

Textbooks Evaluation: To What Extent Do the English Textbooks Provide Learning to promote Cognitive Skill?

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Received: 13th March 2019

Revised: 31st May 2019

Published: 11th June 2019

Abstract

This research mainly aims at conducting an extensive evaluation of two English textbooks for senior high school grade tenth revised edition based on *Kurikulum 2013 yang disempurnakan* (curriculum 2013 revised edition). This study employed a descriptive qualitative analysis. The English textbooks for the tenth grade published by Erlangga and Ministry of Education and Culture were selected as the sources of data. The evaluation focuses on how far the textbooks provide learning to promote cognitive skill. Basic competencies in cognitive domain of curriculum 2013 were adapted as an instrument to evaluate the textbooks. Findings found that the textbooks' authors have tried to present opportunities for students to achieve core competencies of curriculum 2013 in several units. Nevertheless, there are certain units that need additional instructions to provide more opportunities for students to reach low and high-order thinking skills. On the basis of the findings, the authors of the two textbooks may revise or improve the textbooks' content by adding more experiences for students to achieve the levels of taxonomy bloom expected in the core and basic competencies of curriculum 2013. The findings are also useful for teachers to add or modify the instructions that suit the purposes of curriculum 2013 specifically in cognitive domain.

Keywords: English Textbooks, Textbooks Evaluation, Cognitive Domain

Introduction

Textbook is one of the major elements for the process of language teaching and learning that usually serves students materials to activate their cognitive and psychomotor skills. Richards (2001, p. 251) concedes that instructional materials in English foreign language context have significant role in serving language input for students to practice the language in the classrooms. In accordance with the statement proposed, it is valuable to note that there is an indivisible part between a textbook and a learning process.

Regarding the prominent role of textbooks as a teaching material in the classroom, it is essential to select an appropriate textbook that is consistent with the curriculum objectives as Garinger (2002) argues that one of the steps to select a proper textbook is to find out how far a textbook is in agreement with the program and the course. He further argues that "if one of the goals of the



programs is to give students an opportunity to interact with authentic texts, then books that use articles written for native English speakers would be appropriate". Based on the statement, it seems that conducting an extensive review of a textbook is significant to know how far the textbooks' contents suitable for certain learning purposes.

A number of previous studies has put the agreement of a textbook with the curriculum as one of the aspects included in their evaluation. First, Arifah and Ngadiso (2018) analysed the previous publication of Bahasa Inggris textbook in terms of competencies and scientific approach. The study revealed that the materials are compatible with the items of core and basic competencies. In terms of scientific approach, they found that the stages of SA were presented implicitly through the activities in the textbook. In another study, Arono and Syafrina (2017) investigated three English textbooks in terms of contents, presentation, language, and graphic. The analysis in the aspect of contents indicated that Pathway to English and Bahasa Inggris textbook were categorized good due to their relevancy with KI and KD of curriculum 2013. On the other hand, the textbook published by Yrama Widya was categorized fair.

Third, Margana and Widyantoro (2016) evaluated previous publication of tenth grade Bahasa Inggris textbook for the first semester in terms of six aspects include the suitability of basic and core competencies in reference to the content, the organization of English textbook and language skill areas, the contextualization of tasks, critical thinking skill enhancement, the integration of culture, and learner characteristic accomodation. In the suitability of basic and core competencies and the content, it was found that Bahasa Inggris textbook was designed on the basis of core competencies and basic competencies. It is realized in the objectives of the textbook. Lastly, Nimasari (2016) evaluated the extent to which the 2013 curriculum-based textbook accomplishes pedagogical aspects consist of methodology, content coverage, material completeness, presentation, design, and learner's factors. The findings in methodology aspect found that Bahasa Inggris textbook has put core competencies and basic competencies in the objectives. On the other hand, spiritual and social aspects receive little attention since the skills were integrated with other competencies. She also found that there is relevancy between the syllabus of curriculum 2013 with the materials in Bahasa Inggris textbook.

