

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the data presentation, research findings and discussion. This section covers discussion of data finding toward to the analysis of Student English Textbook entitled "*Think Globally Act Locally*" published by The Ministry of Education and Culture of Indonesia.

A. Data Presentation

This section presents the data presentation of the textbook analysis entitled "*Think Globally Act Locally*". This is student English textbook designed for ninth graders of junior high school. This textbook also designed to support the process of teaching and learning and it is developed for the compatibility to the 2013 English Standard Competence. There are 218 pages printed in this textbook. These pages are added with the preface, table of contents, eleven chapters, references, and the writers' profile.

On each chapter, the textbook provides reflection table. In the reflection table, the students can use it after learning each unit as the reflection of their comprehension of the material on each chapter. Furthermore, for each chapter in this book is divided into five parts: observing and questioning, collecting information, reflecting, associating and communicating. Expressions, grammar, and explanations that the students will learn are introduced and presented at the beginning of the activities, so that the students can understand the materials better. Here, the presentation of the data in the textbook which has been analyzed:

Chapter
Title
Basic competence
Materials
page

Table 4. 1: Data Presentation of Student English Book “Think Globally Act Locally” for Ninth Grade Junior High School

I
Congratulations!

3.1 and 4.1
□ Express hopes and wishes to others
□ Congratulate others for their fortune and achievements

1-16

II
Let's live a healthy life!

3.2 , 3.4, 3.5, 4.2, 4.4 and
4.5
□ To state the purpose or intention to do something, and
□ To agree or disagree with a suggestion or an idea

17-32

III
Be healthy, be happy

3.6 and 4.6
□ To choose healthy and safe products
□ To avoid harmful effects
□ To get the best results

33-52

IV
This is how you do it

3.7, 4.7, and 4. 8
Use and make recipes
and manuals
□ To get the best result, and
□ To avoid accidents, damage,
unnecessary waste

53-78

3.8 and 4.9

To communicate activities in progress, past, future time in order to

- To share the information with others
- To give an explanation

79-106

VI
We have been to an orphan home.
We went there last Sunday.

3.13, 4.14, and 4.15

To communicate past happening which related to the present moment, in order to:

- To share the information with others
- To report the past happening to others
- To give an explanation

107-130

VII	Sangkuriang	3.11 and 4.13	<ul style="list-style-type: none"> □ To listen to a folktale □ To read a folktale for myself □ To read a folktale to other people □ To get a moral lesson from a folktale 	131-144
VIII	They are made in Indonesia	-	<ul style="list-style-type: none"> □ Use sentences in passive voice to describe objects 	145-164
X	Come and visit us!	3.14 and 4.16	<ul style="list-style-type: none"> □ To understand the promotion of goods and services in short and simple advertisement 	191-202
XI	You can always come back home.	3.15 and 4.17	<ul style="list-style-type: none"> □ To get the message from a song 	203-208

Basic Competence

Materials (Sub-Basic Competence)

B. Research Findings

Page

In order to find out the relevance between the materials written in the

Example of Materials

book with the cognitive domain, psychomotor domain, and Tomlinson’s theory of material evaluation, researcher used the observation checklist as the research instrument. The researcher made an observation checklist of basic competence three, basic competence four, and criteria in Tomlinson’s theory of material

3.1 Apply text structure and language feature

evaluation compared with the relevant materials in the textbook. The observation checklist was in the form of table. There were two parts of the observation social function of expressing hopes and wishes and congratulation for their fortune and achievement and responses according to implement the checklist consisted three tables. The first part was the relevant materials in the

3.1.1 Spoken text for expressing congratulation in terms of expressions and responses.

2,3,4,9 textbook to the Cognitive and Psychomotor Domain, and the second was the relevance of the textbook materials to the Tomlinson’s theory of material Play the roles of the speakers in the pictures. Say the speakers” sentences correctly and clearly. First, repeat after me.

Teacher : “The winner of the story-telling competition in this class is Lina.”
Students : “Congratulations Lina!”

a. The Relevant Materials to the Cognitive and Psychomotor Domain

the writer used verb “say”

which in this context has close meaning to the verb “model” and verb “repeat” which in this context has close meaning with verb

3.1.2 Spoken text for expressing hopes and wishes in terms of expressions and responses.

10,11

Play the roles of the speakers

in the picture. Say the speaker”s sentences correctly and clearly. First, repeat after me.

Udin’s father : Happy

birthday, Udin. You are a big boy now. I’m proud of you.

Udin : Thank you Dad. I’m

proud of you, too.

In this book, the

writer used verb “say” which in this context has close meaning to the verb “model” and verb “repeat” which in this context has close

Express hopes and wishes to others

□ Congratulate others for theirs fortune and achievements

1-16

III

Let’s live a healthy life!

3.2 , 3.4, 4.2 and 4.4

To state the purpose of the investigation and the resulting analysis of the relevant materials based on the basic competence three in student English textbook entitled “Think Globally, Act Locally”, the following table was the research data of the relevant materials to the cognitive domain or basic competence three.

