

CHAPTER IV

RESULT AND DISCUSSION

This chapter consists of the result and discussion of the analysis. It presents the results and discussion dealing with the objective of the study. In this study, data are analyzed. It is gained from the observation of the texts and the investigation of the relevancy of the texts.

Since this study is designed in descriptive qualitative, the results or the data are analyzed in order to answer the statements of the problems mentioned in chapter one which purposed to explain and describe find out the relevancy of the materials if the basic competence in the English Textbook “BahasaInggris an English Course Book for Students of Senior High School” Grade XI published by Ministry of Education and Culture Based on 2013 English Standard Curriculum” with the cognitive aspects and psychomotor aspects which are contained in the 2013 English Standard Competence.

4.1 The Presentation of the textbook entitled “BahasaInggris”

“BahasaInggris” is an English textbook which is designed for eleventh graders of senior high school. This textbook also designed to support the process of teaching and learning and it is developed for the conformity to the 2013 English Standard Curriculum. “BahasaInggris” is printed in 174 in first semester and 128 in second semesters. There are eleven chapters presented in this textbook. In the first semester, the student learn chapter 1 to 5; and in the second semester, the student learn chapter 6 to 11. On each unit, this textbook provides personal connection, genre connection, writing connection parents’ connections and formative assesment. Furthermore, for each unit in this textbook is included pre reading activity, reading activity, post reading activity, building, blocks, word power, active conversation, expressions, grammar, and explanation that students need for each activity and the students need to know are introduced and presented

at the beginning of the activities, so that the students could understand the materials well.

4.2 The Relevance of the materials in textbook “Bahasa Inggris” with the 2013 English Standard Competences

Here are the tables to present the result of the analysis check the relevance of the materials in this textbook with the 2013 English Standard Competence. The writer analyzed the relevance of the materials based on the third and fourth of basic competences. The basic competences are broken down into sub basic competences. In the following tables, the sign (√) means the sub basic competences are relevant. Meanwhile the sign (-) means that they are not relevant.

4.2.1 The Relevance of the materials with the Cognitive Aspects

Here are the tables result and discussion of the analysis check the relevance of the materials with the cognitive aspects which are contained in the 2013 English Standard Competence. It showed by the tables below, which analyze the materials through checking its relevance with the third basic competences (KI.

“Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah”

(Understanding, applying, analyzing knowledge (factual, conceptual, and procedural) based on the feel to know about knowledge, technology, art, culture, and humanities with humanity perceptions, nationality, politics, and civilization related to phenomena and events, and applying procedural knowledge in the studies specific aspects appropriate with talent and interest to problem solving).

Before the researcher analyzed the relevance between the materials in the textbook with the cognitive and psychomotor domains, the researcher divided the materials in the book according to the chapters and the basic competence three and four. There are 11 chapters in the textbooks, 16 sub-basic competences of basic competence three, and 19 sub-basic competences of basic competence four. Here, the researcher matched the materials in the book with the sub-basic competences three and four. This is the result:

1. Chapter 1

Chapter 1 in this book is entitled “Can greed ever be satisfied?”. This chapter is found on page 1 until page 25. This chapter has some materials to be learnt by the students. They are consists of read and write folklore, learn how to suggest, learn how to offer, and create a post card and poster. After the researcher analyzed the materials, decided that the materials written in this chapter are suitable with the basic competence 3.1 and 4.1. According to the 2013 curriculum English lesson syllabus for eleventh graders of Senior High School, basic competence 3.1 is about Analyzing the social function, structure of text, and the language feature in form expressing to give suggestion and offer and respond which suitable with utilizing context. While basic competence 4.1 is about 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 suitable with context.

The basic competence 3.1 has two sub-basic competences, sub-basic competence 3.1.1 which contains Analyzing the social function, structure of text, and the language feature in form expressing to give suggestion and respond which suitable with utilizing context and sub-basic competence 3.1.2 which contains Analyzing the social function, structure of text, and the language feature in form offer and respond which suitable with utilizing context. While basic competence 4.1 has two sub-basic

competences, sub-basic competence 4.1.1 that contains 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 and sub-basic competence 4.1.2 that contains Arranging 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 suitable with context. After that, the researcher matched the sub-basic competences in basic competence 3.1 and 4.1 with the materials in the chapter 1 and the result are the sub-basic competence 3.1.1 is matched with the material, which is about learn how to suggest, the sub-basic competence 3.1.2 is matched with the material, which is about learn how to offer, the sub-basic competence 4.1.1 is matched with the material, which is about learn how to suggest and offer, and the sub-basic competence 4.1.2 is matched with the task material which is about learn how to suggest and offer in write folklore.

2. Chapter 2

Chapter 2 in this book is entitled “Bullying: A cancer that must be eradicated”. This chapter is found on page 26 until page 47. This chapter has some materials to be learnt by the students. They are consists of read an opinion article, learn how to express opinion, give and write an opinion on a social issues, and create poster. After the researcher analyzed the materials, decided that the materials written in this chapter are suitable with the basic competence 3.2 and 4.2. According to the 2013 curriculum English lesson syllabus for eleventh graders of Senior High School, basic competence 3.2 is about Analyzing the social function, structure of text, and the language feature in form expressing to give suggestion and offer and respond which suitable with utilizing context. While basic competence 4.2 is about 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.

The basic competence 3.2 has two sub-basic competences, sub-basic competence 3.2.1 is Analyzing the social function, structure of text, and the language feature to assert and inquire about opinion which is suitable with utilizing context and sub-basic competence is 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. While sub-basic competence 4.2.1 is 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 and sub-basic competence 4.2.2 is 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.

After that, the researcher matched the sub-basic competences in basic competence 3.2 and 4.2 with the materials in the chapter 2 and the result are the sub-basic competence 3.2.1 is matched with the material, which is about learn how to express opinion, the sub-basic competence 3.2.2 is not matched with the material, the sub-basic competence 4.2.1 is matched with the material, which is about giving opinion on a social issue, and the sub-basic competence 4.2.2 is matched with the task material which is about write an opinion on a social issue.

3. Chapter 3

Chapter 3 in this book is entitled “Hopes and Dreams”. This chapter is found on page 48 until page 67. This chapter has some materials to be learnt by the students. They are consists of read an speech, learn how to express hopes, learn to congratulate, write hope and dreams, and create poster. After the researcher analyzed the materials, decided that the materials written in this chapter are suitable with the basic competence 3.3 and 4.3. According to the 2013

curriculum English lesson syllabus for eleventh graders of Senior High School, basic competence 3.3 is about Analyzing the social function, structure of text, and the language feature in form expressing of hope and invocation (*extended*), and respond which suitable with utilizing context. While basic competence 4.3 is about Arranging oral and written text to express and respond expressing of hope and invocation (*extended*),with notice the social function, structure of text, and the language feature which suitable with context.

The basic competence 3.3 has two sub-basic competences, sub-basic competence 3.3.1 is Analyzing the social function, structure of text, and the language feature in form expressing of hope and respond which suitable with utilizing context and sub-basic competence is 3.3.2 Analyzing the social function, structure of text, and the language feature in form expressing of invocation (*extended*), and respond which suitable with utilizing context. While sub-basic competence 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 written text to express and respond invocation (*extended*),with notice the social function, structure of text, and the language feature which suitable with context.