Although the studies in textbook evaluation in the aspect of curriculum 2013 have been conducted by numerous researchers from different ways and point of views, there is a need to conduct further investigation since there is revision of curriculum. Curriculum 2013 is the current curriculum in Indonesia. As a means of improving the recent curriculum, the Ministry of Education and Culture made changes on several aspects of curriculum 2013. It is then called curriculum 2013 revised edition (*Kurikulum 2013 yang disempurnakan*). One of the revisions is the changing toward some of the operational verbs (*kata kerja operasional*) in the basic competencies specifically in cognitive domain. As can be seen in table 1, the operational verb "analyze" in the previous version of basic competencies of curriculum 2013 has been changed into "apply" and "differentiate" as the subcategory of "analysis" category. In addition, the operational verb "understanding" has been changed into "interpret". These revisions ofcourse require the changes too on the new publication of English textbooks in terms to



provide appropriate instructions that suit the objectives of the revised version of basic competencies of curriculum 2013. To address the gap, the present study intended to evaluate and explore in further the differences of the revised version of two English textbooks published by Erlangga and Kemdikbud in providing learning to improve students' cognitive skill on the basis of the revised version of basic competencies of curriculum 2013 in cognitive domain. This is beneficial to expand and strengthen the existing research as well as give new information related to the revised publication of English textbooks as references for teachers and the authors in adapting and improving the English textbooks in the future.

Cognitive domain in curriculum 2013 uses the revision of cognitive processes of taxonomy bloom revised by Anderson and Krathwohl (2001) (cited in Kemdikbud, 2016, p. 5; Sutjipto, 2016, p. 245). Krathwohl (2002, p. 212) claims that "the taxonomy of educational objectives is a framework for classifying statements of what we expect or intend students to learn as a result of instruction".

Table 1. Gradation of Cognitive Domain Proposed by Anderson and Krathwohl

Structure of the Cognitive Process
Dimension of the Revised Taxonomy
1.0 Remember – Retrieving relevant knowledge from long-term memory. 1.1 Recognizing 1.2 Recalling
2.0 Understand – Determining the meaning of instructional messages, including oral, written, and graphic communication. 2.1 Interpreting 2.2 Exemplifying 2.3 Classifying 2.4 Summarizing 2.5 Inferring 2.6 Comparing 2.7 Explaining
3.0 Apply – Carrying out or using a procedure in a given situation. 3.1 Executing 3.2 Implementing
4.0 Analyze – Breaking material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose. 4.1 Differentiating 4.2 Organizing 4.3 Attributing
5.0 Evaluate – Making judgments based on criteria and standards. 5.1 Checking 5.2 Critiquing
6.0 Create – Putting elements together to form a novel, coherent whole or make an original product. 6.1 Generating 6.2 Planning 6.3 Producing

Source: Anderson and Krathwohl (2002, p. 215)



Table 1 demonstrates that revision of taxonomy bloom consists of remember, understand, apply, analyze, evaluate, and create. Tenth and eleventh-grade students should achieve the lower order thinking skills involve *remember, understand, and apply* to higher order thinking skill that is *analyze* (Kemdikbud, 2016, p. 13). Core competency of curriculum 2013 in cognitive domain expects students to understand, apply, and analyze the knowledge (factual, conceptual, and procedural). (See appendix 1)

Method

Material

The sources of data in this study were the English textbook “Pathway to English” based on curriculum 2013 revised edition (*Kurikulum 2013 yang disempurnakan*) (Sudarwati and Eudia Grace, 2016) and the English textbooks “Bahasa Inggris” consists of teacher’s book and student’s book (Zuliati, Furaidah and Utami Widiati, 2017) based on *Kurikulum 2013 yang disempurnakan* for the tenth grade. Pathway to English has ten units consist of 206 pages divided into 10 units. The topics in each unit include *Hi, My Name is, Well Done!, Congratulation!, I will Improve My English, It’s a Wonderful Place, Listen to the School Announcement, I’ve Been There, Past Echoes of the Nations, A Long Time Ago, and Sing Your Heart Out!*. Furthermore, the student’s book of *Bahasa Inggris* comprises 220 pages divided into 15 units. In addition, the teacher’s book contains 202 pages divided into 15 units. The topic in each unit consists of *talking about self, congratulating and complimenting others, expressing intention, which one is your best getaway?, Lets Visit Niagara Falls, Giving Announcement, My Idol, The Battle Of Surabaya, B.J. Habibie, Cut Nyak Dien, Issumboshi, Malin Kundang, Strong Wind, and You’ve Got A IFriend*. The data were the contents of the two English textbooks include materials, tasks and activities. In this study, the researchers evaluated all chapters in the English textbooks that relate to the topic found in the core and basic competencies of curriculum 2013 in English subject. For this reason, there were some chapters in textbook 2 that were not evaluated since the textbook has additional topics that are not included in core and basic competencies of curriculum 2013 revised version.

