

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the obtained data are presented and analyzed. The data presentation is outlined in three parts. The first part is the relevance of textbook materials with the Cognitive Domain, second part is the relevance of textbook materials with the Psychomotor Domain, and the third part is the relevance of textbook materials with the Tomlinson's theory of material evaluation. This section covers discussion of data finding toward to the analysis of Student English Textbook entitled "*When English Rings a Bell*" (Second Revised Edition) for Grade VIII published by The Ministry of Education and Culture of Indonesia.

A. Data Presentation

This section presents the data presentation of the textbook analysis entitled "*When English Rings a Bell*" (Second Revised Edition) for Grade VIII. This is student English textbook designed for eighth graders of junior high school. This textbook also designed to support the process of teaching and learning and it is developed for the compatibility to the 2013 English Standard Competence. There are 234 pages printed in this textbook. These pages are added with the preface, table of contents, useful tips, Thirteen chapters, classroom language for students, references, and the writers' profile.

On each chapter, the textbook provides reflection table. In the reflection table, the students can use it after learning each unit as the reflection of their comprehension of the material on each chapter. Furthermore, for each chapter in this book is divided into three parts: observing and asking question, collecting information, and communicating.

Expressions, grammar, and explanations that the students will learn are introduced and presented at the beginning of the activities, so that the students can understand the materials better. Here, the presentation of the data in the textbook which has been analyzed.

Table 4. 1: Data Presentation of Student English Book “*When English Rings a Bell*” (Second Revised Edition) for Grade VIII of Junior High School.

Chapter	Title	Basic Competence	Material	Page
I	It's English time!	3.1 and 4.1	<ul style="list-style-type: none"> - To get attention - To check if we are understood - To show appreciation to others - To tell what we or other people think of something 	2-18
II	We can do it, and we will do it	3.2 and 4.2	<ul style="list-style-type: none"> - To state that we can do something - To state that we will do something 	19-32
III	We know what to do	3.3 and 4.3	<ul style="list-style-type: none"> - To give suggestions - To state rules and obligation 	33-44
IV	Come to my birthday, please!	3.4 and 4.4	<ul style="list-style-type: none"> - To invite someone to do something - To give instructions - To ask for permission 	45-64
V	I'm so happy for	3.5 and 4.5	<ul style="list-style-type: none"> - To make greeting 	65-74

	you		cards	
VI	Our busy roads	3.6 and 4.6	- To show the existence of things and people	75-84
VII	My uncle is a zookeeper	3.7, 4.7, 3.9 and 4.9	- To communicate states and events that happen routinely or as general truths, in order to appreciate the nature, to show our pride in something, or to give good and bad samples	85-100
VIII	What are you doing?	3.8 and 4.8	- To communicate states and events in progress in order to share information with others	101-118
IX	Bigger is not always better	3.9 and 4.9	- To show their differences - To be proud of them - To praise them - To criticize them	119-140
X	When I was a child	3.10 and 4.10	- To communicate states and events in the past in order to share information with others	141-166
XI	Yes, we made it!	3.11, 4.11, 4.11.1 and 4.11.2	- To share our experience - To show that we are proud of them - To learn from them - To report them	167-196
XII	Don't forget it, please!	3.12, 4.12, 4.12.1 and 4.12.2	- To get what we want - To make other people	197-216

			do what we want	
XIII	We got a lot of histories	3.13 and 4.13	- To get the message of a song	217-222

There were two parts of the observation checklist consisted three tables. The first part was the relevant materials in the textbook to the Cognitive and Psychomotor Domain, and the second was the relevance of the textbook materials to the Tomlinson's theory of material evaluation.

1. The Relevant Materials to the Cognitive and Psychomotor Domain

a. The Relevant Materials to the Cognitive Domain

Here was the result of the analysis of the relevant materials based on the Cognitive Domain competence three in student English textbook entitled "*When English Rings a Bell*" (Second Revised Edition) for Grade VIII, the following table was the data presentation of the relevant materials to the cognitive domain or basic competence three.

Table 4.2 Data Presentation of the Relevant Materials to the Cognitive Domain

Basic Competence	Materials (Sub-Basic Competence)	Pages	Example of Material	Relevance with Basic Competence and Materials	
				Relevant	Irrelevant
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.	3.1.1 Spoken and written text for expressing asking attention in terms of expressions and responses.	4, 5, 6	We will play the roles of the students and the teachers in the conversation to get other people's attention. Example: Teacher: <i>Everybody, may I have your attention, Please?</i> Students: <i>Yes, Ma'am.</i>	√	-
	3.1.2 Spoken and written text for expressing checking understanding in terms of expressions and responses.	13, 14, 15	We will play the roles of the students and the teachers in the conversation to check if they are understood. Example: Lina: <i>Siti, do you understand the story?</i> Siti: <i>Not really, she speaks very fast.</i>	√	-

	3.1.3 Spoken and written text for expressing valuing performance in terms of expressions and responses.	17	Teacher: <i>Excellent! That's my girl!</i> Lina: <i>Thank you, Ma'am.</i>	√	-
	3.1.4 Spoken and written text for expressing asking and expressing opinions in terms of expressions and responses.	9, 10, 11, 12, 15, 16, 17-	We will play the roles of the students and the teachers in the conversation to tell or ask what we or other people think of something. Example: Lina: <i>Udin, do you think Edo is angry with me?</i> Edo: <i>I don't think so. Look, he is smiling.</i>	√	-

