CONTENT ANALYSIS OF "BAHASA INGGRIS" AN ENGLISH WORKSHEET FOR EIGHTH GRADE JUNIOR HIGH SCHOOL STUDENTS RELEVANCY TO CURRICULUM 2013

A THESIS

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FACULTY OF TEACHER TRAINING AND EDUCATION
MUSLIM MAROS UNIVERSITY
2021

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A THESIS

Submitted to the English Education Department Faculty of Teacher Training and Education Muslim University of Maros. As a Fulfillment of the Requirements for S1-Degree

SYARIFAH MUKARRAMAH
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HALAMAN PERSETUJUAN

Skripsi dengan judul "Content Analysis of "Bahasa Inggris" an English Textbook for Eight Grade Junior High School Students Relevancy to Curriculum 2013 ".

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Setelah diteliti dan diperiksa, maka skripsi ini telah memenuhi syarat untuk diujikan.

Maros, 25 Agustus 2021

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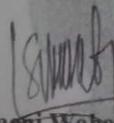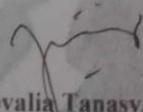
Isnaeni Wahab, S.Pd.,M.Pd   **Novalia Tanasy, S.Pd.,M.Si**

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CONTENT ANALYSIS OF BAHASA INGGRIS AN ENGLISH WORKSHEET FOR EIGHTH GRADE JUNIOR HIGH SCHOOL STUDENTS RELEVANCY TO CURRICULUM 2013

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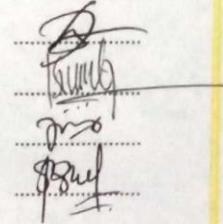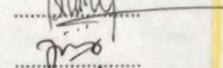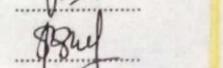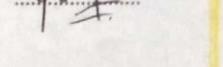
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DEDICATION

I dedication this thesis to :

1. My beloved parents S.Abdul Rahman Assagaf and Syarifah Maryam who always pray and support me until I could finish this thesis.

2. My beloved husband Ridwan Assagaf who has given me the spirit.

3. My big family who never tire of giving advice to me to become a better person in the future.

4. My beloved friends Selfy,Nurul Fitri,Firda,Iksan and Ahmad who always give me ideas and suggestion.

ABSTRAK

Syarifah Mukarramah, 2021. Analisis Keterkaitan Lembar Kerja Bahasa Inggris "Bahasa Inggris" Siswa Kelas VIII SMP dengan Kurikulum 2013 (Dibimbing oleh Isnaeni Wahab dan Novalia Tanasy)

Tujuan penelitian ini adalah untuk menganalisis relevansi materi dalam buku siswa "Bahasa Inggris" Kelas VIII SMP Kompetensi Inti dan Dasar Kurikulum 2013 ditinjau dari ranah pembelajaran Kognitif dan Psikomotorik. Penelitian ini menggunakan analisis isi deskriptif kualitatif sebagai metode penelitian. Data dikumpulkan dari buku siswa bahasa Inggris "Bahasa Inggris" untuk siswa kelas delapan SMP yang ditulis oleh Master Media. Dalam penelitian ini, materi dalam buku teks diklasifikasikan berdasarkan: tiga kompetensi dasar sebagai domain kognitif dan empat kompetensi dasar sebagai domain psikomotor. Data diambil dari sumber data dan dimasukkan ke dalam tabel checklist untuk membuat perbandingan antara materi dalam buku teks dan materi yang dibutuhkan dalam silabus pelajaran bahasa Inggris 2013 untuk siswa kelas delapan SMP. Kemudian, peneliti mengevaluasi instruksi setiap materi sesuai dengan relevansinya dengan domain kognitif dan psikomotor dari kata kerja tindakan yang diusulkan oleh Anderson dan Simpson. Hasil penelitian ini setelah menganalisis LKS, penulis menemukan bahwa relevansi materi Dalam buku bahasa Inggris dengan domain kognitif, ada 12 materi dalam buku yang relevan atau sekitar 80%, 2 materi yang relevan sebagian atau sekitar 13,3%, dan 1 materi yang tidak relevan atau sekitar 6,7%. sedangkan relevansi materi dalam buku LKS dengan ranah psikomotor, terdapat 10 materi dalam buku yang relevan atau sekitar 71,42%, 2 materi yang sebagian relevan atau sekitar 14,3%, dan 2 materi yang tidak relevan atau sekitar 14,3%. Peneliti menemukan total dua puluh sembilan materi yang dikategorikan ke dalam tipe kognitif dan psikomotorik.

Kata kunci: analisis isi, buku siswa, kurikulum 2013.

ABSTRACT

Syarifah Mukarramah, 2021. Analysis of "Bahasa Inggris" English Worksheet for Eighth Grade Students of Junior High School Relevance to the 2013 Curriculum (Supervised by Isnaeni Wahab and Novalia Tanasy)

The purpose of this study was to analyze the relevance of the material in the student's book "Bahasa Inggris" for Grade Eight of Junior High School with Core and Basic Competencies of the 2013 Curriculum in terms of Cognitive and psychomotor learning domains. This research used descriptive qualitative content analysis as the research method. Data were collected from the English language student book "Bahasa Inggris" for eighth graders of Junior High School written by Master Media. In this study, the materials in the textbook were classified based on: three basic competencies as cognitive domains and four basic competencies as psychomotor domains. Data were taken from data sources and entered into a checklist table to make a comparison between the material in the textbook and the material required in the 2013 English lesson syllabus for eighth grade junior high school students. Then, the researcher evaluated the instruction of each material according to its relevance to the cognitive and psychomotor domains of action verbs proposed by Anderson and Simpson. The results of this study after analyzing the student worksheets, the authors found that the relevance of the material In English books with cognitive domain, there are 12 materials in the book that are relevant or about 80%, 2 materials that are partially relevant or about 13.3%, and 1 material that is not relevant or about 6.7%. while the relevance of the material in the Student Worksheet book to the psychomotor domain, there are 10 materials in the book that are relevant or about 71.42%, 2 materials that are partially relevant or about 14.3%, and 2 materials that are not relevant or about 14.3%. Researchers found twenty-nine materials in total which were categorized into cognitive and psychomotor types.

Keywords: content analysis, student books, curriculum 2013.

PERNYATAAN KEASLIAN

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Menyatakan dengan sebenarnya bahwa skripsi dengan judul **" Content Analysis of "Bahasa Ingggris" an English Textbook for Eight Grade Junior High School Students Relevancy to Curriculum 2013"** adalah benar asli karya saya dan bukan jiplakan ataupun palgiat dari karya orang lain.

Jika kemudian hari terbukti bahwa pernyataan saya ini tidak benar, maka saya bersedia menerima sanksi akademik berupa batalnya gelar saya, maupun sanksi pidana atas perbuatan saya tersebut.

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Maros, 31 Juli 2021

Syarifah Mukarramah

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Hopefully, Allah SWT will continue to reward those named above, and all of their sacrifices will become merciful deeds that will aid them in achieving prosperity in their future lives. This research proposal is far from flawless, as the researcher recognizes. As a result, any constructive feedback, criticism, or suggestion will be gratefully received. The last, it is envisaged that the readers will be benefit from this thesis.

Maros, 09 December 2020

Researcher

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CHAPTER I

INTRODUCTION

A. BACKGROUND

Currently, Worksheet are very important in learning which have a major role in the teaching and learning process in the classroom. In this case, it is because teachers are still very dependent on worksheet to make it easier for students to learn and teach, and they believe that worksheet can help students understand the material. Worksheet are the main source used as an effective means of teaching and learning activities.

According to Andi Prastowo (2011:204) student worksheet is a printed teaching material in the form of sheets of paper containing material, summaries, and instructions for implementing learning tasks that must be done by students, which refers to the basic competencies that must be mastered. achieved.

In today's globalized world, learning English has become a necessity. English as the main language in the world and the language most commonly used for international business, commerce, travel, communication, and many others.

Recognizing the relevance of English in the age of globalization, the Indonesian government has recently included English as a compulsory subject in junior and senior high schools' academic curriculum. Currently, Government Regulation No.32 Th. is in effect.Education in the year 2013 The Indonesian educational system has begun implementing the 2013 curriculum. The aim of

this curriculum is to teach Indonesians how to be religious, efficient, imaginative, and innovative. It is also hoped that it was contribute to social life, national growth, and global civilization. The program includes Core and Basic competencies and employs a Scientific Approach to teaching and learning.

According to Nadiem, "The key to curriculum is a curriculum that is useful for teachers and students in which the teacher knows best what the relevant learning process looks like."In the process of reviewing curriculum change, what Nadiem meant was involving teachers in the curriculum change process. In addition, the way in delivering the subject curriculum must be different. It is no longer a problem to memorize the information obtained, but to improve students competencies.

This curriculum change process aims to print Indonesia's future to be more advanced and to make Indonesia proud. Teaching materials may be created using a variety of learning resources, one of which is worksheet; however, modifications to the current curriculum need special attention. Since English teachers rely heavily on worksheet, worksheet must be updated to reflect current curriculum. The applied curriculum should be reflected in a good worksheet. It must be aligned with the curriculum's goals and capable of assisting in the teaching and learning process.

Meanwhile, Students use worksheet published specifically for the learning process by publishers such as the book when english ring a bell for grade seven and english ring a bell for grade eight. A good worksheet must contain appropriate material that can be studied by certain students. Worksheet

must contain several criteria or indicators so that students can learn better and smarter.

The 2013 curriculum is the most recent to be implemented in Indonesia. This curriculum differs significantly from the previous one. These competencies were referred to as Core Competencies and Basic Competencies in the 2013 curriculum, although they were referred to as Standard Competencies and Basic Competencies in the previous curriculum or the 2006 curriculum. A new technique is also used in the 2013 curriculum. In its teaching and learning process, it employs a scientific approach. As a result of these circumstances, the 2013 curriculum calls for new worksheet as the primary learning resource.

The Ministry of Education and Culture of the Republic of Indonesia has released "Bahasa Inggris," a Student Book that serves as the main English textbook for the 2013 Junior High School Curriculum. Because this book was only released in 2014, an evaluation of its contents is required in order to help book enhancement. There are numerous reasons for reviewing worksheet, according to Azizifar and Baghelani (2014). The first and most crucial reason is that new worksheet must be adapted. The second objective is to identify specific strengths and flaws in previously used worksheet. The third point is that textbook evaluation can be extremely beneficial to teacher development and advancement. Furthermore, textbook study and assessment not only assists teachers in their professional development, but also in gaining useful views about the topic. Another argument is that no course book is appropriate for all

types of students. As a result, teachers must be able to assess, change, and define acceptable material for their students.

According to Bloom in Poerwati and Amri (2013: 47), students must study three domains in the teaching and learning process: affective, cognitive, and psychomotor domains. The domain, however, can only be registered in worksheet in the Cognitive and Psychomotor domains. As a result, the researcher attempts to assess the material in this book's significance in this study.

In some schools, English worksheet, such as "Bahasa Inggris," are utilized in Middle School classes. This book is aimed for junior high schools in general and is created by a media master based on the fundamental basic skills in the 2013 curriculum. Unfortunately, the researcher intends to analyze this book through a study titled Analysis for a variety of reasons. "**Content of analysis "Bahasa Inggris" an English Worksheet for Eighth Grade Junior High School Students Relevancy to Curriculum 2013"**

B. RESEARCH QUESTIONS

1. What are the materials of book entittled "Bahasa Inggris" for Eighth Grade Junior High School related with curriculum 2013 in term of cognitive domain?

2. What are the materials of book entitled "Bahasa Inggris" for Eighth Grade Junior High School related with curriculum 2013 in term of psychomotor domain?

C. RESEARCH OBJECTIVES

1. To find out the materials of book entittled "Bahasa Inggris" for Eighth Grade Junior High School related with curriculum 2013 in term of cognitive domain

2. To find out the materials of book entitled "Bahasa Inggris" for Eighth Grade Junior High School related with curriculum 2013 in term of psychomotor domain

D. SIGNIFICANCE OF RESEARCH

1. For the book writers

The results of this study are expected to provide an understanding of the relevance of the material in this book with the 2013 Curriculum Core and Basic Competencies in terms of Cognitive and Psychomotor for the researcher of the book. These facts help the researcher of the book identify deficiencies in the book. It would be easier for them to change books if they realized the flaws.

2. For the book user

The findings of this analysis can be used as a guide for book users to learn about the book's flaws so that they can find another textbook to supplement the materials in this textbook.

3. For the other researchers

Hopefully, this study was serve as an example for other researchers who want to analyze and evaluate this student book in the future.

E. DEFINITION OF TERMS

Experts say the phrase "curriculum" has a variety of meanings, and the implementation process includes a variety of techniques. Smith, Stanley, and Shores in Nasution (2006: 4) define curriculum as a set of possible educational experiences aimed at training children and adolescents in group thinking and behaving.

According to Minister of National Education Regulation No. 11 of 2005, worksheet shall be utilized as a reference by teachers and students during the learning-teaching process.

According to Nasution (2008: 49), the curriculum conductors used Benjamin Bloom's 1956 book Taxonomy of Educational Objectives to conduct the objective of the curriculum. The psychomotor learning program, according to Anwar (2009), aims to test students' competence levels once they have grasped the cognitive learning process. Hamalik in Azhar Arsyad (2014: 19), suggests that the use of learning media in the teaching and learning process can generate new desires and interests, generate motivation and stimulation of learning activities, and even bring psychological effects on students.

CHAPTER II

THEORETICAL REVIEW

This chapter describes a review of previous studies, a review of theoretical studies, and the framework in this study

A. PREVIOUS OF STUDY

Rasyid, Tanasy, and Nasir (2019) employed a pre-experimental method to evaluate the efficacy of English course materials by giving students pre- and post-tests. He conducted his research at DDI Alliritengae Maros, where he exhibited the learning outcomes after utilizing the "English Language" English course book, which had a value of 66.42 and a classical completeness of 15.79 percent. When average learning results are still less than 75% and classical completion rates are still less than 75% As a result, it's reasonable to conclude that the learning outcomes fell short of the KKM.