After that, the researcher matched the sub-basic competences in basic competence 3.3 and 4.3 with the materials in the chapter 3 and the result are the sub-basic competence 3.2.1 is matched with the material, which is about learn how to express hopes, the sub-basic competence 3.2.2 is not matched with the material, the sub-basic competence 4.3.1 is matched with the material, which is about oral and written text to express and respond expressing of hope, and the sub-basic competence 4.3.2 is not matched with the task material.

4. Chapter 4

Chapter 4 in this book is entitled “Vanity, what is thy price?”. This chapter is found on page 68 until page 89. This chapter has some materials to be learnt by

the students. They are consists of read a play, learn how to write a formal invitation, learn to accept and decline invitations, write formal invitations, and create diorama. After the researcher analyzed the materials, decided that the materials written in this chapter are suitable with the basic competence 3.4 and 4.4. According to the 2013 curriculum English lesson syllabus for eleventh graders of Senior High School, basic competence 3.4 is about Analyzing the social function, structure of text, and the language feature from formal invitation text which suitable with utilizing context. While basic competence 4.4 is about To Grab meaning text of formal invitation.

The basic competence 3.4 has one sub-basic competences, sub-basic competence 3.4.1 is Analyzing the social function, structure of text, and the language feature from formal invitation text which suitable with utilizing context. While sub-basic competence 4.4.1 is To Grab meaning text of formal invitation.

After that, the researcher matched the sub-basic competences in basic competence 3.4, 4.4, 4.5 and 4.6 with the materials in the chapter 4 and the result are the sub-basic competence 3.4.1 is matched with the material, which is about formal invitation, the sub-basic competence 4.4.1 is matched with the material. 3.5.1 is matched with the material, which is about To correct formal invitation. 3.6.1 is matched with the material, which is about Arranging written text of formal invitation.

5. Chapter 5

Chapter 5 in this book is entitled “Benefit of Doubt”. This chapter is found on page 90 until page 112. This chapter has some materials to be learnt by the students. They are consists of read a short story, learn to write a personal letter, write a letter, and create a skit. After the researcher analyzed the materials, decided that the materials written in this chapter are suitable with the basic competence 3.5, 4.7 and 4.8. According to the 2013 curriculum English lesson syllabus for eleventh graders of Senior High School, basic competence 3.5 is

about To correct formal invitation with notice the social function, structure of text, and the language feature which suitable with context..

The basic competence 3.5 has one sub-basic competences, sub-basic competence 3.5.1 is Analyzing the social function, structure of text, and the language feature from formal invitation text which suitable with utilizing context. While sub-basic competence 4.7.1 is Grab meaning text of personal letter and sub-basic competence 4.8.1 is Arranging text of personal letter with notice the social function, structure of text, and the language feature which suitable with context.

After that, the researcher matched the sub-basic competences in basic competence 3.5, 4.7 and 4.8 with the materials in the chapter 5 and the result are the sub-basic competence 3.5.1 is matched with the material, which is about the social function, structure of text, and the language feature from text of personal letter, the sub-basic competence 4.7.1 is matched with the material. the sub-basic competence 3.8.1 is matched with the material, which is about Grab meaning text of personal letter.

6. Chapter 6

Chapter 6 in this book is entitled “The Story of Writing!”. This chapter is found on page 1 until page 25 in second semesters’ book. This chapter has some materials to be learnt by the students. They are consists of read an article, learn how to write procedural text, and write procedural text. After the researcher analyzed the materials, decided that the materials written in this chapter are suitable with the basic competence 3.6 and 4.9 and 4.10. According to the 2013 curriculum English lesson syllabus for eleventh graders of Senior High School, basic competence 3.6 is about 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. While basic competence 4.9 is about To grab meaning of procedural, oral and written text, with manual form and manners (tips). And 4.10 is about To correct procedure text with manual form and manners (tips).

The basic competence 3.6 has two sub-basic competence. Sub-basic competence 3.6.1 which contains Analyzing the social function, structure of text, and the language feature from procedural text in manual form which suitable with utilizing context. And Sub-basic competence 3.6.2 is Analyzing the social function, structure of text, and the language feature from manners (tips), which suitable with utilizing context. While basic competence 4.9 is sub-basic competence 4.9.1 that contains To grab meaning of procedural, oral and written text, with manual form and manners (tips). and sub-basic competence 4.10.1 that contains To correct procedure text with manual form and manners (tips). After that, the researcher matched the sub-basic competences in basic competence 3.6, 4.9 and 4.10 with the materials in the chapter 6 and the result are the sub-basic competence 3.6.1 is matched with the material, which is about procedural text in manual form, the sub-basic competence 3.6.2 is matched with the material, which is about procedural text in manners form, the sub-basic competence 4.9.1 is matched with the material, which is about grab meaning of procedural, oral and written text, and the sub-basic competence 4.10 is matched with the task material which is about correct procedure text with manual form and manners (tips).

7. Chapter 7

Chapter 7 in this book is entitled “Natural Disasters”. This chapter is found on page 26 until page 44 in second semesters’ book. This chapter has some materials to be learnt by the students. They are consists of read information text, learn how to write information text, and write an information report. After the researcher analyzed the materials, decided that the materials written in this chapter are suitable with the basic competence 3.9 and 4.13. According to the 2013 curriculum English lesson syllabus for eleventh graders of Senior High School, basic competence 3.9 is about 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. While basic competence 4.13 is about 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.

The basic competence 3.9 has sub-basic competence 3.9.1 which contains 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. While basic competence 4.13 is sub-basic competence 4.13.1 that contains 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. After that, the researcher matched the sub-basic competences in basic competence 3.9 and 4.13 with the materials in the chapter 7 and the result are the sub-basic competence 3.9.1 is matched with the material, which is about 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 and the sub-basic competence 4.13 is matched with the task material which is about grab meaning of factual scientific text.

8. Chapter 8

Chapter 8 in this book is entitled “The Last Leaf”. This chapter is found on page 26 until page 62 in second semesters’ book. This chapter has some materials to be learnt by the students. They are consists of read a short story, learn all about conditional sentences, write a text using conditional sentences and write a story using conditional sentences. After the researcher analyzed the materials, decided that the materials written in this chapter are suitable with the basic competence 3.8 and 4.12. According to the 2013 curriculum English lesson syllabus for eleventh graders of Senior High School, basic competence 3.8 is about 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. While basic competence 4.12 is about 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.

The basic competence 3.8 has sub-basic competence 3.8.1 which contains 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. While basic competence 4.12 is sub-basic competence 4.12.1 that contains 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. After that, the researcher matched the sub-basic competences in basic competence 3.8 and 4.12 with the materials in the chapter 8 and the result are the sub-basic competence 3.8.1 is matched with the material, which is about Analyzing the social function, structure of text, and the language feature to do social function text of conditional sentences and the sub-basic competence 4.12.1 is matched with the task material which is about Arranging oral and written text of conditional sentences.