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)	3.2.1 Spoken and written text for expressing giving and requesting information related to the ability to take an action use the modal “can”.	20, 21, 23	<p>We will play the roles of the students in the conversation to say what the can or cannot do or what they will or will not do.</p> <p>Example:</p> <p>Udin: Beni, <u>can</u> you write the message in English?</p> <p>Beni: I don't think I <u>can</u>, but I will try.</p>	√	-
	3.2.2 Spoken and written text for expressing giving and requesting information related to the willingness to take an action use the modal “will”.	20, 21, 27, 28, 29	<p>We will play the roles of the students in the conversation to say what the can or cannot do or what they will or will not do.</p> <p>Example:</p> <p>Edo: Siti, I think you can ask me the question in English.</p> <p>Siti: I'm not sure, but I <u>will</u> try.</p>	√	-
3.3 Applying social	3.3.1 Spoken and written text	40, 41,	We will learn to say what we must do and	√	-

<p>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>for expressing giving and requesting information related to the obligation.</p>	42	<p>must not do, like rules and obligation.</p> <p>Example:</p> <p><u>We must</u> wear a uniform every day. From Monday to Thursday <u>we must</u> wear the batik shirt. The <u>girls must</u> wear a black skirt, and the <u>boys must</u> wear a pair of black pants. On Friday we must wear the Scout uniform. <u>We must</u> wear proper shoes. We must not wear sandals, a T-shirt, or a casual wear at any place and at any time during the school hours.</p>		
	<p>3.3.2 Spoken and written text for expressing giving and requesting information related to the prohibition.</p>	40, 41, 42	<p>We will learn to say what we must do and must not do, like rules and obligation.</p> <p>Example:</p> <p><u>We must not</u> be late to school. We must come on time to class and to the flag ceremony. If we are late, we must wait outside the gate. <u>We must not</u> come in until the security guard gives us permission...</p>	√	-
	<p>3.3.3 Spoken and written text for expressing giving and</p>	34, 35	<p>We will read to each other the teacher's advice to use more English with each</p>	√	-

	requesting information related to the suggestion .		<p>other.</p> <p>Example:</p> <p><i>We will use more English now. You should greet me and your friends in English. You should ask questions in English. You should answer questions in English. You should take leave in English, too. But don't worry, when you need, I'll help you.</i></p>		
3.4 Applying social functions, text structure, and linguistic elements of spoken and written interpersonal texts that involve the act of demanding, inviting, asking for permission and responding to it, according to the context of use.	3.4.1 Spoken and written text for expressing the act of demanding and responding to it.	47, 49, 51, 53, 55, 58	<p>Dayu: <u>Open it, please.</u> <i>There's something in it.</i></p> <p>Lina: Dayu, Thanks for the purse. I like it.</p> <p>Lina: <i>Edo, this cup is really beautiful. Thanks.</i></p> <p>Edo: <i>I'm happy you like it. <u>Remember, never put hot water in it,</u> ok?</i></p>	√	-
	3.4.2 Spoken and written text for expressing the act of inviting and responding to it.	47, 49, 53, 55	<p>We will play the roles of the students in the conversations. They invite each other to do some things.</p> <p>Example:</p> <p>Edo: <i>Udin, <u>let's go out.</u> Don't be lazy.</i></p>	√	-

			<p><i>Get up and have some exercise outside.</i></p> <p>Udin: <i>Okay. Wait. Let me put on my shoes.</i></p>		
	3.4.3 Spoken and written text for expressing the act of asking for permission and responding to it.	58, 60, 61	<p>We will learn to ask teacher for permission to do something.</p> <p>Example:</p> <p>Teacher: <i>Hey Udin. What are you doing there?</i></p> <p>Udin: <u>May I wash my hands</u>, Ma'am?</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.	3.5.1 Written text of Greeting Cards related to special days	67, 68, 69, 70, 71	<p>We will look closely into some birthday greeting cards Lina got from her friends on her birthday.</p> <p>Example:</p> <p><i>Dear Lina,</i></p> <p><i>Happy birthday. I wish you all the best</i></p> <p><i>From: Siti</i></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)	3.6.1 Spoken and written text for expressing the act of giving and asking information related to the existence of people.	76	<i><u>There are six characters</u> in this book. <u>There are three girls</u>; Siti, Dayu, and Lina. <u>There are three boys</u>; Udin, Beni, and Edo. <u>There is one girl</u> with a head scarf, Siti. <u>There is one girl</u> with plaits, Dayu. <u>There is one girl</u> with loose hair, Lina. <u>There is one boy</u> with curly hair, Edo. <u>There is one boy</u> with straight hair, Udin. <u>There is one boy</u> with wavy hair, Beni.</i>	√	-
	3.6.2 Spoken and written text for expressing the act of giving and asking information related to the existence of objects.	77, 78, 82	We will learn to describe things by stating what there are. Example: <i>In big cities, <u>there are many traffic jams everywhere</u>. <u>There are many kinds of vehicles</u>: cars, big buses, minibuses, trucks, bicycles, motorcycles, and becaks. Luckily, <u>there are not many carts now</u>.</i>	√	-
	3.6.3 Spoken and written text for expressing the act of giving and asking information related to the	-	-	-	√

	existence of animals.				
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)	3.7.1 Spoken and written text for expressing the act of giving and asking information related to the routine activity and general truth events (note the element of simple present tense).	91, 92, 94, 95, 96	<p>We will tell what the zoo keepers do as their routine.</p> <p>Example: <i>He <u>feeds</u> the animals <u>every day</u>.</i> <i>She <u>prepares</u> foods and drinks for the animals <u>every morning</u>.</i></p>	√	-
3.8 Applying social functions, text structure, and linguistic elements of spoken and written	3.8.1 Spoken and written text for expressing the act of giving and asking information related to the	103, 107, 108, 109,	<p>We will learn to say what Edo, Siti, Lina, Dayu and Udin are doing.</p> <p>Example:</p>	√	-