Salsabil is a word that comes to mind when thinking (2014) A transitivity study was carried out in the 2013 curriculum text "When English Rings the Lonceng." The goal of this study is to explain the many sorts of processes, participant roles, and Circumstantial Elements of Transitivity Analysis that are specific to the English language. The title of an English textbook is "When English Rings the Lonceng." The qualitative descriptive method is used in this study. Relational Process Types and Participant Functions were revealed to be the most prevalent (41.22%), with Carrier, Attribute, Identified, and Identifier as Participants (42.59 percent). The Circumstantial Element Place-Location is provided (55.51 percent).

According to the review, the genre refers to descriptive texts, and the textbook texts have adequately kept the competences indicated in the current Curriculum.

Kamila (2014) investigated the content of Erlangga's "Bright," a seventh-grade curriculum textbook published in 2013. The English 2013 Competency Standards' content and its applicability to the psychomotor domain. As a result, this textbook's content is quite relevant to the 2013 curriculum, particularly in terms of cognitive and psychomotor components. As a result, this textbook is up to date with the 2013 curriculum and can be utilized in the classroom to support teaching and learning. Several studies on 2013 curriculum have been conducted. Fitriyani (2013), for example, researched an English textbook for seventh graders of junior high school with the title "When English Rings the Bell." To cover the investigation, this study use a qualitative methodology in Textbook Analysis and Thematic Coding. Each way of categorizing qualitative data segments into meaningful entities is referred to as thematic coding. The results of the study show that the textbook is very proportional in terms of the communicative function of the nine integrated standards because it contains almost all communicative competencies that go through it. However, despite the fact that it fits into the current curriculum, the book "When English Rings a Bell" is not necessarily used in their classrooms, and in fact, almost all students find it too easy to understand the material from the textbook. As simple as their grade level. The researcher believe there are some differences between Fitriyani's research and

mine. Using qualitative research methods, we examined the textbook entitled "Bahasa Inggris" Fitriyani's book and mine are not the same. Fitriyani analyzed a book for seventh graders, while researcher analyzed one for eighth graders in junior high school. Despite the fact that we both used qualitative research methods in this study, researcher used qualitative descriptive methods to examine the relationship between core abilities and basic abilities of the 2013 curriculum. Fitriyani, on the other hand, used Thematic Coding to assess the entire book..

B. THEORETICAL BACKGROUND

1. Curriculum

A curriculum is a collection of subjects and instructional programs offered by an educational provider that includes lesson plans for students over a specified period of time. The arrangement of these subject instruments is tailored to the needs of the work area as well as the circumstances and abilities of each stage of education in the provision of this education. The duration of a program is normally tailored to the goals and priorities of the education system planning being implemented. This program is designed to guide education toward the overall course and objectives of learning activities.

Experts say the phrase "curriculum" has a variety of meanings, and the implementation process includes a variety of techniques. Smith, Stanley, and Shores in Nasution (2006: 4) define curriculum as a set of possible educational experiences aimed at disciplining children and

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adolescents in thinking and acting classes. Meanwhile, according to Wikipedia, "the curriculum is a plan or program for all experiences encountered by students under the direction of the school." Curriculum is divided into two categories: formal and informal.

A learning delivery framework is included in the standardized curriculum to assist students in achieving learning goals, outcomes, and objectives lesson plans, and evaluation systems to determine the level of student achievement specific results. Meanwhile, the informal curriculum consists of other planned activities that do not directly lead to certain classes or subjects but are considered a complement to the formal curriculum. Until now, there are several types of curriculum, namely. 1947 Lesson Plans, 1952 Unraveled Lesson Plans, 1964 Education Plans, The 1968 Curriculum, 1975 Curriculum, 1984 Curriculum, 1994 Curriculum, 2004 Curriculum (KBK), 2006 Curriculum (KTSP), and 2013 Curriculum are all examples of curriculum.

2. **Curriculum for the Year 2013**

According to Mulyasa (2014, p.6), Curriculum 2013 is a curriculum that stresses character education, particularly at the elementary level, as a basis for the next level. We believe that by building a character-based and competency-based 2013 curriculum, this country will be able to market itself to other countries around the world.

A curriculum, according to Article 1 point 19 of Law No. 20 of 2003 Concerning the National Education System, is a collection of plans

and arrangements relating to the goals, content, and learning materials, as well as the strategies used as new implementations of learning activities to achieve such educational goals.

The goal of this curriculum is to equip Indonesians to be pious, affluent, creative, imaginative, affective, and capable of contributing as citizens and individuals. It also attempts to educate and direct students in order for them to make a constructive contribution to community, country, and state life, as well as world civilisation.

The capabilities in the 2013 curriculum are referred to as Core Competencies and Basic Competencies. Basic competencies relate to the basic learning abilities and resources that students must attain for each subject in each education unit. Core competencies are the levels of proficiency expected of students in each class or program to reach Graduate Competency Standards. The religious domain is core competency 1, the emotional domain is core competency 2, the logical domain is core competency 3, and the social domain is core competency 4 of the 2013 curriculum. The psychomotor domain is core competency 4. Core and basic competencies for each subject vary based on the subject's level.

3. **Worksheet**

According to Sanjaya (in Citra 2015:4) Worksheet is a learning resource that contains messages related to the subject matter to facilitate student learning.

Student worksheets are one type of tool learning. Student worksheets in the form of sheets of paper in the form of information, questions, and questions that must be answered by students. Student worksheets are very well used to increase student involvement in learning, both used in heuristic strategies and expository strategies. In the heuristic strategy, Student Worksheets are used in the application of the guided method, while in the expository strategy, Student Worksheets are used to provide development exercises. The Student Worksheets here should be designed by the teacher according to the subject and learning objectives. Student Worksheets in teaching and learning activities can be used at the concept planting stage because worksheets are designed to guide students in learning activities. Student activity sheet are sheets containing assignments that must be done by students. Activity sheets are usually in the form of instructions, steps for complete a task. Advantages of having an activity sheet is to make it easier for teachers to carry out learning, for students will study independently and learn to understand and explain a written assignment Student worksheet is a worksheet that contains: instructions or directions from the teacher to students so that students can carry out activities to achieve the learning objectives that have been formulated. Student Activity Sheets Student worksheets are one of the sources learning, in general worksheet is a learning tool as a complementary or advice to support the implementation of the Implementation Plan Learning (RPP). Student Activity Sheets in the form

of sheets of paper that in the form of information and questions that must be answered by students. This worksheet is very well used to give development exercises in English lessons The Student Activity worksheet consists of three parts, namely sheets, activities, and students. In the Indonesian dictionary, the word sheet means strands, activity means doing an activity, and students means students or students for elementary school to high school level. So it can be said that the Student Activity worksheet is a learning resource for students to carry out learning activities at school. Using worksheets in learning will open up the widest possible opportunity for students to participate actively in learning. Thus the teacher is fully responsible for monitor students in the teaching and learning process. In the use of a learning resource, the main thing is known by the teaching staff, namely the function of the learning resource itself, functions as follows: learning resources can improve productivity of education, providing educational possibilities that are more individual in nature, provide a more scientific path, can used directly in learning, and provide breadth material presented. In addition to being part of a learning resource for students, worksheet is also a part of the learning media in the form of print media. Students will feel more focused in learning when given an worksheet, especially the 2013 curriculum is currently a lot of subject matter presented is very difficult so that it cannot be solved properly by students. Experts have tried to formulate and make an interpretation of One of the worksheet is: In worksheet media learning activities is a group

of print media. Use of worksheets as a tool teaching aids will be able to activate students. In this case, according with the opinion of the Work Consolidation Instructor Team Sudiati states explicitly "one way to make students active is to use worksheet ". Worksheets for Students in intracurricular activities to facilitate understanding of the subject matter obtained. worksheet contains a summary of the material for assignments and evaluations. The summary is intended to organize students' memories of the main material presented. Tasks are meant to solidify mastery of the subject matter studied and to test the level of students' mastery of the subject matter". Based on the understanding and the initial explanation of the worksheet, the following components must be in the a worksheet as follows: "title of experiment, brief theory of matter, tools and materials, experimental procedures, observational data and questions and conclusions for discussion. Worksheet are not made from scratch but require special understanding of the elements in the preparation of an Worksheet consisting of, title experiments, brief theory of materials, tools and materials, procedures experiments, observational data as well as questions and conclusions for materials discussion. According to the Ministry of Education and Culture, the function of the Student worksheet is as follows:

a. Activating students in the teaching and learning process

b. Helping students in developing concepts

c. Train students to discover and develop skills process

d. Helping the teacher in draw up a lesson plan

e. Assist students in obtaining notes about the material learned through teaching and learning activities.

4. Worksheet analysis

The method of evaluating a textbook is called textbook review. According to Hutchinson and Waters in Cheng, Hung, and Chiech, textbook evaluation is essentially a simple analytical matching procedure that matches require accessible solutions (2011: p.93). There are many explanations for reviewing worksheet, according to Wahab Abdel (2013: p.56), one of which is the need to follow a new path book. Another explanation is that text books are now being used to classify particular strengths and weaknesses. Evaluation, on the other hand, is widely recognized as a necessary part of the teaching and learning process. This is one of the most fundamental elements of any program, and it plays a significant role in deciding what students understand. Another explanation is that textbook assessment can be extremely beneficial to teachers' professional development and growth. According to Wahab, there are three basic methods for evaluating (2013: 56). The first approach is known as the impressionistic method, and it entails interpreting a textbook based on general impressions. Reading the summary and contents page give you a general impression of the book, and then skimming through it was give you an overview of its organization, subject, layout, and visual. This method is not sufficient on its own, but it can be combined with other

methods, such as the checklist method. This approach is systematic since the parameters in the list are checked in a specific order. It's also simple to compare various ingredients and takes less time than other approaches. The profound approach proposes a thorough examination or representative features such as the design of a particular unit or exercise, or the treatment of specific language elements. The obvious drawback of this approach is that the portion chosen might not be representative of the entire book.

5. **Cognitive and Psychomotor Domains**

Bloom's taxonomy is a hierarchical system that categorizes skills from basic to advanced. Bloom's educational goals are divided into three domains of intellectual skill, namely cognitive, affective, which psychomotor, and must be reached first in order to reach higher level goals.

a. Cognitive

The curriculum conductors, according to Nasution (2008: 49), used Benjamin Bloom's 1956 book Taxonomy of Educational Objectives to determine the program's aim. The study's objectives were broken down into three categories: cognitive, emotional, and psychomotor. Cognitive intelligence is a term used to describe a type of intelligence. It has a lot to do with how the student thinks. Affective refers to the emotional and value dimensions. It has a lot to do with the mentality of the students.

Knowledge is controlled by cognitive control, attitudes are controlled by affective control, and skills are controlled by psychomotor

control. The part of cognitive behavior that focuses on intellectual aspects including intelligence and reasoning capacity. The Reasoning Process outlines the stages of thought that students must master before they can put theory into practice.

b. Psychomotor

According to Dick and Carey (2005) an activity that can be classified as a psychomotor execution visit uses movement without or using equipment. Psychomotor abilities are measured in terms of speed, speed, accuracy, distance, strength and flexibility in carrying out movements in accordance with procedures or implementation techniques. The term "psychomotor creativity" refers to the use of motor creativity. This has much to do with the students' abilities. The Psychomotor domain includes activities that focus on motor skills such as handwriting, typing, and running machines. Movement and physical control, as well as motor skills and physical abilities, are also part of the psychomotor domain. This is an ability that can be honed with practice.

The angle of speed,distance, and method / technique of implementation can all be used to measure this growth. In the realm of psychomotor, there are seven categories that range from basic to complex: (1). perception The ability to use sensory nerves in interpreting it in estimating something. Example: lowering the air conditioner temperature when feeling hot room temperature. (2). Ability to readiness prepare yourself, mentally good, physical, and emotional,

deep face something. Example: do the job accordingly order, receive excess and lack someone. (3). directed reaction Ability to initiate complex skills with help / guidance by imitating and experimenting. Example: Following directions from an instructor. (4). Ability to perform activities at what skill level is more difficult. Through this stage, it is hoped that students get used to doing routine tasks. Example: using a computer. (5). complex reactions The ability to perform proficiency in doing something, which is seen from the speed, accuracy, efficiency and effectiveness. All actions are carried out spontaneously, smoothly, quickly, without hesitation. Example: Skill in playing the piano. (6). adaptation The ability to develop skills, and modify patterns as needed, for example: Making changes quickly and precisely to unexpected events without destroying existing patterns. (7). creativity The ability to create new patterns according to certain conditions / situations and also the ability to solve problems by exploring self-creativity. Example: creating new formulas, innovations, new products.

6. **Anderson's Cognitive Theory**

   Cognitive learning theory on learning emphasizes a process that occurs in the human mind. Bloom's taxonomy of cognitive domains is one of the basic frameworks for categorizing learning and educational goals, developing tests, and curricula. Bloom's taxonomy levels are: (1) knowledge, (2) understanding, (3) application, (4) analysis, (5) synthesis and (6) evaluation. The cognitive domain adheres to the opinion of

Anderson and Krathwohl which has been improved to develop learning objectives, namely the Revised Bloom's Taxonomy from Benjamin S. Bloom which consists of remembering, understanding, applying, analyzing, assessing, creating. There are four categories in the dimension of cognitive knowledge, namely: factual knowledge, conceptual knowledge, procedural knowledge and metacognitive knowledge.

Bloom classified six levels in the cognitive domain. The six levels are knowledge, understanding, application, analysis, synthesis and assessment. In facing the 21st century, Lorin Anderson and David Krathwohl who are students of Benjamin Bloom improve the structure of the cognitive domain. An important improvement proposed by Anderson and Krathwohl is the change from nouns to verbs. This change is because the taxonomy needs to reflect various forms or ways of thinking in an active process. Thus, the use of verbs is more appropriate than nouns (Syahri & Ahyana, 2021). The following are the differences between Bloom and Anderson's taxonomies which are presented in the following table.