9. Chapter 9

Chapter 9 in this book is entitled “Father of Indonesian Education”. This chapter is found on page 63 until page 79 in second semesters’ book. This chapter has some materials to be learnt by the students. They are consists of read a biography of Ki Hajar Dewantara, learn how to write biography, and write a short biography. After the researcher analyzed the materials, decided that the materials written in this chapter are suitable with the basic competence 3.11 and 4.15. According to the 2013 curriculum English lesson syllabus for eleventh graders of Senior High School, basic competence 3.11 is about 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. While basic competence 4.15 is about To grab meaning of short biography text and simple about popular person, which suitable with utilizing context.

The basic competence 3.11 has sub-basic competence 3.11.1 which contains 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. While basic competence 4.15 is sub-basic competence 4.15.1 that contains To grab meaning of short biography text and simple about popular person, which suitable with utilizing context. After that, the researcher matched the sub-basic competences in basic competence 3.11 and 4.15 with the materials in the chapter 9 and the result are the sub-basic competence 3.11.1 is matched with the material, which is about Analyzing short biography text and the sub-basic competence 4.15.1 is matched with the task material which is about grab meaning of short biography text.

10. Chapter 10

Chapter 10 in this book is entitled “Meaning Through Music”. This chapter is found on page 80 until page 105 in second semesters’ book. This chapter has some materials to be learnt by the students. They are consists of read poems and songs, learn how to write a song, write a new lyrics for a song of your own choice, write lyrics for your song and sing your song in class. After the researcher analyzed the materials, decided that the materials written in this chapter are suitable with the basic competence 3.12 and 4.16. According to the 2013 curriculum English lesson syllabus for eleventh graders of Senior High School, basic competence 3.12 is about Mentioning the social function and structure of text in song. While basic competence 4.16 is about To grab advice in song.

The basic competence 3.12 has sub-basic competence 3.12.1 which contains Mentioning the social function and structure of text in song. While basic

competence 4.16 is sub-basic competence 4.16.1 that contains To grab advice in song. After that, the researcher matched the sub-basic competences in basic competence 3.12 and 4.16 with the materials in the chapter 10 and the result are the sub-basic competence 3.12.1 is matched with the material, which is about Mentioning the social function and structure of text in song, and the sub-basic competence 4.16.1 is matched with the task material which is about grab advice in song.

11. Chapter 11

Chapter 11 in this book is entitled “Man Made Disaster”. This chapter is found on page 106 until page 128 in second semesters’ book. This chapter has some materials to be learnt by the students. They are consists of read an example of exposition text, learn how to write an analytical exposition text, and write an exposition text. After the researcher analyzed the materials, decided that the materials written in this chapter are suitable with the basic competence 3.10 and 4.14. According to the 2013 curriculum English lesson syllabus for eleventh graders of Senior High School, basic competence 3.10 is about 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. While basic competence 4.14 is about To grab meaning of analytic exposition text about topic which is recent said generally, which suitable with utilizing context.

The basic competence 3.10 has sub-basic competence 3.10.1 which contains 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. While basic competence 4.14 is sub-basic competence 4.14.1 that contains To grab meaning of analytic exposition text about topic which is recent said generally, which suitable with utilizing context. After that, the researcher matched the sub-basic competences in basic competence 3.10 and 4.16 with the

materials in the chapter 11 and the result are the sub-basic competence 3.10.1 is matched with the material, which is about analytic exposition text, and the sub-basic competence 4.14.1 is matched with the task material which is about grab meaning of analytic exposition text.

Table 6: Research Data of Cognitive Aspect for the Relevant Materials

Basic Competences Three (Cognitive Aspect)			Textbook “Bahasa Inggris”			
Basic Competences	Chapter/ Topic	Materialas (Sub- Basic Competence)	Page	Example of Materials	Relevance with Basic Competences	
					Relevant	Irrelevant
3.1 Analyzing the social function, structure of text, and the language feature in form expressing to give suggestion and offer and respond which suitable with utilizing context.	Chapter I (Can greed ever be satisfied?) Topic: Model of care about behavior, cooperation, and proactive	3.1.1 Analyzing the social function, structure of text, and the language feature in form expressing to give suggestion and respond which suitable with utilizing context.	8, 9, 13	When making and respond suggestions we often use the following expression: - Let’s go.. (Yes, let’s go/No, thanks) - How about... (Yes, ... /No, ...) - I think... (Ok, ... /Sorry, ... Let’s practice A.Choose the best option for each sentence given below: <i>3. What shall we do today? we go to the library.</i> <i>a. Shall I</i>	√	-

				<i>b. Let's</i> <i>c. What about</i> <i>d. I think</i>		
		3.1.2 Analyzing the social function, structure of text, and the language feature in form offer and respond which suitable with utilizing context.	11, 13	<p>When making and respond offers we often use the following expression:</p> <ul style="list-style-type: none"> - May I... (Thanks/That's right) - Can I ... (Yes, please/It's okay) - Would you like... (Yes, please/No, Thanks) <p>Let's practice</p> <p>B. Choose the best option for each sentence given below:</p> <p>4. like a cup of coffee?</p> <ul style="list-style-type: none"> a. Can I b. I'll do c. Would you d. Should I 	√	-
3.2 Analyzing the social	Chapter 2	3.2.1 Analyzing the social	36, 38	Example of how to agree	√	

<p>function, structure of text, and the language feature to assert and inquire about opinion and thought which is suitable with utilizing context.</p>	<p>(Bullying: A cancer that must be eradicated) Topic: Model of care about behavior, cooperation, and proactive</p>	<p>function, structure of text, and the language feature to assert and inquire about opinion which is suitable with utilizing context</p>		<p>and disagree with an opinion <i>Statement:</i> smoking should be banned in public places. <i>Agree:</i> I totally agree that smoking should be banned in public places. <i>Disagree:</i> I am sorry but I tend to disagree with you on this.</p> <p><i>Fill in the blanks using the opinion expressions given in the below:</i></p> <ol style="list-style-type: none"> 1. I ... with you 2. Some people ... eating fish and yogurt at the same time causes severe skin disease. 		
	<p>Chapter 2 (Bullying: A cancer that must be eradicated) Topic: Model of care about behavior, cooperation,</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>	-	-	-	

	and proactive					
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.	Chapter 3 (Hopes and Dreams) Topic: Model of care about behavior, cooperation, and proactive	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.	55, 57	How to express hopes: Example: - I want to become a doctor - I am hoping to finish all work on time - I hope I will realize all my dreams Let's practice A. There are some grammatical errors in the sentences given below. Circle the mistakes in the sentences then rewrite the sentences correctly. If there aren't any mistakes, put a tick mark next to sentences. 1. I am hope we can change the world for better 2. I am hoping to work hard this year	√	-
		3.3.2 Analyzing the social function, structure of text, and the language feature in form	-	-	-	√