<p>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>regular activity and general truth events (note the element of present continuous tense).</p>	<p>111, 112, 113</p>	<p><i>The boys and the girls <u>are busy cleaning up</u> the classroom. Udin <u>is sweeping</u> the floor. Siti <u>is mopping</u> the floor. Lina <u>is cleaning</u> the whiteboard. Edo <u>is putting</u> the books back into the shelf. And, Dayu <u>is taking</u> the rubbish to the rubbish bin outside.</i></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>	<p>3.9.1 Spoken and written text for expressing the act of giving and asking information related to the comparison of the number and nature of people.</p>	<p>120, 122, 123, 128, 133, 136</p>	<p>We will play the roles of the speaker. Example: <i>I'm younger than Hasan, and Hasan is older than me. I'm 12 years old. Hasan, my brother, is 15 years old. Hasan is my older brother.</i></p>	<p>√</p>	<p>-</p>

information related to the comparison of the number and nature of people, animals, objects , according to the context of use. (note the element of degree of comparison)	3.9.2 Spoken and written text for expressing the act of giving and asking information related to the comparison of the number and nature of animals .	86, 88, 121, 136	We will learn to describe the animals in the zoo, one by one. Example: <i>Tigers are the biggest of all cats. They live in the grasslands and forests. Their stripped coat gives the good camouflage when they hunt. They love meat to eat.</i>	√	-
	3.9.3 Spoken and written text for expressing the act of giving and asking information related to the comparison of the number and nature of objects .	121, 127, 128, 133, 136	We will play the roles of the speaker. Example: <i>My ruler is shorter than Dina's. Dina's is 50 centimeters long, and mine is only 30 centimeters long.</i>	√	-
3.10 Applying social functions, text structure, and linguistic elements of spoken and written transactional interaction texts that involve giving and	3.10.1 Spoken and written text for expressing the act of giving and asking information related to the past activity and general truth events (note the element of simple past	142, 143, 144, 152, 153, 154, 158	<i>This is me when <u>I was a baby. I was three point four kilograms and fifty two centimeters long.</u> Now I am fifty kilograms and one hundred fifty centimeters tall. <u>I was bald. I had no hair.</u> Now I have long hair.</i>	√	-

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)-	tense).				
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.	3.11.1 Spoken and written text of personal recount text by giving and asking information related to personal experiences in the past .	169, 174, 178, 179, 183, 187	<p>Lina: <i>What did you do?</i></p> <p>Edo: <u><i>We told dad that we wanted to make garden benches from the wood. He agreed and he would help us.</i></u></p> <p>Udin: <i>What did your father do to help you?</i></p> <p>Edo: <u><i>He sawed the wood into three pieces. 25 cm in diameter and 25 cm in height.</i></u></p> <p>Lina: <i>And after that?</i></p> <p>Edo: <u><i>After that, we rubbed them with sandpaper to make them smooth. Then, we dried them in the sun for a week.</i></u></p>	√	-

			<p>Udin: <i>When they were dry, what did you do?</i></p> <p>Edo: <u>We painted them, one green, one red, and one blue. Then we dried them again in the sun for three days.</u></p> <p>Lina: <i>Okay, now let's help Edo write his experience in a good order.</i></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</p>	<p>3.12.1 Written text in form of short messages</p>	<p>198, 208</p>	<p>We will read the short messages to each other in groups.</p> <p>Example:</p> <p>Edo: <i>Udin, we have a lot of assignments for tomorrow. Let's work together at my house. Beni and Lina are coming too.</i></p> <p>Udin: <i>Sure, what time will we start?</i></p> <p>Edo: <i>At 3 PM. Don't forget to bring a calculator, ok?</i></p> <p>Udin: <i>Ok. See you then.</i></p>	<p>√</p>	<p>-</p>

the context of use.	3.12.2 Written text in form of notices.	210, 211, 212, 213, 214, 215	We will learn several messages for general audience (notices) to each other. Example: <i>A flag ceremony will be held to celebrate our Independence Day, on Monday, 17 August. Attendance is compulsory.</i>		
3.13 Interpreting social functions and linguistic elements in song lyrics related to teenage life ages of SMP/MTs	3.13.1 English Song	82, 219	We will read the lyrics of a song. If we want, we can download the song from the internet. Here is very good song about friendship and togetherness. Example: The lyric of the “History” by One Direction.	√	-

b. The Relevant Materials to the Psychomotor Domain

This was the second result analysis of the relevant materials based on the basic competence four in student English textbook entitled “*When English Rings a Bell* ” (Second Revised Edition) for Grade VIII, the following table was the data presentation of the relevant materials to the psychomotor domain or basic competence four.