Table 2.1 Difference between Bloom's and Anderson's Taxonomy

Bloom's Taxonomy	Anderson and Kratwhwohl Revised Taxonomy
Knowledge	Remember
Understanding	Understand
Application	Apply
Analysis	Analyze
Synthesis	Evaluate
Evaluation	Create

Sumber: (Anderson & Krathwohl, 2017)

Anderson and Krathwohl classify students' thinking abilities into six levels, namely being able to remember, able to understand, able to apply, able to analyze, able to evaluate, and able to create (Suwarto, 2013). Anderson and Krathwol theory is used in the implementation of the 2013 revised 2017 curriculum. Anderson and Krathowl's theory describes starting from low-level thinking to higher-order thinking, so that educational goals can be achieved. In Anderson and Krathwol's theory, students' thinking ability is seen not only by looking at the results (Mariani, Ansori, & Mawaddah, 2021).Klasifikasi kemampuan berpikir tingkat tinggi menurut Anderson dan Krathwohl adalah sebagai berikut (Suwarto, 2013).

1. Remember

The remembering category is a category in which th activity of retrieving relevant knowledge from the long-term memory of students occurs. Two processes related to this category are awareness and recall.

2. Understanding

Students are said to be able to understand if they can draw meaning from messages or instructions in the problems they face. Students will find it easier to understand something if the new knowledge they are learning is integrated with the schemas and frameworks they have previously recognized. Cognitive processes that fall into the category of understanding are interpreting, exemplifying, classifying, summarizing, guessing, comparing, and explaining.

3. Apply

This category includes the use of certain procedures or ways of working to do an exercise or solve a problem. Therefore, this category is closely related to procedural knowledge. This category consists of two processes, namely: the process of implementing and the process of implementing.

4. Analyze

The ability to analyze is an attempt to break down a material into its constituent parts and determine the relationship between these parts and the material as a whole. Processes that fall into this category are the process of distinguishing, the process of organizing, and the process of linking.

5. Evaluate

The evaluation category is defined as the act of making an assessment based on certain criteria and standards. The criteria that are

often used in evaluating are quality, efficiency, and consistency. The assessment standards that are often used are quantitative standards and qualitative standards. The evaluating category includes the checking process and the criticizing process.

The above stages are then divided by Anderson and Krathwohl into two categories, namely: lower order thinking skills and higher order thinking skills. The abilities included in LOT are the ability to remember (remember), understand (understand), and apply (apply), while HOT includes the ability to analyze (analyze), evaluate (evaluate), and create (create) (Anjani, 2017).

The knowledge dimension is a separate dimension in the revised Bloom's Taxonomy. In this dimension, four types of knowledge categories are described. The first three types in this revised taxonomy cover all types of knowledge contained in Bloom's taxonomy, but replace some of the type names and change some of its subtypes into more general categories. While the fourth category is as follows (Gunawan & Paluti, 2021).

1. Factual Knowledge

Factual knowledge includes the basic elements used by experts in explaining, understanding, and systematically organizing their disciplines. Factual knowledge contains the basic elements that students must know if they are going to study a discipline or solve problems in that discipline.

2. Conceptual Knowledge

Conceptual knowledge includes knowledge about categories, classifications, and relationships between two or more categories of knowledge that are more complex and organized. Conceptual knowledge includes schemas, models, mental, and theories that represent human knowledge about how a study material is organized and structured, how parts of information are systematically related to each other, and how these parts function together.

3. Procedural Knowledge

Procedural Knowledge deals with the "how" question. This procedural knowledge is divided into three subtypes, namely: (1) knowledge of skills in certain fields and algorithms; (2) knowledge of techniques and methods in a particular field; and (3) knowledge of the criteria for determining when to use appropriate procedures.

4. Metacognitive Knowledge

Metacognitive knowledge is a new dimension in the revised taxonomy. The inclusion of metacognitive knowledge in the knowledge dimension category is based on the results of recent studies on the important role of students' knowledge of their own cognition and their control over that cognition in learning activities.

7. Concept of Textbook Relevance

According to the Big Indonesian Dictionary (2005: 943) relevance is defined as "Relationship; suitability; relation to purpose; directly

useful with what is needed". As an adjective, relevance means "(1) related to what is happening or being discussed, (2) is true and/or appropriate for a particular purpose. As a noun, it means the level of relevance or significance of something to what is happening or being discussed" (Muhson, Wahyuni, Mulyani, & Supriyanto, 2012). From this description it can be concluded that relevance is the suitability or relationship between something being discussed and has a level of significance to something being discussed.

According to Andi Prastowo (2011: 204) student worksheet is a printed teaching material in the form of sheets of paper containing material, summaries, and instructions for implementing learning tasks that must be carried out by students, which refers to the competencies that must be achieved.

The 2013 curriculum is a follow up to the competency-based curriculum (KBK) which was piloted in 2004 by covering integrated attitudes, knowledge and skills competencies. The development of the 2013 curriculum aims to produce Indonesian people who are productive, creative, innovative, affective, through strengthening integrated attitudes, skills, and knowledge (Mulyasa, 2014). Therefore, the 2013 curriculum is defined as a curriculum developed to balance character education and knowledge, so as to give birth to a future generation that is comprehensively intelligent, which is not only intellectually intelligent, but also socially and spiritually intelligent.

C. CONCEPTUAL FRAMEWORK

The following is a schematic of the current study's framework

```
┌─────────────────────────┐                    ┌─────────────────────────┐
│ "Bahasa Inggris" is an  │                    │    Core And Basic       │
│ English student book for│                    │  Competence of 2013     │
│ Grade Eight Junior High │                    │     Curriculum          │
│        School.          │                    │                         │
└─────────────────────────┘                    └─────────────────────────┘
                    │                                      │
                    │        ┌──────────────────┐          │
                    └────────│  Cognitive and   │──────────┘
                             │ psychomotor domains. │
                             └──────────────────┘
                                      │
                                      ▼
                        ┌─────────────────────────┐
                        │  The relevance between  │
                        │   the materials in the  │
                        │  textbook with main and │
                        │   basic competence of   │
                        │   2013 Curriculum in    │
                        │  terms of Cognitive and │
                        │   Psychomotor domains   │
                        └─────────────────────────┘
```
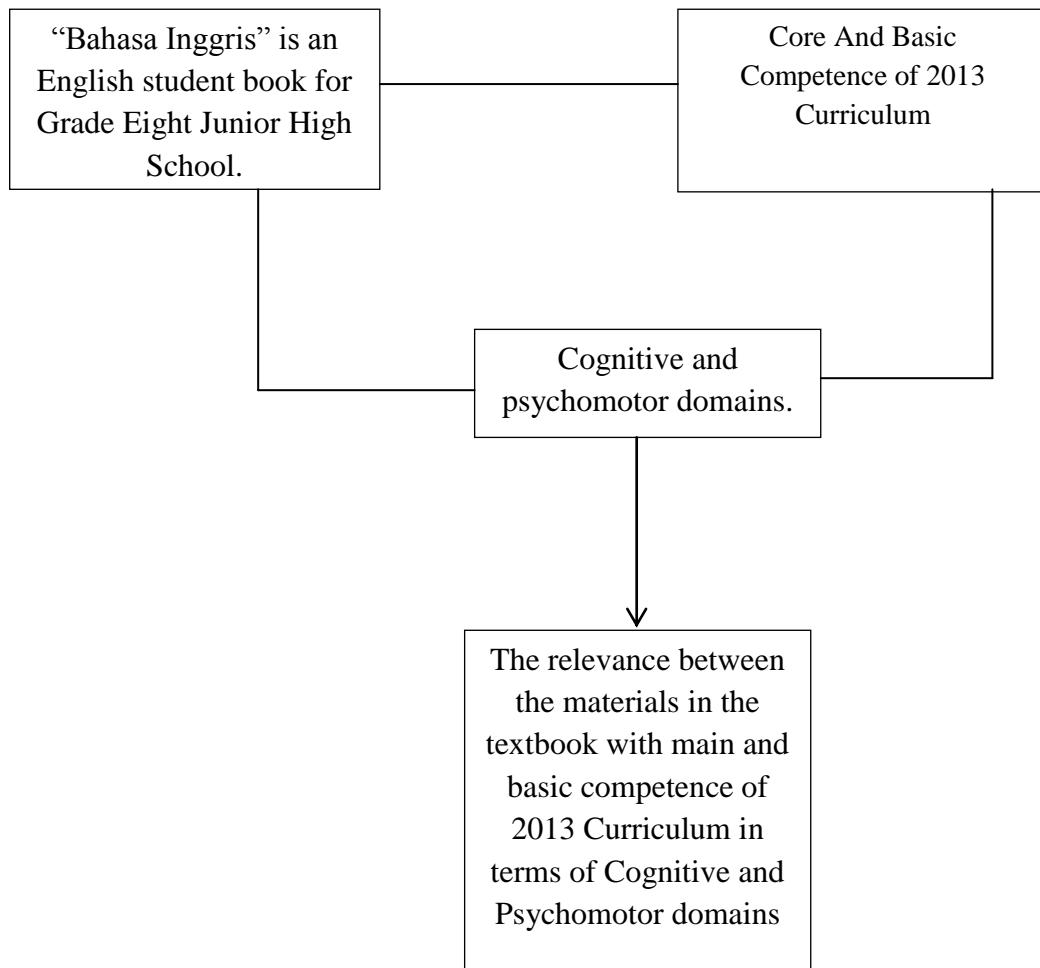
Diagram 2.1 : Conceptual Framework

In the research, the book "Bahasa Inggris" was analyzed using a cognitive approach according to Anderson. The curriculum standards of graduates from KI and KD were analyzed. For example, in sub-theme 1 to sub-theme 3, see what material is related to the cognitive and psychomotor domains. After that, from each chapter a mapping is carried out according to the realm of abilities obtained by students.

Meanwhile, the core competencies and basic competencies of the 2013 curriculum are also prepared. These competencies are then arranged in such a way that they are easy to be used as indicators in the assessment of the "English language" book. Of the many KI and KD in the 2013 curriculum, indicators were collected regarding the cognitive and psychomotor domains to make it easier to measure the relevance of a "Bahasa Inggris".

The worksheets and the 2013 curriculum for cognitive and psychomotor domains are matched according to the indicators that have been made. So that some materials will appear that are appropriate and in accordance with the 2013 curriculum or even very different from the objectives of the 2013 curriculum. Therefore, an assessment is carried out in the form of the percentage level of relevance of the "Bahasa Inggris" book and the output is how relevant it is to the cognitive and psychomotor domains which will then be analyzed. used at the junior high school level.

CHAPTER III

RESEARCH METHOD

A. RESEARCH DESIGN

This study is about the content analysis of worksheet. The researcher uses descriptive qualitative content analysis as the research design, particularly in the form of a document book. The research method, according to Yani and Sugiyono (2017: 6), is described as a scientific method for obtaining valid data with the goal of discovering, developing, and proving a certain information that can then be used to understand, solve, and anticipate problems in education.

Since the information gathered came from worksheet, this study can be performed using content analysis. Content analysis is a method that researcher may use to examine human behavior indirectly by analyzing communication such as worksheet, essays, journals, novels, magazine articles, songs, advertisement photographs, and any other form of communication that can be analyzed, according to Fraenkel and Wallen (2007: 483).

Content analysis is a research technique that focuses on real content and internal traits, according to Palmquist in Al-Ghazo and Smadi (2013: 347). The press It's used to determine whether or not words, concepts, themes, phrases, characters, or sentences exist in a text or sequence of texts. Text includes books, essays, talks, newspaper headlines and posts, historical records, speeches, conversations, advertising, theater, informal interactions, and actual appearances of communicative language. At various levels of

words, the text is broken down into manageable categories, and the meaning of words, phrases, sentences, or themes is then examined. employs one of the fundamental content analysis techniques, such as logical or relational analysis. The information is then used to make inferences about the message contained within. The book was utilized as the study object, and the researcher conducted analysis by categorizing the book's content into two categories: cognitive and psychomotor domains.

B. LOCATION AND TIME OF RESEARCH

The location of the research was conducted at the researcher house, the Maros Regional Library, the University of muslim Maros Campus Library, and coffee shop to get a better wifi network. Researcher was always comply with health protocols when in public to avoid Covid 19, Researcher was carry out her research in public areas by following the standard COVID 19 health protocols. The protocols : 1. Wear a face mask or shield, 2. hand sanitizer, 3. spray disinfect on tables, chairs, stairs, laptop surfaces, and bring personal drinks or food.

C. OBJECT

The subject of this study was "Bahasa Inggris," a 2020 Master Media English worksheet for eighth grade Junior High School students. This book was written by a group of Master Media researchers. This book was developed using the 2013 curriculum as a guide. As a guide, the 2013 curriculum was used to write this book. The worksheet is 64 pages and six

chapters. The researcher focuses on the equality of one book and all activities in the worksheet throughout the second semester.

D. RESEARCH IMPLEMENTATION PROCEDURES

1. The researcher prepared an English student book entitled "Bahasa Inggris" for Eight Junior High School.

2. Prepared guidance eighth grade of 2013 Curriculum

3. Researcher collected data and entered data into a checklist table to make a comparison between the material in the worksheet and the materia needed in the 2013 Curriculum.

4. Researcher identified differences and similarities between thel material in the worksheet and material presented in the 2013 curriculum of Core and Basic Competencies as well as the realms of cognitive and psychomotor learning.

5. Evaluated the materia in the worksheet to determine its relevance to the Core Competencies and Basic Competencies of the 2013 Curriculum.

E. DATA COLLECTION TECHNIQUES

Observation is an activity directed at a method or object with the aim of gaining insight about a phenomenon based on previously acquired knowledge and ideas in order to continue study. The root of all intelligence, according to Sugiyono (2013), is observation. Scientists can only work with evidence, which are information about real life obtained through observations. To observe complex processes, data is collected, which is often aided by a variety of technical resources. This study's data were gathered through a series

of observational phases. First, The researcher begins by thoroughly reading and observing the contents of the worksheet. Second, the researcher compared worksheet material to the 2013 cognitive curriculum. Third, the researcher compared the psychomotor domain material of the 2013 curriculum.