		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.	Chapter 4 (Vanity, what is thy price?) Topic: invitation text	3.4.1 Analyzing the social function, structure of text, and the language feature from formal invitation text which suitable with utilizing context.	77, 83	Common format a formal invitation: - The first line is the name (s) of the person (s) who invite (s). - The second line is the request for participation. - The third line is the name of the person (s) invited - The fifth line is the time and date of the occasion. - The sixth line is the place and occasion - The last line is the request for replay B. In the invitation card below, find out what is missing. (gambar invitation)	√	-
3.5 Analyzing the social function, structure of	Chapter 5 (Benefit of	3.5.1 Analyzing the social function, structure	98, 99, 103	Structure of personal letter: - Date	√	-

text, and the language feature from text of personal letter which suitable with utilizing context.	Doubt) Topic: personal letter	of text, and the language feature from text of personal letter which suitable with utilizing context		<ul style="list-style-type: none"> - Address - Salutation & Name - Introduction - Body closure - Complimentary close - Signature - Postscript P. S <p>Let's practice B. There are several mistakes (grammatical as well as in the format of letter) in the letter give below. Highlight the mistakes and then rewrite the letter properly in the space provided.</p>		
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.	Chapter 6 (The Story of Writing) Topic: procedural text	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.	Second semester 8, 9	<p>Procedural text involves following steps:</p> <ul style="list-style-type: none"> - Title (purpose) - Ingredients/ materials - Steps/method - Tips <p>Let's Practice Bellow is given ingredients</p>	√	-

				for Indonesian chicken satay. Can you write a procedural text for Indonesian chicken satay in the graphic organizer?		
		3.6.2 Analyzing the social function, structure of text, and the language feature from manners (tips), which suitable with utilizing context.	Second semester 17,18	Tips → it is final comment. Example of Tips: - Do not touch the oven interior when taking the pizza out of the oven. - Use oven mitts to take the pizza out. - Eat when it is hot - Do not leave in oven longer than 10 minutes.	√	-
3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya	-		-	-	-	-

<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>Chapter 8 (The last leaf)</p> <p>Topic: Conditional sentence</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>Second semester 55,56</p>	<p>What if? Conditionals Conditionals are used to talk about possible or imaginary situations. Conditionals are sentences with two (2) clauses: an “if” clause and a main Clause that are closely related. Conditional sentences consists of:</p> <ul style="list-style-type: none"> - Zero conditionals - First conditionals - Second conditionals - Third conditionals <p>Let’s practice</p> <ul style="list-style-type: none"> - Complete the following conditional sentence - Match the if clause with the correct second clause. 	<p>√</p>	<p>-</p>
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<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 eleventh graders.</p>	<p>Chapter 7 (Natural Disaster) Topic: Information report</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>	<p>Second semester 34, 38</p>	<p>Structure of an Information report: <ul style="list-style-type: none"> - Introductory paragraph - Body paragraph - Glossary - Bibliography <p>Features of an information report: <ul style="list-style-type: none"> - Text structure <ul style="list-style-type: none"> General classification Technical classification Description of phenomena Closing statement - Sentence structure <ul style="list-style-type: none"> Use of present tense Use of passive voice Use of descriptive but factual language <p>Let's practice B. The information in the following report got mixed up. Can you please rearrange the text to create a meaningful report?</p> </p></p>	<p>√</p>	
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<p>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.</p>	<p>Chapter 11 Topic: Exposition text</p>	<p>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.</p>	<p>Second semester 113, 114, 117</p>	<p>Structure of exposition text: - Title - Introduction - Support the viewpoint with factual data like graphs, pictures, charts - Conclusion</p> <p>Language features of an exposition text: - Use descriptive persuasive words with emotive connotations to emphasize your viewpoint. Those words can either be positive or negative. - Use thesaurus to find an appropriate word.</p> <p>Let's practice The article given below is incomplete. Complete it using the format of an exposition text and give it suitable title.</p>	<p>√</p>	<p>-</p>
<p>3.11 Analyzing the social function, structure of</p>	<p>Chapter 9 (Father of</p>	<p>3.11.1 Analyzing the social function, structure</p>	<p>Second semester</p>	<p>Format of a biography: - Introduction</p>	<p>-</p>	<p>√</p>

text, and the language feature from short biography text and simple about popular person, which suitable with utilizing context.	Indonesian Education) Topic: Biography	of text, and the language feature from short biography text and simple about popular person, which suitable with utilizing context.	70, 72	<ul style="list-style-type: none"> - Important events in chronological order and interpretation - Closing remarks <p>Let's practice Read the information given below and write short biographies about the heroes of Indonesia.</p>		
3.12 Mentioning the social function and structure of text in song.	Chapter 10 Topic: poems and songs	3.12.1 Mentioning the social function and structure of text in song.	Second semester 98	<p>Structure of song:</p> <ul style="list-style-type: none"> - Chorus: The lines of song that are repeated at least once both lyrically or musically. - Bridge: is the part of the song that has relatively different melody from the rest of the song. <p>Let's practice 1. Find different poetic devices used in songs and poems given below. Circle each technique using color code: Used red for simile, use</p>	-	√

				blue for metaphor, use green for personification, use purple for hyperbole, use yellow for alliteration, use pink for onomatopoeia, and use orange for rhyme.		
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After the researcher broke down the materials written in the book according to the basic competence three of 2013 curriculum and find out its relevance with the cognitive domain of learning used the checklist instrument above, the researcher resumed her findings. Here, the researcher concluded the conformity of textbook materials to the basic competence three in the following table:

Table 7: The Conformity of Textbook Materials to the Basic Competence Three

The Relevance	The Basic Competence Three
Relevant	Sub- Basic Competence 3.1.1, 3.1.2, 3.2.1, 3.3.1, 3.4.1, 3.5.1, 3.6.1, 3.6.2, 3.8.1, 3.9.1, and 3.10.1
Irrelevant	Sub- Basic Competence 3.2.2, 3.3.2, 3.7.1, 3.11.1, and 3.12.1

According to the table above, it can be seen that there are some materials which are relevant and irrelevant with the sub-basic competence three. The materials which are relevant with the sub-basic competence can be fulfill the purpose of the topic, language features, and social functions that are intended to be achieve by the students. While the materials which are not relevant the sub-basic competence cannot fulfill all of the purposes of the topic, language features, and social functions that are stated in the sub-basic competence three. There are 11 materials which are relevant with the sub-basic competence three; they are Sub- Basic Competence 3.1.1, 3.1.2, 3.2.1, 3.3.1, 3.4.1, 3.5.1, 3.6.1, 3.6.2, 3.8.1, 3.9.1, and 3.10.1

According to the syllabus of English lesson for eleven graders of Senior High School is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 59 Tahun 2014 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the 3.1.1 sub- basic competence is about analyzing the social function, structure of text, and the language feature in form expressing to give suggestion and respond which suitable with utilizing context. The materials which should be stated in the textbook are in

forms of spoken and written text to give suggest, offer and responds with the topic a model of care behavior, cooperation, and proactive. The materials stated in the textbook page 8, 9, and 13 are clearly complete those requirements. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated by Anderson et. al. (2001: 67). In this book, the writer used verb "choose" and "respond" which in this context has close meaning to the verb "select", "state", "analyze", "define", and "respond". So, the researcher concluded that those materials are relevant with the 3.1.1 sub-basic competence.

