

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of some related theories and literatures that underline in this study. The review is expected to provide detail explanation for the discussion of this research. This chapter emphasizes (1) Definition of the Curriculum (2) The 2013 English Standard Curriculum (3) Taxonomy Bloom's (4) Textbook (5) The Relationship Curriculum and Textbook (6) Previous Study (7) Framework of the Present Study

2.1 Definition of the Curriculum

In teaching and learning process in the school always based on curriculum. Curriculum is a guidance to organize learning process to reach education aim. As mentioned in UU Sistem Pendidikan Nasional No. 20 Tahun 2003: "*Kurikulum adalah seperangkat rencana dan pengaturan mengenai tujuan, isi, dan bahan pelajaran serta cara yang digunakan sebagai pedoman penyelenggaraan pembelajaran untuk mencapai tujuan pendidikan tertentu.*"(Curriculum is seen as sets of plans within that include the purposes, content, and teaching materials that will be used as the guideline to achieve the objective of educational institution).In addition, Permendikbud (nomor 69 Tahun 2013) assert that the definition of curriculum as set of plan and systematization of aims, contents, materials as guidance of process of teaching and learning to achieve the certain goal.

Kelly (1983) stated that curriculum is all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school. (Minister for Education, Training, Employment, Youth, Sports and Culture, 2006: 6) The curriculum affects us all. It reflects what we value and desire for our children. It should communicate not only what skills and values should be learned, but how it should be taught and assessed.

George (2004: 5) asserts that curriculum can be described as set of instructional strategies that teacher could use. Yet in the deeper understanding of curriculum, the curriculum itself has several common concepts as follows:

- a. Scope and sequence, the depiction of curriculum as a matrix of objectives assigned to successive grade levels (i.e., Sequence) and grouped according to a common theme (i.e., Scope).

- b. Syllabus, the plan for an entire course, which is typically, includes the rationale, topics, resources and evaluation.
- c. Content outline, a list of topics covered organized in outline form.
- d. Standards, a list of knowledge and skills required by all students upon completion.
- e. Textbook instructional materials used as the guide for classroom instruction.
- f. Course of study, a series of course that the students must complete.
- g. Planned experiences, all experience students have that are planned by the school, whether academic, athletic, emotional, or social.

From various definition of curriculum state above, the researcher conclude that the definition of curriculum as a set of plan which contain the goal of study programs and systematic materials which the curriculum planers wants the students achieve in the process of teaching and learning.

Until now, Indonesian government has developed some curriculums, changed one with the other to find a better curriculum for teaching learning in Indonesia. Those curriculums are Lesson Plan 1947, Dissociated Lesson Plan 1952, Curriculum 1968, Curriculum 1975, Curriculum 1984, Curriculum 1994 and the Supplement of Curriculum 1999, Competence-Based Curriculum (Curriculum 2004), School Based Curriculum (Curriculum 2006), and 2013 Curriculum (Poerwati and Amri 2013: 4)

2.2 The 2013 Curriculum

The curriculum in Indonesia has been increasingly developed to be more advanced nowadays. From the last ten years, teachers in Indonesia already adapt three kinds of curriculums from KBK (Competency based curriculum), KTSP (School based-level Curriculum) and the latest curriculum 2013 which is finally released in July 2013. The 2013 Curriculum is the newest curriculum which is applied in Indonesia. The purpose of this curriculum is for preparing Indonesian citizen to have the ability to live as individual person and citizen who are religious, productive, creative, innovative, and affective and able to give their contribution to the society, nation, country, and world civilization.

In 2013 Curriculum, delivering teaching and learning process use scientific approach included observing, questioning, experimenting/exploring, associating and communicating. Teachers are not the only resource for students. Students are asked to look

for the other resource that available in surrounding them. Besides that, teaching and learning process not only in classroom but students can study in school environment and society.