The observation checklist table was used as an observation instrument by the researcher. One of the research instruments in content analysis, according to Cunningsworth in Alavinia and Siyadat (2013:154), is the checklist. There are two types of checklists for observation. The first step is to use the observation checklist to see how the content in the book relates to the cognitive dimensions of the 2013 English curriculum basic competencies. there is a table consisting of two columns. The 2013 Curriculum Basic Competencies are listed in the first column. According to the syllabus, this column is divided into three columns, each containing basic competencies, subjects, and materials. The writing material for a worksheet named "Bahasa Inggris" is in the second column. This column is divided into three columns: examples of materials that match the basic competencies content, the page on which the material is written, and a checklist of the material's relevance to basic competencies and topics. The second item on the observation checklist is to look for a connection between the book's content and the psychomotor aspects of the 2013 English curriculum's basic competencies.

F. DATA ANALYSIS TECHNIQUES

"Data analysis is the act of systematically reading and organizing the interview transcripts, field notes, and other materials that you collect in order to

improve your own understanding of them and share what you have learned to others," Bogdan explained in Sugiyono (2013: 334).

The following measures were used in the data review phase in this study:

1. Grouping material in worksheet based on basic competencies as a cognitive domain and basic competencies as a psychomotor domain.

2. Collecting data from data sources and entered data into a checklist table to make a comparison between the material in the worksheet and the material in the 2013 Curriculum.

3. Identifying the differences and similarities between the teaching materials in the worksheet and those suggested by the 2013 Core and Basic Competencies curriculum.

4. Evaluating the material in the worksheet to determine its relevance to the 2013 Curriculum Basic and Basic Competencies.

CHAPTER IV

FINDINGS AND DISCUSSION

A. RESEARCH RESULTS

The gathered data are presented and examined in this chapter. There are two sections to the data presentation. The first section discusses worksheet contents' relation to the Cognitive Domain, while the second section discusses worksheet materials' relevance to the Psychomotor Domain, There are four core competences in the 2013 curriculum, according to Priyatni (2014:17), core competence 1 in religion, core competency 2 in affective fields domain, core competence 3 in cognitive domain, and core competence 4 in psychomotor realm.

The researcher paid attention to basic and core capabilities because only examine the relation of worksheet material to the cognitive and psychomotor domains. As a comparative tool, researcher utilize Bloom's Taxonomy. Bloom's Taxonomy of Cognitive action verbs and Psychomotor domain were used to compare the instructions for each item in the book. At first, the researcher organized the book's content into sections . Then, interpreted the analysis by giving my own opinion.

This book's first chapter is titled "It's English Time." This chapter begins on page 2 and ends on page 12. There are four materials for students to study in this chapter. The first material is a request for someone's attention, the second is a check for understanding, the third is a compliment, and the fourth is an expression of opinion.After reviewing the materials, the

researcher determined that the information presented in this chapter is consistent with the basic competencies 3.1 and 4.1. According to the English lesson schedule for eighth grade junior high school pupils from the 2013 curriculum,basic abilities 3.1 is about using text structure and language features to perform social functions such as paying attention, verifying understanding, praising, and asking for and giving expression of opinion and reaction in context.While basic competencies 4.1 is about compiling simple spoken texts to express and respond to obtain pay attention, check understanding, and provide complementary expressions by paying attention to appropriate social functions, text structures, and linguistic elements according to the context, basic competencies 4.2 is about compiling simple written texts to express and respond to obtain pay attention, check understanding, and provide complementary expressions.

Chapter 2 of this book is found on pages 13 to 20. The title of this chapter is "We can do it and we will do it". There are two materials in this chapter, the first is to ask one's ability and the second is the willingness to take an action. After researcher analyzed the material, researcher decided that the material written in the book in accordance with the basic competencies 3.2 and 4.2. According to with the 2013 curriculum English lesson syllabus for eighth grade junior high school students 3.2 basic competence is about text structure and linguistic characteristics for carry out social functions express and ask for ability and will according to context. While basic competence 4.2 is about compose oral and written texts to express and ask for

ability and willingness do something by paying attention to social function, text structure, and appropriate language contextual features.

Chapter 3 in this book entitled "We Know What to Do" , can be found on pages 21 till 33, you'll find this chapter. This chapter contains four materials. The initial part of the material is all about giving directions. The second piece is enticing. The third section is about how to respond to prohibitions.The fourth piece of content is about requesting permission. Following an analysis of the material, the researcher concluded that the material in the book is consistent with the basic skills 3.3 and 4.3. According to the English lesson schedule for eighth grade junior high school pupils from the 2013 curriculum,basic skills 3.3 in terms of text structure and linguistic elements for carrying out social activities such as issuing instructions, invitations, prohibitions, and permission requests, as well as how to reply and respond in context.While basic competence 4.3 is about compiling simple oral and written text to state, ask, and respond to give instructions, give invitations, give prohibitions, and ask permission to express with attention function, text structure, and linguistic elements according to context.

Chapter 4 in this book is on pages 34 to 42. The title of this chapter is "Come to My Birthday, Please!". There are four materials included in this chapter, the first is to give instructions, the second is to invite, the third is to forbid and the last is to ask for permission. After researcher analyzed the material, researcher decided that the material written in this chapter corresponds to the basic competencies 3.4 and 4.4. In accordance with the

2013 curriculum syllabus for English lessons for eighth grade junior high school students, basic competencies 3.4 text structure and linguistic elements to carry out the social function of the expression of giving instructions, inviting, prohibiting, asking permission, and how to respond, according to the context of use Basic competence 4.4 Compose simple oral and written texts to state, ask, and respond to expressions of giving instructions, inviting, prohibiting, and asking for permission, taking into account social functions, text structure, and linguistic elements that are correct and in context

Chapter 5 in this book is found on pages 43 to 51. The title of this chapter is "I'm so Happy for You". There are two materials included in this chapter, the first is make a personal invitation and the second make a greeting card. After researcher analyzing the material, researcher decided that the material written in this chapter is matched with basic competencies 3.5, 4.5. According to 2013 curriculum syllabus for English lessons for eighth graders of junior high school, basic competence 3.5 about text structure and linguistic features to implement social function personalized invitation letters and greeting cards according to context. Basic competence 4.5 contains material on understanding the personal meaning of invitation letters and greeting cards.

Chapter 6 of this book is found on pages 52 to 63. The title of this chapter is "Our Busy Way." The material included in this chapter is to show the existence of things such as objects, humans, animals, and others. After researcher analyzed the material, researcher decided that the material written in this chapter corresponds to the basic competencies 3.6, 4.6. In accordance

with the 2013 curriculum syllabus for English lessons for eighth grade junior high school students, basic competence is 3.6 Applying text structure and linguistic elements to carry out social functions stating and asking the presence of people, objects, animals in an indefinite number, according to the context of their use. Basic competence 4.6 Compose spoken and written texts to state and inquire about the existence of people, objects, animals in an indefinite number, taking into account social functions, text structure, and linguistic elements that are correct and in context.

1. **The Relevance of the materials with the Cognitive Domain**

An observation checklist was utilized as my research instrument to determine the relationship between the material written in the book and the cognitive domain. In comparison to the action verbs mentioned in Bloom's Taxonomy of cognitive domain learning as indicated in Anderson, et al., the researchers list three basic competency observations (2001:67)
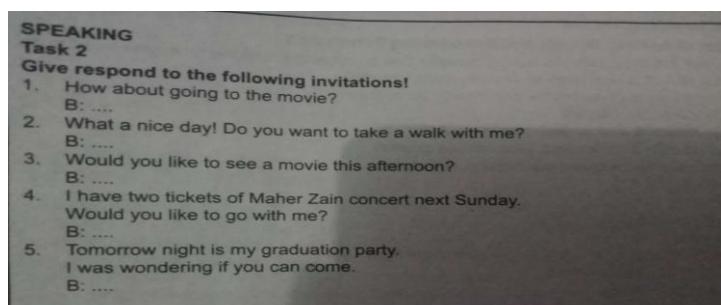
The example picture above is material that is relevant to the cognitive domain because the material above is material that is in accordance with the English syllabus of the eighth grade 2013 curriculum

of Junior High School which states that "Applying text structures and linguistic elements to carry out oral and written interpersonal social functions from expressions giving instructions, inviting, prohibiting, asking for permission, and how to respond, according to the context of their use." Therefore, the researcher states that the picture above is relevant to the worksheet of eighth graders because the material is equipped with oral and written materials.

After detailing the material offered in the book according to the basic competencies of the 2013 curriculum and determining its relevance using the checklist instrument above, the researcher continued his findings. In the table below, the researcher came to the following conclusions about the suitability of teaching materials for basic skills:

Table 4.1 Suitability of worksheet Materials with Basic Competence

The Relevance	The Basic Competence Three
Relevant	Sub Basic Competence 3.1.1 , 3.1.2 , 3.1.3 , 3.1.4 , 3.2.1 , 3.2.2 , 3.3.1 , 3.3.2 , 3.4.1 , 3.4.2 , 3.5.1 , And 3.6.1
Partly Relevant	Sub-basic Competence 3.4.3 , And 3.6.2
Irrelevant	Sub-basic Competence 3.5.2
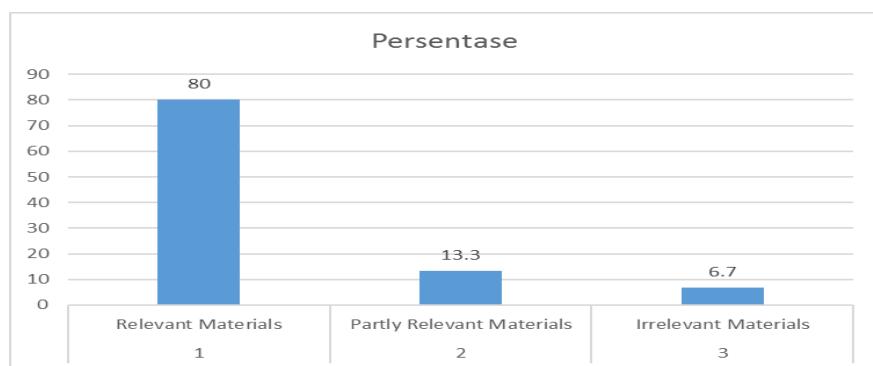
Picture 4.1 of the checklist diagram of the relevance of the Book material
Cognitive domain

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There are some materials that are relevant, partially relevant, and irrelevant to sub-basic competence, as shown in the table above. three. Materials relevant to sub-basic competence can fulfill the topic's objectives, language aspects, and social functions that students are expected to achieve. While that are not relevant to the sub-basic competence will not be able to meet all of the topic's purposes, language features, and social functions as listed in the sub-basic competency three, they will be able to fulfill some of them.

A based on the percentage of the diagram above, the researcher states that the material in the "Bahasa Inggris" student book with the main and basic competency material is written in the English lesson syllabus for eighth grade students of Junior High School as stipulated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 68 of 2013 concerning Basic Framework and Curriculum Structure for Junior High School/Madrasah Tsanawiyah each material with action verbs in Cognitive Domain there are 15 materials in the book, 12 materials are relevant or about 80%, 2 materials are partially relevant or about 13.3%, and 1 material that is not relevant or about 6.7%. Based on these findings, the researcher concluded that the worksheet covers about 80% of material relevant to the cognitive domain and is able to meet the topic objectives to be achieved by students.

There are 12 materials relevant to the three basic sub-competencies, namely: basic sub-competencies 3.1.1 , 3.1.2 , 3.1.3 , 3.1.4 , 3.2.1 , 3.2.2 , 3.3.1 , 3.3.2, 3.4.1 , 3.4.2 , 3.5.1 , and 3.6.1

Basic Competence 3.1.1 is to understand the structure of the text and linguistic elements to obtain expressions attention and responses according to context. According to syllabus the English curriculum for eighth grade junior high school students as outlined in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 68 of 2013 concerning the Basic Framework and Materials that must be included in the book are in the form of oral texts with topics related to interactions between teachers and students. during the teaching and learning process, both inside and outside the classroom, in accordance with the structure of the Junior High School/Madrasah Tsanawiyah School Curriculum. This requirement is clearly met by the material listed on pages 03 of this book.

Sub-basic competence 3.1.2 is about spoken text with text that gives attention and response to the structure of the text and linguistic features, according to the English syllabus for eighth grade junior high school students in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 68 of 2013 concerning the Basic Framework and Structure of the School Curriculum Junior High School/Madrasah Tsanawiyah.Check someones comprehension of statements and responses in light of the situation. This text's theme is the

same as 3.1.1 sub-basic competence: everything to do with teacher-student contact during the teaching and learning process, both within and outside of the classroom. the material described in the 03 page book after researcher evaluated the substances indicated in the book. 3.1.2. That the instructions on the page also use action verbs from Bloom's Taxonomy Cognitive Domain, as mentioned in Anderson, et al (2001: 67). The reseacher utilizes the verb "to write","to build" in this context, as well as the verbs "to say" and "repeat." The researcher concludes that the material in the book is relevant to sub-basic 3.1.2 Sub-basic competence 3.1.2 is about spoken text with text structure and linguistic features, according to the English syllabus for eighth grade junior high school students in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 68 of 2013 concerning the Basic Framework and Structure of the School Curriculum Junior High School/Madrasah Tsanawiyah.

Sub basic competence 3.1.3 is still presented as an oral text.According to the English syllabus for eighth grade junior high school students / Madrasah tsanawiah school , as stated in the Minister of Education and Culture of the Republic of Indonesia's Regulation 68 of 2013 concerning the Basic Framework and Curriculum Structure of SMP/Madrasah Tsanawiyah Schools,Everything related to teacher and student interactions during the teaching and learning process, both inside and outside the classroom, is covered in the sub-material of basic

competency 3.1.3 on text structure and language elements of expressing praise and feedback. The researcher concludes that the information is relevant to the sub-basic competence 3.1.3 based on these facts.

