

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*" (2017 Revised Edition) for Grade VII published by The Ministry of Education and Culture of Indonesia.

4.1 Data Presentation

This section presents the data presentation of the textbook analysis entitled "*When English Rings a Bell*" (2017 Revised Edition) for Grade VII. 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 202 pages printed in this textbook. These pages are added with the preface, table of contents, 8 chapters, 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: Textbook Organization of Student English Book “*When English Rings a Bell*” (2017 Revised Edition) for Grade VII of Junior High School.

Chapter	Title	Basic Competence	Material	Page
I	Good morning. How are you?	3.1 and 4.1	<ul style="list-style-type: none"> - To express the greeting - Saying goodbye - Expressing thanks - Expressing apology 	1-20
II	This is me!	3.2 and 4.2	<ul style="list-style-type: none"> - Giving and asking for information related to identity, short and simple. - Vocabulary related to family relationships. 	21-36
III	What time is it?	3.3 and 4.3	<ul style="list-style-type: none"> - To state an information about the name of the day, month, time name in days, time in the form of numbers, dates, and years - To learn about Ordinal and Cardinal number 	37-58
IV	This is my world	3.4 and 4.4	<ul style="list-style-type: none"> - To state things around us 	59-98

			<ul style="list-style-type: none"> - To state animals around us - To state public places around us 	
V	It's a beautiful day!	3.5 and 4.5	<ul style="list-style-type: none"> - To state the nature of people - To state the nature of animals - To state the nature of things 	99-126
VI	We love what we do	3.6 and 4.6	<ul style="list-style-type: none"> - To state the behavior/function of people - To state the behavior/function of animals - To state the behavior/function of things 	127-148
VII	I'm proud of Indonesia	3.7, and 4.7.	<ul style="list-style-type: none"> - To describe people - To describe animals - To describe things 	149-176
VIII	That's what friends are supposed to do	3.8 and 4.8	<ul style="list-style-type: none"> - To get the message of a song 	177-183

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

4.1.1 The Relevant Materials to the Cognitive and Psychomotor Domain

4.1.1.1 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” (2017 Revised Edition) for Grade VII, the following table was the data presentation of the relevant materials to the cognitive domain or basic competence three.

Table 4.1.1.1 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 Identifying social functions, text structures, and linguistic elements of oral and written interpersonal interaction texts that involve the act of greeting, saying goodbye, expressing thanks, and apologizing , and responding, according to the context of its use.	3.1.1 Observing the expressions or speech used in Greeting, Leave Taking, Thank you, and Apologize . (Cognitive Domain Category: Understand)	4, 5, 6, 7, 8, 11, 12, 14, 15, 16, 17	We will learn to greet our teachers, friends and others when we meet them in the morning, in the afternoon and in the evening. Example: <i>Mom: Good Morning Siti, how are you?</i> <i>Siti: Good Morning Mom, I am fine, thanks.</i>	√	-
	3.1.2 Identifying the expressions or speech used in Greeting, Leave Taking, Thank you, and Apologize . (Cognitive	10, 13	We will make a list of the people we greeted in English today. We will use the table and do it like the examples.	√	-

	Domain Category: Remember)				
3.2 Identifying social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information related to identity, short and simple, in accordance	3.2.1 Observing the expressions of self-introduction . (Cognitive Domain Category: Understand)	22, 25, 27, 28, 30, 31	We will learn to tell other people about our names, our origins, and our home address. Example: <i>Hello, my name is Hasnida. I am from west Sumatra. I live in Padang in kampung Mutiara, on Jalan Kemangi. To be precise, I live at 23 Jalan Kemangi.</i>	√	-

<p>with the context of their use.</p> <p>Look for linguistic and vocabulary related to family relationships; pronoun (subjective, objective, possessive).</p>	<p>3.2.2 Identifying the expressions of introducing the others and the respond.</p> <p>(Cognitive Domain Category: Remember)</p>	<p>33, 34.</p>	<p>We will learn to tell more about ourselves. We will learn to tell each other the members of our family.</p> <p>Example:</p> <p><i>There are five people in my family: my father or my dad, my mother or my mom, my elder brother, my little sister, and myself. My father is Mr. Rajali. He is a teacher. My mother is Ms. Kurnia. She is a nurse. my big brother is Hasan. He is a student of SMA Perjuangan. My little sister is Rizkia. She is a student in Kindergarten or Kindy.</i></p>	<p>√</p>	<p>-</p>
---	---	----------------	--	----------	----------

3.3 Identifying social functions, text structure, and linguistic elements of oral and written transactional interaction texts which involve the act of giving and requesting information related to the name of the day, month, time name in days, time in the form of numbers, dates, and years, according to the context of its use. (Note vocabulary related to cardinal and ordinal numbers)	3.3.1 Identifying social functions, text structure, and linguistic elements of spoken and written text for expressing giving and requesting information related to the the name of the day, month, time name in days, time in the form of numbers, dates, and years, according to the context of its use. (Cognitive Domain Category: Remember)	38, 48, 49, 50, 52, 53, 54.	Here are we will do. First, we will listen carefully to our teacher say the times, “it is one o’clock”, “it is two o’clock”, and so on. Second, we will repeat the words after the teacher, one by one.	√	-
---	--	--------------------------------------	---	---	---