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

Basic Competence	Materials (Sub-Basic Competence)	Page	Example of Materials	Relevance with Basic Competence and Materials	
				Irrelevant	Relevant
3.1 Applies text structure and language feature to implement the social function of expressing hopes and wishes and congratulation for their fortune and achievement and responses	3.1.1 Spoken text for expressing congratulation in terms of expressions and responses.	2-6	Play the roles of the speakers in the picture. Say the speaker’s sentences correctly and clearly. Teacher :“ <i>The winner of the story-telling competition in this class is Lina</i> ” Students :“ <i>Congratulations Lina!</i> ”	-	√

17-32

III
Be healthy, be happy

3.6 and 4.6

To choose healthy and safe products
To avoid harmful products
To get the best results

33-52

IV
This is how you do it

3.7, 4.7, and 4. 8
Use and make recipes and manuals

To get the best result, and
To avoid accidents, damage, unnecessary waste

53-78

V
Everybody always in the middle of something

- To communicate activities in progress, past, future time in order to
- To share the information with others
- To give an explanation

79-106

VI
We have been to an orphan home.
We went there last Sunday.

according to context.	3.1.2 Spoken text for expressing hopes and wishes in terms of expressions and responses.	11-12	Play the roles of the speakers in the picture. Say the speaker's sentences loudly, clearly and correctly. <i>X: "Amazing! You run like a panther. I'm sure you will win the race." Y: "I hope so. Thanks"</i>	-	√
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3.13, 4.14, and 4.15

- To communicate past happening which related to the present moment, in order to:
- To share the information with others
 - To report the past happening to others
 - To give an explanation

107-130

VII

3.11 and 4.13

To listen to a folktale

To read a folktale for myself

To read a folktale to other people

To get a moral lesson from a folktale

131-

144

<p>3.2 Apply text structure and language feature to implement the social function of expressing agreement or disagreement according to context.</p>	<p>3.2.1 Spoken text for expressing agreement or disagreement in terms of expressions and responses.</p>	<p>29-30</p>	<p>Play the roles of the speakers in the dialogue. Say the speaker's sentences loudly, clearly, and correctly. First, repeat after me.</p> <p><i>Lina: "I don't feel well. I'm catching a cold."</i> <i>Udin: "You should go to the doctor."</i> <i>Beni: "I don't think that's a good idea. Just take a good rest and drink a lot of water, Lina."</i></p>	<p>-</p>	<p>√</p>
<p>3.3 Apply text structure and language feature to implement the social function of stating and asking rules and suggestion to do and not to do something according to context.</p>	<p>3.3.1 Spoken text for stating and asking rules in terms of expressions and responses.</p>	<p>-</p>	<p>-</p>	<p>-</p>	<p>-</p>

	3.3.2 spoken text for stating and asking suggestion in terms of expressions and responses.	29-30	<p>Play the roles of the speakers in the dialogue. Say the speaker’s sentences loudly, clearly, and correctly. First, repeat after me.</p> <p><i>Siti: “I agree with Udin. You should go to the doctor, Lina. You look very pale.”</i> <i>Edo: “I don’t agree with you. Siti. Too much medicine is not good. Lina, just take a rest, drink a lot of water, and eat only healthy food.”</i></p> <p style="text-align: center;">-</p>	-	√
3.4 Apply text structure and language feature to implement the social function of stating and asking the purpose and intention to do something according to context.	3.4.1 Written text for stating and asking the purpose and intention to do something in terms of expressions and responses.	23-26	<p>Say the sentences loudly, clearly and correctly. Please repeat after me.</p> <p><i>For example, if I say “ Siti says we should eat enough in order to...”, quickly say “to be healthy”</i></p> <p>Here is what you hand-write on your paper.</p> <p><i>Dayu: “.....?”</i> <i>Udin: “To have stronger lungs.”</i></p>	-	√

3.5 Apply text structure and language feature to implement the social function of telling and asking others to do and not to do according to context.	3.5.1 Spoken text for telling and asking others to do something in terms of expressions and responses.	19-23	<p>Play the roles of the speakers in the pictures. Say the sentences loudly, clearly, and correctly.</p> <p><i>Siti: "Hi, Dayu, have you taken any medicine, yet?"</i> <i>Dayu: "Yes, I have. But it only helps a little."</i> <i>Siti: "Maybe you just have to take a rest in order to get well soon."</i></p>	-	√
	3.5.2 Spoken text for telling and asking others to not do something in terms of expressions and responses.	19-23	<p>Play the roles of the speakers in the pictures. Say the sentences loudly, clearly, and correctly.</p> <p><i>Dayu: "This is a good lesson for me. I never care about what I eat."</i> <i>Udin: "Right. Guys, don't forget to wash your fruits and vegetables before you eat them so you will not take any germs into your tummy."</i></p>	-	√

<p>3.6 Apply text structure and language feature to implement the social function of food/drink/medicine label text according to context.</p>	<p>3.6.1 Written and spoken text for food/drink/medicine label text.</p>	<p>34-37, 46-51</p>	<p>Find the different kinds of facts available on the labels “Anidan” and “Sina-Spritz”. Spell the words and use the punctuation marks correctly. While you are writing, you will say the sentences loudly, clearly, and correctly. If you have any problems, you will go to your teacher for help.</p>	<p>-</p>	<p>√</p>
<p>3.7 Apply text structure and language feature to implement the social function of stating and asking manual, short, and simple manual and recipes according to context.</p>	<p>3.7.1 Spoken text for stating and asking manual, short, and simple recipes in terms of expressions and responses.</p>	<p>54-61</p>	<p>In group, read the recipes to each other. First, listen to me carefully. Then, repeat after me. Say the sentences loudly, clearly, and correctly.</p> <p style="text-align: center;">NOVEL APPLE PUDDING</p> <p><i>Ingredients:</i> <i>4 green apples, peeled, cored and thickly sliced</i> <i>¼ cup/45g self-raising flour, sifted</i> <i>60g butter or margarine, cubed</i> <i>½ cup/100g caster sugar</i> <i>1¼ cups/300ml water</i></p> <p><i>Method:</i> 1. <i>Place apple in a heat-proof dish. Place flour in a bowl. Rub in margarine with a spatula.</i></p>	<p>-</p>	<p>√</p>