Table 4.3: Data Presentation of the Relevant Material to the Psychomotor Domain

Basic Competence	Materials (Sub-Basic Competence)	Pages	Example of Material	Relevance with Basic Competence and Materials	
				Relevant	Irrelevant
4.1 Arranging 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.	4.1.1 Arrange spoken and written text of asking attention.	-	-	-	√
	4.1.2 Arrange spoken and written text of checking understanding.	-	-	-	√
	4.1.3 Arrange spoken and written text of valuing performance	-	-	-	√
	4.1.4 Arrange spoken and written text of asking and expressing opinions.	-	-	-	√
4.2 Arrange text transactional spoken and written interaction is very short and	4.2.1 Arrange spoken and written text of giving and asking information related	22-24, 25-26, 31	Teacher will read some statements. Students will repeat each statement and use that as a guide to write what	√	-

<p>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>to the ability to do an action.</p>		<p>each speaker can or cannot do. Then, in the group students' will present (not read) the list to each other orally.</p> <p>According to Rani:</p> <p>a. Yuli can ____</p> <p>b. She can ____</p> <p>c. She can ____</p>		
	<p>4.2.2 Arrange spoken and written text of giving and asking information related to the willingness to do an action.</p>	<p>29-30, 31</p>	<p>Students will repeat each statement and use that as a guide to write what each speaker will or will not do. Then, in the group students' will present (not read) the list to each other orally.</p> <p>According to Lathan:</p> <p>a. Lusi will not do the cleaning</p> <p>b. ____</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</p>	<p>4.3.1 Arrange spoken and written text of giving and asking information related to the obligation.</p>	<p>38, 43</p>	<p>Students will make a list of the rules and obligations that they must and must not do at home. And every one of them will write it down a piece of paper.</p>	√	-

obligation, prohibition, and suggestion by paying attention to social functions, text structure, and language elements that are appropriate to the context.	4.3.2 Arrange spoken and written text of giving and asking information related to the prohibition .	38, 43	Students will make a list of things that they should or should not to do as person and students. And every one of them will write it down a piece of paper.	√	-
	4.3.3 Arrange spoken and written text of giving and asking information related to the suggestion .	36-37, 39	Students will read the example carefully then they will read each situation carefully. They will discuss and decide a suggestion to give and complete the statements on a piece of paper. I will go out, but it's very cloudy now. _____	√	-
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	4.4.1 Arrange spoken and written text of giving and asking information related to the act of demanding .	54-56	Students will find the sentences in each conversation that tell or invite people to do something.	√	-
	4.4.2 Arrange spoken and written text of giving and asking information related to the act of inviting .	54-56	Students will find the sentences in each conversation that tell or invite people to do something.	√	-

structure, and language elements that fit the context.	4.4.3 Arrange spoken and written text of giving and asking information related to the act of asking permission .	62-63	Students will find the sentences in each conversation that asking or giving for permission.	√	-
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.	4.5.1 Arrange the greeting cards	73	Students will make the first draft of the greeting cards. Then, they will revise our draft to make the final greeting cards and also decorate them.	√	-
	4.5.2 Identify the elements of greeting cards	72	Students will look closely to the greeting cards, and they will discuss to identify the different pieces of information in each greeting cards.	√	-
4.6 Arranging text transactional interaction spoken and written very short and simple which involves the act of giving and asking for information related to the existence of people, objects, animals , by paying attention to social functions, text structures, and language	4.6.1 Arrange spoken and written text of giving and asking information related to the existence of people .	81	Students will go out to observe our roads. They will make a list of the things/people that they see and the number or the mount of each things/people.	√	-
	4.6.2 Arrange spoken and written text of giving and asking information related to the existence of objects .	79-80, 81	Students will read each description very carefully, sentence by sentence. Then, they will discuss to identify the things they say.	√	-

elements that are appropriate to the context.			Example: Lina says there are a lot of traffic jams in big cities. 1. _____ 2. _____		
	4.6.3 Arrange spoken and written text of giving and asking information related to existence of animals .	-	-	-	√
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.	4.7.1 Arrange spoken and written text of giving and asking information related to the situation / actions / activities / events that are carried out / occur routinely or is a general truth . (simple present tense)	93, 94- 96, 97- 98, 99	Students will study the example very carefully. They will state the names of zoo keeper and their routine activities in good sentences. Example: Mr. Ahmad <u>feeds the animals every day</u> .	√	-
4.8 Arranging text transactional interaction spoken and	4.8.1 Arrange spoken and written text of giving and	104, 105,	Students will study the examples carefully. Then they will copy the	√	-

<p>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>asking information related to the situation / action / activity / event that is being carried out / taking place when spoken. (present continuous tense)</p>	<p>106, 110, 113- 116, 117</p>	<p>examples in their notebook. They will use the table below to make a list of 10 activities that the people around them are doing right now, like the examples.</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>4.9.1 Arrange spoken and written text of giving and asking information related to the comparison of the number and nature of people.</p>	<p>124- 125, 126, 129, 130, 134, 137- 138</p>	<p>Students will read the sentences carefully, one by one. Then in the group they will discuss to put the right words into the blank spaces. Example: Yuni is saying that Edo is ____ the other students.</p>	√	-
	<p>4.9.2 Arrange spoken and written text of giving and asking information related to the comparison of the number and nature of</p>	<p>86, 89, 90, 99, 126, 130, 137-</p>	<p>Students will study the examples carefully and copy them in their notebook. They will discuss and fill in the table with the information of the animals, like the example.</p>	√	-

	animals.	138			
	4.9.3 Arrange spoken and written text of giving and asking information related to the comparison of the number and nature of objects.	124-125, 126, 129, 130, 134, 137-138	Students will read the sentences carefully, one by one. Then in the group they will discuss to put the right words into the blank spaces. Example: According to Dwi, roses are ____ other flowers.	√	-
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 structure, and	4.10.1 Arrange spoken and written text of giving and asking information related to the situation / action / activity / event carried out / occurring, routine or non-routine, or becoming general truth in the past. (simple past tense)	145-146, 159-161, 164	Students in group will discuss the statements about themselves in the past and handwrite them in the second column and the statements about themselves in the present and handwrite them in the third column.	√	-

the appropriate language elements.					
4.11 <i>Recount</i> text	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>)	182-185, 186-189, 190-191, 192-193	Students will study the example carefully. Then they will read the conversation again. Then in groups, they will decide which of the sentences state each of the events.	√	-
	4.11.2 Arranging oral and written recount texts, very short and simple, related to personal experiences in the past (personal recount), taking into account social functions, text structures, and language elements that are appropriate to the context.	170-172, 175-177, 194, 195	Students will study each of the pictures carefully. Then, they will read the conversation again. Then, they will discuss which statement matches each of the pictures.	√	-

