To achieve the objective, it is important to provide the learners with a choice of topic and task in order to meet the perception of relevance and utility in a standardized English textbook.

5. Materials should require and facilitate learner self-investment

One of the most profitable ways to facilitate learner self-investment is to get learners interested in a written or spoken text, to get them to respond to it globally and effectively and then to help them to analyze a particular linguistic feature of it in order to make discoveries for themselves. Other ways of achieving learner investment are involving the learners in mini-projects, involving them in finding supplementary materials for particular units in a book and giving them responsibility for making decisions about which texts to use and how to use them.

6. Learners must be ready to acquire the points being taught

The materials provides focus attention on language features or grammar (grammar review) to achieve the learners' readiness. Readiness can be achieved by materials which create situations

requiring the use of various features not previously taught, by materials which ensure that the learners have gained sufficient mastery over the developmental features of the previous stage before teaching a new one, and by materials which roughly tune the input so that it contains some features which are slightly above each learner's current state of proficiency. It can also be achieved by materials which get learners to focus attention on features of the target language which they have not yet acquired so that they might be more attentive to these features in future input.

7. Materials should expose the learners to language in authentic use
Materials can provide exposure to authentic input through the advice they give, the instructions for their activities and the spoken and written texts they include. They can also stimulate exposure to authentic input through the activities they suggest (e.g. interviewing the teacher, doing a project in the local community, listening to the radio, etc.). In order to facilitate acquisition, the input must be comprehensible (i.e. understandable enough to achieve the purpose for responding to it). This means that there is no point in using long extracts from newspapers with beginners, but it does not mean that beginners cannot be exposed to authentic input. They can follow instructions intended to elicit physical responses, they can listen to dramatic renditions of stories, they can listen to songs, and they can fill in forms.
8. The learners' attention should be drawn to linguistic features of the input

Helping learners to pay attention to linguistic features of authentic input can help them to eventually acquire some of those features. The important thing is that the learners become aware of a gap between a particular feature of their inter language (i.e. how they currently understand or use it) and the equivalent feature in the target language. Such noticing of the gap between output and input can act as an ‘acquisition facilitator’. It does not do so by immediately changing the learner’s internalized grammar but by alerting the learner to subsequent instances of the same feature in future input. So there is no immediate change in the learners’ proficiency.

9. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes

The learners should be given opportunities to use language for communication rather than just to practice it in situations controlled by the teacher and the materials. Using the language for communication involves attempts to achieve a purpose in a situation in which the content, strategies and expression of the interaction are determined by the learners. The activities that give the learners opportunity to use language for communication (communicative interaction) can be in the forms of:

- Information gap activities
- Post listening and post reading activities
- Creative writing and speaking activities

10. Materials should take into account that the positive effects of instruction are usually delayed

Learning language is a gradual process. To facilitate the gradual process, it is important to give frequent exposure to the instructed language features in communicative use. It is important for materials to recycle instruction and to provide frequent and ample exposure to the instructed language features in communicative use. This is particularly true of vocabulary acquisition, which requires frequent, spaced and varied recycling in order to be successful. It is equally important that the learners are not forced into premature production of the instructed features (they will get them wrong) and that tests of proficiency are not conducted immediately after instruction (they will indicate failure or an illusion of success).

11. Materials should take into account that learners differ in learning styles
The materials should be various in order to accommodate the learners' different learning styles.

- Activities for visual learning styles (e.g. learners prefer to see the language written down)
- Activities for auditory learning styles (e.g. learners prefer to hear the language)
- Activities for studial learning styles (e.g. learners like to pay conscious attention to the linguistic features of the language and want to be correct)
- Activities for kinaesthetic learning style (e.g. learners prefer to do something physical, such as following instructions for a game)

12. Materials should take into account that learners differ in affective attitudes

Ideally language learners should have strong and consistent motivation and they should also have positive feelings towards the target language, their teachers, their fellow learners and the materials they are using. Various types of activities, text, and units are provided to help learners having stronger motivation and positive feeling to learn the target language.