The competences in 2013 curriculum named Core and Basic Competence. The core competence is an operationalization of competency standards. Then, the core competence is broken down into basic competence. There are four core competences in 2013 curriculum, core competence 1 as religious domain, core competence 2 as affective domain, core competence three as cognitive domain, and core competence four as psychomotor domain. Priyatni. 2014. In Setiawati (2015: 19)

Here are the competences which occur in The 2013 English Standard Curriculum:

Table 1: Core, Basic Competences and Basic Competences of 2013 Curriculum

Core Competences	Basic Competences	Sub – Basic Competences
1. Appreciating and comprehending the religious value.	Be grateful for the change to learn English as International language.	Be grateful for the change to learn English as International language.
2. Comprehending and applying the value of honesty, self-discipline, responsibility, care (mutual aid, cooperation, tolerance, peace), polite, responsive, and proactive; demonstrating such attitudes in solving various problem in interacting effectively with the social and natural environment as well as in being a model Indonesian in the global society.	2.1 Appreciating polite and caring attitudes in interpersonal communication with teachers and friends.	2.1.1 Appreciating polite attitudes in interpersonal communication with teachers and friends. 2.1.2 Appreciating caring attitudes in interpersonal communication with teachers and friends.
	2.2 Appreciating honest, disciplined, confident, and	2.2.1 Appreciating honest attitudes in transactional

	<p>responsible attitudes in transactional communication with teachers and friends.</p>	<p>communication with teachers and friends.</p> <p>2.2.2 Appreciating disciplined attitudes in transactional communication with teachers and friends.</p> <p>2.2.3 Appreciating confident attitudes in transactional communication with teachers and friends.</p> <p>2.2.4 Appreciating responsible attitudes in transactional communication with teachers and friends.</p>
	<p>2.3 Appreciating responsible, caring, cooperative, and peaceful attitude in functional communication.</p>	<p>2.3.1 Appreciating responsible attitude in functional communication.</p> <p>2.3.2 Appreciating caring attitude in functional communication.</p> <p>Appreciating cooperative attitude in functional communication.</p> <p>2.3.4 Appreciating peaceful attitude in functional communication.</p>
<p>3. Understanding, analyzing, applying, factual,</p>	<p>3.1 Analyzing the social function, structure of</p>	<p>3.1.1 Analyzing the social function, structure of text, and</p>

<p>conceptual, and procedural knowledge based on the interest in science, technology, art, culture, and humanities with humanistic, nationalistic, civilized, insight in relation to the cause of phenomena and events; applying procedural knowledge in desired specific field of studies in solving problems.</p>	<p>text, and the language feature in form expressing to give suggestion and offer and respond which suitable with utilizing context.</p>	<p>the language feature in form expressing to give suggestion and respond which suitable with utilizing context.</p> <p>3.1.2 Analyzing the social function, structure of text, and the language feature in form offer and respond which suitable with utilizing context.</p>
	<p>3.2 Analyzing the social function, structure of text, and the language feature to assert and inquire about opinion and thought which is suitable with utilizing context.</p>	<p>3.2.1 Analyzing the social function, structure of text, and the language feature to assert and inquire about opinion which is suitable with utilizing context</p> <p>3.2.2 Analyzing the social function, structure of text, and the language feature to assert and inquire about thought which is suitable with utilizing context</p>
	<p>3.3 Analyzing the social function, structure of text, and the language feature in form expressing of hope and invocation (<i>extended</i>), and respond which suitable with utilizing context.</p>	<p>3.3.1 Analyzing the social function, structure of text, and the language feature in form expressing of hope and respond which suitable with utilizing context.</p> <p>3.3.2 Analyzing the social function, structure of text, and the language feature in form</p>

		expressing of invocation (<i>extended</i>), and respond which suitable with utilizing context.
	3.4 Analyzing the social function, structure of text, and the language feature from formal invitation text which suitable with utilizing context.	3.4.1 Analyzing the social function, structure of text, and the language feature from formal invitation text which suitable with utilizing context.
	3.5 Analyzing the social function, structure of text, and the language feature from text of personal letter which suitable with utilizing context.	3.5.1 Analyzing the social function, structure of text, and the language feature from text of personal letter which suitable with utilizing context
	3.6 Analyzing the social function, structure of text, and the language feature from procedural text in manual form and manners (tips), which suitable with utilizing context.	3.6.1 Analyzing the social function, structure of text, and the language feature from procedural text in manual form which suitable with utilizing context. 3.6.2 Analyzing the social function, structure of text, and the language feature from manners (tips), which suitable with utilizing context.