Procedure

This study adopted descriptive qualitative research. A table of textbook evaluation criteria that was adapted based on basic competencies of curriculum 2013 in cognitive domain was validated to two experts of English language teaching and an expert in research methodology from IAIN Bukittinggi. They recommended to not asking more than one question in an item. The checklist was then revised based on the suggestion given. To data were collected by evaluating each unit of the textbooks related to the topics in the curriculum by observing how far the contents of English textbooks fulfill each item in the checklist evaluation. After that, the researchers gave a score ranges from 0 – 2 where 2 means “good”, 1 means “satisfactory”, and 0 means “poor”. “A comparative weight is assigned to the relative realization of each actual criterion in the textbook under scrutiny: a perfect match between the ideal defined criterion and its actual realization in the textbook receiving two, a total lack a score of zero, and any inadequate match a score of one” (Wahab, 2013, p. 63). To trustworthiness in this research was



obtained through credibility and dependability. Credibility was done by extending the duration of evaluation and repeating the observation and coding processes. To achieve dependability, there is an external auditor who is the examiner of the first author that checked out the whole process of the research.

Findings and discussion

The table below presents the evaluation of the two textbooks on the basis of core competencies of *Kurikulum 2013 yang disempurnakan* focuses on cognitive domain. Each textbook may obtain a score (0=Poor, 1=Satisfactory, 2=Good) depends on how far the contents fulfill each statement in the table. Textbook 1 refers to *Pathway to English* and textbook 2 refers to *Bahasa Inggris*.

Table 2. The result of evaluation of two English textbooks in cognitive domain

Item of Evaluation	Score	
	T1	T2
1. Textbook guides students to apply the <i>social functions</i> of spoken and written transactional interaction texts involve introducing and mentioning identity according to the contexts of its use.	1	1
2. Textbook guides students to apply the <i>texts structures</i> of spoken and written transactional interaction texts involve introducing and mentioning identity according to the contexts of its use.	1	1
3. Textbook guides students to apply the <i>language features</i> of spoken and written transactional interaction texts involve introducing and mentioning identity according to the contexts of its use.	2	1
4. Textbook guides students to apply the <i>social functions</i> of spoken and written interpersonal interaction texts involve congratulating and complimenting according to the contexts of its use.	1	1
5. Textbook guides students to apply the <i>texts structures</i> of spoken and written interpersonal interaction texts involve congratulating and complimenting according to the contexts of its use.	1	1
6. Textbook guides students to apply the <i>language features</i> of spoken and written interpersonal interaction texts involve congratulating and complimenting according to the contexts of its use.	2	1
7. Textbook guides students to apply the <i>social functions</i> of spoken and written transactional interaction texts involve asking for and giving information about intentions of doing something to develop interactional communication with others according to the contexts of its use	1	1
8. Textbook guides students to apply the <i>texts structures</i> of spoken and written transactional interaction texts involve asking for and giving information about intentions of doing something to develop interactional communication with others according to the contexts of its use	1	1
9. Textbook guides students to apply the <i>language features</i> of spoken and written transactional interaction texts involve asking for and giving information about intentions of doing something to develop	1	2