			<p>2. <i>Stir in sugar and water (mixture should be lumpy). Pour over apples.</i></p> <p>3. <i>Bake at 180oC for 1 hour or until syrupy and golden. Serve warm with cream or ice cream.</i></p> <p><i>Serves: 6</i></p> <p><i>Preparation time :15 minutes Cooking time : 60 to 70 minutes</i></p>		
	3.7.2 Spoken text for stating and asking manual , short, and simple recipes in terms of expression and responses.	60-64	<p>A manual shows how to operate or use an appliance, a tool, a machine properly, so that the user will achieve the best performance and prevent accident, harm, or damage. Let's read the manual together. Listen to me carefully. Say the sentences loudly, clearly, and correctly.</p> <p><i>NOVEL APPLE PUDDING</i></p> <p><i>Written: 4 green apples, peeled, cored and thickly sliced</i></p> <p><i>Spoken: four green apples. Peel them, core them, and then slice them thickly.</i></p>	-	√

3.8 Apply text structure and language feature to implement the social function of Stating and asking activity/event in progress the time of speaking, at one point of the time in the past, and at one point of the time in future according to context.	3.8.1 Spoken text for stating and asking the time of speaking at one point of the time in the past.	88-89	<p>Play the roles of the speakers. Say the speakers' sentences loudly, correctly and clearly.</p> <p><i>Dayu: "Hi Udin. I went to your house around ten yesterday to return your magazine, but the door was closed. I knocked on the door many times but nobody came out."</i></p> <p><i>Udin: "Nobody was at home yesterday. I was going to the football practice. My mom and my dad were attending a wedding party, and my brother was going out with his friends."</i></p>	-	√
	3.8.2 Spoken text for stating and asking the time of speaking at one point of the time in the future.	100-102	<p>Say the speakers' sentences in the dialogues loudly, correctly and clearly.</p> <p><i>Now I know that reading novels is Siti's hobby. When I saw her in the canteen, she was reading a novel, now she is reading a novel. And, I'm sure when I meet her next time, she will be reading a novel, too.</i></p>	-	√

<p>3.9 Apply text structure and language feature to implement the social function of stating and asking activity / event / phenomenon in the past without specific time according to context.</p>	<p>3.9.1 Spoken text for stating and asking activity / event / phenomenon in the past without specific time.</p>	<p>111-112</p>	<p>Play the roles of the speakers. Say the speakers' sentences loudly, correctly and clearly.</p> <p><i>Siti: "I think Riri is the most interesting orphan I have ever known. Unfortunately, I didn't have a chance to talk to her personally. Can you tell me how she has come to the orphan home?"</i></p> <p><i>Dayu: "well, I don't know much about her either, because I have met her only three times. What I know is that she was the only child. Her father died when she was a baby, and her mother died eight years ago. She's been an orphan for eight years, but she's lived in the orphanage for only six years now."</i></p>	<p>-</p>	<p>√</p>
<p>3.10 Apply the text structure and language feature to implement the social function of stating and asking cause and effect according to context.</p>	<p>3.10.1 Spoken text for stating and asking cause and effect.</p>	<p>-</p>	<p>-</p>	<p>-</p>	<p>-</p>
	<p>3.10.2 Written text for stating and asking cause and effect.</p>	<p>-</p>	<p>-</p>		

<p>3.11 Understanding text structure and language feature to implement the social function of narrative text in form folktale according to context.</p>	<p>3.11.1 Spoken text for stating and asking of narrative text in form folktale.</p>	<p>132,134, 140</p>	<p>Listen to the teacher reading a folktale from West Java. The title is “Sangkuriang”. Repeat the story after the teacher, sentence by sentence, then say the words loudly, clearly, and correctly.</p>	<p>-</p>	<p>√</p>
<p>3.12 Apply text structure and language feature to implement the social function of short recount text by stating and asking about activity/ event/ phenomena in general according to context.</p>	<p>3.12.1 Spoken text of short recount text by stating and asking about activity/ event/ phenomena in general.</p>	<p>-</p>	<p>-</p>	<p>-</p>	<p>-</p>

3.13 Apply text structure and language feature to implement the social function of stating and asking factual report about people, animals, natural and social phenomenon according to context.	3.13.1 Spoken text for stating and asking factual report about animals.	166-167	Here are two texts about animals that also live in Indonesia: the buffalo and the bat . <i>You can find this kind of texts in an animal encyclopedia.</i> Let's read the texts together. First, listen to me carefully. Then, repeat after me. Say the sentences loudly, clearly, and correctly.	-	√
	3.13.2 Spoken text for stating and asking factual report about thing.	177-179	You will read <i>a long text about nonliving objects materials</i> . Let's read the text together. First, listen to me carefully. Then, repeat after me. Say the sentences loudly, clearly, and correctly.	-	√

	<p>3.13.3 Spoken text for stating and asking factual report about people.</p>	<p>185-186</p>	<p>Now you will read two texts about people: the family and the neighborhood. Let's read the two texts together. First, listen to me carefully. Then, repeat after me. Say the sentences loudly, clearly, and correctly</p>	<p>-</p>	<p>√</p>
	<p>3.13.4 Spoken text for stating and asking factual report about social and natural phenomenon.</p>	<p>182-183</p>	<p>Now you will read two text about people: the not punctuated and properly punctuated tax. Let's read the two texts together. First, listen to me carefully. Then, repeat after me. Say the sentences loudly, clearly, and correctly</p>	<p>-</p>	<p>√</p>

3.14 Recalling the social function, text structure, and language feature of services and products advertisement according to context.	3.14.1 Written text for stating and asking service advertisement	198-199	Identify different kinds of information in these advertisements: <i>Badminton lessons for SD and SMP students</i> and <i>Language courses English, Korean, Arabic, and Japanese</i> with a table analysis. Hand-write your work in the notebook or type it on a computer. While you are writing, say the words loudly, clearly, and correctly. Use the punctuation marks correctly.	-	√
	3.14.2 Written text for stating and asking product advertisement	200-201	Identify different kinds of information in these advertisements: <i>House</i> and <i>Antique Cupboard</i> with a table analysis. Hand-write your work in the notebook or type it on a computer. While you are writing, say the words loudly, clearly, and correctly. Use the punctuation marks correctly.	-	√
3.15 Understood text structure and language feature to implement the social function of song .	3.15.1 English Song.	204-206	Copy the song <i>“93 Million Miles – Jason Mraz”</i> in your notebook. Repeat the lyric after the teacher line by line meaningfully. Find the parts of the lyric that contain message. Handwrite it in your notebooks.	-	√