4.12 Short messages and notices	4.12.1 Capturing contextual meaning related to social functions, text structure, and linguistic elements of short messages and notices and verbal and written short messages and notices , very short and simple, related to school activities.	-	-	-	√
	4.12.2 Arranging verbal and written text of short messages and 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.	199-200, 201-203, 209	Students will discuss what they will say in their short messages. Then, they will write the messages in their notebook. Example: A plan to ride a bicycle to exercise on the weekend.	√	-
4.13 Capturing contextual	4.13.1 Capture the message	220-	Students will read the examples and	√	-

meaning related to social functions and linguistic elements of song lyrics related to teenage life ages of SMP/MTs.	behind the song lyric.	221	the guiding sentences carefully. Then, they will copy the examples and the guiding sentences to their notebooks. Then, they will discuss to find the parts of the lyrics that contain the given messages. Then, every one of them will handwrite the lyrics in our notebook.		
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2. The Relevant Materials to The Tomlinson's theory of Material Evaluation

This is the third result analysis of the relevant materials based on the Tomlinson's theory of material evaluation in student English textbook entitled "*When English Rings a Bell* " (Second Revised Edition) for Grade VIII, the following table was the data presentation of the relevant materials to the Tomlinson's theory of material evaluation.

Table 4.4: Data Presentation of the Relevant Material to the Tomlinson's Theory of Material Evaluation

No.	Criteria of Material Evaluation by Tomlinson's	Information	Pages	Availability	
				Yes	No
1.	Materials should achieve impact	The materials can achieve impact through :		√	-
		<ul style="list-style-type: none"> Novelty: it can be seen from the chapters which have different topics, illustration, and activities 	2, 19, 33, 45, 65, 75, 85, 101, 119, 141, 167, 197, 217		
		<ul style="list-style-type: none"> Variety : the textbook provides various text-types 	23, 29, 76-78, 88, 94-96, 103, 122-123, 127-128, 142, 152-153, 158, 178, 179, 183, 187, 219.		
		<ul style="list-style-type: none"> Attractive presentation: the layout is colorful and use photographs. 	3-7, 9-17, 20-21, 27-28, 40-42, 47, 49, 51, 53, 58-60, 67-71, 76, 86, 88, 91-92, 99, 103, 107-108, 111-112, 114-117, 120-122, 127-128, 142-144, 171, 176, 208.		
		<ul style="list-style-type: none"> Appealing content : the topics are about universal themes and local reference 	40-42, 77-78, 82-83, 88, 219-220.		
2.	Materials should help	The materials make the	3-7, 9-17, 20-21,	√	-

	learners to feel at ease	<p>learners comfortable in doing activities from the textbook.</p> <ul style="list-style-type: none"> • The availability of dialogue and picture 	27-28, 47, 49, 51, 53, 58-60, 107-108, 111-112, 120, 143-144, 183, 187.		
		<ul style="list-style-type: none"> • The availability of texts and illustrations 	76, 88, 91-92, 103, 121, 142, 144, 169-171, 174-176, 208, 211-214, 215.		
		<ul style="list-style-type: none"> • The availability of grammar and example 	125, 138, 148-149, 156, 163.		
		<ul style="list-style-type: none"> • The availability of exercise and blank spaces 	24-26, 30, 37, 55-56, 63, 72, 80, 89-90, 93, 98, 104, 105, 125, 129, 134, 138, 146, 160-161, 164, 172, 177, 185, 189, 191, 193, 200, 202-203, 209, 221.		
3.	Materials should help learners to develop confidence	<ul style="list-style-type: none"> • The textbook provides stimulating tasks 	4, 22, 31, 36, 40, 73, 77, 86, 94, 99, 106, 113, 117, 124-125, 137-138, 145-146, 159-161, 170-172, 175-177, 199-200, 201-203, 209.	√	-
		<ul style="list-style-type: none"> • The textbook uses simple language to accomplish the tasks 	24, 30, 55-56, 62-63, 72, 79-80, 89, 90, 184-185, 188-189, 190-193, 220-221.		
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.	31, 43, 73, 99, 170, 180, 194, 195, 199, 201, 206, 209.	√	-
5.	Materials should require and facilitate learner self-investment	The materials facilitate the learners to make discoveries for themselves by doing mini project, and giving them responsibility to choose the topic or the text.	25, 31, 38, 43, 73, 81, 105, 146, 200, 205,	√	-
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.	148-149, 155, 163.	√	-
7.	Materials should expose the learners to language in	The textbook stimulates the exposure of authentic use	82, 219	√	-