	interactional communication with others according to the contexts of its use		
10.	Textbook guides students to differentiate the <i>social functions</i> of some spoken and written descriptive texts involve asking for and giving information about a particular place and a historical building according to the contexts of its use.	2	2
11.	Textbook guides students to differentiate the <i>texts structures</i> of some spoken and written descriptive texts involve asking for and giving information about a particular place and a historical building according to the contexts of its use	2	2
12.	Textbook guides students to differentiate the <i>language features</i> of short and simple spoken and written some descriptive texts involve asking for and giving information about a particular place and a historical building according to the contexts of its use	2	2
13.	Textbook guides students to differentiate the <i>social functions</i> of spoken and written texts in a form of announcement by asking and giving for information related to school activities according to the contexts of its use.	2	1
14.	Textbook guides students to differentiate the <i>text structures</i> of spoken and written texts in a form of announcement by asking and giving for information related to school activities according to contexts of its use.	2	1
15.	Textbook guides students to differentiate the <i>language features</i> of spoken and written texts in a form of announcement by asking and giving for information related to school activities according to contexts of its use.	0	1
16.	Textbook guides students to apply the <i>social functions</i> of spoken and written transactional interaction texts involve asking for and giving information related to a series of past events according to the contexts of its use	1	1
17.	Textbook guides students to apply the <i>text structures</i> of spoken and written transactional interaction texts involve asking for and giving information related to a series of past events according to the contexts of its use	1	1
18.	Textbook guides students to apply the <i>language features</i> of spoken and written transactional interaction texts involve asking for and giving information related to a series of past events according to the contexts of its use	2	2
19.	Textbook guides students to differentiate <i>the social functions</i> of some spoken and written recount texts involve asking and giving information related to the historical events according to the contexts of its use.	0	0
20.	Textbook guides students to differentiate the <i>texts structures</i> of some spoken and written recount texts involve asking and giving information related to the historical events according to the contexts of its use.	2	1
21.	Textbook guides students to differentiate the <i>language features</i> of some spoken and written recount texts involve asking and giving information related to the historical events according to the contexts of its use.	0	0
22.	Textbook guides students to differentiate the <i>social functions</i> of some spoken and written narrative texts involve asking and giving information about folktales according to the contexts of its use.	2	0



23. Textbook guides students to differentiate the <i>text structures</i> of some spoken and written narrative texts by asking and giving information about folktales according to the contexts of its use.	2	2
24. Textbook guides students to differentiate the <i>language features</i> of some spoken and written narrative texts involve asking and giving information about folktales according to the contexts of its use.	2	1
25. Textbook guides students to interpret the <i>social functions and language features</i> of the song lyrics related to the adolescent life of senior high school students.	2	1
Score	35	28

Note: T1 is textbook 1 and T2 is textbook 2

Table 2 demonstrates that textbook 1 receives 35 scores higher than textbook 2 that constitutes 28 scores. Eventhough textbook 2 obtained a lower score, some chapters in the textbook acquired good and satisfactory criteria. The descriptions and discussions of how far the textbooks fulfill the items in the checklist are explained below along with some samples of the contents in each textbook.

1. The direction to apply social functions in interpersonal and transactional texts

The results of the evaluation in terms of the direction to apply social functions in interpersonal and transactional texts show that the two textbooks have guided students to apply the social functions of the texts. For example, on page 5, textbook 1 offers a question asking students about “What do people usually say when they are asked about personal information?”. The textbook then assigns students to put a tick in the boxes with the appropriate expressions. On page 8 students are asked to have a discussion with their friends and teachers about introducing and mentioning identity, for example, 1) have you ever introduce yourself in front of many people? 2) When did you do it? 3) Why do you think you should do it? This activity allows students to recall their background knowledge related to the social function of the text before they are going to achieve the next level of cognitive taxonomy.

Moreover, on page 9, students are instructed to listen to the recording and practice the dialogue with their friends. On page 17 and 18, they are assigned to take turn asking and giving information about hobby and job with their friends. In written personal information, on page 22 and 32, students are required to listen to people introducing themselves and read the letter carefully. What follows is an activity asking them to ask some questions to their friends about writing a pen pal letter, such as have they ever written a pen pal letter? What is the purpose of writing a pen pal letter? and etc. On page 26, students are asked to read a letter to a pen pal carefully and write a reply to Suzan’s letter by completing the letter that has been provided on page 27. These activities enable students to apply the social functions of the text. Since the text belongs to transactional interaction text, the researchers found more instructions in spoken text that are useful for students in doing transactional communication.