Basic Competence 3.1.4 in the form of an oral text containing: structure and linguistic features of expressions of asking and giving opinions and responses in context, as stated in the English lessons syllabus for eight junior high school students as stipulated in Education and Culture of the Republic of Indonesia Number 68 of 2013 Regulation.concerning the Junior High School/Madrasah Tsanawiyah Basic Framework and Curriculum Structure in the subject Everything connected to the contact between teachers and students during the teaching and learning process, both within and outside the classroom, is covered in this topic. The information on page 10 is an oral text that satisfies all of the aforementioned criteria.The instructions on that page also employ action verbs, which are part of Bloom's Taxonomy's Cognitive Domain, according to Anderson, et al (2001:67). The book's author employs the word "speak," which has a meaning similar to "model," the verb "repeat," which has a meaning similar to "to depict," and the verb "to write," which means "to build" in this context. according to The researcher concludes that the information is related to the 3.1.4 sub-basic .

Understanding the structure of the text and linguistic parts in order to carry out social functions, as well as the capacity to express and ask for modals in the appropriate context, is a sub basic competency 3.2.1. As

mentioned in the English syllabus for eight junior high school pupils as stated in the Minister of Education and Culture of the Republic of Indonesia Regulation No. 68 of 2013 The materials that must be included in the book, according to the Basic Framework and Curriculum Structure of Junior High Schools/Madrasah Tsanawiyah, are oral texts and writing. Writing on the topic of everything related to the interaction between teachers and students during the teaching and learning process, both inside and outside the classroom Page 14 is where the material is written to assert and request the ability to employ modals with the same language qualities and topics as sub-basic abilities in the form of spoken and written texts 3.2.1.

The curriculum for English classes for eighth graders in junior high school is written in the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 68 of 2013 about the Basic Framework and Structure of the School Curriculum Junior High School/Madrasah Tsanawiyah,The social function of expressing asking for the willingness to utilize capital according to circumstances is carried out by sub-basic competency 3.2.2, which is concerned with the text's structure and linguistic elements Ingredients that must be supplied in the form of oral and written text in a book with the topic of everything related to teacher-student contact both inside and outside the classroom throughout the teaching and learning process. The written material in book

pages 13 and 14 is in the form of spoken and written materials that meet these requirements.

3.3.1 In order to carry out social functions, sub-basic competency in text structure and language elements allows disclosure of the necessity to do anything based on the context of use. According to the English curriculum for eight junior high school pupils specified in the Minister of Education and Culture of the Republic of Indonesia's Regulation No. 68 of 2013 concerning the Basic Framework and Curriculum Structure of Junior High Schools/Madrasah Tsanawiyah, The information that must be included in the book is in the form of oral and written texts on issues connected to teacher-student interactions both within and outside the classroom during the teaching and learning process. Oral and written text in accordance with the sub-material competency's 3.3.1. Bloom's Cognitive Domain Taxonomy action verbs 21 and 22 are used in the instructions on the page.

3.3.2 Sub-basic competence in text structure and linguistic elements to carry out social functions allows disclosure of the prohibition to do something according to the context of use. According to the syllabus of English lessons for eight junior high school students as outlined in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 68 of 2013 concerning the Basic Framework and Curriculum Structure of Junior High Schools/Madrasah Tsanawiyah, the material that must be contained in the book is in the form of oral and

written texts with topics related to teacher-student interactions during the teaching and learning process, both inside and outside the classroom. oral and written text in accordance with the material in the sub-competency 3.3.2. The instructions on the page 22 use Bloom's Cognitive Domain Taxonomy action verbs.

3.4.1 Sub-basic competency in text structure and linguistic qualities for implementing social tasks such as invitation expression, directions, and responses that are contextually appropriate. As mentioned in the English syllabus for eight junior high school pupils as defined in the Minister of Education and Culture of the Republic of Indonesia's Regulation No. 68 of 2013 about the Basic Framework and Curriculum Structure of Junior High Schools/Madrasah Tsanawiyah, Oral and written texts with the topic of everything linked to the interaction between teachers and students during the teaching and learning process, both inside and outside the classroom, are the materials that must be written down in books. According to the material in sub-competency 3.4.1, the material written on page 34 of the book is in the form of oral and written text. Bloom's Cognitive Domain Taxonomy includes action verbs in the instructions on the page. As a result, the researcher comes to the conclusion that the material is relevant to sub-basic 3.4.1 competency.

Competence the basics 3.4.2 is concerned with text structure and language qualities that perform social activities such as expressing and responding to invitations in context. According to the eighth-grade English

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syllabus outlined in the Minister of Education and Culture of the Republic of Indonesia's Regulation No. 68 of 2013 governing the Basic Framework and Curriculum Structure of Junior High Schools/Madrasah Tsanawiyah, Oral and written texts containing topics relating to interactions between teachers and students during the teaching and learning process, both within and outside the classroom, must be included in the book. The material on page 35 of the book is based on oral and written materials that correspond to the material in sub-basic 3.4.2 competencies. The material is related to the sub-basic competency, according to the researcher. 3.4.2.

Competence the basics 3.5.1 is concerned with the text structure and language features that enable greeting cards to perform social tasks in a given environment. The syllabus for English classes for eighth grade junior high school students is outlined in the Minister of Education and Culture of the Republic of Indonesia's Regulation No. 68 of 2013 concerning the Basic Framework and Curriculum Structure of Junior High Schools/Madrasah Tsanawiyah., Oral and written texts containing topics relating to interactions between teachers and students during the teaching and learning process, both within and outside the classroom, must be included in the book. The material on pages 43 and 44 of the book is based on oral and written materials that correspond to the material in sub-basic 3.5.1 skills. The material is related to the sub-basic competency, according to the researcher. 3.5.1

The material in the basic sub-competency 3.6.1 is in the form of short and of simple written text. As stated in the syllabus for English lessons for eighth grade junior high school students as stated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 68 of 2013 concerning the Basic Framework and Curriculum Structure of Junior High Schools/Madrasah Tsanawiyah, the material in this basic sub-competency must contain a text and language features to carry out social functions stating and asking about descriptions of people with the topic of descriptions of people, objects, and animals (there is) in environment The material written on page 53 of the book is in the form of short and simple written text, which is in accordance with what is included in the sub-basic competence 3.6.1. Instructions in those pages also use action verbs are included in Bloom's Taxonomy the researcher concludes that the material written in the book is relevant to the sub-basic competence 3.6.1.

There are two materials that are partly relevant to the sub-base three competencies, namely sub-basic competencies 3.4.3 and 3.6.2.

According to the syllabus for English lessons for eighth junior high school students written in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 68 of 2013 concerning the Basic Framework and Curriculum Structure of Junior High School/Madrasah Tsanawiyah, basic sub-competencies are defined as the ability to understand the basic framework and structure of the school

curriculum Junior high School/Madrasah Tsanawiyah. 3.4.3 relating to the structure of the text and linguistic aspects to carry out functions and provide input and suggestions. Consider what should be included in the book in the form of spoken and written texts with topics related to teacher-student interactions both inside and outside the classroom during the teaching and learning process. On page 37 of this book there is an article with instructions written in the Taxonomy Cognitive Domain Bloom uses the correct action verb. Unfortunately, the material in this book is only written as written text, but the material to be written in the book is based on the sub-basic competence of spoken and written texts 3.4.3. As a result of these findings, according to the researcher, the material in this book only partially applies to sub 3.4.3 Basic Competencies. The researcher suggests adding verbal information to ask questions and provide instructions for expressing and answering using cognitive domain action verbs in teaching to improve the material in the book so that it is relevant to the basic subcompetency 3.4.3.

According to the syllabus for English lessons for eighth grade junior high school written in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 68 of 2013 concerning the Basic Framework and Curriculum Structure of junior high school/Madrasah Tsanawiyah, basic sub-competencies are defined as the ability to understand the basic framework and structure of the school curriculum junior high school/Madrasah Tsanawiyah. 3.6.2 relating to text

structure and linguistic aspects to carry out functions and to give and ask for information. Consider what should be included in the book in the form of spoken and written texts with topics related to teacher-student interactions both inside and outside the classroom during the teaching and learning process. On page 54 of this book there is an article with instructions written in the Taxonomy Cognitive Domain Bloom uses the correct action verb. Unfortunately, the material in this book is only written as written text, but the material to be written in the book is based on the sub-basic competence of spoken and written texts 3.6.2 As a result of these findings, according to the researcher, the material in this book is only partially applicable to sub 3.6.2 Basic Competencies. The researcher suggests adding verbal information to give and ask for information about the linguistic elements "there are" to improve the material in the book so that it is relevant to the basic sub-competency 3.6.2.

There are four materials which irrelevant with the sub-basic competence three, the are: sub-basic competence 3.5.2

sub-basic 3.5.2 concerning text structure and linguistic characteristics carrying out the social function of very short and simple greeting cards according to the context, as stated in the English lesson syllabus for eighth grade junior high school students as stated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 68 of 2013 concerning the Basic Framework and Curriculum Structure of junior high school/Madrasah Tsanawiyah. The

material that must be written in the book is in oral form with the topic of everything related to the interaction between teachers and students during the teaching and learning process, both inside and outside the classroom. Unfortunately, there is no thank you card material written in the book that is in accordance with the material and topic of sub-competency 3.5.2. That the instructions in this book also do not use action verbs which are included in the Cognitive Domain of Bloom's Taxonomy. books that correspond to sub-competency 3.5.2, research suggest the researcher of the book to add material relevant to the material and topics required by sub-competency 3.5.2 and also to use the cognitive domain of action verbs in each instruction.

Researcher make a percentage form of the data analysis after researcher analyze the data. The first make the percentage of the book's relevance to the cognitive domain, the second make the percentage to Partly relevance, and the last make the percentage irrelevance, There are 15 materials which include in the cognitive domain according to the 2013 curriculum standard of contents.

2. **The Relevance of the materials with the Psychomotor Domain**

The second analysis is the analysis of the relevance between materials written in the book with the Psychomotor Domain. In this section, the researcher also use observation checklist as the research instrument. To observe relevance the material written in the book with the psychomotor domain, researcher made observations checklist. In this

checklist, compare the instructions for each material that included in the four basic competencies with action verbs mentioned in Bloom's taxonomy of psychomotor learning proposed by Anderson and Simpson (2012: 96).
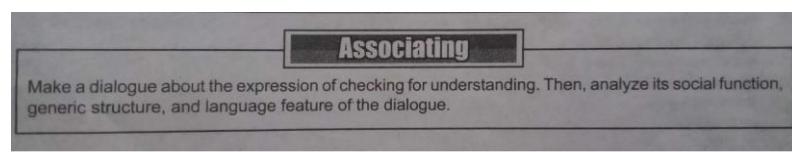
The example picture above is material that is relevant to the Psychomotor realm because the material above is material that is in accordance with the eighth grade English syllabus of the 2013 Curriculum which states that "Composing simple spoken texts to pronounce and respond to expressions of asking for attention, checking understanding, and appreciate good performance, and ask for and express opinions by taking into account social functions, text structure, and linguistic elements that are correct and in context. Therefore, the researcher states that the picture above is relevant to the worksheet of eighth graders with the 2013 curriculum syllabus.

The observation checklist used by the researcher also consists of two columns, the same as the column for cognitive domain analysis. The first column contains basic competencies, topics, and material according to the syllabus, while the second column contains material written in the textbook, the page where the material is found. , and the relevance of the material with basic competencies and topics.

Researcher resumed my results after breaking down the materials in the book according to the fundamental competence four of the 2013 curriculum and determining their relevance with the psychomotor domain of learning utilized in the observation checklist above. In the table below, Researcher summarized the compliance of textbook materials to fundamental competence :

Table 4.2 Suitability of Textbook Materials with psychomotor

The Relevance	The Basic Competence Three
Relevant	Sub-Basic Competence , 4.1.1, 4.1.2, 4.1.3 ,4.2.1 ,4.2.2, 4.3.1, 4.3.2, 4.3.3, 4.4.1, 4.5.1
Partly Relevant	Sub-Basic Competence, 4.1.4, 4.4.3
Irrelevant	Sub-Basic Competence, 4.4.2, 4.6.1
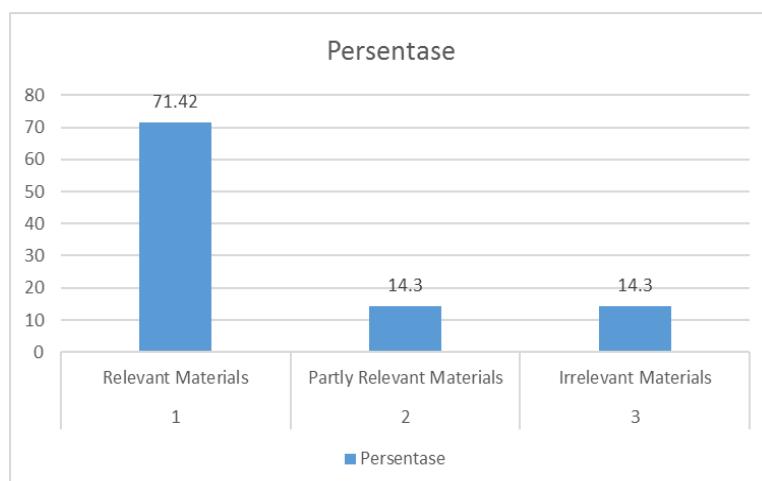
Picture 4.2 of the relevance diagram of the psychomotor domain
English book material

The table above, there are a variety of elements that are relevant, partially relevant, or irrelevant to the four sub-basic skills. Materials that are relevant to the four main sub-competencies and capable of leading pupils to use their psychomotor talents to be creative in some way.While

irrelevant material may not be able to meet all students' goals of using their psychomotor abilities to produce something using their creativity, it can help them achieve their goals.

Based on the percentage of the diagram above, the researcher states that the material in the "Bahasa Inggris" student book with the main and basic competency material is written in the English lesson syllabus for eighth grade students of Junior High School as stipulated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 68 of 2013 concerning Basic Framework and Curriculum Structure for Junior High School/Madrasah Tsanawiyah for each material with action verbs in the Psychomotor Domain, there are 14 materials in the book, 10 materials are relevant or about 71.42%, 2 materials are partially relevant or about 14.3%, and 2 irrelevant materials or about 14.3%. Based on these findings, the researcher concludes that the textbook covers about 71.42% of material that is relevant to the psychomotor domain and is able to meet the topic objectives to be achieved by students.