3.4 Identifying social functions, text structure, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information related to the names and numbers of animals, objects, and public buildings close to the daily lives of students , according to the context of their use. (Pay attention to linguistic and vocabulary related to articles a and the, plural and singular)	3.4.1 Spoken and written text for expressing giving and requesting information related to the names of animals, objects, and public buildings close to the daily lives of students. (Cognitive Domain Category: Understand)	60, 67, 70, 73, 74, 77, 80, 83, 86, 87,	We will learn to say the name of the things in the classroom. Here are we will do. First, we will listen carefully to our teacher say the name of the things in the classroom. Second, we will repeat the words after the teacher, one by one.	√	-
	3.4.2 Spoken and written text for expressing giving and requesting information related to the numbers of animals, objects, and public buildings close	62, 70, 77, 80, 83.	We will learn to say the name of the things in the living room, their numbers, and their locations. Example: <i>Some Pictures, Two Bags, a pair of Curtains, etc...</i>	√	-

	to the daily lives of students. (Cognitive Domain Category: Understand)				
3.5 Identify social functions, text structure, and linguistic elements of oral and written transactional interaction texts which involve the act of giving and requesting information related to the nature of people, animals, objects according to the context of their use (Note the linguistic elements of be, adjective)	3.5.1 Spoken and written text for expressing giving and requesting information related to the nature people, animals, and objects. (Cognitive Domain Category: Understand)	100, 103, 104, 106, 107, 111, 112, 115, 117, 120, 121, 122.	We will play roles of the speakers in the conversation. Siti : <u>This park is shady and the flowers are colourful.</u> I like this park. Lina : I do, too. <u>This is a wonderfull park.</u> Edo : look! There are butterflies. Dayu : <u>They're pretty.</u> Beni : There are garbage cans, too. We can keep this park clean. Udin : I like studying here. <u>The weather is nice.</u> <u>The park is beautiful. And, it's a beautiful day!</u>	√	-

	<p>3.5.2 Spoken and written text</p> <p>for expressing</p> <p>complaining or</p> <p>complementing the</p> <p>information related to</p> <p>the nature people, animals, and objects.</p> <p>(Cognitive Domain</p> <p>Category: Understand)</p>	<p>100,</p> <p>103,</p> <p>104,</p> <p>106,</p> <p>107,</p> <p>111,</p> <p>112,</p> <p>115.</p>	<p>We will play roles of the speakers in the conversation.</p> <p>Siti : This park is shady and the flowers are colourful. <u>I like this park.</u></p> <p>Lina : I do, too. This is a wonderfull park.</p> <p>Edo : look! There are butterflies.</p> <p>Dayu : They're pretty.</p> <p>Beni : <u>There are garbage cans, too. We can keep this park clean.</u></p> <p>Udin : I like studying here. The weather is nice.</p> <p>The park is beautiful. And, it's a beautiful day!</p>	√	-
<p>3.6 Identifying social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and requesting</p>	<p>3.6.1 Spoken and written text</p> <p>for expressing the act of giving and asking</p> <p>information related to</p> <p>the behavior / actions /</p>	<p>128,</p> <p>134,</p> <p>135,</p> <p>136,</p>	<p>We will play roles of the speakers in the conversation.</p> <p>Miss Mutia : Good Morning.</p> <p>Students : Good Morning, Miss Mutia.</p>	√	-

<p>information related to the behavior / actions / functions of people, animals, objects, according to the context of their use (Note the linguistic elements of declarative, interrogative sentences , simple present tense)</p>	<p>functions of people. (Cognitive Domain Category: Understand)</p>		<p>Miss Mutia : Today we are going to learn about jobs and professions. Benny, what does your father do?</p> <p>Benny : My father is a farmer. He plants and grows rice.</p> <p>...</p>		
	<p>3.6.2 Spoken and written text for expressing the act of giving and asking information related to the behavior / actions / functions of animals. (Cognitive Domain Category: Understand)</p>	<p>141, 147.</p>	<p>We will play roles of the speakers in the conversation.</p> <p>- <i>This is a Butterfly. The color is pretty. It flies.</i> - <i>This is a Snake. It's a wild animal. It bites!</i></p>	√	-
	<p>3.6.3 Spoken and written text for expressing the act of giving and asking</p>	<p>143, 146.</p>	<p>We will play roles of the speakers in the conversation.</p>	√	-