According to the English lesson syllabus for eleven graders of Senior High School is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 59 Tahun 2014 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the 3.1.2 Analyzing the social function, structure of text, and the language feature in form offer and respond which suitable with utilizing context. The materials written in the book page 11 and 13 are fulfilled those requirements. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated by Anderson et. al. (2001: 67). In this book, the writer used verb "choose" and "respond" which in this context has close meaning to the verb "select", "state", "analyze", "define", and "respond". So, the researcher concluded that those materials are relevant with the 3.1.2 sub-basic competence.

The 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. As stated in syllabus for eleven graders of Senior High School is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 59 Tahun 2014 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the materials which should be stated in the textbook are in forms of and written text to state opinion, thinking, and responds with the topic a

model of care behavior, cooperation, and proactive. The materials stated in the textbook page 36 and 38 are clearly complete those requirements. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated by Anderson et. al. (2001: 67). In this book, the writer used verb "fill", "match" and "conduct" which in this context has close meaning to the verb "define", "state", "classify", "conduct", and "respond". So, the researcher concluded that those materials are relevant with the 3.2.1 sub-basic competence.

The 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. As stated in syllabus for eleven graders of Senior High School is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 59 Tahun 2014 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the materials which should be stated in the textbook are in forms of and written text to state expressing of hope and responds with the topic a model of care behavior, cooperation, and proactive. The materials stated in the textbook page 36 and 38 are clearly complete those requirements. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated by Anderson et. al. (2001: 67). In this book, the writer used verb "circle", and "rewrite" which in this context has close meaning to the verb "define", "state", "select", "rewrite", and "respond". So, the researcher concluded that those materials are relevant with the 3.3.1 sub-basic competence.

According to the syllabus of English lesson for eleven graders of Senior High School is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 59 Tahun 2014 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the 3.4.1 sub- basic competence is about analyzing the social function, structure of text, and the

language feature from formal invitation text which suitable with utilizing context. The materials which should be stated in the textbook are in forms of spoken and written text in form of simple formal invitation with the topic a model of care behavior, cooperation, and proactive. The materials stated in the textbook page 77 and 83 are clearly complete those requirements. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated by Anderson et. al. (2001: 67). In this book, the writer used verb "find" which in this context has close meaning to the verb "state" and "define". So, the researcher concluded that those materials are relevant with the 3.4.1 sub-basic competence.

The 3.5.1 Analyzing the social function, structure of text, and the language feature from text of personal letter which suitable with utilizing context. As stated in syllabus for eleven graders of Senior High School is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 59 Tahun 2014 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the materials which should be stated in the textbook are in forms of simple personal letter with the topic a model of care behavior, cooperation, and proactive. The materials stated in the textbook page 98, 99 and 103 are clearly complete those requirements. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated by Anderson et. al. (2001: 67). In this book, the writer used verb "highlight" which in this context has close meaning to the verb "define", "state", "select", and "label". So, the researcher concluded that those materials are relevant with the 3.5.1 sub-basic competence.

The 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. As stated in syllabus for eleven graders of Senior High School is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 59*

Tahun 2014 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah, the materials which should be stated in the textbook are in forms of procedural text with the topic a model of care behavior, cooperation, and proactive. The materials stated in the textbook page 17 and 18 in second semester are clearly complete those requirements. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated by Anderson et. al. (2001: 67). In this book, the writer used verb "do" which in this context has close meaning to the verb "apply", and "prepare". So, the researcher concluded that those materials are relevant with the 3.6.1 sub-basic competence.

According to the syllabus of English lesson for eleven graders of Senior High School is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 59 Tahun 2014 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the 3.6.2 sub- basic competence is about Analyzing the social function, structure of text, and the language feature from manners (tips), which suitable with utilizing context. The materials which should be stated in the textbook are in forms of spoken and written text in form of simple formal invitation with the topic a model of care behavior, cooperation, and proactive. The materials stated in the textbook page 77 and 83 in second semester are clearly complete those requirements. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated by Anderson et. al. (2001: 67). In this book, the writer used verb "find" which in this context has close meaning to the verb "state" and "define". So, the researcher concluded that those materials are relevant with the 3.6.2 sub-basic competence.

The 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. As stated in syllabus for eleven graders of

Senior High School is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 59 Tahun 2014 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the materials which should be stated in the textbook are in forms of conditional sentences with the topic a model of care behavior, cooperation, and proactive. The materials stated in the textbook page 55 and 56 in second semester are clearly complete those requirements. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated by Anderson et. al. (2001: 67). In this book, the writer used verb "match" and "complete" which in this context has close meaning to the verb "classify", "construct" and "list". So, the researcher concluded that those materials are relevant with the 3.8.1 sub-basic competence.

According to the syllabus of English lesson for eleven graders of Senior High School is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 59 Tahun 2014 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the 3.9.1 sub- basic competence is about 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. The materials which should be stated in the textbook are in forms of spoken and written text in form of simple text about nouns, animals, and nature events with the topic a model of care behavior, cooperation, and proactive. The materials stated in the textbook page 34 and in second semester are clearly complete those requirements. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated by Anderson et. al. (2001: 67). In this book, the writer used verb "find" which in this context has close meaning to the verb "state" and "define". So, the researcher concluded that those materials are relevant with the 3.9.1 sub-basic competence

The 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. As stated in syllabus for eleven graders of Senior High School is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 59 Tahun 2014 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the materials which should be stated in the textbook are in forms of analytic exposition text with the topic a model of care behavior, cooperation, and proactive. The materials stated in the textbook page 113, 114, and 117 in second semester are clearly complete those requirements. The instruction in those pages also used action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated by Anderson et. al. (2001: 67). In this book, the writer used verb "match" and "complete" which in this context has close meaning to the verb "classify", "construct" and "list". So, the researcher concluded that those materials are relevant with the 3.10.1 sub-basic competence.

There are five materials which irrelevant with the sub-basic competence three, they are: sub-basic competence 3.2.2, 3.3.2, 3.7.1, 3.11.1, and 3.12.1.

According to the English lesson syllabus for eleven graders of Senior High School is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 59 Tahun 2014 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the 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, the materials which should be stated in the textbook are in forms of and written text to state opinion, thinking, and responds with the topic a model of care behavior, cooperation, and proactive. Unfortunately, there is no material written in the book which is suitable with the 3.2.2 sub-basic competence and topic. The instruction used in the book also did not use action verbs which are included in the Bloom's Taxonomy Cognitive

Domain stated by Anderson, et.al (2001). According to those reasons, the researcher concluded that the materials written in the book are irrelevant with the 3.2.2 sub-basic competence, because there is no material in the book that is suitable with the 3.4.2 sub-basic competence. In order to improve the book the researcher suggests the book writer add materials which are relevant with the materials and topic requires by the 3.2.2 sub-basic competence and also uses cognitive domain action verbs in each instruction.