There are 10 materials which relevant with the sub-basic competence four,they are: sub-basic competence 4.1.1, 4.1.2, 4.1.3, 4.2.1, 4.2.2, 4.3.1, 4.3.2, 4.3.3 ,4.4.1,and 4.5.1.

According to English lesson syllabus for eight graders of junior high school as stated in Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 68 of 2013 concerning the Basic Framework and Structure of the Middle School Curriculum junior

high school / Madrasah Tsanawiyah, the 4.1.1 sub-basic competence contains material in the form of the instruction to compose simple spoken text to express and respond gaining attention expression by notice on the right social function, text structure, and language feature according to context. The topic of this material is everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class. The material written in the book page 3 is suitable with the material stated in the 4.1.1 sub-basic competence. The instruction in that page also used action verbs which are included in the Bloom's Taxonomy Psychomotor Domain stated by Anderson and Simpson in Sitepu (2012: 96). Here, the writer used verb "write" which in this context means "copy" and verb "complete". According to those reasons, the researcher concluded that the materials written in the book are relevant with the 4.1.1 sub-basic competence.

Sub-basic competence 4.1.2 contains material in the form of: instructions for making simple spoken texts to express and respond to checks understand the expression by paying attention to the correct social function, text structure, and linguistic features in context with the topic of everything related to language interaction between teachers and students during the teaching and learning process both inside and outside the classroom, as stated in the English lesson syllabus for eight junior high school students as stipulated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 68 of 2013

concerning the Basic Framework and Structure of the junior high School/Madrasah Tsanawiyah Curriculum. Ingredients written on page 5 of the book in accordance with the material contained in sub-basic 4.1.2 competence. The instructions on that page also use the action verb. included in the Psychomotor Domain of Bloom's Taxonomy as stated by Anderson and Simpson (2012: 96). Here, the writer uses the verb "to write" which in this case context means "copy" and the verb "complete". According to the findings, the researcher concludes that the material is relevant to the sub-basic 4.1.2 competence.

Sub-basic competence 4.1.3 contains material in the form of: instructions for compiling simple spoken texts to express and respond to give opinions expressions by paying attention to social functions, text structures, and correct linguistic elements according to context. According to the syllabus of English lessons for eighth graders as stated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 68 of 2013 concerning the Basic Framework and Curriculum Structure for Junior High School/Madrasah Tsanawiyah, with the topic This material is everything related to the interaction between teachers and students students during the teaching and learning process, both inside and outside the classroom. The material written on page 12 is in accordance with the material contained in the sub-basic competence 4.1.3. The instructions on that page are also used action verbs belonging to the Psychomotor Domain of Bloom's Taxonomy put forward by Anderson

and Simpson (2012: 96). Here, the author uses the verb "complete", the verb "to write" which in this context means "to copy" and the verb "to write" which in this context means "to write". Due to the reasons mentioned, then The researcher concludes that the material written in the book is relevant to 4.1.3 sub-basic competence.

Sub-basic competence 4.2.1 contains material in the form of: instructions for compiling simple spoken texts to express and respond to provide the ability to express by paying attention to social functions, text structures, and correct linguistic elements according to context. In accordance with the syllabus of English lessons for eighth grade students as stipulated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 68 of 2013 concerning the Basic Framework and Curriculum Structure of Junior High Schools/Madrasah Tsanawiyah, the topic of this material is everything related to the interaction between teachers and students during the teaching and learning process, both inside and outside the classroom. The material written on page 15 of instructions for making written texts to state a person's ability to use modal can. is in accordance with the material contained in the basic sub-competency 4.2.1. The instructions on the page also use action verbs included in the Psychomotor Domain of Bloom's Taxonomy proposed by Anderson and Simpson (2012: 96). Here, the writer uses the verb "complete", the verb "to write" which in this context means "to copy" and the verb "to write" which in this context means "to write". Based on these

reasons, the researcher concludes that the material written in the book is relevant to the sub-basic competence 4.2.1.

Sub-basic competence 4.2.2 contains material in the form of: instructions for compiling simple spoken texts to express and respond to provide a willingness to express by paying attention to the correct social function, text structure, and linguistic elements according to context. In accordance with the syllabus of English lessons for eighth grade Junior High School students as stipulated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 68 of 2013 concerning the Basic Framework and Curriculum Structure of Junior High Schools/Madrasah Tsanawiyah with the topic of this material is everything related to interaction between teachers and students during the teaching and learning process, both inside and outside the classroom. The material written on page 16 corresponds to the material contained in the basic sub competence 4.2.2. The instructions on the page also use action verbs included in the Psychomotor Domain of Bloom's Taxonomy proposed by Anderson and Simpson (2012: 96). Here, the writer uses the verb "complete", the verb "to write" which in this context means "to copy" and the verb "to write" which in this context means "to write". Due to the reasons mentioned, the researcher concludes that the material written in the book is relevant to 4.2.2 sub-basic competencies.

Sub-basic competence 4.3.1 contains material in the form of: instructions for compiling simple spoken texts to express and give and ask

for obligations by paying attention to the correct social function, text structure, and linguistic elements according to context. In accordance with the syllabus of English subjects for eighth grade students of Junior High School as stipulated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 68 of 2013 concerning the Basic Framework and Curriculum Structure of Junior High Schools/Madrasah Tsanawiyah with the topic of this material is everything related to interactions between teachers and students during the teaching and learning process, both inside and outside the classroom. The material written on page 23 is in accordance with the material contained in the basic sub competencies 4.3.1. The instructions on the page also use action verbs included in the Psychomotor Domain of Bloom's Taxonomy proposed by Anderson and Simpson (2012: 96). Here, the writer uses the verb "complete", the verb "to write" which in this context means "to copy" and the verb "to write" which in this context means "to write". Based on these reasons, the researcher concludes that the material written in the book is relevant to the sub-basic competence 4.3.1.

4.3.2 The sub-basic competencies contain material in the form of: instructions for compiling simple spoken texts to express and give and ask for obligations on social functions, text structures, and linguistic elements that are correct in context. In accordance with the syllabus of English subjects for eighth grade students of Junior High School as stipulated in the Regulation of the Minister of Education and Culture of the Republic of

Indonesia Number 68 of 2013 concerning the Basic Framework and Curriculum Structure of Junior High Schools / Madrasah Tsanawiyah with the topic of this material is everything related to interactions between teachers and students during the teaching and learning process, both inside and outside the classroom. The material written on page 24 is in accordance with the material contained in the basic sub-competency 4.3.2. The instructions on the page also use action verbs included in the Psychomotor Domain of Bloom's Taxonomy proposed by Anderson and Simpson (2012: 96). Here, the writer uses the verb "complete", the verb "to write" which in this context means "to copy" and the verb "to write" which in this context means "to write". Based on these reasons, the researcher concludes that the material written in the book is relevant to the sub-basic competence 4.3.2.

4.3.3 The sub-basic competencies contain material in the form of: instructions for compiling simple spoken texts to state and give and ask for advice on social functions, text structures, and linguistic elements that are correct in context. In accordance with the syllabus of English subjects for eighth grade students of Junior High School as stipulated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 68 of 2013 concerning the Basic Framework and Curriculum Structure of Junior High Schools/Madrasah Tsanawiyah with the topic of this material is everything related to interactions between teachers and students during the teaching and learning process, both inside and outside

the classroom. The material written on pages 23 and 24 is in accordance with the material contained in the basic sub-competency 4.3.3. The instructions on the page also use action verbs included in the Psychomotor Domain of Bloom's Taxonomy proposed by Anderson and Simpson (2012: 96). Here, the writer uses the verb "complete", the verb "to write" which in this context means "to copy" and the verb "to write" which in this context means "to write". Based on these reasons, the researcher concludes that the material written in the book is relevant to the sub-basic competence 4.3.3.

According to the syllabus of English lessons for eighth graders of junior high school as contained in the Regulation of the Minister of Education and Culture of the Republic of Indonesia No 68 of 2013 concerning the Basic Framework and Structure of the Middle School /Madrasah Tsanawiyah, sub-basic competence 4.4.1 contains this material in the form of permission to compose written text in a very short and simple form which involves the act of ordering, inviting, asking for permission, and responding to it by paying attention to social functions, text structure, and correct linguistic elements according to context. The topic of this material is everything that exists related to the interaction between teachers and students during the teaching and learning process, both inside and outside the classroom. The material written on pages 36 and 37 of the book is in accordance with what is stated in sub competence 4.4.1. the instructions on that page also use action verbs included in

Bloom's Taxonomy of the Psychomotor Domain as stated by Anderson and Simpson (2012: 96). Here, the writer uses the verb "to make". Based on these reasons, the researcher concludes that the material written in the book is relevant to those listed in 4.4.1 sub-basic competencies.

The sub-basic competence 4.5.1 contains material in the form of: instructions for making written text in the form of a very short and simple greeting card by pay attention to social functions, text structure, and correct linguistic elements in accordance with context. As mentioned in the syllabus of English lessons for eighth graders of junior high school schools as stipulated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Indonesia Number 68 of 2013 concerning the Basic Framework and Curriculum Structure Junior High School / Madrasah Tsanawiyah, the topic of this material is everything related to the interaction between teachers and students during teaching and learning process, both inside and outside the classroom. Written material on page 45 of the book is relevant to what is stated in sub-competency 4.5.1. The instructions on that page also use the action verbs included in Bloom's Taxonomy of the Psychomotor Domain as stated by Anderson and Simpson (2012: 96). Here, the writer uses the verb "to make". So, the researcher concludes that the material written in the book is relevant to that listed in sub-base 4.5.1

There are two materials that are partially relevant to sub-basic competence four: sub-basic : 4.1.4 and 4.4.3

According to the syllabus of English lessons for eighth grade junior high school students as stated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 68 of 2013 concerning the Basic Framework and Curriculum Structure for Junior High Schools/Madrasah Tsanawiyah, sub-competency 4.1.4 contains material in the form of orders to compose oral and written texts to express and ask for praise by paying attention to social functions, text structure, and characteristics of linguistic communication skills according to the context. The topic of this material is everything that has to do with interactions between teachers and students during teaching and learning learning process, both inside and outside the classroom. The material written in the book page 7 is an instruction to create a written text. The instructions on that page also use the action verb . included in the Psychomotor Domain Bloom's Taxonomy proposed by Anderson and Simpson (2012: 96) Here, the author uses the verb "to make". 4.1.4 are instructions for compiling oral and written texts to express and ask someone's opinion. For this reason, the researcher concludes that the material written in this book is partly relevant to what is stated in sub basic competence 4.1.4. To improve the material in the book so that it is relevant to the sub-basic competence 4.1.4, the researcher suggest the author of the book to add written material about asking for and responding to praising using psychomotor domain action verbs in each instruction.

According to the syllabus of English lessons for eighth grade junior high school students as stated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 68 of 2013 concerning the Basic Framework and Curriculum Structure of Junior High Schools/Madrasah Tsanawiyah, sub-competency 4.4.3 contains material in the form of orders to compose texts orally and in writing to give and express an inviting expression by paying attention to social functions, text structure, and the characteristics of linguistic communication skills according to the context. The topic of this material is everything that has to do with the interaction between teachers and students during teaching and learning in the learning process, both inside and outside the classroom. The material written in the book page 36 is an instruction to make oral text to express and give an invitation expression. The instructions on that page also use the action verb. included in the Psychomotor Domain Bloom's Taxonomy proposed by Anderson and Simpson (2012: 96) Here, the author uses the verb "to make". 4.4.3 are instructions for compiling oral and written texts to express and ask someone's opinion. For this reason, the researcher concludes that the material written in this book is partly relevant to what is stated in sub basic competence 4.4.3. In order to improve the material in the book so that it is relevant to the sub-basic competence 4.4.3, researcher suggest the author of the book to add written material about asking for and responding to invitation expressions using psychomotor action domain verbs in each instruction.

There are three materials that are irrelevant to sub-basic competence four: sub-basic : 4.4.2, and 4.6.1

The material in sub-competency 4.4.2 is in the form of instructions to compose spoken texts. According to the syllabus of English lessons for eighth graders junior high school as stated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 68 of 2013 concerning the Basic Framework and Curriculum Structure for Junior High School/Madrasah Tsanawiyah, this sub-basic Competence contains instructions for compiling spoken texts to express and ask for the expression of language feature instructions according to context. The topic of this material is the activities carried out by students, and teachers. The researcher concludes that the material written in the book is not relevant to those listed in sub-basic competence 4.4.2. Because there's no material in the book relevant to sub-competency 4.4.2, researcher recommend the author of the book added material about instructions for writing spoken texts to state and give instructions or general truths according to the given topic and use psychomotor domain action verbs in each instruction.

Sub-basic competence 4.6.1 contains material in the form of: instructions for compiling short and simple oral and written descriptive texts about things by paying attention to the correct social function, text structure, and linguistic elements in context with the topic of descriptions of people, objects, and animals in the student environment, by providing an example of a friendly attitude towards environment, self-confidence,

and responsibility, as mentioned in English lessons syllabus for eighth grade Junior High School students as stipulated in the Ministerial Regulation Education and Culture of the Republic of Indonesia Number 68 of 2013 concerning Basic Framework and Curriculum Structure for Junior High School/Madrasah Tsanawiyah. However, there is no material in the book related to the topic and materials listed in sub-competency 4.6.1. For these reasons, the researcher concludes that the material written in the book is not relevant to the stated in the sub-basic competence 4.6.1. Because there are no ingredients inside books relevant to sub-basic competence 4.6.1, reseacher recommend books the author adds material about instructions for short and simple oral and written writing and written descriptive text about things in a particular topic and using the psychomotor domain action verbs in each instruction.

B. DISCUSSION

In the realm of cognitive bloom taxonomy, the domains are divided into 6 categories including C1, C2, C3, C4, C5 and C6. From the results of research on English worksheet for the eighth grade, several categories were discussed, including the following.

The C1 (Remembering) qualification is seen in chapter 1 which has 4 materials that students learn. These materials include first asking someone's attention. In this material, students are encouraged to read or mention some of the vocabulary contained in it which is then responded to by the teacher. In the

second material, namely checking understanding, students are stimulated to be able to recall the material and provide a definition of the teaching material.