	<p>information related to</p> <p>the behavior / actions / functions of objects.</p> <p>(Cognitive Domain Category: Understand)</p>		<ul style="list-style-type: none"> - It's an interesting book. I read it every day. - This is a bowl. It's round. We put soup into it 		
<p>3.7 Comparing the social functions, text structure, and linguistic elements of several oral and written descriptive texts by giving and asking for information related to descriptions of people, animals, and objects very short and simple, according to the context of their use</p>	<p>3.7.1 Spoken and written text for expressing the act of giving and asking information related to</p> <p>descriptions of people.</p> <p>(Cognitive Domain Category: Understand)</p>	<p>156,</p> <p>157,</p> <p>158,</p> <p>160,</p> <p>161,</p> <p>163,</p> <p>164.</p>	<p>We will play roles of the speakers in the conversation about Edo's book.</p> <p>A: Do you see my notebook? I put it on my desk, but it is not there now.</p> <p>B: What does it look like?</p> <p>A: It's thick. It has a blue hard cover.</p> <p>B: Does it have a pin ribbon separator? This one?</p> <p>A: No. the ribbon is white. There's a sticker on the cover. It's shiny, white, round with a picture of an orang-utan.</p> <p>B: It must be the one over there, on the desk.</p>	√	-

			B: Yes, you're right. Thank You.		
	3.7.2 Spoken and written text for expressing the act of giving and asking information related to descriptions of animals. (Cognitive Domain Category: Understand)	161.	I love my cat, Manis. She makes me happy. When I tickle her, she rolls around and taps her paws on my hand. I like the feeling. She has three colors, white, yellow, and black. She often lies on my feet when I study or watch TV. Sometimes she sleeps in my bed with me, on my feet. It feels warm.	√	-
	3.7.3 Spoken and written text for expressing the act of giving and asking information related to descriptions of objects. (Cognitive Domain Category: Understand)	150, 151, 152, 153, 163, 164, 168, 169, 170,	I'm proud of my school. Our teachers are smart. We have many good books and magazines in our school library. The classrooms are not big, and they are clean and tidy. But the school yard is very small. There are not many plants, so it is very hot in the afternoon. We only have the terrace when we are not in the classrooms. So, the terrace is very crowded during the break.	√	-

		173.			
3.8 Interpret social functions and elements of power in song lyrics related to Junior High School teen life	3.1.1 English Song. (Cognitive Domain Category: Understand)	179.	The song lyric of “Count On Me” by Bruno Mars.	√	-

4.1.1.2 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*” (2017 Revised Edition) for Grade VII, the following table was the data presentation of the relevant materials to the psychomotor domain or basic competence four.

Table 4.1.1.2 : 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 Arrange text interpersonal interaction written and very short and simple which involves the act of greeting, saying goodbye, saying thank you, and apologizing, and responding with regard to social functions, text structure, and	4.1.1 Simulate conversation which involves the act of greeting, saying goodbye, saying thank you, and apologizing, (Psychomotor Domain Category: Mechanism)	4, 11, 14, 16.	We will learn to greet our teachers, friends and others when we meet them in the morning, in the afternoon and in the evening. Example: <i>Mom: Good Morning Siti, how are you?</i> <i>Siti: Good Morning Mom, I am fine, thanks.</i>	√	-
	4.1.2 Arrange short conversation which involves the act of greeting, saying goodbye, saying thank you, and apologizing,	10, 13.	We will make a list of the people we greeted in English today. We will use the table and do it like the examples.	√	-

linguistic elements that are correct and in context	(Psychomotor Domain Category: Set, Origination)				
	4.1.3 Practice the conversation which involves the act of greeting, saying goodbye, saying thank you, and apologizing , in group. (Psychomotor Domain Category: Mechanism)	9, 14, 18,	We will do a drill to greet people in the morning, in the afternoon, and in the evening. Here are what we will do each time. First, we will see the sign of time; morning, afternoon, or evening. Second, one person will state a proper greeting for the time. Then, another person will respond to the greeting properly, too.	√	-
4.2 Completing very short and simple transactional oral and written interactions that involve giving and asking for information related to identity , short and	4.2.1 Simulate the expressions of self-introduction and introducing others . (Psychomotor Domain Category: Mechanism)	22, 25, 27, 30, 33,	We will learn to tell other people about our names, our origins, and our home address. Example: <i>Hello, my name is Hasnida. I am from west Sumatra. I live in Padang in kampung Mutiara, on Jalan Kemangi. To be precise, I live at 23 Jalan Kemangi.</i>	√	-