- Variety of activities
- Variety of texts
- Variety of units

13. Materials should permit a silent period at the beginning of instruction

The silent period can facilitate the development of an effective internalized grammar which can help learners to achieve proficiency when they eventually start to speak in the L2. The materials facilitate the learners to have the silent period in order to help them having comprehension before production.

- By starting with listening comprehension
- By permitting the learners to respond by using the first language

14. Materials should maximize learning potential by encouraging

intellectual, aesthetic and emotional involvement which stimulates both right- and left- brain activities

Right and left brain have their own functions in human life. Right brain is functioned as spatial ability such as music, creativity, art, and shape. The activities which stimulate right brain can be in the form of decorating layout, singing L2 song, designing things, etc. Meanwhile, left brain is functioned as logic thinking, language and mathematics. The activities which stimulate left brain are vocabulary builder, pronunciation practice, and grammar review, etc.

15. Materials should not rely too much on controlled practice

Controlled practice is a stage in a lesson where learner practices new language in a limited form. Meanwhile, free practice means that learner produces language using the target content freely. Controlled activities allow students to solely focus on the new structure. Ideally, there should not too much controlled activities that are focus on the new structure.

16. Materials should provide opportunities for outcome feedback

The textbook should provide opportunities for outcome feedback by providing sub-chapter reflection in each chapter. Reflection is used for whether the learners understand or not with the materials which are learnt.

E. Student English Textbook “Think Globally Act Locally”

English Textbook “Think Globally Act Locally” for Grade IX (The Revised Edition 2018) is one of the latest textbooks published by The Ministry of Education and Culture of Indonesia related to the implementation of the newest curriculum, that is 2013 curriculum. Although this textbook is published by the Ministry of Education and Culture of Indonesia, there is no guarantee that this textbook is qualified and all materials written in the textbook are relevant with Core and Basic competence of 2013 curriculum and relevance with the criteria of material evaluation as a good textbook. Therefore, an analysis is needed in order to evaluate the textbook, so that it will be useful in doing the improvement of this textbook. The English textbook for Junior High School itself has already been revised for several times since the implementation of 2013 Curriculum. The revision of the English textbook is done almost in every year until nowadays in order to get the better one. Here, the writer conducted a research of content

analysis to the latest version of the English Textbook “Think Globally Act Locally” for Grade IX (The Revised Edition 2018). This research was conducted to find out whether material in the English Textbook “Think Globally Act Locally” for Grade IX (The Revised Edition 2018) was relevant to both the core and basic competence of 2013 Curriculum and Tomlinson’s theory of material evaluation. The writer limited the analysis in terms of Cognitive and Psychomotor domains of Core and Basic competence three and four. The writer analyzed the textbook by employing content analysis approach in descriptive qualitative research design.

F. Curriculum

In education, curriculum is one of the crucial components in an educational system. Here, the curriculum is a tool to achieve educational goals and as a guide in the implementation of teaching in all types and levels of education. The aim of education can be achieved through a well-planned educational curriculum. Hence, the curriculum is a very important factor in the educational process in educational institutions. It will make the educational process becomes clear and planned, how and what should be applied in the teaching and learning process carried out by educators and students. In the curriculum, it is not only a set of knowledge that must be taught by educators (teachers) to the students, but also all activities which are necessarily involved in

the competences having influence on students in order to achieve educational objectives.

Curriculum in Indonesia always changes in a certain period of time. The latest curriculum is Curriculum 2013. This is the newest curriculum that ignited by Kemendikbud RI to change 2006 Curriculum or KTSP. Curriculum 2013 is a curriculum that consider as most important comprehension, skill, and character education. The students are demanded to have understand about matter, active in the discussion and presentation, and have the high respectful and discipline. This curriculum changes Kurikulum Tingkat Satuan Pendidikan (KTSP) that has been applied since 2006. In this curriculum 2013, the course in the level of education is divided into two groups like obligatory course and selection course. The obligatory course is followed by all of the students in the one education of the every level of education. The selection education is followed by the students that chosen appropriate with their choice. Two groups of the courses are particularly developed in the structure of curriculum of intermediate education (SMA and SMK), while the selection course is not yet given to the students (SD and SMP).