	authentic use	through listening to the stories, listening to songs, or fill in forms.			
8.	The learners' attention should be drawn to linguistic features of the input	The textbook provides the activities to draw the learners' attention to linguistic features of the input.	125, 138, 147-149, 155-156, 159-161, 162-163.	√	-
9.	Materials should provide the learners with opportunities to use the target language	The activities in the textbook give the learners opportunity to use language for communication (communicative interaction) in the forms of: <ul style="list-style-type: none"> Information gap activities 	24, 25-26, 29-30, 37, 79-80, 90, 134.	√	-
		<ul style="list-style-type: none"> Post listening and post reading activities 	8, 12, 22, 46, 48, 151, 158, 185-186, 188-189, 190-191.		
		<ul style="list-style-type: none"> Creative writing and speaking activities 	73, 99, 194, 199, 209, 215.		
10.	Materials should take into account that the positive effects of instruction are usually delayed	The textbook provides a gradual process by giving frequent exposure to the instructed language features in communicative use.	-	-	√
11.	Materials should take into account that learners differ in learning styles	The activities are various in order to accommodate the learners' different learning styles. <ul style="list-style-type: none"> Activities for visual learning styles 	86, 88, 89-90, 91-93, 113-116, 121, 170-172, 175-177.	√	-
		<ul style="list-style-type: none"> Activities for auditory learning styles 	8, 12, 22, 46, 48, 151, 158, 185-186, 188-189, 190-191.		
		<ul style="list-style-type: none"> Activities for studial learning styles 	72, 73, 89, 90, 93.		
		<ul style="list-style-type: none"> Activities for kinaesthetic learning style 	-		
12.	Materials should take into account that learners differ in affective attitudes	Various types of activities, text, and units are provided to help learners having stronger motivation and positive feeling to learn the target language. <ul style="list-style-type: none"> Variety of activities 	25, 31, 38, 43, 73, 81, 99, 105, 146, 170, 180, 194, 195, 199, 200, 201, 205, 206, 209.	√	-
		<ul style="list-style-type: none"> Variety of texts 	23, 29, 76-78, 88, 94-96, 103, 122-		

			123, 127-128, 142, 152-153, 158, 178, 179, 183, 187, 219.		
		<ul style="list-style-type: none"> Variety of units 	2, 19, 33, 45, 65, 75, 85, 101, 119, 141, 167, 197, 217		
13.	Materials should permit a silent period at the beginning of instructions	<p>The materials facilitate the learners to have the silent period in order to help them having comprehension before production.</p> <ul style="list-style-type: none"> By starting with listening comprehension 	-	-	√
		<ul style="list-style-type: none"> By permitting the learners to respond by using the first language 	-		
14.	Materials should maximize learning potentials by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities	<p>The textbook provides activities which stimulate the left and right brain.</p> <ul style="list-style-type: none"> Activities which stimulate the right brain (e. g music, creativity, art, and shape) 	73, 99, 194, 199, 209, 215.	√	-
		<ul style="list-style-type: none"> Activities which stimulate the left brain (e. g logic thinking, language and mathematics) 	8, 12, 22, 46, 48, 151, 158, 185-186, 188-189, 190-191.		
15.	Materials should not rely too much on controlled practice	Ideally, there should not too much controlled activities that are focus on the new structure.	-	-	√
16.	Materials should provide opportunities for outcome feedback	Reflection and journal are provides to know the learners' progress in understanding the target language.	18, 32, 39, 44, 64, 74, 84, 100, 118, 126, 130, 139, 140, 150, 165, 181, 196, 204, 216, 222.	√	-

B. Research Findings

In order to find out the relevance between the materials written in the book with the cognitive domain, psychomotor domain, and Tomlinson's theory of material evaluation, researcher used the observation checklist as the research instrument. The researcher made an observation checklist of basic competence three, basic competence four, and criteria in Tomlinson's theory of material evaluation compared with the relevant materials in the textbook. The observation checklist was in the form of table. There were two parts of the observation checklist consisted three tables. The first part was the relevant materials in the textbook to the Cognitive and Psychomotor Domain, and the second was the relevance of the textbook materials to the Tomlinson's theory of material evaluation.

1. The Relevant Materials to the Cognitive and Psychomotor Domain

a. The Relevant Materials to the Cognitive Domain

The researcher classified the written materials then resumed the findings. Here, the researcher concluded the relevant materials in the textbook to the basic competence three in the following table:

Table 4.5: The Relevant Materials to the Basic Competence Three (Cognitive Domain)

The Relevance	The Basic Competence Three
Relevant	3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.2.1, 3.2.2, 3.3.1, 3.3.2, 3.3.3, 3.4.1, 3.4.2, 3.4.3, 3.5.1, 3.6.1, 3.6.2, 3.7.1, 3.8.1, 3.9.1, 3.9.2, 3.9.3, 3.10.1, 3.11.1, 3.12.1, 3.12.2, 3.13.1.
Irrelevant	3.6.3

According to the table 4.5, it could be seen that there were some materials which were relevant and irrelevant with the sub-basic competence three. The materials which were relevant with the sub-basic competence were able to fulfill the purposes of the topic, language features, and social functions that had to be achieved by the students.

Here, the researcher made the data analysis of the relevant materials based on the cognitive domain. There were 26 materials included in the cognitive domain according to the 2013 Curriculum. The result of the percentages were as follows:

1. Relevant materials based on the cognitive domain

There were 25 materials which were relevant to the cognitive domain. So, the percentage was:

$$\frac{25}{26} \times 100 \% = 96\%$$

The percentage of the relevant materials was 96 %.

2. Irrelevant materials based on the cognitive domain

There is 1 material which is irrelevant to the cognitive domain. So, the percentage was:

$$\frac{1}{26} \times 100 \% = 4\%$$

The percentage of the irrelevant materials was 4%.