As for the second textbook, the lesson about “introducing and mentioning identity” (page 1 – 19) in chapter 1 of textbook 2 also promotes some instructions directing students to apply the social functions of interaction texts involve mentioning and introducing identity. For example, on page 17, textbook 2 asks students to look at the picture and answer some questions like 1) what do you think they are doing? 2) Where does it take place? 3) Why do you think so? The procedures to guide students to understand the social function of the text also exists in the teacher’s book on page 8 suggested teachers discuss the pictures and the social purposes of the text with students. The activity that follows this instruction asks students to act out the dialogue pretending to be Edo and Slamet who introduce themselves to each other. In contrary, textbook 2 has fewer conversation models and expressions that are valuable for students to apply the social functions of the text.

However, the two textbooks required more instructions in order to raise students’ awareness that different situations (field) and the relationship between participants (tenor) may influence the forms of the texts. Putra (2004, p. 69) states that one of the theoretical frameworks of curriculum 2013 is systemic functional linguistic proposed by Halliday (1978). Halliday and Matthiessen (2014, p. 33) argue that “any situation type can be characterized in terms of field, tenor and mode”. They further state that **field** relates to what is going on in the situation or we can call it the subject or topic of communication, **tenor** belongs to participants in the situations or what the relationship between or among the people is in the situations, and **mode** refers to the media used to communicate. Putra (2014, p. 69) furthermore asserts that teachers need to “provide the opportunity for students to discover the context of culture and the contexts of situations that affect the forms of the text in order they can produce the texts that are more social culturally relevant”. To repair this, the textbooks may add dialogues or conversations that are varied in terms of contexts and situations and allowing students to discuss and exchange information with their friends and teachers related to the expressions in the dialogue and why such expressions are used in certain occasions. These instructions can possibly raise students’ awareness so that they can appropriately select the expressions and maintain interpersonal relationship with others.

2. The direction to apply text structures in interpersonal and transactional texts

With reference to the direction to apply text structures in interpersonal and transactional text, it is observed that textbook 1 introduces text structures of the text indirectly through conversation models or dialogues. It also prepares expressions to exchange information. As an example, chapter 1 in Pathway to English presents expressions to introduce and mention identity and the responses to exchange information, as well. It proposes several conversation models which are helpful for students to apply the text structures of the text. There are some directions asking students to act out dialogues. On top of that, the textbook offers the section for students to study the way to introduce a self started from mentioning names until referring to a phone number. Likewise, students are facilitated with some monologues to learn the way to introduce a self in front of the class. In written text, textbook 1 directly presents examples of written texts in the form of a letter. The examples can be used by students as a model to produce



the written text systematically. However, there is no instruction asking students to discuss text structures of the text. The comprehension questions provided do not really direct student's attention to find the text structures of the text. Some students may need more guidance to create a dialogue or written text. As the learners are EFL students, they need to be prepared in understanding text structures of the text so that they can apply it appropriately. As it is stated by Shcas et al. (1974) cited in Murcia (2007) that conversational competence includes the way to open a conversation, close a conversation, establish and change topics. Murcia (1995) in Murcia (2007, p. 47) argues that one of the sub areas in discourse competence is "generic structure which helps the user to identify an oral discourse as a conversation, narrative, interview, and etc". Furthermore, Murcia, Dornyei, and Thurrell (1995, p. 14) state that conversational competence involves how to open a conversation, exchange the information, and close a conversation. Accordingly, textbook 1 is expected to offer more guidance or directions for students to understand text structures of interpersonal and transactional texts by assigning students to discuss the text structures of the texts.

In contrary, the researcher found that textbook 2 gives more emphasis in guiding students to comprehend the text structures of the text. The direction also exists in the teacher's book suggesting teachers discuss it with students. Nevertheless, textbook 2 has fewer conversation models than textbook 1 that may not offer more examples and opportunity for students to apply the text structures of the texts. Revision can be done by serving explanations or lists of expressions that can be used by students to not only exchange information, but also to open and close a conversation. Making a list of expressions in a form of table as textbook 1 does can attract students' attention and give clear examples for students to understand and apply text structures of the texts. Also, guiding students and teachers to discuss text structures of the texts as offered in textbook 2 is also advisable to be considered by textbook authors for the next revision of textbook 1.

