

CHAPTER II

REVIEW OF RELATED THEORIES

This chapter will be discussed about Definition of Textbook, Textbook Analysis, Curriculum, The 2013 Curriculum, The Domains of 2013 Curriculum, and The Previous Studies.

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 activity. Besides, the instructional materials can also be made in various forms based on the need and the characteristics of the teaching material to be presented. As pointed by Richards (2001: 251) that much language program objective could not be achieved without the existence of commercial materials. Tomlinson (2011: 2) also argues that materials are primarily aimed at helping learners to improve their knowledge and provide them some opportunities to experience the use of language. One of instructional materials is in the form of textbook which is very important for both teacher and the learner. Textbook is needed by the teacher to help them in preparing their teaching activity and establish the teaching aids. 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.

Textbook is one of the learning sources and teaching materials that are mainly and widely used in educational institution. Among the various textbooks

that are being used in educational institution, English textbook is one of them. Richards (2001) conveys that materials in the textbook for English learning is containing the combination of skills like reading, speaking, writing, listening and components such grammar and vocabulary as well. That 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, references book of teacher or proponent text (Tomlinson: 2011).

Textbook is generally called in a set of terms. It is can be called as teaching substance, subject substance, and instructional materials (Tomlinson, 2011: 143). Textbook can be also called as teaching materials and course book (Depdiknas, 2006: 3). Those terms explicitly explain that textbook is something that can be used to facilitate student and teacher in teaching and learning process (Tomlinson, 2011: 144). Teaching substance refers to the physical shape of the textbook itself as the source of learning. while, the teaching material refers to the content of the textbook such as topics, 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 well qualified textbook.

B. Textbook Analysis

Textbook analysis is one process of textbook evaluation. According to

Hutchinson and Waters in Cheng, Hung, and Chiech (2011: 93), textbook evaluation is basically a straightforward, analytical matching process: matching needs to available solutions. As stated by Wahab (2013: 56), there are several reasons of evaluating textbook. One major reason is the need to adopt new course books there are several reasons of evaluating textbook. One major reason is the need to adopt new course books. Another reason is to identify particular strengths and weaknesses in textbooks already in use. On the other hand, evaluation is universally accepted as an integral part of teaching and learning. It is one of the basic components of any curriculum and plays a pivotal role in determining what learners learn. One other reason for textbook evaluation is that it can be very useful in teachers' development and professional growth.

There are three basic methods of evaluating textbooks according to Wahab (2013: 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 "When English Rings A Bell" (Second Revised Edition) for Grade VIII.

C. 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:

- Novelty (e.g. unusual topics, illustrations and activities);
- 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);

- Attractive presentation (e.g. use of attractive colors; lots of white space; use of photographs);
- 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);
- 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.

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
- Activities for auditory learning styles
- Activities for studial learning styles
- Activities for kinaesthetic learning style

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.

D. Curriculum

The term curriculum has many different definitions just as the curriculum development process has many alternative approaches. Smith, Stanley, Shores in Nasution (2006: 4) define curriculum as a sequence of potential experiences set up in the school for the purpose of disciplining children and youth in group ways of thinking and acting. Whereas Oliva in Tim Pengembang MKDP Kurikulum dan Pembelajaran (2013: 5) stated, "Curriculum is the plan or program for all experiences which the learner encounters under the direction of the school." There are two kinds of curriculum, formal and informal curriculum. The formal curriculum includes the planed organizational structure and the instructional delivery system which are designed to help students achieve the learning goals, outcomes, and objectives of the instruction; the instructional plan, and the evaluation system for determining the degree to which students achieve the specific outcomes. Whereas the informal curriculum is composed of other planned activities which are not directly to a particular class or subject but which are considered as supplementary to the formal curriculum (Winecoff, 1988: 1). Until now, Indonesian government has developed some curriculums, changed one with the other to find a better curriculum for teaching learning in Indonesia. Those

curriculums are Lesson Plan 1947, Dissociated Lesson Plan 1952, Curriculum 1968, Curriculum 1975, Curriculum 1984, Curriculum 1994 and the Supplement of Curriculum 1999, Competence-Based Curriculum (Curriculum 2004), School Based Curriculum (Curriculum 2006), and 2013 Curriculum (Poerwati and Amri 2013: 4).