G. The 2013 Curriculum

The 2013 Curriculum orientation is an increase and balance between competency attitude, skills, and knowledge. This is in line with the mandate of Law No. 20 of 2003 as stated in the explanation of Article 35: graduate competency is the qualification of graduates' ability which includes attitudes, knowledge, and skills in accordance with agreed national standards. Moreover, this is completing the development of a competency-based curriculum that was

initiated in 2004 by integrating attitudes, knowledge and skills in an integrated manner.

The competences in 2013 curriculum are called as Core and Basic Competence. The core competence defines as an operationalization of competency standards. Next, the core competence is divided into some basic competences. There are four core competences in 2013 curriculum, core competence 1 as religious domain, core competence 2 as affective domain, core competence three as cognitive domain, and core competence four as psychomotor domain (Priyatni: 2014:17). In every lesson or chapter has different core and basic competence according to the grade. Here are the core and basic competence of English for ninth graders of Junior High School suggested by *Permendikbud No 68 Tahun 2013*:

Table 2.1: Core and Basic Competence of 2013 Curriculum for Grade IX

Core Competence	Basic Competence
1. Appreciate and comprehend fully the followed religion doctrine.	1. 1 Being grateful for the opportunity to learn English as the language of instruction for International communication is manifested in the spirit of learning.
2. Appreciate and comprehend the honesty, discipline, responsibility, care (tolerance, cooperative), and confidence behavior in effective interaction with the social and natural environment.	2.1 Show the well-mannered in doing interpersonal communication with teacher and friends. 2.2 Show the honesty, discipline, confidence, and responsibility behavior in doing transactional conversation with teacher and friends. 2.3 Show the responsibility, care, cooperative, and peaceful behavior in doing functional communication.

<p>3. Understand and apply knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, and culture related to visible phenomena.</p>	<p>3. 1 Applying a text structure and linguistic elements to carry out social functions of expressions of hope or prayer and speech congratulations on something happiness and achievements , and responses, according to the context of their use.</p> <p>3.2 Applying the text structure and linguistic elements to carry out the social functions of the expression of consent, as well as the response, according to the context.</p> <p>3.3 Applying the text structure and linguistic elements to carry out social functions states and asks about necessity and appeals to do an action / activity , in accordance with the context.</p> <p>3.4 Applying the text structure and linguistic elements to carry out social functions states and asks about the intent and purpose of carrying out an action / activity, in accordance with the context.</p> <p>3.5 Applying a text structure and linguistic elements to carry out social functions tells and prohibits doing an action / activity, in accordance with the context of its use.</p> <p>3.6 Applying the text structure and linguistic elements to carry out the social functions of the drug / food label text / drinks, according to the context.</p> <p>3.7 Applying the text structure and linguistic elements to carry out the social functions of the procedure text by stating and asking about prescriptions and manuals, short and simple, according to the context.</p> <p>3.8 Applying text structure and linguistic elements to carry out social functions states and asks about actions / activities / events that are being carried out / happening at this time, past time, and future time, according to the context of their use .</p> <p>3.9 Applying a text structure and linguistic elements to carry out social functions states and asks about actions / activities / events</p>
---	---

	<p>that have been / have been done / happened in the past without mentioning the time of occurrence specifically , according to the context.</p> <p>3.10 Applying the text structure and linguistic elements to carry out social functions states and asks causal relationship and reverse relationship, according to the context.</p> <p>3.11 Understanding social functions, text structure, and linguistic elements from narrative texts in the form of folklore, according to the context.</p> <p>3.12 Applying the text structure and linguistic elements to carry out social functions states and asks about actions / activities / events without the need to mention the perpetrators , according to the context.</p> <p>3.13 Applying the text structure and linguistic elements to carry out the social function of the factual report text by stating and asking about factual scientific texts about people, animals, a natural and social symptoms and events, short and simple, according to the learning context in other lessons in Class IX.</p> <p>3.14 Mention the text structure, linguistic elements, and social functions of the ad text of products and services, according to the context of its use.</p> <p>3.15 Understanding social functions and elements of language in songs.</p>
--	---