3. The direction to apply language features in interpersonal and transactional texts

In the matter of the direction to apply language features in interpersonal and transactional texts, textbook 1 gives more complete presentation of language features than textbook 2. Textbook 1 gives explanations, directions, and examples of language features that allow students to understand the language features of the text. Some of the grammar presentations in textbook 1 are also contextualized in the dialogues and passages. Some of them are explicitly explained to students. For example, chapter 1 in Pathway to English offers expressions, intonations, grammatical features, vocabularies related to the topic and instructions for students to apply the language features of the text. On page 5, students are instructed to listen and repeat the expressions of personal information. On page 10, textbook 1 offers the expressions of personal information to be studied. This instruction affords an opportunity for students to understand the language features of the text and apply it accurately. Next, they are assigned to analyze the



expressions of personal information according to their functions, discuss those answers with their friends, find out other expressions from other sources and compare them with the expressions used in the chapter. To direct students to apply the language features in spoken text, students are required to fill in appropriate expressions about introducing and mentioning identity and practice a dialogue with correct intonations. On page 22, students are asked to state whether sentences provided have rising or falling intonation and to draw the intonation line. On top of that, they are required to complete the dialogue with appropriate questions using WH-words. In written personal information, on page 19, students are guided to complete the paragraph with the correct to be and to have. On page 21, students are asked to put the appropriate pronouns in the text. Further instruction assigns students to write a reply to Suzan's letter.

Related to the findings, Putra (2014, p. 68) says that one of the theoretical frameworks of curriculum 2013 refers to communicative competence proposed by Celce-murcia (2007). One of the competencies is linguistic competence. "Linguistic competence includes four types of knowledge involve phonological, lexical, morphological, and syntactic systems" (Murcia, 2007, p. 47). To direct students apply the language features of the texts, textbook 1 provides a variety of instructions that enable them to apply language features in spoken and written texts. In contrast, textbook 2 does not offer enough instructions and opportunities for students to apply the language features of the texts, specifically in written text as it is expected in basic competencies of curriculum 2013 or the third level of taxonomy bloom in cognitive domain which is *to apply* (Krathwohl, 2002). Arifah, Santosa, and Ngadiso (2018) who evaluated Bahasa Inggris textbook published in 2014 also found that the page for social function, text structures, and language features of the texts is not clearly presented in the textbook. Therefore, the revised version of Bahasa Inggris textbook is not improved in preparing the knowledge of these three components. Revision can be done by adding more instructions for students to apply the language features of the text and giving more detail and clearer explanations for students.

4. The direction to differentiate social functions, text structures, and language features of some spoken and written texts in functional texts

With regard to the direction to differentiate social functions, text structures, and language features of some spoken and written texts in functional texts, it indicates that textbook 1 delivers more explanations and instructions for students to recall their background knowledge and to enhance their understanding of social functions, text structures, and language features of spoken and written texts. It also provides more opportunity for students to analyze and differentiate some spoken and written texts since it contains more conversation models and written texts. Therefore, the revised version of textbook 1 has been designed based on the requirements of revised edition of curriculum 2013. These findings are in line with the basic competencies of curriculum 2013 or the fourth cycle of cognitive domain proposed by Bloom which is *to analyze or differentiate* (Krathwohl, 2002).

Textbook 2 has also tried to guide students to differentiate social functions, text structures, and language features in spoken and written functional texts. It is



good at guiding students to differentiate text structures of the text since it enables students to find similarities and differences of the texts. It was observed in chapter 4 that to reinforce students' understanding, textbook 2 presents an explanation about the text structures of descriptive consist of identification and description. On page 53, textbook 2 offers the text about Tanjung Puting National Park and gives an example of how to analyze text structures of the text by using tables. Afterwards, students are required to analyze text structures of three different texts: Taj Mahal, Cuban Rondo, and Visiting Niagara Falls by completing the table provided. Subsequently, in the teacher's book, the researchers found the suggestion for teachers to direct students' attention to the organization of descriptive text. Textbook 2 also directs students to find similarities and differences between two texts and discuss the text structures with their friends. However, textbook 2 provides fewer spoken and written texts for students to analyze or differentiate several texts. This finding is in conflict with the fourth gradation of taxonomy bloom or cognitive domain in the basic competencies of curriculum 2013 which expect students to be able to differentiate social functions, text structures, and language features of some spoken and written functional texts. Therefore, textbook 2 needs additional conversation models, written texts and instructions to give more opportunity for students to analyze different texts.