	<p>3.7 Analyzing the social function, structure of text, and the language feature to assert and inquire about action without to mention doers in scientific text, which suitable with utilizing context.</p>	<p>3.7.1 Analyzing the social function, structure of text, and the language feature to assert and inquire about action without to mention doers in scientific text, which suitable with utilizing context.</p>
	<p>3.8 Analyzing the social function, structure of text, and the language feature to assert and inquire about assumption if happen an event in the future which suitable with utilizing context.</p>	<p>3.8.1 Analyzing the social function, structure of text, and the language feature to assert and inquire about assumption if happen an event in the future which suitable with utilizing context.</p>
	<p>3.9 Analyzing the social function, structure of text, and the language feature to do social function text of factual report with asserting and inquiring about factual scientific text about person, animal, thing, indication, and natural and social event, simple, which suitable with learning context in the</p>	<p>3.9.1 Analyzing the social function, structure of text, and the language feature to do social function text of factual report with asserting and inquiring about factual scientific text about person, animal, thing, indication, and natural and social event, simple, which suitable with learning context in the eleventh graders.</p>

	eleventh graders.	
	3.10 Analyzing the social function, structure of text, and the language feature from analytic exposition text about topic which is recent said generally, which suitable with utilizing context.	3.10.1 Analyzing the social function, structure of text, and the language feature from analytic exposition text about topic which is recent said generally, which suitable with utilizing context.
	3.11 Analyzing the social function, structure of text, and the language feature from short biography text and simple about popular person, which suitable with utilizing context.	3.11.1 Analyzing the social function, structure of text, and the language feature from short biography text and simple about popular person, which suitable with utilizing context.
	3.12 Mentioning the social function and structure of text in song.	3.12.1 Mentioning the social function and structure of text in song.
4. Processing, analyzing, and presenting developments of the concrete and abstract domains of the learned materials; being able to apply various methods according to scientific principles.	4.1 Arranging oral and written text to asserting, inquiring, and, responding expressing to give suggestion and offer and respond with notice the social function, structure of text, and the language feature which	4.1.1 Arranging oral text to asserting, inquiring, and, responding expressing to give suggestion and offer and respond with notice the social function, structure of text, and the language feature which suitable with context. 4.1.2 Arranging written text

	suitable with context.	to asserting, inquiring, and, responding expressing to give suggestion and offer and respond with notice the social function, structure of text, and the language feature which suitable with context.
	4.2 Arranging oral and written text to asserting and responding expressing to giving opinion and thought and respond with notice the social function, structure of text, and the language feature which suitable with context.	4.2.1 Arranging oral text to asserting and responding expressing to giving opinion and thought and respond with notice the social function, structure of text, and the language feature which suitable with context 4.2.2 Arranging written text to asserting and responding expressing to giving opinion and thought and respond with notice the social function, structure of text, and the language feature which suitable with context.
	4.3 Arranging oral and written text to express and respond expressing of hope and invocation (<i>extended</i>),with notice the social function, structure of text, and the language feature which	4.3.1 Arranging oral and written text to express and respond expressing of hope with notice the social function, structure of text, and the language feature which suitable with context. 4.3.2 Arranging oral and

	suitable with context.	written text to express and respond invocation (<i>extended</i>),with notice the social function, structure of text, and the language feature which suitable with context.
	4.4 To Grab meaning text of formal invitation.	4.4.1 To Grab meaning text of formal invitation.
	4.5 To correct formal invitation with notice the social function, structure of text, and the language feature which suitable with context.	4.5.1 To correct formal invitation with notice the social function, structure of text, and the language feature which suitable with context.
	4.6 Arranging written text of formal invitation with notice the social function, structure of text, and the language feature which suitable with context.	4.6.1 Arranging written text of formal invitation with notice the social function, structure of text, and the language feature which suitable with context
	4.7 To Grab meaning text of personal letter.	4.7.1 To Grab meaning text of personal letter.
	4.8 Arranging text of personal letter with notice the social function, structure of text, and the language feature which	4.8.1 Arranging text of personal letter with notice the social function, structure of text, and the language feature which suitable with context.

	suitable with context.	
	4.9 To grab meaning of procedural, oral and written text, with manual form and manners (tips).	4.9.1 To grab meaning of procedural, oral and written text, with manual form and manners (tips).
	4.10 To correct procedure text with manual form and manners (tips), with notice the social function, structure of text, and the language feature which suitable with context.	4.10.1 To correct procedure text with manual form and manners (tips), with notice the social function, structure of text, and the language feature which suitable with context.
	4.11 Arranging oral and written text to asserting and inquiring about action without to mention doers in scientific text, which suitable with utilizing context.	
	4.12 Arranging oral and written text to inquiring about assumption if happen events in the future with notice the social function, structure of text, and the language feature which suitable with context.	4.12.1 Arranging oral and written text to inquiring about assumption if happen events in the future with notice the social function, structure of text, and the language feature which suitable with context.