<p>4. Processing, presenting and reasoning in the concrete realm (using, parsing, stringing, modifying, and making) and the realm abstract (writing, reading, counting, drawing and composing) according to what is learned in school and other sources that are the same in perspective / theory.</p>	<p>4.1 Arrange simple oral and written texts to say and respond to expressions of hope or prayer and speech congratulations on something happiness and achievement, taking into account social functions, text structure, and elements correct language and corresponding context.</p> <p>4.2 Compose simple oral and written texts to pronounce and respond to approval expressions, with pay attention function social, text structure, and element the correct language and according to its context.</p> <p>4.3 Arrange oral and written texts to express and ask about necessity and call for action, with pay attention function social, text structure, and element language the right one and according to its context.</p> <p>4.4 Arrange oral and written texts to express and ask about the intent and purpose of carrying out an action / activity, with pay attention function social, text structure, and element the correct language and according to its context.</p> <p>4.5 Arrange oral and written texts to state and ask about instructions and prohibitions on carrying out an action / activity, with pay attention function social, text structure, and element the correct language and according to its context.</p> <p>4.6 Capturing the meaning of the label drug / food / drink, very short and simple.</p> <p>4.7 Capturing the meaning of procedure texts, oral and written, in the form of recipes and manuals, short and simple.</p> <p>4.8 Arrange text procedures, oral and written, short and simple, in the form of recipes and manuals, by paying attention to social functions, text structure, and language elements that are correct and in context.</p> <p>4.9 Arrange oral and written texts to state and ask about actions / activities / events that are being done / happening at this time,</p>
---	--

	<p>past time, and future time, with pay attention function social, text structure , and element the correct language and according to its context .</p> <p>4.10 Arrange oral and written texts to state and ask about actions / activities / events that have been / have been done / happened in the past without mentioning the specific time of occurrence, with pay attention function social, text structure , and element the correct language and according to its context .</p> <p>4.11 Arrange oral and written texts to express and ask about the cause and effect relationship, with pay attention function social, text structure, and element the correct language and according to its context.</p> <p>4.12 Capturing the meaning of narrative, oral and written texts, in the form of folklore, short and simple.</p> <p>4.13 Arrange oral and written texts to state and ask about actions / activities / events without needing to mention the culprit, with pay attention function social, text structure , and element language that right and according to i context .</p> <p>4.14 Capturing meaning in scientific texts factual (report) oral and written, short and simple, related to other subjects in Class IX.</p> <p>4.15 Composing scientific texts factual (factual report) , oral and written , short and simple, about people, animals, objects, natural and social symptoms and events , related to other subjects in Class IX , with pay attention function social , text structure , and element the correct language and corresponding context.</p> <p>4.16 Capturing the meaning in the ad text of products and services, is very short and simple.</p> <p>4.17 Capture the meaning of the song.</p>
--	---