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

Table 4.3: The Relevant Materials to the Basic Competence Three (Cognitive Domain)

The Relevance	The Basic Competence Three
Relevant	3.1.1, 3.1.2, 3.2.1, 3.3.2, 3.4.1, 3.5.1, 3.5.2, 3.6.1, 3.7.1, 3.7.2, 3.8.1, 3.8.2, 3.9.1, 3.11.1, 3.13.1, 3.13.2, 3.13.4, 3.14.1, 3.14.2, and 3.15.1
Irrelevant	3.3.1, 3.10.1, 3.10.2, and 3.12.1

According to the table 4.3, it could be seen that there were some materials which were relevant and irrelevant with the sub-basic competence three. The materials which were relevant with the sub-basic competence were able to fulfill the purposes of the topic, language features, and social functions that had to be achieved by the students.

Here, the researcher made the data analysis of the relevant materials based on the cognitive domain. There were 25 materials included in the cognitive domain according to the 2013 Curriculum. The result of the percentages were as follows:

1. Relevant materials based on the cognitive domain

There were 21 materials which were relevant to the cognitive domain.

So, the percentage was:

$$21 \times 100 \% = 84 \%$$

The percentage of the relevant materials was 84 %.

2. Irrelevant materials based on the cognitive domain

There were 4 materials which were irrelevant to the cognitive domain.

So, the percentage was:

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

The percentage of the irrelevant materials was 16%.

According to those percentages, the researcher concluded that the textbook was categorized “**Excellent**” by achieving score 84% and relevant to the cognitive domain and able to fulfill the purposes of the topic, language features, and social functions of the ideal materials that had to be achieved by the students.

b. The Relevant Materials to the Psychomotor Domain

This was the second result analysis of the relevant materials based on the basic competence four in student English textbook entitled “Think Globally Act Locally”, the following table was the research data of the relevant materials to the psychomotor domain or basic competence four.

Table 4.4: Research Data of the Relevant Material to the Psychomotor Domain

Basic Competence	Materials (Spoken and Written Competence)	Page	Materials	Relevance with Basic Competence and Topic	
				Irrelevant	Relevant
4.1.2	The instruction to compose simple spoken and written text to express and respond gaining hopes and wishes	13-15	Discuss and decide what the speaker in each conversation would say. Handwrite the conversation on a piece of paper. Spell the words and use the punctuation marks correctly. <i>Situation 1:</i> <i>Discuss and decide what the speaker in each conversation would say. Handwrite the conversation on a piece of paper. Spell the words and use the punctuation marks correctly.</i> “ _____ ” <i>Situation 2:</i> <i>“Thank you. I hope so too.”</i> <i>Lina has just got the result of her Math test. She is waiting</i>	-	√
4.1	Compose simple Spoken and written text to express and respond gaining hopes and wishes and congratulations for their fortune and achievement by notice	7-9	Discuss and decide what the speaker in each conversation would say. Handwrite the conversation on a piece of paper. Spell the words and use the punctuation marks correctly. <i>Situation 1:</i> <i>“Thank you. I hope so too.”</i> <i>Lina has just got the result of her Math test. She is waiting</i>	-	√
4.2	Compose spoken and written text to express and respond according to context. agreement and disagreement expressing by notice on the right social function, text structure, and language feature	31	Discuss and fill in the tables like the examples. Handwrite the conversation on a piece of paper. Spell the words and use the punctuation marks correctly. <i>The conversation: Lina: “Thank God, I got an A for my Math test. But I’m not sure of the result of my English test.”</i> <i>Dayu: “ _____ ”</i>	-	√ √

<p>4.3 Compose simple spoken and written text to state, and ask about the rules and suggestion to do and not to something by notice on the right social function, text structure, and language feature according to context.</p>	<p>4.3.1 The instruction to compose simple spoken and written text to express and respond to rules expression.</p>	-	-	-	-
	<p>4.3.2 The instruction to compose simple spoken and written text to express and respond to suggestion expression.</p>	24-26	<p>Discuss and decide the question of what we should do the advice for. Handwrite the complete statements on a piece of paper. Spell the words and use the punctuation marks correctly.</p> <p><i>Example:</i> <i>Udin: "What should we have breakfast for?"</i> <i>Siti: "So that we have energy to do our activities during the day."</i></p> <p><i>Dialogue:</i> <i>Siti: "_____"</i> <i>Udin: "In order to avoid muscle injury."</i></p>	-	√

<p>4.4 Compose simple spoken and written text to state and ask about the purpose and intention to do something by notice on the right social function, text structure, and language feature according to context.</p>	<p>4.4.1 The instruction to compose simple spoken and written text to express and respond purpose expression.</p>	<p>24-26</p>	<p>Discuss and decide the question of what we should do the advice for. Handwrite the complete statements on a piece of paper. Spell the words and use the punctuation marks correctly.</p> <p><i>Example:</i> <i>lina: "what for do we need to eat various kinds of healthy food?"</i> <i>Siti: "To stay healthy."</i></p> <p><i>Dialogue:</i> <i>Dayu: "_____"</i> <i>Udin: "To have stronger lungs."</i></p>	<p>-</p>	<p>√</p>
<p>4.5 Compose written text in form of very short and simple to state and ask others to do and not to do something by notice on the right social function, text structure, and language feature according to context.</p>	<p>4.5.1 The instruction to compose simple spoken and written text to state and ask others to do something.</p>	<p>26</p>	<p>Discuss and decide the question of what we should do the advice for. Handwrite the complete statements on a piece of paper. Spell the words and use the punctuation marks correctly.</p> <p><i>Lina: "_____"</i> <i>Edo: "So that there are no mosquitos in our house"</i></p>	<p>-</p>	<p>√</p>