The materials in the 3.4.2 sub-basic competence which stated in English lesson syllabus for eleven graders of Senior High School is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 59 Tahun 2014 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, this sub-basic competence is about *Analyzing the social function, structure of text, and the language feature in form expressing of invocation (extended), and respond which suitable with utilizing context*. Unfortunately, there is no material written in the book which is suitable with the 3.4.2 sub-basic competence and topic. The instruction used in the book also did not use action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated by Anderson, et.al (2001). According to those reasons, the researcher concluded that the materials written in the book are irrelevant with the 3.4.2 sub-basic competence, because there is no material in the book that is suitable with the 3.4.2 sub-basic competence. In order to improve the book the researcher suggests the book writer add materials which are relevant with the materials and topic requires by the 3.4.2 sub-basic competence and also uses cognitive domain action verbs in each instruction.

The materials in the 3.7.1 sub-basic competence which stated in English lesson syllabus for eleven graders of Senior High School is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 59 Tahun 2014 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah*

Atas/Madrasah Aliyah, this sub-basic competence is about *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*. Unfortunately, there is no material written in the book which is suitable with the 3.7.1 sub-basic competence and topic. The instruction used in the book also did not use action verbs which are included in the Bloom's Taxonomy Cognitive Domain stated by Anderson, et.al (2001). According to those reasons, the researcher concluded that the materials written in the book are irrelevant with the 3.7.1 sub-basic competence, because there is no material in the book that is suitable with the 3.7.1 sub-basic competence. In order to improve the book, researcher suggests the book writer add materials which are relevant with the materials and topic requires by the 3.7.1 sub-basic competence and also uses cognitive domain action verbs in each instruction.

The materials in the 3.11.1 sub-basic competence which stated in English lesson syllabus for eleven graders of Senior High School is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 59 Tahun 2014 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, this sub-basic competence is about *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*. Unfortunately, between materials and task or assignment is irrelevant, just materials written in the book which is suitable with the 3.11.1 sub-basic competence and topic whereas task or assignment is irrelevant. According to those reasons, the researcher concluded that the materials written in the book are irrelevant with the 3.11.1 sub-basic competence.

The materials in the 3.12.1 sub-basic competence which stated in English lesson syllabus for eleven graders of Senior High School is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 59 Tahun 2014*

tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah, this sub-basic competence is about *Mentioning the social function and structure of text in song*. Unfortunately, between materials and task or assignment is irrelevant, just materials written in the book which is suitable with the 3.12.1 sub-basic competence and topic whereas task or assignment is irrelevant. According to those reasons, the researcher concluded that the materials written in the book are irrelevant with the 3.12.1 sub-basic competence.

After the data are analyzed, the researcher made a percentage from of the data analysis. At the first, the writer made a percentage of the book relevancy with cognitive domain. There are 16 materials which include in the cognitive domain according to the 2013 curriculum standard of contents. Here is the result of the percentage:

1. Relevant Materials

There are 11 materials which are relevant with the cognitive domain. So, the percentage is:

$$\frac{11}{16} \times 100 = 68.75 \%$$

The percentage of the relevant materials is 68.75 %

2. Irrelevant Materials

There are 5 materials which are relevant with the cognitive domain. So, the percentage is:

$$\frac{5}{16} \times 100 = 31.25 \%$$

The percentage of the relevant materials is 31.25 %

According to that percentage, the writer concluded that the textbook covers around 68.75% materials which are relevant with the cognitive domain and able to fulfill the purposes of the topic, language features, and social functions of the ideal materials which are intended to be achieved by the students.

4.2.2 The Relevance of the Materials with the Psychomotor Aspect

The second analysis was the analysis of the relevance between the materials written in the book with the Psychomotor Domain. In this part, the writer also used the observation checklist as her research instrument. To observe the relevance of the materials written in the book with the psychomotor domain, the writer made an observation checklist. The observation checklist used by the researcher also consisted of two columns, same as the one for the cognitive domain analysis. The first column contained basic competence, topic, and materials according to the syllabus, while the second column contained the materials written in textbook, the page where the materials found, and the relevance between the materials with the basic competence and topic.

Here are the tables' results of the analysis check the relevance of the materials with the cognitive aspects which are contained in the 2013 English Standard Competence. It showed by the tables below, which analyze the materials through checking its relevance with the fourth basic competences (KI 4).

“Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan”

Table 8: Research Data of Psychomotor Domain for Relevant Materials

Basic Competences Three (Cognitive Aspect)			Textbook “Bahasa Inggris”			
Basic Competences	Chapter/ Topic	Materialas (Sub- Basic Competence)	Page	Example of Materials	Relevance with Basic Competences	
					Relevant	Irrelevant
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 suitable with context.		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.	First semester 20	Active conversation Use the thinking technique, “THINK, PAIR, SHARE” to offer and suggest a solution to the problem given below. You came to know that your friends had a flight. They are not on talking terms for some time now. Since you are a common friend it is difficult for you because you want to hang out with both of them but they can’t stand each other. You have to find a way to offer and suggest a solution so that the flight is over.	√	-
		4.1.2 Arranging written text to asserting, inquiring, and, responding	Second semester	Writing connection Folklore is a literary genre, which can be classified as fairy tales, legends, and stories usually with	-	√

		expressing to give suggestion and offer and respond with notice the social function, structure of text, and the language feature which suitable with context		morals. Take a moment and try to remember folklore that has some suggestions and offers in it. Write this folklore and share it with your classmates and teachers.		
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	First 42	Active conversation Complete the following transaction conversation. Using role play approach reenacts the conversation with your classmates.	√	-
		4.2.2 Arranging written text to asserting and responding expressing to giving opinion and thought and respond with notice the social	First semester 43	Writing connection Choose one of the topics given below. Write your opinion about it. Follow the opinion giving technique you have learnt in building blocks.	√	-

		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 suitable with context.		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.	First semester 60, 64	Active conversation In this activity you will interview five people in your school about their hopes and dreams. Writing connection Everyone in life has hopes and dreams for future. You have been chosen to give a speech about your hopes and dreams in the school ceremony in the beginning/end of year. Write down a speech about your hopes and dreams. Use the sentence structure you learnt in building blocks. Mention what you will to do achieve or realize these hopes and dreams.	√	-
		4.3.2 Arranging oral and 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.	First semester 83	Let's practice In the invitation card below, find out what is missing.	√	-
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	First semester 86	Writing connection Write a formal invitation for your brother's wedding.	√	-
4.7 To Grab meaning text of personal letter.		4.7.1 To Grab meaning text of personal letter.	first semester 103	Let's practice A. Look at the phrases and match them with the purpose of letter. B. There are several mistakes (grammatical as well as in the	√	-