<p>simple, taking into account correct social functions, text structures, and linguistic elements that are correct and in context</p>	<p>4.2.2 Arrange short conversational text which involves the expressions of self-introduction and introducing others. (Psychomotor Domain Category: Set, Origination)</p>	<p>23, 24, 26, 29, 32, 33, 34, 35</p>	<p>We will work in group. We will present, not read, the facts about each person to each other, orally. Here are what we will do. First, we will study the example carefully. Second, with the given form below, we will take notes if the facts of each person. We will handwrite it. Then, we will learn to present, not read, the information to each other, orally.</p>	√	-
<p>4.3 Compose transactional oral and written very short and simple transactional interactions involving the act of giving and asking for information related to the name of the day, month,</p>	<p>4.3.1 Arrange spoken and written text of giving and asking information related to the day, month, time name in days, time in the form of numbers, dates, and years. (Psychomotor Domain Category: Set, Origination)</p>	<p>40, 43, 45, 46, 47, 51, 56, 57,</p>	<p>We will tell the class the meal times of everybody in our groups. Here are what we will do. We will work in groups. First, we will repeat the example to tell Benny's meal times after the teacher. Second, we will make a table of our meal times in our notebooks. Then, each one of us will handwrite to tell the meal times of everybody in our group to the class, orally.</p>	√	-

time name in days, time in the form of numbers, dates, and years, with social functions, text structure, and linguistic elements correct and contextualized	4.3.2 Deliver the spoken and written text of giving and asking information related to the day, month, time name in days, time in the form of numbers, dates, and years. (Psychomotor Domain Category: Mechanism)	39, 41, 44, 50, 52, 54, 55,	We will tell Benny's meal times every day, orally. Here are what we will do. First, we will listen carefully to our teacher say the sentences. Second, we will repeat the sentences after the teacher, one by one. Then, we will draw the hands of the clock to show the times.	√	-
4.4 Arranging text transactional oral and written interactions are very short and simple which involves the act of giving and asking for information related to the names and numbers of animals, objects, and	4.4.1 Arrange spoken and written text of giving and asking information related to the names of animals, objects, and public buildings close to the students. (Psychomotor Domain Category: Set, Origination)	61, 63, 64, 65, 68, 69, 71, 72, 75, 76, 78, 79, 81, 82, 84, 85, 88, 90.	We will tell the names of ten things that we really have in our classroom. Here are what we will do, we will work in groups. First, we will discuss and decide ten things in our classroom. Second, each of us will draw and name them in our notebooks. Then, we will present our work to the class.	√	-

public buildings close to the daily lives of students, with due regard to social functions, text structures, and linguistic elements correct and contextualized.	4.4.2 Deliver spoken and written text of giving and asking information related to the numbers of animals, objects, and public buildings close to the students. (Psychomotor Domain Category: Mechanism)	63, 64, 65, 72, 75, 76, 78, 79, 81, 82, 84, 85, 88, 90.	We will learn to tell the names of the things that we really have in our bags. Here are what we will do, we will work in pairs. First, we will show the things in our bags to each other. Second, we will tell each other their names and their numbers.	√	-
4.5 Compile transactional oral and written texts which are very short and simple which involves the act of giving and asking for information related to the nature of	4.5.1 Arrange spoken and written text related to giving and asking for information related to the nature of people, animals, and objects. (Psychomotor Domain Category: Set, Origination)	102, 105, 108, 109, 110, 113, 116,	We will work in groups, we will list the speakers' statements about the park. Here are what we will do. We will work in groups. First, we will study the examples carefully. We will copy and handwrite them in our notebooks. Second, we will discuss to find the speakers' statements	√	-

people, animals, and objects, by paying attention to social functions, correct text structures and linguistic elements and in context.		118.	about the park. Third, every one of us will handwrite the sentences on a piece of paper. Finally, in each group, we will read all the sentences to each other, orally.		
	4.5.2 Practice the spoken and written text related to giving and asking for information related to the nature of people, animals, and objects. (Psychomotor Domain Category: Mechanism)	100, 103, 106, 111, 114, 117,	We will play the roles of the speakers in the conversation. Here are what we will do. First, we will listen carefully to our teacher read the conversation. Second, we will repeat the conversation after our teacher, sentence by sentence. Then, in groups we will play the roles of the speakers in the conversation.	√	-

4.6 Compose transactional oral and written transactional interactions very short and simple which involve the act of giving and requesting information related to the behavior / actions / functions of people, animals, and objects, with social functions, text structures, and elements of language that are correct and in context.	4.6.1 Arrange spoken and written text of giving and asking information related to the behavior / actions / functions of people, animals, and objects. (Psychomotor Domain Category: Set, Origination)	129, 130, 137, 138, 142.	We will work in groups. We will complete the table related to the jobs and professions based on the conversation above. Here are what we will do. First, we will study the example carefully. Second, we will copy the table in our notebooks. Third, we will discuss the right information to complete the table. Then, we will complete the table based on the result of our discussion.	√	-
4.7 <i>Descriptive</i> text	4.7.1 Contextual capture of meaning related to social functions, text structure, and linguistic	154, 155, 159,	we will complete the descriptions of Edo's notebook, Lina's house, the shoes in the big shoe shop, and the T-shirt Mr. Gani wants Mr. Hidayat	√	-