Qualification C2 (Understanding) is seen in one of the materials in Chapter 1, namely expressing opinions. In relation to C2, with this material students are stimulated to be able to explain the material through the opinions they put forward. In this case, the process of expressing opinions also coincides with the process of outlining, summarizing, and drawing conclusions.

Qualification C3 (Aplication) is seen in one of the materials in Chapter 3, namely doing something. With this material, students are stimulated to be able to explain the material through the opinions they put forward. In this case, the material also coincides with the process of using and compiling.

Qualification C4 (Evaluating) is seen in chapter 4 with the title "Come to my birthday ,Please". There are three materials that are written in this chapter. With respect to C4, Material related to C4 is about giving instructions. And the next material is about responding to invitations and excuses.

C5 (Evaluating) qualification is seen in chapter 5 under the title "We Know What To Do". There are four materials written in this chapter. In relation to C5, Material related to C5 is about giving instructions. And the next material is about responding to prohibitions. The second material is not included in the cognitive domain but in the affective domain.

The C6 (Creating) qualification is seen in Chapter 5 entitled "I'm So Happy For You". Of the two materials contained in this chapter, both materials

are included in the cognitive domain with C6 qualifications, namely making personal invitations and the second is making greeting cards.

For the psychomotor domain, Bloom also divides the domains into 6 categories including P1, P2, P3, P4, P5 and P6. From the results of research on English worksheet for grade 8, it was found that several categories were discussed, including the following.

Qualification P1 (Imitating) is seen in Chapter 1 entitled "Its english time!". The material in chapter 1 includes giving instructions, where students are stimulated to be able to point out a location in English.

Qualification P2 (Manipulation) is seen in Chapter 4 entitled "Come to My Birthday, Please!". The material in chapter 4 includes providing instructions, where students are stimulated to be able to show a location in English.

P3 qualification (determination) Seen in Chapter 3 with the material in chapter 3 is the willingness to take an action. Where students are stimulated to have conversations or other practices in teaching and learning activities.

Qualification P4(articulation) Seen in Chapter 4 with Material in this are instructions for performing an action. Where students are stimulated to have conversations or other practices in teaching and learning activities.

Qualification P5 (Naturalization) Seen in Chapter 2 under the title "We can do it and we will do it". The material in chapter 2 is the willingness to take an action. In which students are stimulated to carry out conversations or other practices in teaching and learning activities.

Qualification P6(adaptation) Seen in Chapter 5 with this Material are instructions for making an invitation . Where students are stimulated to make an invitation or greeting card according to various situations in teaching and learning activities.

1. Material Relevance

From the results of research on the relevance of the material to the knowledge domain, there are 12 materials that are relevant to the cognitive domain or have a percentage of 80%. The specific distribution is 13.3% partially relevant and 6.6% irrelevant. From the relevance qualification criteria, it was found that the book "Bahasa Inggris" an English Textbook for Eighth Grade Junior High School Students has a very high level of relevance to the cognitive domain.

From the psychomotor domain there are 10 materials that are relevant to the psychomotor domain or have a percentage of 71.4% which has a difference of 8.6% with the cognitive domain. While the material that is partially relevant is 14.3%. Also the irrelevant material is 14.3%. So that the psychomotor relevance qualification criteria were found that the book "Bahasa Inggris" an English Textbook for Eighth Grade Junior High School Students has high relevance.

From the results of the discussion, it can be concluded that the book "Bahasa Inggris" an English Textbook for Eighth Grade Junior High School Students has a high level of relevance and is suitable for use as a

source of teaching and learning activities in the classroom, especially to hone students' cognitive and psychomotor abilities.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSION

The conclusions from the research entitled Content Analysis of "Bahasa Inggris" an English worksheet for Eighth Grade Junior High School Students Relevancy to Curriculum 2013 are as follows.

The eighth grade Junior High School English book material related to the 2013 curriculum in terms of the cognitive domain includes asking someone's attention and checking understanding in chapter 1, asking abilities in chapter 2, obligations that we can use must be in chapter 3, giving invitations in chapter 4make personal invitations and make greeting cards in chapter 5, and say something in chapter 6. The researcher can conclude that in the English student book "Bahasa Inggris" with the main and basic competence material written in the English lesson syllabus for eighth grade junior high school students as stipulated in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah, each material with action verbs in the Cognitive Domain contains 12 materials in relevant books or about 80%, so the researcher concludes that worksheet cover about 80% of material that is relevant to the cognitive domain and is able to meet the objectives of the topic, linguistic characteristics, and social functions of the material to be achieved by students.

From the 6 chapters contained in the English book for the eighth grade of junior high school which are grouped into several sections, one of which is related to the psychomotor domain, namely chapter 1 on asking for attention, checking understanding, respecting, and expressing opinions, chapter 2 on ability and will, chapter 3 about giving and asking for information, chapter 4 about asking permission and responding to it, chapter 5 about greeting cards, the researcher concludes in the student book "English" with the material written in the syllabus of English lessons for eighth grade junior high school students as stipulated in the Regulations. The Minister of Education and Culture of the Republic of Indonesia Number 68 of 2013 concerning the Basic Framework and Curriculum Structure of Junior High Schools / Madrasah Tsanawiyah each material with the Psychomotor Domain in the relevant book or about 71.42%. Based on these findings, the researcher concludes that worksheet only cover approx. 71.42% material that relevant to the psychomotor realm and able to meet the student's goal to use his psychomotor abilities to create something with his creativity that students must achieve according to the syllabus.

B. SUGGESTION

a. For readers

The researcher hopes that this research can increase the knowledge of the material in the book that is relevant to the basic competencies and basic competencies of the 2013 curriculum. This research can be a reference for readers in conducting further research.

b. For other researchers

The next researcher who intends to do research in the same field as researcher can analyze other terms in the same worksheet or other worksheets related to 2013 curriculum with the same or different terms. They can use other research methods in their studies or develop research methods that researcher did.

c. For Students

The researcher hopes that this research can increase knowledge of the material in the book that is relevant to the basic competencies and basic competencies of the 2013 curriculum, so that students can find out that the student worksheets are good for use in learning English in the eighth grade of junior high school.

d. For Education

Not only used by students, textbooks are also used by educators. Educators need the book as a syllabus. In addition, the book provides an instructional guide for educators to make it easier for them to teach. Therefore, this type of book is also very much needed by educators in Indonesia.

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APPENDICES

Appendix 1: Data Cognitive Domain

Basic Competence (Cognitive Domain)					Bahasa Inggris		
Basic Competence	Topic	Materials	Page	Example of Task	Relevance with Basic Competence and Topic		
					Relevant	Partly Relevant	irrelevant
3.1 apply social functions, text structures, and linguistic elements of oral and written interpersonal interaction texts that involve asking for attention, checking understanding, appreciating performance, asking and expressing opinions, and responding to them, according to the context of their use.	It's English Time	3.1.1 Spoken and written text for gaining attention in terms of expressions and responses.	3 and 7	Speaking Task 2 Practice the dialogue and decide true or false following statemenys. Hilman: Attention,Please! Students:Yes,Hilman,What's Up? Hilman:Well,I have an important announcement to all of you from miss Indah. Vina : What's the matter with her?Where is miss Indah? Hilman: She is at home now.She is not very well Lintang:Sorry to hear that about her. Hilman: Please bring your Dictionary tomorrow. Putri:OK Hilman: And Don't forget to submit your homework tomorrow. Denias : Oh, no	√		

				Questions 1. Hilman has some informations from miss indah (....) 2. Miss Indah wants the students to bring a dictionary (....) 3. Miss Indah is in the classroom. (....) 4. Miss Indah is sick (...) 5. Hilman wants his classmate to do their homework tomorrow (...) **Written** Make dialogues about getting someone's attention,then act it out with your partner.			
		3.1.2 Spoken and written text for Cheking understanding terms of expressions and responses	5 and 6	**Spoken** Read dialogue Riana:Mom,would you help me with my English homework? Mother: Yes,Riana Riana : I cannot find the word culture in the dictionary. Mother:Really?Let me see .The word start with	√		

				the letter..? Riana : It starts with the letter C. Mother; You're right.So,open the page with the words beginning with C. Riana: mm....Here mom Mother:OK,Go down the list of the words.Can you find it? Riana:Yes,I have found it exactly. Mother:Do you understand now? Riana: Yes,Mom I've Understood.Thank you. Mother:Never Mind. Questions: 1. Where does the dialogue probably take place? 2. What is riana doing? 3. Why does Riana need			
				her mother's help? 4. Where can we find the word "culture" in the dictionary? 5. Mention the expression of checking for understanding and showing understanding			

				based on the dialogue above! **Written** Make a dialogue about the expression of checking for understanding.Then,analyze its social function,generic atructure,and language feature of the dialogue.			
		3.1.3 Spoken and written text for Giving praise terms of expressions and responses	7	**Spoken** give compliments to your classmate at least five people .You may compliment them on their performance,achievement , or their behaviour. lisen to their responses then respond to your friend's compliments. **Written** Read the dialogue and then answer the questions! Amar : Hi Nisa,How are you? Nisa: Hello Amar,I'm fine and what about you? Amar:I'm good,thank you.where are	√		

				you going? Nisa:I'm Going to pick up my sister. Amar: It's that your new bicycle,Nisa? What a nice bicycle it is! Nisa: Yes,it is. Thank you Amar: You'rewelcome.			
		3.1.4 Spoken and written text for Giving opinion in terms of expressio ns and responses	4 And 5	Written : Task 3 : Fill in the blanks with the words in the box 1. "I'think so" is an expression of ...to an opinion. 2. "I think...."is an expression of ...an opinion. 3. "What is your opinion of..."is an expression of... 4. "according to my uncle's.....is an expression of felling....opini on. - giving - respondin g - some one's else - asking for opinion **Spoken**	√		

				Make a dialogue based on the situation give. 1. 1.your friend has just bought a new laptop. You are asked for your opiniom abbout laptop. 2. You uncle has just bought a new car. You are asked for your opinion about the car.			
3.2 Apply social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to the ability and willingness to take an action, according to the context of its use	We can do it and we will do it	3.2.1 spoken and written Text for stating and asking ability use modal can.	14 And 15	**Written** Read the following Nando's activities.Put a tick ($\sqrt{}$) on what he can do and a cross (x) on what he can't do .After that, put a tick ($\sqrt{}$) on what you can do and a cross (x) on what you can't do in the table below. Hi! My name is Nando Gemilang . I want to share about what I'm capable and incapable of.Do you want to know what I can do? Well, I can play guitar , but I can't play piano .I can sing but I can't dance .I can ride a	$\sqrt{}$		

				bicycle but I can't ride a motorcycle . I can play football but I can't play basketball. Unfortunately, I can't swim and clim a tree. That's all. Thank tou. **Spoken** Pronounce the dialogue in Task 1 with your partner.Write the expression ability			
		3.2.2 Written and Spoken Text for stating and asking for willingness use modal will.	15 and 16	**Writing** : Task 4 Make a paragraph about your plan.Write it in piece of paper! Make a dialogue containing expression of willingness on a piece of paper. Then analyze its generic structur and purpose. **Spoken** Present the dialogue of willingness in front of the class with your partner.Tell to the class the dialogue talks about.	√		
3.3 apply social functions, text	We Know What to do	3.3.1 Spoken and	23 and 24	**Written** Dialogue below and answer the	√		

structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to imperatives, prohibitions, and appeals, according to the context of their use.		written To express an obligation we can use must have to.		questions. Mother :Are you alright,Lisa? Lisa : Not really , Mom . I think I have fever.I'll get up in a minute. Mother : you don't have to get up if you have a fever. Lisa : But, I must,Mom. I have a math test today. Mother: Look!You don't have to go to school. In fact, you must stay in bed? Lisa: But,Mom... Mother: Listen.You have to see the doctor.Stay here. I'll call your teacher,Okay? Lisa: Okay. Thank Mom. Mother: Anytime. Questions: 1. Who are involved in the dialogue above? 2. When does the dialogue probably take place? 3. Where does the dialogue probably take place? 4. Why does Lisa must stay			

			in bed? 5. What Lisa's mother do after knowing that her daughter got a fever? **Spoken** Ask your friends when they use the expression of obligation.			
		3.3.2 Spoken and Written Prohibition can be described as the act of not allowing something to be used or done.	22, 23 and 24	**Written** Make prohibition based on the following situation! 1. Today will be flag . Remind your friends no to be late. 2. We will have picnic tomorrow . Tell your sister not to go to bed late at night. 3. Rina wants to go to market.The rood is slippery. 4. The foot is hot . tell your sister not to eat much of them. 5. Our brother has an english assignment .Remind him not to forget to do it.	√		

				Spoken work in pairs make a dialogue using prohibition expression .Act it out with your partner in front of the class			
3.4 apply the social function of the text structure and linguistic elements of oral and written interpersonal interaction texts that involve the act of ordering, asking for permission, and responding to them, according to their use.	Come to My Birthday, Please!	3.4.1 Spoken and Written Text for giving invitation in terms of expressions and responses.	36	Spoken Task 2 Give respon to the following invitations! 1. How about going to the movie? B:..... 2. What a nice day!Do you want to take a walk with me? B:..... 3. Would you like to see a movie this afternoon? B:....... 4. I have two tickets of Maher Zain concert next Sunday.Would you like to go with me? B:....... 5. Tomorrow night is my graduation party. B:...... **Written** Find a dialogue about the	√		

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				expression of invitation from any sources.Then ,act it out with your partner in front of the class.			
		3.4.2 Spoken and written expression to ask permission if you want to use something belonging to someone else	42 and 37	B. Read the following dialogue and answer the questions! Mr.yudi:Students! Today,we are going to clean and tidy our clasroom.And other classes will do the same activity. Students:Ok,Sir. We will do it. Mr.yudi:Some students please put the chairs on the tables!Some students please sweep the floor and mop it as clean as possible!and the others please clean the window and the terrace! Students : Yes,Sir Bagas: Sir,may I go to a supermarket to buy some cleaning tools? Mr.Yudi : Ok.I'll give you sixteen minutes. Bagas: Alright,Sir.	√		