	4.5.2 The instruction to compose simple spoken and written text to state and ask others to not do something.	26	Discuss and decide the question of what we should do the advice for. Handwrite the complete statements on a piece of paper. Spell the words and use the punctuation marks correctly. <i>Beni: “ _____ ”</i> <i>Edo: “In order not to get harmful bacteria”</i>	-	√
4.6 Catch the meaning of short and simple food/drink/medicine label.	4.6.1 The exercise about short and simple spoken and written food label.	48-49	You will analyze the labels on the packaging of STALLE’S BAKERY use an analysis table. Handwrite the analysis on a piece of paper. Then, present all the facts in the table to other students.	-	√
	4.6.2 The exercise about short and simple spoken and written drink label.	44-45	You will analyze the labels on the packaging of KRATON TEA use an analysis table. Handwrite the analysis on a piece of paper. Then, present all the facts in the table to other students.	-	√

	4.6.3 The exercise about short and simple spoken and written text medicine label.	41	You will analyze the labels on the packaging of <i>ANIDAN and Sina-Spritz</i> use the analysis table. Handwrite the analysis on a piece of paper. Then, present all the facts in the table to other students.	-	√
4.7 Catch the meaning of short, simple procedure spoken and written text in form manual and recipe.	4.7.1 The exercise about short and simple spoken and written recipe text.	58-59	Work in groups, then use the analysis table to analyze the ingredients in the recipe. Discuss the right words into the right columns. Handwrite the analysis in the notebook or type it on a computer. <i>Iced Fruit Cocktail with Condensed Milk</i> <i>Amount: 2</i> <i>Kind: pandan</i> <i>Thing: leaves</i> <i>Action Applied: shredded lengthwise and tied in a knot</i>	-	√

	4.7.2 The exercise about short and simple spoken and written manual text.	60-64	<p>A manual shows how to operate or use an appliance, a tool, a machine properly, so that the user will achieve the best performance and prevent accident, harm, or damage. Read the manual together after the teacher. Listen to the teacher carefully. Write in the notebook how to say all the steps. Present all the steps to each other orally.</p> <p>NOVEL APPLE PUDDING <i>Written:</i> Place apple in a heat-proof dish. Place flour in a bowl. Rub in a margarine with a spatula. <i>Spoken:</i> First, place the apple in a heat-proof dish. Place the flour in a bowl. Rub in a margarine with a spatula.</p>	-	√
4.8 Compose short, simple, spoken and written text to in form recipe and manual by notice on the right social function, text structure, and language feature according to context.	4.8.1 The instruction to compose very short and simple spoken and written recipe .	66	<p>Design a recipe of a spicy coconut salad or 'urap'. We have all the ingredients and steps to cook the vegetables and the coconut dressing, but they are mixed and not in a good order. Put the ingredients and the steps in the right orders. Use an attractive design to make the recipe.</p>	-	√

	4.8.2 The instruction to compose very short and simple spoken and written manual .	66	Design a recipe of a spicy coconut salad or 'urap'. We have all the ingredients and steps to cook the vegetables and the coconut dressing, but they are mixed and not in a good order. Put the ingredients and the steps in the right orders. Use an attractive design to make the recipe.	-	√
4.9 Compose spoken and written text to state and ask about activity/event/phenomena that happen in progress the time of speaking, at one point of the time in the past , and at one point of the time in the future by notice on the right social function, text structure, and language feature according to context.	4.9.1 The instruction to compose short and simple spoken and written text about activity, event, and phenomenon that happen in progress .	80-87	We will work with eight conversation about activities that are in progress. Do a written task in group. Copy the table with the verbs in the four forms to the notebooks. <i>X: Hey, that's Dayu. Dayu! Dayu!</i> <i>Y: I don't think she hears you. She has her earphones on her ears. Maybe she's turning on the music loudly.</i>	-	√

	<p>4.9.2 The instruction to compose short and simple spoken and written text about activity, event, and phenomenon that happen in the past.</p>	<p>94-98</p>	<p>Discuss and decide the facts from the conversation to be stated to complete the other three situations. Handwrite the complete situations on a piece of paper.</p> <p><i>Lina: Udin, what (happen) to your foot?</i> <i>Udin: I (trip) and (fall) while I (carry) the pillows up the stairs at home.</i> <i>Lina: I hope you'll get well soon.</i></p> <p>Here what we handwrite on our paper: <i>Lina: "Udin, what happened to your foot?"</i> <i>Udin: "I tripped and fell while I was carrying the pillows the pillows up the stairs at home."</i> <i>Lina: "I hope you'll get well soon, Udin."</i></p>	<p>-</p>	<p>√</p>
	<p>4.9.3 The instruction to compose short and simple spoken and written text about activity, event, and phenomenon that happen in the future.</p>	<p>100-104</p>	<p>We will learn to state actions in progress at a certain point of time in the future. Read the sentences carefully to understand the situation put each verb in the correct form. Handwrite the conversation in the notebook.</p> <p><i>Now I know that reading novel is Siti's hobby.</i> <i>When I saw her in the canteen, ahe was reading a novel. And, I'm sure when I meet her next time, she will be reading a novel, too.</i></p>	<p>-</p>	<p>√</p>