5. *The direction to interpret the social functions and language features of the song lyrics related to the adolescent life of senior high school students.*

Textbook 1 contains two kinds of songs: when the children cry by White Lion and Pray by Justin Bieber. On page 195, students are assigned to find the song "When the Children Cry by White Lion and its lyrics and they have to put a tick on the pictures that correspond to the verses. Furthermore, on page 196, students are asked to choose the words that suit the songs and determine the message of the songs by putting a tick on the box provided. On page 197, students are asked to listen to the song pray by Justin Bieber. Following this instruction, students are asked to find the meaning of the words in the song and check their understanding by answering the questions provided in the textbook. As a warming up, textbook 2 gives some pictures and asks students to make a short description of the picture. On page 198, students are asked to listen to a song "you've got a friend". They are given a list of vocabularies related to songs to help them comprehend the lyrics. They are guided to interpret the meaning of certain verses and tell what the song is about. By giving this task, students are guided to interpret social functions and language features of the song. These results are in line with the expectation of basic competencies of curriculum 2013 or the sub category of second level of Bloom's taxonomy that is to *interpret* (Krathwohl, 2002). However, there is only a song provided in textbook 2.

Conclusion

The result of the research shows that textbook 1 has gained a higher score than textbook 2. Textbook 1 has tried to provide better cognitive learning that guides students to achieve the level of taxonomy bloom in several chapters even though



there are still units that require revisions. Subsequently, even though textbook 2 has obtained a lower score, some chapters in textbook 2 have acquired good and satisfactory criteria. The revision in these two textbooks can be done by providing additional materials and instructions that facilitate more opportunities for students to experience cognitive learning processes in order to achieve the objectives of curriculum 2013. The result of the research can also be useful for teachers who are using or going to modify or adapt the English textbooks.

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APPENDIX

Core and Basic Competencies of Curriculum 2013 in Cognitive Domain

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3. Understand, apply, and analyze the knowledge (factual, conceptual, and procedural) according to the curiosity in learners toward science, technology, arts, culture, and humanity with the concept of humanity, nationality, state and civilization related to the causes of phenomena and event, as well as apply procedural knowledge in the specific field of study in accordance with their tendency and interest in solving problems.
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- 3.1 Apply social functions, texts structure, and language features of spoken and written transactional interaction texts involve introducing and mentioning identity to develop interactional communication according to the contexts of its use. (notice the language feature: pronoun: *subjective, objective, possessive*)
- 3.2 Apply social functions, texts structures, and language features of spoken and written interpersonal interaction texts involve congratulating and complimenting to develop interactional communication with others according to the contexts of its use.
- 3.3 Apply social functions, texts structures, and the language features of spoken and written transactional interaction texts involve telling and asking about intentions of doing something to develop interactional
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communication with others according to the contexts of its use. (notice the language feature: be going to, would like to)

- 3.4 Differentiate social functions, text structures, and language features of spoken and written descriptive texts by asking for and giving information about particular places and historical buildings according to the contexts of its use.
- 3.5 Differentiate social functions, texts structures, and language features of particular texts in a form of announcement by asking for and giving information related to school activities according to contexts of its use.
- 3.6 Apply social functions, texts structures, and language features of spoken and written transactional interaction texts related to a series of past events, usually in the order according to the contexts of its use. (notice the language feature: simple past tense vs present perfect tense)
- 3.7 Differentiate social functions, texts structures, and language features of spoken and written recount texts by asking for and giving information related to the historical events according to the contexts of its use.
- 3.8 Differentiate social functions, texts structures, and language features of spoken and written narrative texts by asking and giving information about folktales according to the contexts of its use.
- 3.9 Interpret social functions and language features of the song lyrics related to the adolescent life of senior high school students.

Source: Permendikbud Tahun 2016 Nomor 024 Lampiran 4