				Pahlevi : Let's go with me,Pahlevi! It will be faster by riding my motorcycle. Bagas: Oh,Sure.Thank you. Questions: 1. What will the students do? 2. Who asks dor Mr.Yudi's permission?Does Mr Yudi give permission? 3. What does he say to ask for permission to Mr.Yudi? **Spoken** Make a dialogue by using expression of asking for and giving permission .Then present your dialogue with your partner.			
3.5 comparing the social function, text structure, and no doubt the linguistics of several special texts in the form of greeting cards, by giving and	I'm so Happy for You	3.5.1 Greeting cards used to convey expressions of friendship or other feelings	45	**Reading** Dear Nadya , Congratulation! After hearing you won and English Speaking Debate and you got a trophy,I really happy to hear it.I hope you always	√		

asking for information related to special days, according to the context of their use.				win in the next year's contest. You best friend, Renita			
3.6 apply social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information regarding the whereabouts of people, objects, animals, according to the context of their use.	Our Busy Roads	3.6.1 Spoken and written Text to say that something exists (there is)	55	**Written** Fill the blanks below using there is,there isn't,there are,there are not,are there to complete the sentence! 1. How many days...in March,thirty or thirty one? 2. No,.....polar bears at the south pole. 3. ..... a library next to the park. 4. A:Is there a message for me? B: No,.... 5. .... a few things I have to do this evening. 6. All students went home....students in the classroom. 7. A:... a post office nearby? B: I'm sorry , I don't know. 8. ..... so state in USA **Spoken**	√		

| | | | | Act it out the following dialogues with your partner in front of pronounce them fluently
A: Do you see a flying kite in the field?
B: Yes, I do . There is a flying kite in the field. | | | |

Appendix 2: Data Cognitive Domain Partly Relevance and Irrelevance

Basic Competence (Cognitive Domain)				Bahasa Inggris			
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevance With Basic Competence and Topic		Suggestion
					Partly Relevant	Irrelevant	
3.4 apply the social function of the text structure and linguistic elements of oral and written interpersonal interaction texts that involve the act of ordering, asking for permission, and responding to them, according to their use.	Come to My Birthday, Please!	3.4.3 Spoken and written Text for giving instruction in terms of expressions and responses.	37	**Written** answer the following questions. Mr.Budi:Good morning,my students. Students: Good Morning ,Sir Mr.Budi: Do you know what are we going to learn?Well,today i will show you how to operate Coreldraw program.	√		I suggest a book in which the researcher adds verbal form material to request and give expression instructions and feedback using action verbs in it to improve the book material related to basic sub-competencies 3.4.3

					Fristly , turn on your computer! Students: Yes Sir. Mr.Budi Second,click the Coreldraw icon located at the main dekstop! Students:Alri ght Sir. Mr.Budi:The n draw an icon from the shapetool and be creative with it! Students: Alright Sir. Questions: 1. Who are involved in the dialogue above? 2. When does the dialogue take place? 3. Where does the dialogue take place? 4. What kind of expressio n mostly used in the dialogue above?			

				Spoken -			
3.5 comparing the social function, text structure, and no doubt the linguistics of several special texts in the form of greeting cards, by giving and asking for information related to special days, according to the context of their use.	I'm so Happy for You	3.5.2 Verbal text in the form of a thank you card	-	-		√	Because in the researcher book does not include an example of a verbal thank you card. Book writers who follow the basic sub-competency 3.5.2 recommend that book writers include material related to the material and themes required by the basic sub-competency 3.5.2.
3.6 apply social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information regarding the whereabouts of people, objects, animals, according to the context of their use.	Our Busy Roads	3.6.2 Spoken and written Text to say that something exists (there are)	54	**Spoken** A: Do you see birds in the cage? B : Yes,I do. There are two birds in the cage. Written -	√		I suggest a book where the researcher adds written material to something that exists (there are) using action verbs in it to improve the book material related to the basic sub-competency 3.6.2.

Appendix 3: Data Cognitive Psychomotor Domain

| Basic Competence (Psychomotor Domain) | | | | | Bahasa Inggris | | | |
| Basic Competence | Topic | Materials | Page | Example of Task | Relevance with Basic Competence and Topic | | |
					Relevant	Partly Relevant	irrelevant
4.1 compose very short and simple oral and written interpersonal interaction texts that involve asking for attention, checking understanding, appreciating performance, as well as asking and expressing opinions, and responding to them by paying attention to social functions, text structures, and linguistic elements that really fit the context.	It's English Time	4.1.1 spoken and written text for this instruction is compose simple words text to express and respond get attention expression.	3	**Spoken** Observe the dialogue of the expression of getting and showing attention that you've have found from any sources.Then , comprehend it well. **Written** Make dialogues about getting someone's attention,then act it out with your partner	√		
		4.1.2 spoken and written instructions are for compose simple words text to	5	**Written** Make a dialogue about the expression of checking for understanding .Then analyze its social function,generic structure,and language feature of	√		

		express and respond check understanding expression.		the dialogue **Spoken** Ask your teacher how to check for understanding to someone.			
		4.1.3 Spoken and written instructions for compose simple words text to express and respond opinion expression.	12	**Spoken** Create a dialogue about asking and giving opinion.You may choose one of the following topics.Then act it out in front of the class. 1. You and your friend are in a bookstore.You want to buy a book. 2. You and friend are discussing the gift that you are going to give to your friend on his/her birtday. 3. You and your friend are discussing the activities that you are going to do this month **Written** Make a dialogue based on the situation given. 1. Your friend has just bought a new laptop.You are asked for you opinion	√		

				about the laptop			
				2. Your uncle has just bought a new car . You are asked for your opinion about the car.			
4.2 compose very short and simple spoken and written transactional interaction texts that involve the act of giving and asking for information related to the ability and willingness to perform an action, taking into account social functions, text structure, and linguistic elements that are correct and in context.	We can do it and we will do it	4.2.1 The Instruction to compose written and spoken text for stating and asking someone's ability.	15	**Spoken** Observe the picture below.How do we say to describe the boys' ability? **Written** Make a paragraph stating your ability on a piece of paper.Translate it into indonesian.	√		
		4.2.2 The Instruction to compose written and spoken text to stating and asking someone's willingne		**Written** Make a dialogue containing expression of willingness on a piece of paper.Then analyze its generic structure and purpose. **Spoken** Present the dialogue of willingness in front	√		

		ss to do somethin g.		of the class with your partner.Tell to the class the dialogue talks about			
4.3 compose very short and simple oral and written transactional interaction texts that involve the act of giving and asking for information related to imperatives, prohibitions, and appeals, taking into account social functions, text structures, and linguistic elements that are correct and in context	We know what to do	4.3.1 This Instructio ns for compile written and spoken text to express giving and asking informati on about expressin g obligation	23	**Spoken** Ask your friends when they use the expression of obligation **Written find any dialogue** expreesing obligation , Then observe it well	√		
		4.3.2 This Instructio ns for compile written and spoken text to express giving and asking informati on about expressin g prohibitio n	24	**Spoken** With your partner,create a dialogue using prohibition expression!After that,perform it in front of the class. **Writen** Make a dialogue using prohibition expression.Act it out with your partner in front of the class.	√		

| | | 4.3.3 This Instructions for compile written and spoken text to express giving and asking information about expressing suggestion | 23 and 24 | **Spoken** Find a dialogue expressing suggestion from any source.Translate it into indonesian .Then analyze it generic structure and its purpose. **Written** Make suggestion for each problem given. 1. I don't have enought money to buy a new motorcycle. 2. I have a birthday arty but i have nothing to wear 3. There are always traffic jams in my city. | √ | | |
| 4.4 compose very short and simple oral and written interpersonal interaction texts involving the act of ordering, inviting, asking for permission, and responding to them by paying attention to | Come to My Birthday Please! | 4.4.1 The instruction to compose simple written and spoken text for stating, asking, and responding asking for permission expression. | 36 and 37 | **Spoken** Ask your friend or teacher about the social function,language feature,and the purpose of the expression of permission.Take a note your friend or teacher's answer **Written** Find the expression of asking for and giving permission from any sources.Then ,Anal | √ | | |

| social functions, text structures, and linguistic elements that are correct and in context. | | | | yze its generic structure .After that Write your analysis in your task book | | | |
| 4.5 compose text in the form of greeting cards, very short and simple, related to special days by paying attention to social functions, text structure, and linguistic elements, correctly and in context. | I'm so happy for you | 4.5.1 The exercise about personal invitation letter and greeting card. | 45 | Make your own greetings card.Don't forget to decorate it as beautiful as possible.Then,analyze its social function,generic structure,and the purpose of the text. | √ | | |

Appendix 4: Data Psychomotor Domain Partly Relevance and Irrelevance

Basic Competence (Psychomotor Domain)			Bahasa Inggris				Suggestion
Basic Competence	Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevance With Basic Competence and Topic		Suggestion
					Partly Relevant	Irrelevant	
4.1 Compose very short and simple oral and written interpersonal interaction texts that involve asking for attention,	It's english time	4.1.4 Written and spoken instructions are for compose simple words text to express	7	**Spoken** Give compliments to your classmate at least five people .You may compliment	√		Because in the book the researcher does not include written and oral instructions are to compose simple words

|							
checking understanding, appreciating performance, as well as asking and expressing opinions, and responding to them by paying attention to social functions, text structures, and linguistic elements that really fit the context.		and respond give praise expression.		then on their performance, achievement, or their behaviour,listen to their responses.Then respond to your friend's compliments. **Written -**			of text to express and respond to give praise to expressions in writing. Book writers who follow the basic sub-competency 4.1.4 recommend that book writers include material related to the material and themes required by the basic sub-competency 4.1.4
4.4 compose very short and simple oral and written interpersonal interaction texts involving the act of ordering, inviting, asking for permission, and responding to them by paying attention to social functions, text structures, and linguistic elements that are correct and in context.	Come to my birthday ,Please	4.4.2 The instruction to compose simple written and spoken text for stating, asking, and responding giving instruction expression.	-	**Spoken - Written -**		√	Because in the book the researcher does not include instructions for compiling simple written and spoken texts for stating, asking, and responding to giving written and oral expression instructions. Book writers who follow the basic sub-competency 4.4.2 recommend that book writers include

							material related to the material and themes required by the basic sub-competency 4.4.2
		4.4.3 The instruction to compose simple written and spoken text for stating, asking, and responding giving invitation expression.	36	**Spoken** Find a dialogue about the expression of invitation from any course .Then act it out with your partner in front of the class **Written -**	√		Because in the book the researcher does not include instructions for compiling simple and spoken writing text to state, ask, and respond to invitations for written expression. Book writers who follow the basic sub-competency 4.4.3 recommend that book researcher include material related to the material and themes required by the basic sub-competency 4.4.3
4.6 compose very short and simple oral and written transactional interaction	Our Busy Roads	4.6.1 instructions for writing short and simple spoken and	-	**Spoken – Written -**		√	Because in the book the researcher does not include instructions for

texts that involve the act of giving and asking for information regarding the whereabouts of people, objects, animals, taking into account social functions, text structure, and linguistic elements that are correct and in context.		written giving and requesting information regarding the where abouts of people,animals,and object					writing short and simple oral and giving and asking for written information about the existence of people, animals, and objects (there are) orally and in writing. Book writers who follow the basic sub-competency 4.6.1 recommend that book writers include material related to the material and themes required by the basic sub-competency 4.6.1

Appendix 5: Research book documentation

Appendix 6: The documentations when the researcher was conducting research at Library University of Muslim Maros
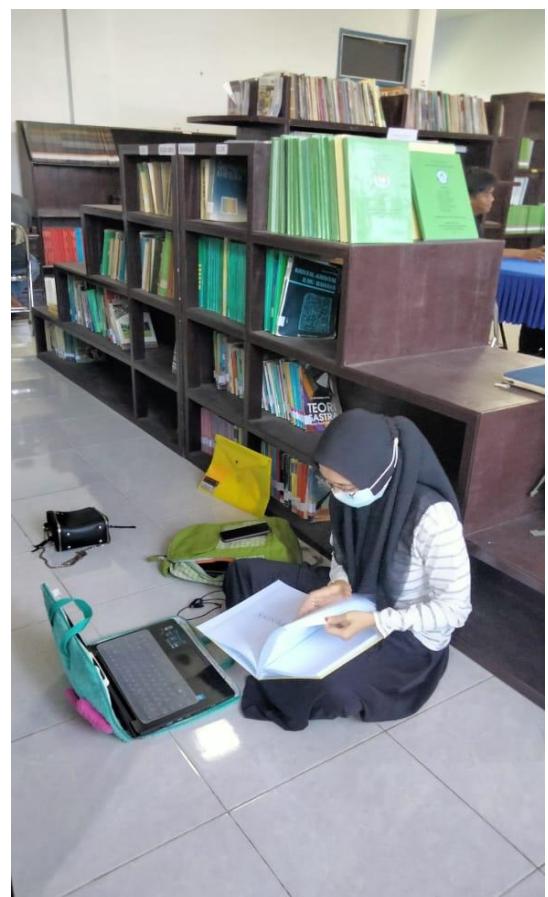
Appendix 7: Documentation when the researcher conducts research at the researcher's house

CURRICULUM VITAE

Syarifah Mukarramah. The name of the researcher is Syarifah Mukarramah. She was born in Pangkep on January 21, 1999. She is the fourth From four siblings, namely Mr. S.Abd Rahman and Mrs. Syarifah Maryam and my beloved husband Ridwan .educational background, when she was in elementary school she attended SDN 3 MARANA and graduated in 2011. She continued her education at SMPN 18 LAU MAROS and graduated in 2014. Then, in 2014 she studied at SMKN 1 PANGKEP and she graduated from the school in 2017. In 2017, she was accepted as a student in the English Language Study Program of Teacher Training at the University of Muslim Maros. In 2021, she completed research paper entitled "Content Analysis Of "Bahasa Inggris" An English Worksheet For Eighth Grade Junior High School Students Relevancy To Curriculum 2013"