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

H. Cognitive and Psychomotor Domains

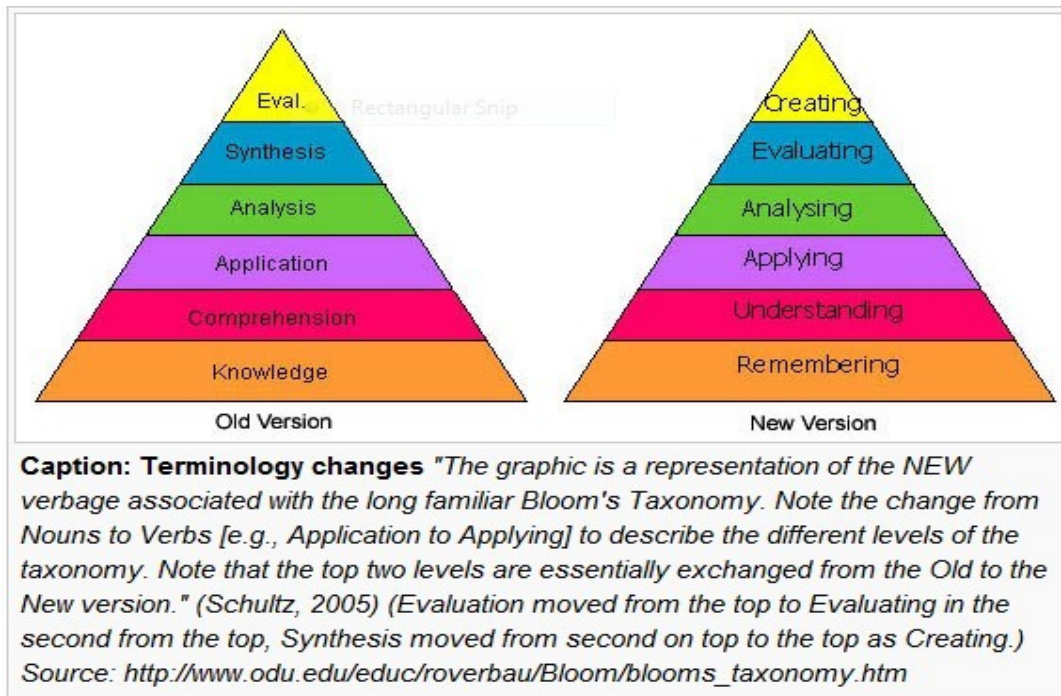
The curriculum initiators conducted the purpose of curriculum according to book entitled *Taxonomy of Educational Objectives* by Benjamin Bloom which is published in 1956. They break down the purpose of the study into three domain, Cognitive, Affective, and Psychomotor domain (Nasution, 2008: 49). Cognitive is defined as the knowledge domain. It is associated to the learner's thinking. The next is affective which are called as the values domain. It is associated to the learner's attitude. The last, the use of motoric creativity or psychomotor. It is associated to the learner's skill. Here, the writer will review more about Cognitive and Psychomotor domains which are related to this research.

1. Cognitive Domain

Cognitive domain is associated to the learner's thinking. This purpose underlines remembering or reproducing something which has been learned. Cognitive purposes contrast from simple recall of material learned to highly original and creative ways of combining and synthesizing new ideas and materials.

In accordance with Winecoff's (1988) statement that "The cognitive domain has six levels or categories around which learning outcomes and objectives can be developed. The levels advance from the lowest – basic knowledge (recall of facts, events, term) to the highest – evaluation (informed judgment)."

Bloom et al. (1956) conveys the learning level of cognitive domain, they are: knowledge, comprehension, application, analysis, synthesis, and evaluation. Anderson (2001) revised the cognitive domain in the learning taxonomy and made some changes. The most prominent changes are: 1) the names in the six categories from noun to verb forms, and 2) slightly rearranging them. The revised cognitive domain categories are: remember, understand, apply, analyze, evaluate, and create. The following picture shows the old version of Bloom's taxonomy conducted by Benjamin Bloom and the new version of Bloom's taxonomy conducted by Anderson:



In this research, the writer used the new version of Bloom’s taxonomy conducted by Anderson as the research theory. The following table clarifies more about the cognitive process dimension according to Anderson:

Table 2. 2: The Cognitive Process Dimension

Categories and Cognitive Process	Alternative Names	Definitions and Examples
1. Remember – Retrieve relevant knowledge in long-term memory		
1.1 Recognizing	Identifying	Locating knowledge in long-term memory that is consistent with

1.2 Recalling	Retrieving	presented material (e.g., Recognize the dates of important events in U.S. history) Retrieving relevant knowledge from long-term memory (e.g., Recall the dates of important events in U.S history)
2. Understand – Construct meaning from instructional messages, including oral, written,		
2.1 Interpreting	Clarifying, paraphrasing, representing, translating	Changing from one form or representation (e.g., numerical) to another (e.g., verbal) (e.g., paraphrase important speeches and documents)
2.2 Exemplifying	Illustrating, instantiating	Finding a specific example or illustration of concept or principle (e.g., Give examples of various artistic painting styles)
2.3 Classifying	Categorizing, subsuming	Determining that something belongs to a category (e.g., concept or principle) (e.g., classify observed or described cases of mental disorders)
2.4 Summarizing	Abstracting, generalizing	Abstracting a general theme or major point (s) (e.g., write a short summary