	<p>elements of descriptive oral and written texts, very short and simple, related to people, animals, and objects</p> <p>(Psychomotor Domain Category: Perception)</p>	171,	<p>to buy him.</p> <p>Here are what we will do. We will work in group.</p> <p>First, we will study the example carefully. We will copy and handwrite it in our notebooks. Second, we will discuss to fill in the spaces with the right words from the conversations. Third, every one of us will handwrite the complete descriptions on a piece of paper. Finally, in each group, we will read all the descriptions to each other, orally.</p>		
	<p>4.7.2 Arranging oral and written descriptive text is very short and simple, related to people, animals, and objects, taking into account social functions, text structure, and linguistic elements, correctly and in</p>	162, 172, 174,	<p>We will list the states and activities of a person/thing stated by each speaker to make a good description about him/her/it.</p> <p>Here are what we will do. We will work in groups.</p> <p>First, we will study the example carefully. We will copy and handwrite it in our notebooks. Second, we</p>	√	-

	context (Psychomotor Domain Category: Set, Origination)		will discuss to list the states and activities of a person/thing stated by each speaker to make a good description about him/her/it. We will do the task in our notebooks. Finally, we will read our work to the class.		
4.8 Capturing contextual meaning related to social functions and linguistic elements of song lyrics related to the life of a Junior High School teenager	4.8.1 Capturing the social function and linguistics elements of song lyrics. (Psychomotor Domain Category: Perception)	181	<p>We will read the lyrics very carefully to understand the message. We will use some sentences that will guide us to do it.</p> <p>Here are what we will do. We will work in groups. First, we will read the guiding sentences carefully. Second, we will discuss to find the parts of the lyric that contain the given messages. Then, every one of us will handwrite the messages and the sentences in our notebooks. We will first copy the examples. Finally, we will discuss the answers with our teacher.</p>	√	-

4.1.2 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*" (2017 Revised Edition) for Grade VII, the following table was the data presentation of the relevant materials to the Tomlinson's theory of material evaluation.

Table 4.1.2 : 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. 	1, 21, 37, 59, 99, 127, 149, 177.		
		<ul style="list-style-type: none"> Variety : the textbook provides various text-types 	2, 4, 22, 96, 163, 173, 179.		
		<ul style="list-style-type: none"> Attractive presentation: the layout is colorful and use photographs. 	Almost the whole book		
		<ul style="list-style-type: none"> Appealing content : the topics are about universal themes and local reference 	166, 167.		
2.	Materials should help learners to feel at ease	The materials make the learners comfortable in doing activities from the textbook.	Almost the whole	√	-

		<ul style="list-style-type: none"> • The availability of dialogue and pictures 	book		
		<ul style="list-style-type: none"> • The availability of texts and illustrations 	Almost the whole book		
		<ul style="list-style-type: none"> • The availability of grammar and example 	50, 119, 123, 133, 140.		
		<ul style="list-style-type: none"> • The availability of exercise and blank spaces 	Almost the whole book		
3.	Materials should help learners to develop confidence	<ul style="list-style-type: none"> • The textbook provides stimulating tasks 	9, 18, 24, 27, 30, 35, 38, 39, 41, 58, 61, 66, 68, 91, 94, 95, 114, 172, 175, 182.	√	-
		<ul style="list-style-type: none"> • The textbook uses simple language to accomplish the tasks 	29, 30, 32, 34, 36, 39, 40, 45, 47, 56, 57, 63, 65, 71, 142, 144.		
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.	2, 11, 14, 22, 33, 38, 44, 48, 50, 53, 60, 66, 70, 73, 77, 80, 83, 86, 100, 128, 141, 150, 166.	√	-
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.	35, 94, 175.	√	-
6.	Learners must be ready to	The materials provides focus	50, 119, 123, 133,	√	-

	acquire the points being taught	attention on language features or grammar (grammar review) to achieve the learners' readiness.	140.		
7.	Materials should expose the learners to language in authentic use	The textbook stimulates the exposure of authentic use through listening to the stories, listening to songs, or fill in forms.	2, 3, 96, 179.	√	-
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.	-	-	√
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:	39, 41, 45, 56, 154, 159, 162, 171.	√	-
		• Information gap activities			
		• Post listening and post reading activities	45, 91, 95, 150, 160, 163, 181.		
		• Creative writing and speaking activities	9, 18, 24, 91, 94, 174		
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.	38, 39, 41, 60, 66, 70, 73, 74, 77, 80, 83, 86, 87.	√	-

		<ul style="list-style-type: none"> Activities for visual learning styles 			
		<ul style="list-style-type: none"> Activities for auditory learning styles 	2, 3, 96, 100, 178.		
		<ul style="list-style-type: none"> Activities for studial learning styles 	30, 48, 50, 52, 53, 119, 123, 133, 140, 163, 172.		
		<ul style="list-style-type: none"> Activities for kinaesthetic learning style 	-		
12.	Materials should take into account that learners differ in affective attitudes	<p>Various types of activities, text, and units are provided to help learners having stronger motivation and positive feeling to learn the target language.</p> <ul style="list-style-type: none"> Variety of activities 	Almost the whole book.	√	-
		<ul style="list-style-type: none"> Variety of texts 	2, 4, 22, 96, 163, 173, 179.		
		<ul style="list-style-type: none"> Variety of units 	1, 21, 37, 59, 99, 127, 149, 177.		
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) 	2, 3, 66, 94, 96, 178.	√	-
		<ul style="list-style-type: none"> Activities which stimulate the left brain (e. g logic thinking, language and mathematics) 	27, 29, 32, 36, 39, 58, 91, 174.		
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.	183.	√	-

4.2 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 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 checklist was in the form of table. There were two parts of the observation checklist consist 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.