	4.13 To grab meaning of factual scientific text about person, animal, thing, indication, and natural and social event, simple, which suitable with learning context in the eleventh graders.	4.13.1 To grab meaning of factual scientific text about person, animal, thing, indication, and natural and social event, simple, which suitable with learning context in the eleventh graders.
	4.14 To grab meaning of analytic exposition text about topic which is recent said generally, which suitable with utilizing context.	4.14.1 To grab meaning of analytic exposition text about topic which is recent said generally, which suitable with utilizing context.
	4.15 To grab meaning of short biography text and simple about popular person, which suitable with utilizing context.	4.15.1 To grab meaning of short biography text and simple about popular person, which suitable with utilizing context.
	4.16 To grab advice in song	4.16.1 To grab advice in song

Adapted from: Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 59 Tahun 2014 tentang Kerangka dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah.

2.3 Taxonomy Bloom's

According to Krathwolth, Bloom, and Masia (1973: 6) claimed that objective of the study could be placed in one of the three major domains, they are: affective, cognitive, and psychomotor.

2.3.1 Affective Aspect

Bloom's Taxonomy domain, the Affective Domain, was detailed by Bloom, Krathwhol and Masia (1964, *Taxonomy of Educational Objectives: Vol. II, The Affective Domain*). Bloom's theory advocates this structure and sequence for developing attitude - also now commonly expressed in the modern field of personal development as 'beliefs'. As with the other domains, the Affective Domain detail provides a framework for teaching, training, assessing and evaluating the effectiveness of training and lesson design and delivery, and also the retention by and affect upon the learner or trainee.

Table 2:Affective Aspect

Category or 'level'	Behavior descriptions	'Key words' (verbs which describe the activity to be trained or measured at each level)
1. Receiving	Open to experience, willing to hear	Ask, listen, focus, attend, take part, discuss, acknowledge, hear, be open to, retain, follow, concentrate, read, do, feel
2. Responding	React and participate actively	React, respond, seek clarification, interpret, clarify, provide other references and examples, contribute, question, present, cite, become animated or excited, help team, write, perform
3. Valuing	Attach values and express personal opinions	Argue, challenge, debate, refute, confront, justify, persuade, criticize,
4. Organizing or Conceptualizi	Reconcile internal conflicts; develop	Build, develop, formulate, defend, modify, relate, prioritize, reconcile,

ng Values	value system	contrast, arrange, compare
5. Internalizing Values	Adopt belief system and philosophy	Act, display, influence, solve, practice,

2.3.2 Cognitive Aspect

Bloom's Taxonomy - Cognitive Domain - (intellect - knowledge - 'think')

An adjusted model of Bloom's Taxonomy (1956) Cognitive Domain was produced by Anderson & Krathwohl in which the levels five and six (synthesis & evaluation) were inverted and all the levels became verbs, suggesting that learning is an active process (Anderson & Krathwohl, *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*, 2001). This is why you will see different versions of this Cognitive Domain model. While debate continues as to the order of levels five and six, the revised version is gaining wider acceptance overall.

Table 3:

Category or 'level'	Behavior descriptions	'Key words' (verbs which describe the activity to be trained or measured at each level)
1. Remembering	Recall or recognize information	Arrange, define, describe, label, list, memorize, recognize, relate, reproduce, select, state
2. Understanding	Understand meaning, re-state data in one's own words, interpret, extrapolate, translate	Explain, reiterate, reword, critique, classify, summarize, illustrate, translate, review, report, discuss, re-write, estimate, interpret, theorize, paraphrase, reference, example
3. Applying	Use or apply knowledge, put theory	Use, apply, discover, manage, execute, solve, produce,

	into practice, use knowledge in response to real circumstances	implement, construct, change, prepare, conduct, perform, react, respond, role-play
4. Analyzing	Interpret elements, organizational principles, structure, construction, internal relationships; quality, reliability of individual components	Analyze, break down, catalogue, compare, quantify, measure, test, examine, experiment, relate, graph, diagram, plot, extrapolate, value, divide
5. Evaluating	Assess effectiveness of whole concepts, in relation to values, outputs, efficacy, viability; critical thinking, strategic comparison and review; judgment relating to external criteria	Review, justify, assess, present a case for, defend, report on, investigate, direct, appraise, argue, project-manage
6. Creating	Develop new unique structures, systems, models, approaches, ideas; creative thinking, operations	Develop, plan, build, create, design, organize, revise, formulate, propose, establish, assemble, integrate, re-arrange, modify