According to those percentages, the researcher concluded that the textbook was categorized “**Excellent**” by achieving score 96% and relevant to the cognitive domain and able to fulfill the purposes of the topic, language features, and

social functions of the ideal materials that had to be achieved by the students.

b. The Relevant Materials to the Psychomotor Domain

The researcher classified the materials in the textbook according to the basic competence four in the 2013 curriculum and used the checklist instrument in the form of table 4.3, then the researcher resumed the findings. Here, the researcher concluded the relevant materials in the textbook to the basic competence four in the following table:

Table 4.6: The Relevant Materials to the Basic Competence Four (Psychomotor Domain)

The Relevance	The Basic Competence Three
Relevant	4.2.1, 4.2.2, 4.3.1, 4.3.2, 4.3.3, 4.4.1, 4.4.2, 4.4.3, 4.5.1, 4.5.2, 4.6.1, 4.6.2, 4.7.1, 4.8.1, 4.9.1, 4.9.2, 4.9.3, 4.10.1, 4.11.1, 4.11.2, 4.12.2, and 4.13.1
Irrelevant	4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.6.3 and 4.12.1

According to the table 4.6, it could be seen that there were some materials which were relevant and irrelevant with the sub-basic competence four. The materials which were relevant with the sub-basic competence were able to fulfill the purposes of the topic, language features, and social functions which intended to be achieved by the students.

Here, the researcher made the data analysis of the relevant materials based on the psychomotor domain. There were 28 materials included in the cognitive domain according to the 2013 Curriculum. The result of the percentages were as follows:

1. Relevant Materials based on the Psychomotor Domain

There were 22 materials which were relevant to the psychomotor domain. So, the percentage was:

$$\frac{22}{28} \times 100 \% = 79\%$$

The percentage of the relevant materials was 79 %.

2. Irrelevant Materials based on the Psychomotor Domain

There were 6 materials which were irrelevant to the psychomotor domain. So, the percentage was:

$$\frac{6}{28} \times 100 \% = 21\%$$

The percentage of the irrelevant materials was 21%.

According to those percentages, the researcher concluded that the textbook was categorized “**Very Good**” by achieving score 79 % and relevant to the psychomotor domain and able to fulfill the purposes of the topic, language features, and social functions of the ideal materials which intended to be achieved by the students.

2. The Relevant Materials to The Tomlinson’s theory of Material Evaluation

The researcher classified the materials in the textbook according to the Tomlinson’s theory of Material Evaluation and used the checklist instrument in the form of table 4.4, then the researcher resumed the findings. Here, the researcher concluded the relevant materials in the textbook to the Tomlinson’s theory of Material Evaluation in the following table:

Table 4.7: The Relevant Materials to the Tomlinson's Theory of Material Evaluation

The Relevance	Criteria of Material Evaluation by Tomlinson's
Relevant	1, 2, 3, 4, 5, 7, 8, 9, 11, 12, 14, and 16
Irrelevant	10, 13 and 15.

According to the table 4.7, it could be seen that there were some materials which were relevant and irrelevant with the criteria of Tomlinson's theory of material evaluation. The materials which were relevant with the criteria of Tomlinson's theory of material evaluation were able to fulfill the objective of good and standardized English textbook that could facilitate the students to learn English optimally.

Here, the researcher made the data analysis of the relevant materials based on the Tomlinson's theory of material evaluation. There were 16 criteria included in the Tomlinson's theory of material evaluation. The results of the percentages were:

1. Relevant Materials based on the Tomlinson's Theory of Material Evaluation

There were 13 materials which were relevant to the Tomlinson's theory of material evaluation. So, the percentage was:

$$\frac{13}{16} \times 100 \% = 82\%$$

The percentage of the relevant materials was 82 %.

2. Irrelevant Materials based on the Tomlinson's Theory of Material Evaluation

There were 3 materials which were irrelevant to the Tomlinson's theory of

material evaluation. So, the percentage was:

$$\frac{3}{16} \times 100 \% = 18\%$$

The percentage of the irrelevant materials was 18 %.

According to those percentages, the researcher concluded that the textbook was categorized “**Excellent**” by achieving score 82% and relevant to the Tomlinson’s theory of material evaluation and able to fulfill the objective of good and standardized English textbook that could facilitate the students to learn English optimally.

C. Discussion

This part of the study was aimed to discuss the result of the study focused on the relevance materials in the textbook to the English Basic Competences and Tomlinson’s theory of material evaluation. The results of analysis showed that the most of the materials in this student English textbook were quite relevant to the basic competence in the 2013 Curriculum in terms of cognitive and psychomotor aspect. Moreover, the quality of the material in the textbook were also quite good to facilitate the student in learning English. The discussion was divided into two major points. They were the discussion related to the relevant materials in the textbook to the basic competence three (cognitive domain) and four (psychomotor domain), and the discussion related to Tomlinson’s theory of material evaluation.

According to the tables presented in the chapter four, the third basic competences which the purpose emphasized on the cognitive domain were quite relevant with the English Basic Competence in the 2013 Curriculum. The third basic competence consisted of twenty six indicators which there were twenty five indicators

were suitable and fulfilled by the materials in the textbook. The materials could fulfill the objectives of the main topics, language features, and social functions.

As on the pages 4, 5, 6 of the book for the example, those are stated as the sub-basic competence 3.1.1 which contained the material of spoken and written text for expressing asking attention in terms of expressions and responses. That is in accordance with the basic competence 3.1 which contains about 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. With the fact stated, the writer concluded that the material written in the book is relevant with the 3.1 basic competence.

Another example is on the pages 20, 21, 23 which were stated as the sub-basic competence 3.2.1 which contained the material of spoken and written text for expressing giving and requesting information related to the ability to take an action use the English modal “can”. The material on the pages mentioned above has already met the criteria of the sub-basic on basic competence 3.2 and with that fact, the writer concluded that the material written in the book is relevant with the 3.2 basic competence.