4.2.1 The Relevant Materials to the Cognitive and Psychomotor Domain

4.2.1.1 The Relevant Materials to the Cognitive Domain

The relevant materials in the textbook to the basic competence three as seen in the following table (Table 4.2.1.1):

Table 4.2.1.1: The Relevant Materials to the Basic Competence Three (Cognitive Domain)

The Relevance	The Basic Competence Three
Relevant	3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.3.1, 3.4.1, 3.4.2, 3.5.1, 3.5.2, 3.6.1, 3.6.2, 3.6.3, 3.7.1, 3.7.2, 3.7.3, 3.8.1.
Irrelevant	-

According to the table 4.2.1.1, 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 16 materials included in the cognitive domain according to the 2013 Curriculum. The result of the percentages as follows:

1. Relevant materials based on the cognitive domain

There were 16 materials which were relevant to the cognitive domain. So, the percentage was:

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

The percentage of the relevant materials was 100 %.

2. Irrelevant materials based on the cognitive domain

There is no material which is irrelevant to the cognitive domain. So, the percentage was:

$$\frac{0}{16} \times 100 \% = 0\%$$

The percentage of the irrelevant materials was 0%.

According to those percentages, the researcher concluded that the textbook was categorized “**Excellent**” by achieving score 100% 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.

4.2.1.2 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 4.1.1.2, 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 4.2.1.2: The Relevant Materials to the Basic Competence Four
(Psychomotor Domain)**

The Relevance	The Basic Competence Three
Relevant	4.1.1, 4.1.2, 4.1.3, 4.2.1, 4.2.2, 4.3.1, 4.3.2, 4.4.1, 4.4.2, 4.5.1, 4.5.2, 4.6.1, 4.7.1, 4.7.2, 4.8.1
Irrelevant	-

According to the table 4.2.1.2, 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 15 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 15 materials which were relevant to the psychomotor domain.

So, the percentage was:

$$\frac{15}{15} \times 100 \% = 100\%$$

The percentage of the relevant materials was 100 %.

2. Irrelevant Materials based on the Psychomotor Domain

There is no material which is irrelevant to the psychomotor domain. So, the percentage was:

$$\frac{0}{15} \times 100 \% = 0\%$$

The percentage of the irrelevant materials was 0%.

According to those percentages, the researcher concluded that the textbook was categorized “**Excellent**” by achieving score 100 % 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.

4.2.2 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 4.1.2, 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 4.2.2: 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, 9, 11, 12, 14, and 16
Irrelevant	8, 10, 13 and 15.

According to the table 4.2.2, 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 12 materials which were relevant to the Tomlinson's theory of material evaluation. So, the percentage was:

$$\frac{12}{16} \times 100 \% = 75\%$$

The percentage of the relevant materials was 75 %.

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

There were 4 materials which were irrelevant to the Tomlinson's theory of material evaluation. So, the percentage was:

$$\frac{4}{16} \times 100 \% = 25\%$$

The percentage of the irrelevant materials was 25 %.

According to those percentages, the researcher concluded that the textbook was categorized “**Very Good**” by achieving score 75% 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.

4.3 Discussion

This part of the study was aimed to discuss the result of the study focused on the relevance materials in the English textbook “When English Rings a Bell” (2017 Revised Edition) for Grade VII 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 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.

Result of the data analysis is delivered by the writer using precentage to measure the relevancies of English Textbook “When English Rings a Bell” (2017 Revised Edition) for Grade VII based on the cognitive and psychomotor domains of 2013 Curriculum, and Tomlinson’s theory of material evaluation. then, the Criterion Reffered Evaluation proposed by Nurgiyantoro (2001) was also used to found out the categorization of the relevance materials in the textbook based on the cognitive and psychomotor domains of 2013 Curriculum, and Tomlinson’s theory of material evaluation.

According to the tables presented, there are two kinds of finding that could be discussed. There are the relevancies of English Textbook “When English Rings a Bell” (2017 Revised Edition) for Grade VII based on the cognitive and psychomotor domains of 2013 Curriculum, and the relevancies of English Textbook “When English Rings a Bell” (2017 Revised Edition) for Grade VII based on Tomlinson’s theory of material evaluation.