2.5 Inferring	Concluding, extrapolating. Interpolating, predicting	of the events portrayed on a videotape) Drawing a logical conclusion from presented information (e.g., In learning a foreign language, infer grammatical principles from examples)
2.6 Comparing	Contrasting, mapping, matching	Detecting correspondences between two ideas, objects, and the like (e.g., compare historical events to contemporary situations)
2.7 Explaining	Constructing models	Constructing a cause-and-effect model of a system (e.g., explain the cause of important 18 th century events in France)
3. Apply – Carry out or use a procedure in a given situation		

3.1 Executing	Carrying out	Applying a procedure to a familiar task (e.g., Divide one whole number by another whole number, both with multiple digits)
3.2 Implementing	Using	Applying a procedure to an unfamiliar task (e.g., use Newton's second law in situations in which it is appropriate)

4. Analyze – Break material into its constituent parts and determine how the parts relate

4.1 Differentiating	Discriminating, distinguishing, focusing, selecting	Distinguishing relevant from irrelevant parts or important from unimportant parts of presented material (e.g., distinguish between relevant and irrelevant numbers in a mathematical word problem)
4.2 Organizing	Finding, coherence, integrating, outlining, parsing, structuring	Determining how elements fit or function within a structure (e.g., structure evidence in a historical description into evidence for an
4.3 Attributing	Deconstructing	against a particular historical explanation) Determine a point of view, bias, values, or intent underlying presented material (e.g., determine
5. Evaluate – Make judgments based on criteria and standards		

5.1 Checking	Coordinating, detecting, monitoring, testing	Detecting inconsistencies or fallacies within a process or product has internal consistency; detecting the effectiveness of a procedure as it is being implemented (e.g., determine if a scientist's conclusions follow from observed data)
5.2 Critiquing	Judging	Detecting inconsistencies between a product and external criteria, determining whether a product has external consistency; detecting the appropriateness of a procedure for a given problem (e.g., judge which of two methods is the best way to solve a given problem)

6. Create – Put elements together to form a coherent or functional whole;		
6.1 Generating	Hypothesizing	Coming up with alternative hypotheses based on criteria (e.g., generate hypotheses to account for an observed phenomenon)
6.2 Planning	Designing	Devising a procedure for accomplishing some task (e.g., plan a research paper on a given historical topic)
6.3 Producing	Constructing	Inventing a product (e.g., build habitats for a specific purpose)

Taken from: Anderson, 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.

On the basis of the table 2.2, the writer concluded that there were specific action verbs which showed the cognitive process. Therefore, the writer had made a table which categorized the verbs according to the cognitive domain categories:

Table 2. 3: The Cognitive Domain Action Verbs

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

2. Psychomotor Domain

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

Adaptation, and Origination. The following table clarified the further explanation of psychomotor domain:

Table 2. 4: Psychomotor Domain

Psychomotor Domain				
Level	Category or 'level'	Description	Examples of activity or demonstration and evidence to be measured	Action verbs which describe the activity to be trained or measured at each level
1	Perception	Awareness, the ability to use sensory cues to guide physical activity. The ability to use sensory cues to guide motor activity.	Use and/or selection of senses to absorb data for guiding movement Examples: Detects non-verbal communication cues. Estimate where a ball will land after it is thrown and then moving to the correct location to catch the ball. Adjusts heat of stove to correct temperature by smell and taste of food.	chooses, describes, detects, differentiates, distinguishes, feels, hears, identifies, isolates, notices, observe, recognizes, relates, see,