E. The 2013 Curriculum

The 2013 Curriculum is the newest curriculum which is applied in Indonesia. The purpose of this curriculum is for preparing Indonesian citizen to have the ability to live as individual person and citizen who are religious, productive, creative, innovative, and affective and able to give their contribution to the society, nation, country, and world civilization. The competences in 2013 curriculum named Core and Basic Competence. The core competence is an operationalization of competency standards. Then, the core competence is broken down into basic competence. There are four core competences in 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). Every lesson has different core and basic competence according to the grade. Those are the core and basic competence of English for eight graders of Junior High School:

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

CORE COMPETENCE	BASIC COMPETENCE
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1. Appreciate and comprehend fully the followed religion doctrine.	1.1 Be grateful for the chance of studying English as international communication language which is proved by study seriously.
2. Appreciate and comprehend the honesty, discipline, responsibility, care (tolerance, cooperative), and confidence behaviour in effective interaction with the social and natural environment.	<p>2.1 Show the well-mannered in doing interpersonal communication with teacher and friends.</p> <p>2.2 Show the honesty, discipline, confidence, and responsibility behaviour in doing transactional conversation with teacher and friends.</p> <p>2.3 Show the responsibility, care, cooperative, and peaceful behaviour in doing functional communication.</p>
3. Appreciate and comprehend knowledge (factual, conceptual, and procedural) according to the learner's curiosity of science, technology, arts, and culture related to the visible phenomena.	<p>3.1 Applying social functions, text structure, and linguistic elements of spoken and written interpersonal interaction texts that involve the act of asking attention, checking understanding, valuing performance, asking and expressing opinions and responding to it, according to the context of use.</p> <p>3.2 Applying social functions, text structure, and language elements of spoken and written transactional interaction texts that involve the act of giving and requesting information related to the ability and willingness to take an action, according to the context of use. (note the element of language can, will)</p> <p>3.3 Applying social functions, text structure, and linguistic elements of spoken and written transactional interaction texts that involve giving and asking for information related to obligation, prohibition, and suggestion, according to the context of use (note the element of language must, should)</p> <p>3.4 Applying social functions, text structure, and linguistic elements of spoken and</p>