4.3.1 Relevancies of English Textbook “When English Rings a Bell” (2017 Revised Edition) for Grade VII based on the cognitive and psychomotor domains of 2013 Curriculum

According to the tables presented in the research findings, 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 sixteen indicators which all of them were 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 10 and 13 of the textbook for the example, those are stated as the sub-basic competence 3.1.2 which contained the material of Identifying the expressions or speech used in Greeting, Leave Taking, Thank you, and Apologize. That is in accordance with the basic competence 3.1 which contains about Identifying social functions, text structures, and linguistic elements of oral and written interpersonal interaction texts that involve the act of greeting, saying goodbye, expressing thanks, and apologizing, and responding, according to the context of its use. With the fact stated, the writer concluded that the material written in the book is relevant with the 3.1 basic competence. The instruction at those pages are also used an action verb which are included in Bloom’s Taxonomy Cognitive Domain stated in Anderson, et.al. (2001: 67). Here, the book used the action verb “Identify” which is included as a part of the Cognitive Domain Category “Remember”. So, it can be concluded that the materials written in the book are relevant with the 3.1.2 sub-basic competence.

Another example is on the pages 128, 134, 135, and 136 which were stated as the sub-basic competence 3.6.1 which contained the material of Spoken and written text for expressing the act of giving and asking information related to the behavior / actions / functions of people. The material on the pages mentioned above has already met the

criteria of the sub-basic on basic competence 3.6 which contains materials about Identifying social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and requesting information related to the behavior / actions / functions of people, animals, objects, according to the context of their use. The instruction at those pages are also used an action verb which are included in Bloom's Taxonomy Cognitive Domain stated in Anderson, et.al. (2001: 67). Here, the book used the action verb "Identify" which is included as a part of the Cognitive Domain Category "Remember". With that fact, the writer concluded that the material written in the book is relevant with the 3.6 basic competence.

Furthermore, the basic competences which the objective emphasized on the psychomotor domain were also totally relevant with the English Basic Competence in the 2013 Curriculum. The fourth basic competence consisted of fifteen indicators. All of them were fulfilled by the materials in the textbook as well. The materials could fulfill the objectives of the main topics, language features, and social functions.

As on the pages 9, 14, 18 of the textbook for the example, those are stated as the sub-basic competence 4.1.3 which contained the Practice the conversation which involves the act of greeting, saying goodbye, saying thank you, and apologizing, in group. That is being a part of the basic competence 4.1 which contains about arrange text interpersonal interaction written and very short and simple which involves the act of greeting, saying goodbye, saying thank you, and apologizing, and responding with regard to social functions, text structure, and linguistic elements that are correct and in context. Which is also simulate the students' psychomotor so they would be able to practice the conversation that provided by the textbook. With the fact stated, it can be concluded that the material written in the book is relevant with the 4.1 basic competence. The instruction in that page also used action verbs which are included in the Bloom's Taxonomy Psychomotor Domain as stated by Anderson and Simpson in

Sitepu (2012: 96). Here, the book used verb “Arrange” which has the same meaning as “Perform” which is exist as one of the action verb Bloom’s Taxonomy Psychomotor Domain. According to those findings, the researcher concluded that those materials are relevant with the 4.1.3 sub-basic competence.

Briefly, this present study showed that the English textbook “*When English Rings a Bell*” (Second Revised Edition) for Grade VII had improved the relevant materials based on the 2013 Curriculum. The previous study stated that this textbook only achieved the “fair” category (Vera Noviana: 2018), 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 research conducted, especially in cognitive (100%) and psychomotor (100%) domain. So, this would give the better quality in teaching and learning process to implement the 2013 Curriculum.

4.3.2 The relevancies of English Textbook “When English Rings a Bell” (2017 Revised Edition) for Grade VII based on Tomlinson’s theory of material evaluation

This research also used the Tomlinson’s theory of material evaluation as the standard relevance of the analyzed textbook because Tomlinson is considered as one of expert who deeply examines the quality of the material in the English textbook. It is strengthen by the statement stated by Yunita Sari (2019) “His theory basically examines the criteria or principle of second language acquisition relevant to the development of materials for teaching language”.

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 VII could fulfill twelve of the 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, 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: 8) The learners attention should be drawn to linguistic features of the input, 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 75%. It could be concluded that the textbook "*When English Rings a Bell*" (2017 Revised Edition) for Grade VII was suitable and quite relevant to be used as the main English textbook for grade VII based on Tomlinson's theory of material evaluation.

The first criteria of Tomlinson's theory of material evaluation is Materials should achieve an impact. It means that the material on the textbook should be able to achieve an impact for the learners through some medias that presented on the book.