				format of letter) in the letter give below. Highlight the mistakes and then rewrite the letter properly in the space provided.		
4.8 Arranging text of personal letter with notice the social function, structure of text, and the language feature which suitable with context.		4.8.1 Arranging text of personal letter with notice the social function, structure of text, and the language feature which suitable with context.	First semester 107	Writing Connection Choose one of the following activities: - Write a letter to your friend telling her/him all about your adventures during your trip Bromo Mountain. Use proper letter-writing format you learnt in the building blocks. - Write a letter to uncle telling him about the birthday party you organized for your grandmother. Use the proper letter-writing format you learnt in the building blocks.	√	-
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).	Second semester 16	Let's practice Read the procedure text carefully and answer the questions given below	√	-
4.10 To correct procedure text with manual form and manners (tips),		4.10.1 To correct procedure text with manual form and manners (tips),	Second semester 17	Let's practice This is a quick recipe to make pizza. Read the recipe carefully, with a partner draw pictures of the	-	√

withnotice the social function, structure of text, and the language feature which suitable with context.		withnotice the social function, structure of text, and the language feature which suitable with context.		ingredients used in making this pizza on the graphic organizer given.		
4.11 Menyusun teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	-		-	-	-	-
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		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	Second semester 58,	Active conversation Read the following questions. Answer them in complete sentences, then go around the classroom and share with at least 3-4 classmates. Compare your responses with theirs. How are they different? Did you find someone	√	-

language feature which suitable with context.		the language feature which suitable with context.		with an answer similar to yours? Writing Connection Rewrite the story “The last leaf” using conditional sentences wherever possible. Follow the rules of conditionals you learnt in building blocks.		
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.	Second semester 38,	Let’s practice The information in the following report got mixed up. Can you please rearrange the text to create a meaningful report?	-	√
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.	Second semester 117	Let’s practice The article given below is incomplete. Complete it using the format of an exposition text and give it a suitable title.	√	-
4.15 To grab meaning of short biography text and		4.15.1 To grab meaning of short biography text and	Second semester 72	Let’s practice Read the information given below and write short biographies about	√	-

simple about popular person, which suitable with utilizing context.		simple about popular person, which suitable with utilizing context.		the Heroes of Indonesia.		
4.16 To grab advice in song		4.16.1 To grab advice in song	Second semester 99	Let's practice From the titles of songs given below, can you guess what the song is about? 1. Don't worry, be Happy by Bobby McFerrin 2. Imagine by John Lennon 3. Fireflies by Owl City 4. Paradise by Cold Play 5. We are the champions by Queen	√	-

After the materials are written in the book according to the basic competence four of 2013 curriculum and found out its relevance with the psychomotor domain of learning used in the observation checklist above are broke down by the writer, she resumed her findings. Here, the conformity of textbook materials to the basic competence four in the following table:

Table 6: The Conformity of Textbook Materials to the Basic Competence Four

The Relevance	The Basic Competence Four
Relevant	Sub- Basic Competence 4.1.1, 4.2.1, 4.2.2, 4.3.1, 4.5.1, 4.6.1, 4.7.1, 4.8.1, 4.9.1, 4.12.1, 4.14.1, 4.15.1
Irrelevant	Sub- Basic Competence 4.1.2, 4.3.2, 4.4.1, 4.10.1, 4.11.1, 4.13.1, 4.16.1

According to the table above, it can be seen that there are some materials which are relevant and irrelevant with the sub-basic competence four. The materials which are relevant with the sub-basic competence four are able to fulfill the purposes of guiding the students to use their psychomotor ability to create something with their creativity. While the materials which are irrelevant the sub-basic competence four are not be able to fulfill all of the purposes of guiding the students to use their psychomotor ability to create something with their creativity. There are 12 materials which relevant with the sub-basic competence four, they are: sub-basic competence 4.1.1, 4.2.1, 4.2.2, 4.3.1, 4.5.1, 4.6.1, 4.7.1, 4.8.1, 4.9.1, 4.12.1, 4.14.1, 4.15.1

According to the table above, this textbook contains the sub- basic competence 4.1.1 about 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, which exist in the syllabus of English lesson for eleven graders of Senior High School is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 59 Tahun 2014 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*. The materials which should be stated in the textbook are in forms of spoken and written text to give suggest, offer and responds with the topic a model of care behavior, cooperation, and proactive. The materials stated in the textbook page 20 in first semesters is clearly complete those requirements. The instruction in that page also used action verb which is based on RH Dave's version of the Psychomotor Domain. The writer used verb "use" which has the same meaning with

“operate”. Based on the reasons stated, the researcher concluded that the materials written in the book are relevant with those stated in the 4.1.1 sub-basic competence.

According to the table above, this textbook contains the sub- basic competence 4.1.1 about 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, which exist in the syllabus of English lesson for eleven graders of Senior High School is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 59 Tahun 2014 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*. The materials which should be stated in the textbook are in forms of spoken and written text to expressing to giving opinion and thought and respond. The materials stated in the textbook page 42first semester is clearly complete those requirements. The instruction in that page also used action verb which is based on RH Dave's version of the Psychomotor Domain. The writer used verb “complete” which has the same meaning with “complete” and “perfect”. So, the researcher concluded that the materials written in the book are relevant with those stated in the 4.2.1 sub-basic competence.

According to the table above, this textbook contains the sub- basic competence 4.1.1 about 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. Which exist in the syllabus of English lesson for eleven graders of Senior High School is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 59 Tahun 2014 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*. The materials which should be stated in the textbook are in forms of spoken and written text to expressing to giving opinion and thought and respond. The materials stated in the textbook page 43second semester is clearly complete those requirements. The instruction in that page also used action verb which is based on RH Dave's version of the Psychomotor Domain. The writer used verb “write” and “follow” which has the same meaning with “copy” and “follow”. So, the researcher concluded that the materials written in the book are relevant with those stated in the 4.2.2 sub-basic competence.

According to the table above, this textbook contains the sub- basic competence 4.3.1 about 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. Which exist in the syllabus of English lesson for eleven graders of Senior High School is

written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 59 Tahun 2014 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*. The materials which should be stated in the textbook are in forms of spoken and written text to give suggest, offer and responds with the topic a model of care behavior, cooperation, and proactive. The materials stated in the textbook page 60, 64 in first semester is clearly complete those requirements. The instruction in that page also used action verb which is based on RH Dave's version of the Psychomotor Domain. The writer used verb “choose”, “write” and “mention” which have the same meaning with “copy” and “reproduce”. So, the researcher concluded that the materials written in the book are relevant with those stated in the 4.3.1 sub-basic competence.

According to the English lesson syllabus for eleven graders of Senior High School is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 59 Tahun 2014 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the 4.5.1 To correct formal invitation with notice the social function, structure of text, and the language feature which suitable with context. The materials written in the book page 83 in first semester is fulfilled those requirements. The instruction in that page also used action verb which is based on RH Dave's version of the Psychomotor Domain. The writer used verb “find” which have the same meaning with “invent”. So, the researcher concluded that the materials written in the book are relevant with those stated in the 4.5.1 sub-basic competence.

The 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. As stated in syllabus for eleven graders of Senior High School is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 59 Tahun 2014 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the materials which should be stated in the textbook are special oral and written text in form of simple formal invitation. The materials stated in the textbook page 86 first semester is clearly complete those requirements. The instruction in that page also used action verb which is based on RH Dave's version of the Psychomotor Domain. The writer used verb “write” which have the same meaning with “copy” and “reproduce”. So, the researcher concluded that the materials written in the book are relevant with those stated in the 4.6.1 sub-basic competence.