<p>4.10 Compose spoken and written text to state and ask about activity/event/phenomenon in the past without specific time by notice on the right social function, text structure, and language feature according to context.</p>	<p>4.10.1 The instruction to compose simple spoken and written text to state and ask about activity/event/phenomenon in the past without specific time.</p>	<p>108-113</p>	<p>Fill in the blank spaces with suitable information according to the speakers' statements in the conversation above. Hand-write your work on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.</p> <p><i>For eight years, Riri has been an orphan. She has lived in the orphanage for six years. She _____ there because she has no relative to take care of her.</i></p>	<p>-</p>	<p>√</p>
<p>4.11 Compose short and simple spoken and written to ask and state about cause and effect by notice on the right social function, text</p>	<p>4.11.1 The instruction to compose simple spoken and written text to state and ask about cause and effect.</p>	<p>-</p>	<p>-</p>	<p>-</p>	<p>-</p>
	<p>4.11.2 The instruction to compose simple spoken and written text to state and ask about cause and effect.</p>	<p>-</p>	<p>-</p>	<p>-</p>	<p>-</p>

<p>4.12 Catch the meaning of narrative text, spoken and written text, short and simple, in form folktale.</p>	<p>4.12.1 The exercise about written narrative text in the form of short and simple folktale.</p>	<p>134-136</p>	<p>The following text is a summary of Sangkuriang, but with some of the words missing. Fill in the blank spaces with the right words you can choose in the right column. Hand- write your sentences on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.</p> <p><i>Paragraph 1</i> <i>Dayang Sumbi was a _____ and kind-hearted princess, but _____ she was very lazy. Her hobby was _____ cloth.</i></p>	<p>-</p>	<p>√</p>
	<p>4.12.2 The exercise about spoken narrative text in the form of short and simple folktale.</p>	<p>132-133</p>	<p>Let's discuss what we can learn from Sangkuriang with the following questions. You can also ask other questions.</p> <p><i>1) Who is Dayang Sumbi? Describe her.</i></p>	<p>-</p>	<p>√</p>
<p>4.13 Compose spoken and written text to state and ask past events in general by notice on the right social function, text structure, and language feature according to context.</p>	<p>4.13.1 The instruction to compose simple , spoken text to state and ask past events in general.</p>	<p>-</p>	<p>-</p>	<p>-</p>	<p>-</p>
	<p>4.13.2 The instruction to compose simple written text to state and ask past events in general.</p>	<p>-</p>	<p>-</p>	<p>-</p>	<p>-</p>

<p>4.14 Catch the meaning of short and simple spoken and written factual report.</p>	<p>4.14.1 The exercise about short, simple, spoken and written factual report text.</p>	<p>157-162</p>	<p>Listen carefully to the teacher reading four texts taken from an encyclopedia and a science book, one by one. The text entitled <i>Rocks, Fabrics, Chickens, and Cows and Bulls</i>. Then identify the statements that match each function by using table analysis. Handwrite the work in the notebook. You will also spell the words and use the punctuation marks correctly.</p>	<p>-</p>	<p>√</p>
	<p>4.14.2 The exercise about short, simple, spoken and written factual report text.</p>	<p>157-162</p>	<p>Listen carefully to the teacher reading four texts taken from an encyclopedia and a science book, one by one. The text entitled <i>Rocks, Fabrics, Chickens, and Cows and Bulls</i>. Then identify the statements that match each function by using table analysis. Handwrite the work in the notebook. You will also spell the words and use the punctuation marks correctly.</p>	<p>-</p>	<p>√</p>
<p>4.15 Compose short and simple spoken and written text factual report about people, animals, things and phenomenon by notice on the right social function, text structure, and language feature according to context.</p>	<p>4.15.1 The instruction to compose simple spoken and written text factual report about people.</p>	<p>185-187</p>	<p>Now you will read two texts about people: the family and the neighborhood. Analyze the texts using analysis table. Handwrite the analysis in the notebook or type it on a computer. Present the analysis of two texts orally.</p>	<p>-</p>	<p>√</p>

	4.15.2	The instruction to compose simple spoken and written text factual report about animals .	174-176	Now you will read three texts about animal: Dragonfly and Damselfly, Grasshopper, and Fish . Choose two of them. Then, analyze the texts using analysis table. Handwrite the analysis in the notebook or type it on a computer. Present the analysis of two texts orally .	-	√
	4.15.3	The instruction to compose simple spoken and written text factual report about things .	178-180	Now you will read three texts about thing: Sponge, Fabric, and Wood . Choose two of them. Then, analyze the texts using analysis table. Handwrite the analysis in the notebook or type it on a computer. Present the analysis of two texts orally .	-	√
	4.15.4	The instruction to compose simple spoken and written text factual report about phenomenon .	182-183	Now you will read three texts about social phenomenon: Not Punctuated (Tax) and Properly Punctuated (Tax) . Analyze the texts using analysis table. Handwrite the analysis in the notebook or type it on a computer. Present the analysis of two texts orally .	√	-
4.16 Catch the meaning of short, simple service and advertisement text .	4.16.1	The exercise about short, simple service text.	198-199	Identify different kinds of information in these advertisements: Badminton lessons for SD and SMP students and Language courses English, Korean, Arabic, and Japanese with a table analysis. Hand-write your work in the notebook or type it on a computer. While you are writing, say the words loudly, clearly, and correctly. Use the punctuation marks correctly.	-	√

	4.16.2 The exercise about short, and simple product advertisement text.	200-201	Identify different kinds of information in these advertisements: <i>House</i> and <i>Antique Cupboard</i> with a table analysis. Hand-write your work in the notebook or type it on a computer. While you are writing, say the words loudly, clearly, and correctly. Use the punctuation marks correctly.	-	√
4.17 Catch the meaning of the song .	4.17.1 The exercise about very short and simple song .	204-206	Copy the song " <i>93 Million Miles – Jason Mraz</i> " in your notebook. Repeat the lyric after the teacher line by line meaningfully. Find the parts of the lyric that contain message. Handwrite it in your notebooks.	-	√