The material fulfilled the criteria if material containing the elements of Novelty, Variety, Attractive presentation, and Appealing content. Novelty means that the material could achieve an impact for the students by providing some chapters which have different topics, illustration, and activities with the aim that the students would learn a lot from that varieties. Then there is Variety which means the material should provide various text types so the students could learn various of text type and understand the differences among them. Attractive presentation is where the material of the textbook has provided the joyful learning material by add more colorful presentation lay out and images for the students so that they can learn in joy and comfort situation. Appealing content is where the material of textbook contained with topics based on the universal themes and local references so that the students can learn and correlate they learning process based on their daily activities.

The second criteria is the materials should help learners to feel at ease. Means that the material on the textbook should not make the students get troubled in their learning process. The material should be able to make the learners comfortable in doing activities from the textbook by providing them the availability of dialogue and pictures, the availability of texts and illustrations, the availability of grammar and example, and the availability of exercise and blank spaces. By providing all of that in the textbook, the textbook itself has already help the students to learn and understand about the material easily because the students could learn the example of material directly from the textbook without finding another references in any other source of material.

The third criteria is the materials should help learners to develop confidence. It means that the material on the textbook should help the students to build their confidence of their ability to be succeed in their learning process. Being said, the textbook should provides stimulating tasks to stimulate and upgrade the students' skills on mastering the learning material. Also, the textbook should use simple language to

accomplish the tasks. By doing so, the students will be motivated to accomplish the task provided by the textbook.

The fourth criteria is the materials that being taught should be perceived by learners as relevant and useful. It means the materials should be relevant and useful by relating them to the learners' interest and to 'real-life' task. It is aimed to get the students' interest in learning and stimulate them to do the task that could be useful in their real life. For the example in this case, the material provided the conversation task for the students to do based on their real-life interest, and etc.

The fifth criteria is the materials should require and facilitate learner self-investment. It means the materials should facilitate the learners to make discoveries for themselves by doing mini project, and giving them responsibility to choose the topic or the text. The materials should facilitate students with a variety of projects that require students to choose their own topics or themes to work on. It aims to increase their responsibility and also their abilities independently.

The next criteria is the materials should ensure the learners were ready to acquire the points that being taught. The materials must provides focus attention on language features or grammar (grammar review) to achieve the learners' readiness. It aims to make sure that the students is helping students to be ready and understand about the material that being taught by the textbook.

Seventh criteria is materials should expose the learners to language in authentic use. This means that the material should stimulates the exposure of authentic use through listening to the stories, listening to songs, or fill in forms. So, the students would be able to improve their language skills and the authentic use of them.

The next criteria is the learners' attention should be drawn to linguistic features of the input. Means that the materials must be able to drawn the learners' attention to the linguistic features. The textbook should provide some activities to draw the

learners' attention to linguistic features of the input. It will help the learners to pay attention to linguistic features of authentic input that can help them to eventually acquire and understand some of those features.

The ninth criteria is materials should provide the learners with opportunities to use the target language. The opportunities here is including to provide the activities in the textbook that gave the learners opportunity to use language for communication (communicative interaction) in the forms of Information gap activities, post listening and post reading activities, and creative writing and speaking activities. It aims to give more opportunities for the students to improve their language skills for communicative interaction so that the students will be ready to use their language skill for their daily interaction later.

The tenth criteria is materials should take into account that the positive effects of instruction are usually delayed. It means the materials should 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).

The next criteria is 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. It means that the material should provide any kinds of activities such as activities for visual learning styles (e.g. learners prefer to see the language written down), activities for auditory learning styles (e.g. learners prefer to

hear the language), activities for studial learning styles (e.g. learners like to pay conscious attention to the linguistic features of the language and want to be correct), activities for kinaesthetic learning style (e.g. learners prefer to do something physical, such as following instructions for a game). Those activities could support the students with different kinds of learning style.

The twelfth criteria is 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.

Then, the next criteria is materials should permit a silent period at the beginning of instructions. 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 the lesson with listening comprehension will gave the students an opportunity to train their listening skill to the target language. Then by permitting the learners to respond by using the first language is giving the students an opportunity to responds on what they just listen by using their tongue language.

The next criteria is 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.

The fifteenth criteria is 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.

The last criteria of sixteen criteria is 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.

One of the prove that this textbook has met the criteria Tomlinson's theory of material evaluation is stated in the second criteria. It is said that the Materials should help learners to feel at ease, and the material can be said to have already met the achieve impact through these four criteria. The first one is through the materials make the learners comfortable in doing activities from the textbook with the availability of dialogue and pictures. We can see that from almost the whole textbook is contained with dialogues and pictures in every chapters of this book. The second is the availability of texts and illustrations which can be seen from the various text types listed on the whole textbook. The third is the availability of grammar and example which can be seen on the pages 50, 119, 123, 133, 140. The last is the availability of exercise and blank spaces, which also can be seen from every chapter in this book has exercises and blank spaces. So, it can be concluded that this textbook has fulfill one of the sixteen criteria of material evaluation by Tomlinson (2011).

According to the elaboration above, the materials in this textbook were quite relevant 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 **"Very Good"**. 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.