The 4.7.1 To Grab meaning text of personal letter. As stated in syllabus for eleventh graders of Senior High School is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 59 Tahun 2014 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the materials which should be stated in the textbook are in forms of simple personal letter. The materials stated in the textbook page 103 in first semester is clearly complete those requirements. The instruction in that page also used action verb which is based on RH Dave's version of the Psychomotor Domain. The writer used verb “match”, “highlight” and “rewrite” which have the same meaning with “adapt”, “re-create”, “duplicate”, and “reproduce”. So, the researcher concluded that the materials written in the book are relevant with those stated in the 4.7.1 sub-basic competence.

The 4.8.1 Arranging text of personal letter with notice the social function, structure of text, and the language feature which suitable with context. As stated in syllabus for eleven graders of Senior High School is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 59 Tahun 2014 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the materials which should be stated in the textbook are in forms of simple personal letter. The materials stated in the textbook page 107 in first semester is clearly complete those requirements. The instruction in that page also used action verb which is based on RH Dave's version of the Psychomotor Domain. The writer used verb “write” which have the same meaning with “copy” and “reproduce”. So, the researcher concluded that the materials written in the book are relevant with those stated in the 4.8.1 sub-basic competence.

The 4.9.1 To grab meaning of procedural, oral and written text, with manual form and manners (tips). As stated in syllabus for eleven graders of Senior High School is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 59 Tahun 2014 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the materials which should be stated in the textbook are in procedural text in manual form and manners (tips). The materials stated in the textbook page 16 Second semester is clearly complete those requirements. The instruction in that page also used action verb which is based on RH Dave's version of the Psychomotor Domain. The writer used verb “read” and “answer” which have the same meaning with “solve”. So, the researcher concluded that the materials written in the book are relevant with those stated in the 4.9.1 sub-basic competence.

According to the syllabus of English lesson for eleven graders of Senior High School is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 59 Tahun 2014 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the 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. The materials which should be stated in the textbook are in forms of conditional sentence. The materials stated in the textbook page 58 in second semester are clearly complete those requirements. The instruction in that page also used action verb which is based on RH Dave's version of the Psychomotor Domain. The writer used verb “compare” and “answer” which have the same meaning with “adapt” and “solve”. So, the researcher concluded that the materials written in the book are relevant with those stated in the 4.12.1 sub-basic competence.

The 4.14.1 To grab meaning of analytic exposition text about topic which is recent said generally, which suitable with utilizing context. As stated in syllabus for eleven graders of Senior High School is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 59 Tahun 2014 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the materials which should be stated in the textbook are in forms of analytic exposition text. The materials stated in the textbook page 117 in second semester are clearly complete those requirements. The instruction in that page also used action verb which is based on RH Dave's version of the Psychomotor Domain. The writer used verb “complete” which have the same meaning with “complete”. So, the researcher concluded that the materials written in the book are relevant with those stated in the 4.14.1 sub-basic competence.

According to the syllabus of English lesson for eleven graders of Senior High School is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 59 Tahun 2014 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the 4.15.1 To grab meaning of short biography text and simple about popular person, which suitable with utilizing context. The materials which should be stated in the textbook are in forms of short biography text and simple about popular person. The materials stated in the textbook page 72 in second semester are clearly complete those requirements. The instruction in that page also used action verb which is based on RH Dave's version of the Psychomotor Domain. The writer used verb “write” which have the same

meaning with “copy” and “reproduce”. So, the researcher concluded that the materials written in the book are relevant with those stated in the 4.15.1 sub-basic competence.

There are six materials which irrelevant with the sub-basic competence four, Sub-Basic Competence 4.1.2, 4.3.2, 4.4.1, 4.10.1, 4.11.1, 4.13.1.

According to the English lesson syllabus for eleven graders of Senior High School is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 59 Tahun 2014 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, the 4.1.2 Arranging 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 suitable with context, the materials which should be stated in the textbook are in forms of and written text to state opinion, thinking, and responds with the topic a model of care behavior, cooperation, and proactive. Unfortunately, there is no material written in the book which is suitable with the 4.1.2 sub-basic competence and topic.

The materials in the 4.3.2 sub-basic competence which stated in English lesson syllabus for eleven graders of Senior High School is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 59 Tahun 2014 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, Arranging oral and written text to express and respond invocation (extended), with notice the social function, structure of text, and the language feature which suitable with context. Unfortunately, there is no material written in the book which is suitable with the 4.3.2 sub-basic competence and topic.

The materials in the 4.4.1 sub-basic competence which stated in English lesson syllabus for eleven graders of Senior High School is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 59 Tahun 2014 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, this sub-basic competence is about 4.4.1 To Grab meaning text of formal invitation. Unfortunately, there is no material written in the book which is suitable with the 4.4.1 sub-basic competence and topic.

The materials in the 4.10.1 sub-basic competence which stated in English lesson syllabus for eleven graders of Senior High School is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 59 Tahun 2014 tentang Kerangka Dasar dan*

Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah, this sub-basic competence is about 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.* Unfortunately, between materials and task or assignment is irrelevant, just materials written in the book which is suitable with the 4.10.1 sub-basic competence and topic whereas task or assignment is irrelevant.

The materials in the 4.11.1 sub-basic competence which stated in English lesson syllabus for eleven graders of Senior High School is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 59 Tahun 2014 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, this sub-basic competence is about 4.11.1 *Arranging oral and written text to asserting and inquiring about action without to mention doers in scientific text, which suitable with utilizing context.* Unfortunately, between materials and task or assignment is irrelevant, just materials written in the book which is suitable with the 3.11.1 sub-basic competence and topic whereas task or assignment is irrelevant. According to those reasons, the researcher concluded that the materials written in the book are irrelevant with the 4.11.1 sub-basic competence.

The materials in the 4.13.1 sub-basic competence which stated in English lesson syllabus for eleven graders of Senior High School is written in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 59 Tahun 2014 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*, this sub-basic competence is about *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.* Unfortunately, between materials and task or assignment is irrelevant, just materials written in the book which is suitable with the 4.13.1 sub-basic competence and topic whereas task or assignment is irrelevant.

The researcher made a percentage from of the data which are analyzed. She made a percentage of the book relevancy with psychomotor domain. There are 16 materials which include in the cognitive domain according to the 2013 curriculum standard of contents. Here is the result of the percentage:

1. Relevant Materials

There are 19 materials which are relevant with the psychomotor domain. So, the percentage is:

$$\frac{14}{19} \times 100 = 73,69 \%$$

The percentage of the relevant materials is 73,69 %

2. Irrelevant Materials

There are 5 materials which are relevant with the cognitive domain. So, the percentage is:

$$\frac{5}{19} \times 100 = 26,31 \%$$

The percentage of the relevant materials is 36,84 %

According to that percentage, the writer concluded that the textbook covers around 63,16% materials which are relevant with the cognitive domain and able to fulfill the purposes of the topic, language features, and social functions of the ideal materials which are intended to be achieved by the students.