	<p>written interpersonal texts that involve the act of demanding, inviting, asking permission and responding to it, according to the context of use.</p> <p>3.5 Comparing social functions, text structure, and language elements of some special texts in the form of greeting cards, by giving and requesting information related to special days, according to the context of use.</p> <p>3.6 Applying social functions, text structure, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to the existence of people, objects, animals, according to the context of use. (note the use of linguistic elements there is / are)</p> <p>3.7 Applying social functions, text structure, and linguistic elements of spoken and written transactional interaction texts involving the act of giving and asking for information related to circumstances / actions / activities / events that are carried out / occur routinely or are general truths, in accordance with the context of usage. (note the element of simple present tense)</p> <p>3.8 Applying social functions, text structure, and linguistic elements of spoken and written transactional interaction texts involving the act of giving and asking for information related to circumstances / actions / activities / events that are carried out / occur regularly or are general truths, in accordance with the context of use. (note the present continuous tense element)</p> <p>3.9 Applying social functions, text structure, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and requesting</p>
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	<p>information related to the comparison of the number and nature of people, animals, objects, according to the context of use.</p> <p>(note the element of degree of comparison)</p> <p>3.10 Applying social functions, text structure, and linguistic elements of spoken and written transactional interaction texts that involve giving and requesting information related to the situation / actions / activities / events that are carried out / occur regularly or are general truths, in accordance with the context of use. (note the element of simple past tense)</p> <p>3.11 Comparing social functions, text structure, and linguistic elements of several spoken and written personal recount texts by giving and requesting information related to personal experiences in the past, short and simple, according to the context of use.</p> <p>3.12 Comparing the social function, text structure, and linguistic elements of some special texts in the form of short messages and notices, by giving and requesting information related to school activities, according to the context of use.</p> <p>3.13 Interpreting social functions and linguistic elements in song lyrics related to teenage life ages of SMP/MTs</p>
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<p>4. Process, present, and reason in concrete domain (use, break, arrange, modify, and make) and abstract domain (write, read, count, draw, and compose) according to the materials taken from the school or other sources which have similar point of view/theory.</p>	<p>4.1 Compiling spoken and written interpersonal interaction texts are very short and simple which involve the act of asking attention, checking understanding, valuing performance, and asking and expressing opinions, and responding to it by paying attention to social functions, text structure, and linguistic elements that are correct and appropriate to the context.</p> <p>4.2 Arrange text transactional spoken and written interaction is very short and simple which involves the act of giving and asking for information related to the ability and willingness to do an action, taking into account social functions, text structure, and linguistic elements that are correct and in context.</p> <p>4.3 Compose text transactional interaction spoken and written very short and simple which involves the act of giving and asking for information related to the obligation, prohibition, and suggestion by paying attention to social functions, text structure, and language elements that are appropriate to the context.</p> <p>4.4 Arranging text interpersonal interaction spoken and written very short and simple which involves the act of demanding, inviting, asking permission, and responding to it by paying attention to social functions, text structure, and language elements that fit the context.</p> <p>4.5 Arranging special texts in the form of greeting cards is very short and simple, related to special days by paying attention to social functions, text structure, and language elements that are in context.</p> <p>4.6 Arranging text transactional interaction spoken and written very short and simple which involves the act of giving and</p>
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	<p>asking for information related to the existence of people, objects, animals, by paying attention to social functions, text structures, and language elements that are appropriate to the context.</p> <p>4.7 Arranging text transactional interaction spoken and written very short and simple which involves the act of giving and asking for information related to the situation / actions / activities / events that are carried out / occur routinely or is a general truth, with due regard to social functions, text structure, and elements of language that are in context.</p> <p>4.8 Arranging text transactional interaction spoken and written very short and simple which involves the act of giving and asking for information related to the situation / action / activity / event that is being carried out / taking place when spoken, by paying attention to social functions, text structure, and language elements in context.</p> <p>4.9 Compose very short spoken and written transactional interaction texts that involve the act of giving and asking for information related to the comparison of the number and nature of people, animals, objects, taking into account social functions, text structures, and language elements that are appropriate to the context.</p> <p>4.10 Compose text transactional spoken and written interactions are very short and simple which involves giving and asking for information related to the situation / action / activity / event carried out / occurring, routine or non-routine, or becoming general truth in the past, by paying attention to social functions, text</p>
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	<p>structure, and the appropriate language elements.</p> <p>4.11 <i>Recount</i> text</p> <p>4.11.1 Capturing contextual meaning related to social functions, text structure, and linguistic elements of spoken and written recount texts, very short and simple, related to personal experiences in the past. (<i>personal recount</i>)</p> <p>4.11.2 Arranging oral and written recount texts, very short and simple, related to personal experiences in the past (<i>personal recount</i>), taking into account social functions, text structures, and language elements that are appropriate to the context.</p> <p>4.12 Short messages and announcements</p> <p>4.12.1 Capturing contextual meaning related to social functions, text structure, and linguistic elements of short messages and verbal and written notifications, very short and simple, related to school activities.</p> <p>4.12.2 Arranging text messages and verbal and written notices, very short and simple, related to school activities, taking into account social functions, text structures, and language elements that are relevant to the context.</p> <p>4.13 Capturing contextual meaning related to social functions and linguistic elements of song lyrics related to teenage life ages of SMP/MTs</p>
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Adapted from: *Model Silabus Mata Pelajaran Sekolah Menengah Pertama/Madrasah Tsanawiyah (SMP/MTs). Dari Kementerian dan Kebudayaan, 2017.*

F. Domains of 2013 Curriculum

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.