The researcher classified the materials in the textbook according to the basic competence four in the 2013 curriculum and used the checklist instrument in the form of table 4.4, then the researcher resumed the findings. Here, the researcher concluded the relevant materials in the textbook to the basic competence four in the following table:

Table 4.5: The Relevant Materials to the Basic Competence Four (Psychomotor Domain)

The Relevance	The Basic Competence Three
Relevant	4.1.1, 4.1.2, 4.2.1, 4.3.2, 4.4.1, 4.5.1, 4.5.2, 4.6.1, 4.6.2, 4.6.3, 4.7.1, 4.7.2, 4.8.1, 4.8.2, 4.9.1, 4.9.2, 4.9.3, 4.10.1, 4.12.1, 4.12.2, 4.15.1, 4.15.2, 4.15.3, 4.15.4, and 4.16.1
Irrelevant	4.3.1, 4.11.1, 4.11.2, 4.13.1, and 4.13.2

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

Here, the researcher made the data analysis of the relevant materials based on the psychomotor domain. There were 34 materials included in the cognitive domain according to the 2013 Curriculum. The result of the percentages were as follows:

1. Relevant Materials based on the Psychomotor Domain

There were 29 materials which were relevant to the psychomotor domain.

So, the percentage was:

$$\frac{29}{34} \times 100 \% = 85 \%$$

The percentage of the relevant materials was 85 %.

2. Irrelevant Materials based on the Psychomotor Domain

There were 5 materials which were irrelevant to the psychomotor domain.

So, the percentage was:

$$\frac{5}{34} \times 100 \% = 15 \%$$

The percentage of the irrelevant materials was 15%.

According to those percentages, the researcher concluded that the textbook was categorized “**Excellent**” by achieving score 85 % and relevant to the psychomotor domain and able to fulfill the purposes of the topic, language features, and social functions of the ideal materials which intended to be achieved by the students.

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

This is the third result analysis of the relevant materials based on the Tomlinson’s theory of material evaluation in student English textbook entitled “Think Globally Act Locally”, the following table was the research data of the relevant materials to the Tomlinson’s theory of material evaluation.

Table 4. 6: Research Data of the Relevant Material to the Tomlinson’s Theory of Material Evaluation

No	Criteria of Material Evaluation by Tomlinson’s	Information	Page	Availability	
				Yes	No
1.	Materials should achieve impact	<p>The materials can achieve impact through :</p> <ul style="list-style-type: none"> • Novelty: it can be seen from the chapters which have different topics, illustration, and activities • Variety : the textbook provides various text-types • Attractive presentation: the layout is colorful and use photographs. • Appealing content : the topics are about universal themes and local reference 	<p>1, 17, 33, 53, 79, 107,131, 145, 165, 191, 203, 209, 213, 216, 217, 218</p> <p>20,21,22,36,37,55, 56,104,113,135,140, 158,166,167, 186</p> <p>1,2,3,12,17,33,36,37, 44,45, 46, 47,49, 96,97</p> <p>1, 33, 44, 131, 145, 165, 191, 203, 204</p>	√	-
2.	Materials should help learners to feel at ease	<p>The materials make the learners comfortable in doing activities from the textbook.</p> <ul style="list-style-type: none"> • The availability of dialogue and picture • The availability of texts and illustrations • The availability of grammar and example • The availability of exercise and blank spaces 	<p>2,3,4,5,6,7,11,12,13, 80,81,82,83,84</p> <p>36,37,55,56,71,146, 147,175</p> <p>86,90,92,93,99, 121,129,148</p> <p>11,6,113,117,135,136,153,1 87</p>	√	-

3.	Materials should help learners to develop confidence	<ul style="list-style-type: none"> The textbook provides stimulating tasks The textbook uses simple language to accomplish the tasks 	2, 13, 137, 152 2, 135, 136, 152, 153	√	-
4.	What is being taught should be perceived by learners as relevant and useful	The materials are relevant and useful by relating them to the learners' interest and to 'real-life' task.	1, 17, 33, 53, 79, 107,131, 145, 165, 188, 189,191, 203, 209, 213, 216, 217, 218,	√	-
5.	Materials should require and facilitate learner self-investment	The materials facilitate the learners to make discoveries for themselves by doing mini project, and giving them responsibility to choose the topic or the text.	51, 57, 94, 176,189,201	√	-
6.	Learners must be ready to acquire the points being taught	The materials provides focus attention on language features or grammar (grammar review) to achieve the learners' readiness.	-	-	√
7.	Materials should expose the learners to language in authentic use	The textbook stimulates the exposure of authentic use through listening to the stories, listening to songs, or fill in forms.	7,11,28,57,66,126, 127, 132, 140,207	√	-
8.	The learners' attention should be drawn to linguistic features of the input	The textbook provides the activities to draw the learners' attention to linguistic features of the input.	81,82,83,84,89,99,101, 102,109, 146,147	√	-
9.	Materials should provide the learners with opportunities to use the target language	The activities in the textbook give the learners opportunity to use language for communication (communicative interaction) in the forms of: <ul style="list-style-type: none"> Information gap activities Post listening and post reading activities Creative writing and speaking activities 	46,113,135,136,152,168, 176 62,64,128,132,140,142, 206 51,57,174,189	√	-
10.	Materials should take into account that the positive effects of instruction are usually delayed	The textbook provides a gradual process by giving frequent exposure to the instructed language features in communicative use.	2,5,6,7,23,24,28,29,31,80, 85,87,108,120,123,129	√	-