2.3.3 Psychomotor Aspect

The Psychomotor Domain was established to address skills development relating to the physical dimensions of accomplishing a task. Because, 'motor' skills extend beyond the originally traditionally imagined manual and physical skills, always consider using this domain, even if you think your environment is covered adequately by the Cognitive and Affective Domains. Whatever the situation, it is likely that the Psychomotor Domain is significant.

Table 4:Psychomotor Aspect

Category or	Behavior	'Key words' (verbs which
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'level'	descriptions	describe the activity to be trained or measured at each level)
1. Imitation	Copy action of another; observe and replicate	Copy, follow, replicate, repeat, adhere, attempt, reproduce, organize, sketch, duplicate
2. Manipulation	Reproduce activity from instruction or memory	Re-create, build, perform, execute, implement, acquire, conduct, operate
3. Precision	Execute skill reliably, independent of help, activity is quick, smooth, and accurate	Demonstrate, complete, show, perfect, calibrate, control, achieve, accomplish, master, refine
4. Articulation	Adapt and integrate expertise to satisfy a new context or task	Solve, adapt, combine, coordinate, revise, integrate, adapt, develop, formulate, modify, master
5. Naturalization	Instinctive, effortless, unconscious mastery of activity and related skills at strategic level	Construct, compose, create, design, specify, manage, invent, project-manage, originate

Addapted from: Based on RH Dave's version of the Psychomotor Domain (Developing and Writing Behavioral Objectives, 1970). The theory was first presented at a Berlin conference 1967, hence you may see Dave's model attributed to 1967 or 1970).

2.4 Textbook

Textbook is one of the sources to accomplish materials for teaching and learning process. Textbook is compulsory book which has to in the subject of the study. The good textbook has specific criteria or standard as about relevance with curriculum which is

happening now, conformity with materials which is communicated, and content book. In teaching and learning process, teachers consider that the roles of textbook in education are very important as it can be help and support them.

2.4.1 The Definition of the Textbook

Mudzakir (2014) asserts that textbook serves as an important role in teaching and learning activities. The uses of textbook in the classroom helps teacher in delivering the materials. Similar to the statement above, Mudzakir stated that a textbook is complemented with students work. As he mentioned in his journal, textbook along with many other names is commonly used by educational institution or school and is usually provided with exercise and teaching materials.

Buckingham in Tarigan (1990) stated, “Textbook is a learning media which is used in schools and colleges to support a teaching program.” According to Tarigan and Tarigan (1990: 13), textbook is a lesson book in specific field of study, which is a standard book written by the experts in that field according to the instructional purpose, completed by suitable teaching media which is easy to be understand by the users in schools or college.

To sum up, a textbook is a book used to be the guideline for both teacher and students in teaching and learning process with consideration of a curriculum and a textbook also need to fit with students needs in learning

2.4.2 Advantages of Textbook

Textbooks are usually used in schools when learning. They are books that have been published to cover the syllabus that a student is supposed to learn in one grade. Each grade will use different text books. The one benefit of using textbooks is that they provide information. The teacher is a reliable source of information, but textbooks can be used to provide more. This is because teachers do not always mention everything, maybe due to the limitation in duration of the lessons.

Textbook has many benefits, and according to Betsy in Weddel (2009:3), those are the benefits of textbooks:

- a. It assures a measure of structure, consistency, and logical progression in a class.
- b. It minimizes preparation time for teachers.

- c. It allows learners to review material or preview other lessons.
- d. It meets a learner's needs or expectations of having something concrete to work from and take home for further study.
- e. It provides novice teachers with guidance in course and activity design.
- f. It may provide multiple resources: tapes, CDs, videos, self-study workbooks etc.

2.5 The Relationship Curriculum and Textbook

Textbook and curriculum have some relationship where they related each other. A good textbook should be reflecting the curriculum which is applied. The relationship of textbook and curriculum can be described as fish and water, or as two sides of coin, two but one, one but two (Tarigan, 1986: 66). Textbook composing should be based on curriculum applied and relevant knowledge.