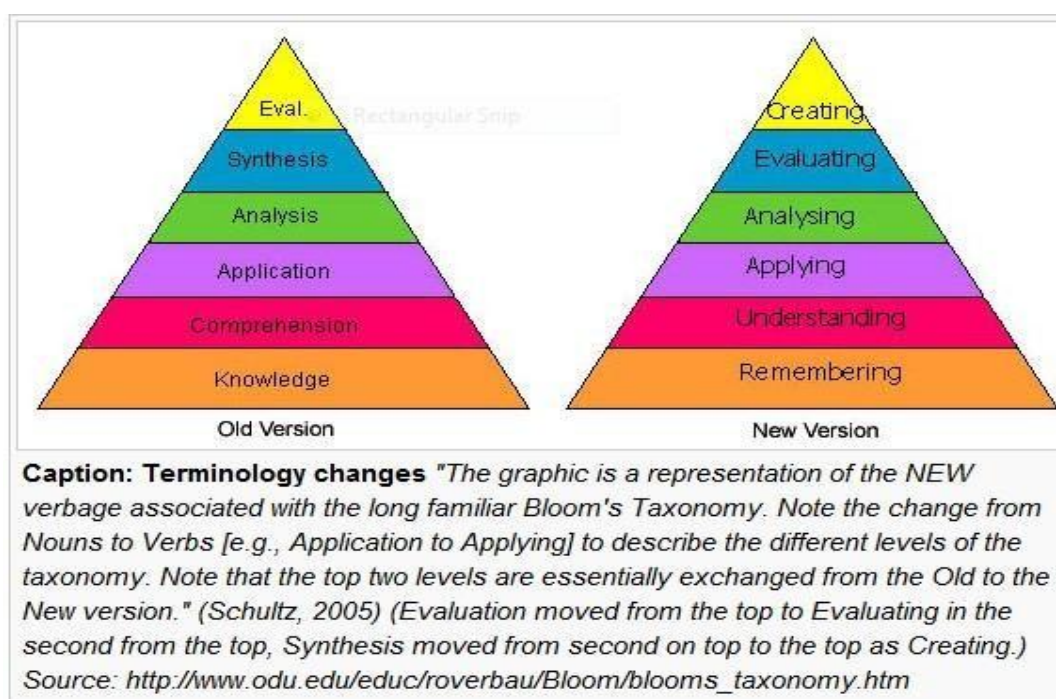
F.1 Cognitive Domain

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 presented material (e.g., Recognize the dates of important events in U.S history).
1.2 Recalling	Retrieving	Retrieving relevant knowledge from long-term memory (e.g., Recognize 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 of the events portrayed on a videotape)
2.5 Inferring	Concluding, Extrapolating, Interpolating, Predicting.	Drawing a logical conclusion from presented information (e.g., in learning a foreign language, infer grammatical principles from examples)

2.6 Comparing	Contrasting, mapping, matching.	Detecting correspondences between two ideas, objects, and the like (e.g., compare historical events to contemporary situations)
2.7 Explaining	Constructing Models	Constructing a cause-and-effect model of a system (e.g., explain the cause of important 18th century events in France)
3. Apply – Carry out or use a procedure in a given situation		
3.1 Executing	Carrying out	Applying a procedure to a familiar task (e.g., Divide one whole number by another whole number, both with multiple digits)
3.2 Implementing	Using	Applying a procedure to an unfamiliar task (e.g., use Newton's second law in situations in which it is appropriate)
4. Analyze – Break material into its constituent parts and determine how the parts		
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 against a particular historical explanation)

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

Taken from: Anderson, Lorin W. Krathwohl, David R.

Airasian, Peter W. et al. 2001. *A Taxonomy for Learning*,

Teaching, and Assessing: A Revision on Bloom's Taxonomy of Educational Objectives. London: Longman Group Ltd.

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, identity, 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.

F.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

Category	Description	Examples of activity	Action Verbs
Perception	Awareness, the ability to use sensory cues to guide physical activity. The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.	Use and/or selection of senses to absorb data for guiding movement Examples: Detects non-verbal communication cues. Estimate where a ball will land after it is thrown and then moving to the correct location to catch the ball. Adjusts heat of stove to correct temperature by smell and taste of food. Adjusts the height of the forks on a forklift by comparing where the forks are in relation to the pallet.	chooses, describes, detects, differentiates, distinguish, feels, hears, identifies, isolates, notices, observe, recognizes, relates, see, selects, separates, touches,
Set	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	Mental, physical or emotional preparation before experience or task Examples: Knows and acts upon a sequence of steps in a manufacturing process.	arranges, begins, displays, explains, gets set, moves, prepares, proceeds, reacts, shows, states,

	<p>person's response to different situations (sometimes called mindsets).</p>	<p>Recognize one's abilities and limitations. Shows desire to learn a new process (motivation).</p> <p>NOTE: This subdivision of Psychomotor is closely related with the "Responding to phenomena" subdivision of the Affective .</p> <p>“By the end of the physical education program, students will be able to demonstrate the proper stance for batting a ball.”</p>	<p>volunteers, responds, starts,</p>
Guided Response	<p>Attempt. The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing. Basic proficiency, the ability to perform a complex motor skill.</p>	<p>Imitate or follow instruction, trial and error.</p> <p>Examples: Performs a mathematical equation as demonstrated. Follows instructions to build a model. Responds handsignals of instructor while learning to operate a forklift.</p>	<p>assembles, builds, calibrates, constructs, copies, dismantles, displays, dissects, fastens, fixes, follows, grinds, heats, imitates,</p>