2	Set	<p>This ranges from sensory stimulation, through cue selection, to translation.</p> <p>Readiness, a learner's readiness to act. Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).</p>	<p>Adjusts the height of the forks on a forklift by comparing where the forks are in relation to the pallet. Mental, physical or emotional preparation before experience or task.</p> <p>Examples: Knows and acts upon a sequence of steps in a manufacturing process. Recognize one's abilities and limitations. Shows desire to learn a new process (motivation). NOTE: This subdivision of Psychomotor is closely related with the "Responding to phenomena"</p>	<p>selects, separates, touches,</p> <p>arranges, begins, displays, explains, gets set, moves, prepares, proceeds, reacts, shows, states, volunteers, responds, starts,</p>
---	-----	--	---	--

			subdivision of the Affective. “By the end of the physical education students will be able to demonstrate program, the proper stance for batting a ball.”	
3	Guided Response	Attempt. The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing. Basic proficiency, the ability to perform a complex motor skill.	Imitate or follow instruction, trial and error. Examples: Performs a mathematical equation as demonstrated. Follows instructions to build a model. Responds hand-signals of instructor while learning to operate a forklift. “By the end of the physical education program, students will be able to perform a golf swing as demonstrated by the instructor.”	assembles, builds, calibrates, constructs, copies, dismantles, displays, dissects, fastens, fixes, follows, grinds, heats, imitates, manipulates, measures, mends, mixes, reacts,

				reproduces, responds sketches, traces, tries.
4	Mechanism	<p>This is the intermediate stage in learning a complex skill.</p> <p>Learned responses have become habitual and the movements can be performed with some confidence and proficiency.</p>	<p>Competently respond to stimulus for action</p> <p>Examples: Use a personal computer.</p> <p>Repair a leaking faucet. Drive a car.</p> <p>“By the end of the biology program, students will be able to assemble laboratory equipment appropriate for experiments.”</p>	<p>assembles, builds, calibrates, completes, constructs, dismantles, displays, fastens, fixes, grinds, heats, makes, manipulates, measures, mends, mixes, organizes, performs, shapes, sketches.</p>

5	Complex or Overt Response	<p>Expert proficiency, the intermediate stage of learning a complex skill.</p> <p>The skillful performance of motor acts that involve complex movement patterns.</p> <p>Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance.</p>	<p>Execute a complex process with expertise</p> <p>Examples: Maneuvers a car into a tight parallel parking spot. Operates a computer quickly and accurately. Displays competence while playing the piano.</p>	<p>assembles, builds, calibrates, constructs, coordinates, demonstrates, dismantles, displays, dissects, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.</p>
---	---------------------------	--	---	---

		<p>For example, players are often utter sounds of satisfaction or expletives as soon as they hit a tennis ball or throw a football, because they can tell by the feel of the act what the result will produce.</p>	<p>“By the end of the industrial education program, students will be able to demonstrate proper use of woodworking tools to high school students.”</p>	<p>NOTE: The key words are the same as Mechanism, but will have adverbs or adjectives that indicate that the performance is quicker, better, more accurate, etc.</p>
--	--	--	--	--

6	Adaptation	<p>Adaptable proficiency, a learner's ability to modify motor skills to fit a new situation. Skills are well developed and the individual can modify movement patterns to fit special requirements.</p>	<p>Alter response to reliably meet varying challenges</p> <p>Examples: Responds effectively to unexpected experiences. Modifies instruction to meet the needs of the learners.</p> <p>Perform a task with a machine that it was not originally intended to do (machine is not damaged and there is no danger in performing the new task).</p> <p>“By the end of the industrial education program, students will be able to adapt their lessons on woodworking skills for disabled students.”</p>	<p>Adapts, adjusts, alters, changes, integrates, rearranges, reorganizes, revises, solves, varies.</p>
---	------------	---	--	--

7	Origination	<p>Creative proficiency, a learner's ability to create new movement patterns.</p> <p>Creating new movement patterns to fit a particular situation or specific problem.</p> <p>Learning outcomes emphasize creativity based upon highly</p>	<p>Develop and execute new integrated responses and activities</p> <p>Examples: Constructs a new theory. Develops a new and comprehensive training programming. Creates a new gymnastic routine.</p>	<p>arranges, builds, combines, composes, constructs, creates, designs, formulates, initiate, makes, modifies, originates, re-designs, trouble-shoots.</p>
---	-------------	--	--	---

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

I. Previous Related Study

There were some researches on textbook have been done related to 2013 curriculum and textbook evaluation. The writer took some relevant studies from Rani Arba'ati (2015), Vera Noviana (2018), Ratih Heriati (2017), and Desy Nur Fakhomah (2014).