11.	Materials should take into account that learners differ in learning styles	<p>The activities are various in order to accommodate the learners' different learning styles.</p> <ul style="list-style-type: none"> • Activities for visual learning styles • Activities for auditory learning styles • Activities for studial learning styles • Activities for kinaesthetic learning style 	<p>2,3,34,43,50,62,64</p> <p>2,5,20,23,29,38,54,126</p> <p>90,91,96,97,102,103,109,115</p> <p>41,51,57,57,80,88,111</p>	√	-
12.	Materials should take into account that learners differ in affective attitudes	<p>Various types of activities, text, and units are provided to help learners having stronger motivation and positive feeling to learn the target language.</p> <ul style="list-style-type: none"> • Variety of activities • Variety of texts • Variety of units 	<p>2,7, 10,11,19, 26,27,28, 29,32</p> <p>55,56,71,140,141,158, 159,166</p> <p>V, 1,17,13,53,79,107,131, 145,165,191,203</p>	√	-
13.	Materials should permit a silent period at the beginning of instructions	<p>The materials facilitate the learners to have the silent period in order to help them having comprehension before production.</p> <ul style="list-style-type: none"> • By starting with listening comprehension • By permitting the learners to respond by using the first language 	<p>2,5,20,23,38,54,64,88, 192, 204</p> <p>28</p>	√	-
14.	Materials should maximize learning potentials by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities	<p>The textbook provides activities which stimulate the left and right brain.</p> <ul style="list-style-type: none"> • Activities which stimulate the right brain (e. g music, creativity, art, and shape) • Activities which stimulate the left brain (e. g logic thinking, language and mathematics) 	<p>57,76,126,127,166,201, 204, 205</p> <p>34,37,43,48,51,58,62,91, 103,113,115,121,154,163,194</p>	√	-

15.	Materials should not rely too much on controlled practice	Ideally, there should not too much controlled activities that are focus on the new structure.	-	-	√
16.	Materials should provide opportunities for outcome feedback	Reflection and journal are provides to know the learners' progress in understanding the target language.	10,16,27,32,42,52,68,78,99,105,119,130,139,144,156,164, 190,202,208	√	-

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

The Relevance	Criteria of Material Evaluation by Tomlinson's
Relevant	1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, and 16
Irrelevant	6 and 15

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

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

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

There were 14 materials which were relevant to the Tomlinson's theory of material evaluation. So, the percentage was:

$$\frac{14}{16} \times 100\% = 87.5\%$$

The percentage of the relevant materials was 87.5 %.

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

There were 5 materials which were irrelevant to the Tomlinson's theory of material evaluation. So, the percentage was:

$$\frac{5}{40} \times 100 \% = 12.5 \%$$

The percentage of the irrelevant materials was 12.5 %.

According to those percentages, the researcher concluded that the textbook was categorized “**Excellent**” by achieving score 87.5 % and relevant to the Tomlinson's theory of material evaluation and able to fulfill the objective of good and standardized English textbook that could facilitate the students to learn English optimally

C. Discussion

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

According to the tables presented in the chapter four, the third basic competences which the purpose emphasized on the cognitive domain were quite relevant with the English Basic Competence in the 2013 Curriculum. The third basic competence consisted of twenty five indicators. There were twenty one indicators were fulfilled by the materials in the textbook. The materials could fulfill the objectives of the main topics, language features, and social functions. However, there were four indicators of the third basic competence which could not be fulfilled by the materials in the textbook.

Furthermore, the basic competences which the objective emphasized on the psychomotor domain were also quite relevant with the English Basic Competence in the 2013 Curriculum. The fourth basic competence consisted of thirty four indicators. There were twenty nine indicators were fulfilled by the materials in the textbook. The materials could fulfill the objectives of the main topics, language features, and social functions. However, there were five indicators of the fourth basic competence which could not be fulfilled by the materials in the textbook.

Briefly, this present study showed that the English textbook “Think Globally Act Locally” for grade IX (The Revised Edition 2018) had improved the relevant materials based on the 2013 Curriculum. The previous study stated that this textbook only achieved the “fair” category (Ratih: 2017), while the result of this present study showed that this textbook achieved “excellent” category. It was found out that the revised Bloom’s Taxonomy by Anderson (2001) which applied in the 2013 Curriculum in this textbook achieved the higher level of category than the previous textbook especially in

cognitive (84%) and psychomotor (85%) domain. So, this would give the better quality in teaching and learning process to implement the 2013 Curriculum.

The Tomlinson's theory of material evaluation which the purpose emphasized on the criteria of material development were also quite relevant to this textbook. As had been stated on the Chapter II that there were sixteen criteria of material evaluation by Tomlinson (2011). The textbook "Think Globally Act Locally" for grade IX could fulfill fourteen criteria. The fulfilled criteria were: 1) Materials should achieve impact, 2) Materials should help learners to feel at ease, 3) Materials should learners to develop confidence, 4) What is being taught should be perceived by learners as relevant and useful, 5) Materials should require the points being taught, 7) Materials should expose the learners to language in authentic use, 8) The learners attention should be drawn to linguistic features of the input, 9) Materials should provide the learners with opportunities to use the target language, 10) Materials should take into account that the positive effects of instruction are usually delayed, 11) Materials should take into account that learners differ in learning styles, 12) Materials should take into account that learners differs in affective attitudes, 13) Materials should permit a silent period at the beginning of instructions, 14) Materials should maximize learning potentials by encouraging intellectual, aesthetic, and emotional involvement which stimulates both right and left brain activities, 16) Materials should provide opportunities for outcome feedback. Meanwhile, the textbook did not fulfill two criteria. The criteria which could not be fulfilled were: 6) Learners must be ready to acquire the points being taught, and 15) Materials should not rely too much on controlled practice. Therefore, the percentage of the relevant materials in the textbook to the Tomlinson's theory of material evaluation

was 87.5 %. It could be concluded that the textbook “Think Globally Act Locally” was suitable and quite relevant to be used as the main English textbook for grade IX.

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