		<p>“By the end of the physical education program, students will be able to perform a golf swing as demonstrated by the instructor.”</p>	<p>manipulates, measures, mends, mixes, reacts, reproduces, responds sketches, traces, tries.</p>
Mechanism	<p>This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency.</p>	<p>Competently respond to stimulus for action</p> <p>Examples: Use a personal computer.</p> <p>Repair a leaking faucet.</p> <p>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>
Complex or Overt Response	<p>Expert proficiency, the intermediate stage of learning a complex skill. The skillful performance of motor acts that involve complex movement patterns. Proficiency is</p>	<p>Execute a complex process with expertise</p> <p>Examples:</p> <p>Maneuvers a car into a tight parallel parking spot. Operates a computer quickly and accurately.</p>	<p>assembles, builds, calibrates, constructs, coordinates, demonstrates, dismantles, displays,</p>

	<p>indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance. For example, players are often utter sounds of satisfaction or expletives as soon as they hit a tennis ball or throw a football, because they can tell by the feel of the act what the result will produce.</p>	<p>Displays competence while playing the piano.</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>dissects, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.</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>
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. Perform a task with a machine that it was not originally</p>	<p>Adapts, adjusts, alters, changes, integrates, rearranges, reorganizes, revises, solves, varies.</p>

		intended to do (machine is not damaged and there is no danger in performing the new task). “By the end of the industrial education program, students will be able to adapt their lessons on woodworking skills for disabled students.”	
Origination	Creative proficiency, a learner's ability to create new movement patterns. Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.	Develop and execute new integrated responses and activities Examples: Constructs a new theory. Develops a new and comprehensive training programming. Creates a new gymnastic routine.	arranges, builds, combines, composes, constructs, creates, designs, formulates, initiate, makes, modifies, originates, redesigns, troubleshoots.

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

F.3 Affective Domain

The Affective Domain is a description of learning objectives that

emphasize a feeling tone, an emotion, or a degree of acceptance or rejection. Affective objectives vary from simple attention to selected phenomena to complex but internally consistent qualities of character and conscience. We can conclude, the Affective Domain is one of the three domain that conducted by Benjamin Bloom which is involves the students' feelings, emotions, and attitudes. According to Kratwohl (1965) this domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. This domain is categorized into 5 subdomains, which explained below:

Table 2.5 : The Affective Domain sub-domains

Sub-domains	Definition	Illustrative verbs	Example
Receiving	Refers to students' willingness to attend to particular phenomena of stimuli (classroom activity, textbook, music, etc.). learning outcomes in this area range from the simple awareness that a thing exists to selective attention on the part of the learner. Receiving represents the lowest level of learning outcomes in the affective domain.	Asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits erect, replies, uses.	Listening to discussions of controversial issues with an open mind. Respecting the rights of the others. Listen for and remember the newly introduced people.
Responding	Refers to students' active attention to stimuli and their motivation to learn acquiescence, willing	Answers, assists, complies, conforms, discusses, greets,	Completing homework assignment. Participating in team

	responses, or feeling satisfaction.	helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes.	problem-solving activities.
Valuing	Refers to students' beliefs and attitudes of worth acceptance, preference, or commitment to a value.	Completes, describes, differentiates, explains, follows, forms, joins, initiates, invites, proposes, justifies, reads, reports, selects, shares, studies, works.	Accepting the idea that integrated curricula is a good way to learn. Demonstrates belief in the democratic process.
Organization	Refers to students' internalization and beliefs involving the conceptualization of values, and the organization of a value system. As values or beliefs become internalized, the student organizes them according to priority.	Adheres, alters, arranges, combines, compares, completes, defends, explains, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.	Recognizing own abilities, limitations, and values and developing realistic aspirations. Accepts responsibility from one's behavior.
Characterization	Refers to the students' highest of internalization and relates to	Acts, discriminates,	Shows self-reliance when working

	behavior that reflects a generalized set of values and a characterization or a philosophy about life. At this level the learner is capable of practicing and acting on their values or beliefs.	displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, uses, verifies.	independently. Uses an objective approach in problem-solving.
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Adapted from: *Kratwohl, D.R., Bloom, B.S. and Masia, B.B (1964).*

Taxonomy of educational objectives, Book II. Affective Domain. New York, NY.

G. Previous Studies

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).

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 contains 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 contains 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. Also, the previous research conducted by Rani Arba'aati (2015) used the first edition of the book which came out since 2014 which has any differences such as the content of the chapter, the lack of activities, and the more of observing rather than practice. It is a lot of contrasty from the second edition which the writer used for this research.

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 VIII 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.

This study was worth doing for the reason that this study did not merely examine the textbook "When English Ring a Bell" (Second Revised Edition) 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.