Firstly, the research was conducted by Rani Arba'ati (2015) to identify themes of the English textbook entitled Bahasa Inggris "When English Rings a Bell" which were appropriate with the basic competence of the 2013 curriculum. The result of the study stated that not all of the themes and materials in the textbook are appropriate with the basic competence of the 2013 curriculum. The difference between the previous and this research was the previous research used English textbook for Eighth grade of Junior High School and the instrument was checklist which focused to collect the data about the appropriateness of the themes and the materials based on the 2013 Curriculum. Meanwhile this research used English textbook for Ninth grade of Junior High School, and the instrument was checklist which focused to collect the data about the relevant materials in the textbook based on the 2013 Curriculum and Tomlinson's theory of material evaluation.

Secondly, the research was arranged by Vera Noviana (2018). The objectives of her study were to find out whether the materials in the students' English textbook entitled "When English Rings a Bell" English Textbook for Junior High School Student Year VII were appropriate with the basic competence

in the 2013 curriculum or not, and to find out whether the students' English textbook entitled "When English Rings a Bell" English Textbook for Junior High School Student Year VII met the material evaluation suggested by Alan Cunningsworth or not. The result of her study showed that only 28.57% of the total indicators that were fulfilled in the compatibility of materials in the textbook with the basic competence of the 2013 curriculum. Moreover, it was found that 55.56% of total indicators were met the compatibility of the textbook with Alan Cunningsworth's criteria. In sum, it could be inferred that the "When English Rings a Bell" textbook still could be used for teaching and learning process in Junior High School grade VII. The difference between the previous research and this research were the previous research used textbook for grade VII and Alan Cunningsworth's theory to analyze the textbook, and the instruments were interview, questionnaire, and checklist. The checklist only focused to collect the data about the compatibility of the materials to the 2013 Curriculum. Meanwhile this research used textbook for grade IX and Tomlinson's theory to analyze the textbook, and the checklist focused to collect the data about the relevant materials in the textbook based on the 2013 Curriculum and Tomlinson's theory of material evaluation.

Next, Ratih Heriati (2017) was conducted a research to analyze the relevance of the materials with cognitive aspect which were contained in the 2013 curriculum and to analyze the relevance of the materials with the psychomotor aspect which were contained in the 2013 curriculum. The result stated that both cognitive and psychomotor almost had the conformity category "fair" of the

relevance materials because these domain were contained each other in teaching and learning process. The difference between the previous research and this research were the previous research used textbook which was published and revised in 2017, and the instrument was checklist which focused to collect the data about the relevant materials to the 2013 Curriculum and Taxonomy Bloom Levels. Meanwhile this research used Tomlinson's theory as a textbook analysis and the textbook was published and revised in 2018. Moreover, this research used instrument in the form of the checklist which focused to collect the data about the relevant materials in the textbook based on the 2013 Curriculum and Tomlinson's theory of material evaluation.

The fourth, a research was conducted by Desy Nur Fakhomah (2017) to find out whether the materials in the textbook were compatible with Tomlinson's criteria or not, and to find out whether the materials in the textbook support the students' language skill in English teaching and learning process. The result of her study showed that the textbook entitled Bahasa Inggris was compatible with Tomlinson's theory of a good textbook and the textbook supports three language skills for learning. They were reading, speaking, and writing. The difference between the previous study and this research was the previous study used the textbook for grade X Senior High School, and the instrument was the researcher. Meanwhile this research used textbook for grade IX Junior High School, and the instrument was checklist which focused to collect the data about the relevant materials in the textbook based on the 2013 Curriculum and Tomlinson's theory of material evaluation.

This study was worth doing for the reason that this study did not merely examine the textbook “Think Globally Act Locally” from only one point of view. However, this study investigated the relevant material in the textbook to 2013 curriculum and the quality of the material in pursuance of Tomlinson’s theory of material evaluation. This matter needed to be done to give better understanding of which was good and qualified textbook as the reference in teaching and learning, and relevant to the 2013 Curriculum.