2.6 Previous Study

There are some previous studies related to the textbook analysis.

Ratnasari (2014) did an analysis of 2013 curriculum textbook for Senior High School grade X entitle "Pathway to English" which is published by Erlangga. She analysed the relevance between the materials written in that book with 2013 English Standard Curriculum in terms of Cognitive and Psychomotor domains. She implemented descriptive qualitative research design in her study. The result of this study showed that the materials in the textbook „Pathway to English" is all relevant with the cognitive domain which is contained in the 2013 English Standard Competence. From the analysis tables, the researcher found that all the materials are relevant to the sub-competences in basic competences three. Meanwhile, the researcher found that the materials in that book are quite relevant with the psychomotor domain in the 2013 English Standard Competence. From the twelve tables for the analysis of basic competence four, there are two tables which showed that the materials in this textbook are not fully relevant to sub-competences in the psychomotor domain. This research has similarities with the one that conducted by me. The similarities are both of them use the same research design, descriptive qualitative research design and focused on the relevance between the materials written in that book with 2013 English Standard Curriculum in terms of Cognitive and Psychomotor domains. However, there is a difference between those

researches. The research conducted by Ratnasari used textbook entitled „Pathway to English” for ten graders of Senior High School published by Erlangga as its research object, whereas the one that is conducted by me used textbook entitled “Bahasa Inggris” for eleventh graders of Senior High School.

Fitriyani (2013), for instance, she did an analysis of English Textbook for seventh graders of Junior High School entitled “When English Rings a Bell”. This study used qualitative method in Textbook Analysis and used the Thematic Coding to cover the research. Thematic coding refers to any method of categorizing segments of qualitative data into meaningful things. The research showed that from the sides of communicative function of the nine integrated standard, the Textbook was proportional enough because it contained almost the whole communicative competence through it. But from the side of age analysis, the book of “When English Rings a Bell” was not necessarily used on their grade although it was suitable with the curriculum nowadays, but for the real communication used, almost the students felt too easy to learn the content of this textbook. It was quite simple as their grade level. The unitizing of this textbook seems badly done. Some extent of the sub topic was not in uniting with found that all the materials are relevant to the sub-competences in basic competences three. Meanwhile, the researcher found that the materials in that book are quite relevant with the psychomotor domain in the 2013 English Standard Competence. From the twelve tables for the analysis of basic competence four, there are two tables which showed that the materials in this textbook are not fully relevant to sub-competences in the psychomotor domain. This research has similarities with the one that conducted by me. The similarities are both of them use the same research design, descriptive qualitative research design and focused on the relevance between the materials written in that book with 2013 English Standard Curriculum in terms of Cognitive and Psychomotor domains. However, there is a difference between those researches. The research conducted by Fitriyani used textbook entitled “When English Rings a Bell” for seventh graders of Junior High School published by Erlangga as its research object, whereas the one that is conducted by me used textbook entitled “Bahasa Inggris” for eleventh graders of Senior High School.

Kamila (2014) did a study on the relevance of materials in 2013 curriculum textbook entitled “Bright” for Seventh Graders of Junior High School published by Erlangga to 2013 Curriculum. The objectives of this study were to analyze the relevance of the materials with the cognitive domain which are contained in the 2013 English Standard Competence and the relevance of the materials with the psychomotor domains which are contained in the 2013

English Standard Competence. The method used in this study was descriptive qualitative method. This study found out that some of the materials are not relevant with the cognitive and psychomotor domains which are contained in the 2013 English Standard Competence. However, there are more materials which are relevant with the 2013 English Standard Competence than the materials which not. Thus, it can be concluded that the materials in this textbook are quite relevant with 2013 curriculum, especially with the cognitive and the psychomotor domains. This research has similarities with the one that is done by me. The similarities are both of them use the same research design that was descriptive qualitative research design and focused on the relevance between the materials written in that book with 2013 English Standard Curriculum in terms of Cognitive and Psychomotor domains. However, there is a difference between those researches. The object of the research conducted by Kamila is textbook entitle “Bright” for seventh graders of Senior High School published by Erlangga, whereas the object of the research that is conducted by me is textbook entitle “Bahasa Inggris” for eleventh graders of Senior High School.

2.7 Framework of the Present Study

This is the diagram of framework of the present study