However, there was one indicator of the third basic competence which was not suitable and could not be fulfilled by the materials in the textbook. It is the sub-basic 3.6.3 of the 3.6 basic competence. The writer concluded this is not relevant with the 3.6 basic competence because there is no material stated on this book based on the sub-basic 3.6.3 which is should be contained about spoken and written text for expressing the act of giving and asking information related to the existence of animal. Because of this one, the writer concluded that the material is irrelevant with the 3.6 basic

competence.

Furthermore, the basic competences which the objective emphasized on the psychomotor domain were also quite relevant with the English Basic Competence in the 2013 Curriculum. The fourth basic competence consisted of twenty eight indicators which the twenty two indicators were suitable and could be fulfilled by the materials in the textbook. The materials could fulfill the objectives of the main topics, language features, and social functions.

As on the pages 22, 25, 31 of the book for the example, those are stated as the sub-basic competence 4.2.1 which contained the instruction to arrange spoken and written text of giving and asking information related to the ability to do an action. That is in accordance with the basic competence 4.2 which contains about arrange text transactional spoken and written interaction text which involves the act of giving and asking information related to the ability and willingness to do an action. With the fact stated, the writer concluded that the material written in the book is relevant with the 4.2 basic competence.

However, there were six indicators of the fourth basic competence which were not suitable with the indicators and could not be fulfilled by the materials in the textbook. They are 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.6.3, and 4.12.1. Based on those findings, the researcher concluded that the materials written in the book are irrelevant with those stated in the 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.6.3, and 4.12.1 sub-basic competence. Because there is no material in the book which is relevant with the 4.4.1 sub-basic competence, in order to improve the book, the writer suggest the book writer to add materials based on the sub-basic stated above.

Briefly, this present study showed that the English textbook "*When English*

Rings a Bell ” (Second Revised Edition) for Grade VIII had improved the relevant materials based on the 2013 Curriculum. The previous study stated that this textbook only achieved the “very good” category (Rani Arba’ati : 2015), while the result of this present study showed that this textbook achieved “excellent” category. It was found out that the revised Bloom’s Taxonomy by Anderson (2001) which applied in the 2013 Curriculum in this textbook achieved the higher level of category than the previous textbook especially in cognitive (96%) and psychomotor (79%) domain. So, this would give the better quality in teaching and learning process to implement the 2013 Curriculum.

The Tomlinson’s theory of material evaluation which the purpose emphasized on the criteria of material development were also quite relevant to this textbook. As had been stated on the Chapter II that there were sixteen criteria of material evaluation by Tomlinson (2011). The textbook “*When English Rings a Bell* ” (Second Revised Edition) for Grade VIII could fulfill thirteen of criteria. The fulfilled criteria were: 1) Materials should achieve impact, 2) Materials should help learners to feel at ease, 3) Materials should learners to develop confidence, 4) What is being taught should be perceived by learners as relevant and useful, 5) Materials should require the points being taught, 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, 11) Materials should take into account that learners differ in learning styles, 12) Materials should take into account that learners differs in affective attitudes, 14) Materials should maximize learning potentials by encouraging intellectual, aesthetic, and emotional involvement which stimulates both right and left brain activities, 16) Materials should provide opportunities

for outcome feedback. Meanwhile, the textbook did not fulfill three criteria. The criteria which could not be fulfilled were: 10) Materials should take into account that the positive effects of instruction are usually delayed, 13) Materials should permit a silent period at the beginning of instructions, and 15) Materials should not rely too much on controlled practice. Therefore, the percentage of the relevant materials in the textbook to the Tomlinson's theory of material evaluation was 82%. It could be concluded that the textbook "*When English Rings a Bell* " (Second Revised Edition) for Grade VIII was suitable and quite relevant to be used as the main English textbook for grade VIII.

One of the prove that this textbook has met the criteria and suitable with Tomlinson's theory of material evaluation is stated in the first criteria. It is said that the material should achieve impact, and the material can be said to have already met the achieve impact through these four criteria. The first one is through the novelty which can be seen from the chapters which have different topics, illustration, and activities. Based on the writer findings, this textbook has different topics, illustration and activities from each chapter to another. We can see that from the pages of 2, 19, 33, 45, 75, 85, 101, 119, 141, 167, 197, and 217. The second is the variety which can be seen from the various text types listed on this textbook. This textbook is already met the criteria because of the fact that this textbook has various text type such as descriptive, narrative and recount text. We can see that from the pages of 23, 29, 76, 88, 94, 103, 122, 127, 142, 152, 158, 178, 179, 183, 187, 219. The third is Attractive presentation, it can be seen from the colorful layout that provided on this textbook. Since this textbook is for junior high school, this textbook aware of the students' boredom to learning. That is why this textbook is provide the colorful layout and photographs in this textbook to decrease the students' boredom while learn this textbook. It can be seen from almost all the pages of the whole book. The last one

appealing content which can be seen from the topics were should about universal themes and local reference. This textbook has met the criteria since it is stated on the pages of 40, 77, 82, 88, 219. By those reason stated above, the writer concluded that this textbook is relevant to the Tomlinson's theory of material evaluation.

According to the elaboration above, the materials in this textbook were quite relevant and suitable based on the 2013 curriculum and Tomlinson's theory of material evaluation. The cognitive aspect, the psychomotor aspects, and the criteria of material evaluation by Tomlinson's theory achieved category "**Excellent**". Most of the materials were qualified and relevant to the Basic Competence in the 2013 Curriculum so that it could facilitate the students had better and proper textbook as the source in learning English.