

## CONTENT ANALYSIS OF WHEN ENGLISH RINGS A BELL STUDENT'S TEXTBOOK

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**Abstract:** This study's objective was for analyzing materials relevance in psychomotor and cognitive-based on 2013 English curriculum of competence in Textbook of the eighth grade of junior high school "English Rings a Bell". The methodology of this study is qualitative. Based on Anderson and Krathwol (2001) theory, The Textbook analysis consists of Simpson's and cognitive domain of taxonomy (1972) which aim to focus more on material's relevance in the textbook. The instruments for data collection used were the analysis of document and checklist observation. The study found that 23 materials consist 74.19% relevance in the cognitive domain, 7 materials consist 22.58% relevance, and 1 material only consists 3.2% relevance. While the psychomotor domain found that 10 materials consist 32.25% relevance and 11 materials consist 35.48% relevance. Therefore, the researcher concluded that in the cognitive domain, the textbook's materials are relevant to the 2013 curriculum. Although its lack of materials is relevant to the psychomotor domain.

**Keywords:** *Textbook analysis; When English Rings a Bell; 2013 curriculum; cognitive domain; psychomotor domain.*

### INTRODUCTION

In the process of learning, textbook is a necessary thing. It is a compass for a teacher in teaching. The textbook is the main element that is necessary for English learning especially in Indonesia. In Indonesia, English is a foreign language. Through textbooks, students are able to learn independently. The curriculum changes constantly. Every 5-10 Years Ministry of Indonesian education and culture government constantly changes the curriculum. They believe that along with the development of humans,

the curriculum can be increased. The curriculum that is used by Indonesian is 2013 curriculum (K-13). This curriculum has a lot of differences compared to the previous one. The main value in the K-13 curriculum is character. The curriculum consists of competence core (KI) from 1 to 4. KI-1 consists of competence in spiritual, KI-2 consists of competence in social, KI-3 consists of knowledge competence and the last is KI-4 that consists of skill competence.

Ahmad (2014) believes that the paradigm of learning consists of an indirect and direct learning

model. KI-3 and KI-4 are reflecting direct learning, while KI-1 and KI-2 are reflecting indirect learning. There are no specific materials of learning in both of these competencies as they are integrated into psychomotor and cognitive domains. Due to that reason, usually textbook only provides materials that based on psychomotor and cognitive domains. KI-3 consists of the cognitive domain and KI-4 consists of the psychomotor domain. Indonesian Ministry of Education and Culture's government also participate in publishing a medium learning that is based on the K-13 textbook. The textbook is provided in two versions. One is intended for students and another is intended for teachers. English Textbook for English learning is a textbook entitled "When English Rings a Bell".

*Pusat Kurikulum dan Perbukuan Balitbang Kemdiknas* stated that the textbook from the government is one of necessary textbooks. Thus, in Indonesia, almost every school uses a textbook. Indonesian schools need to use *Dana Bos (Bantuan Operasional Sekolah)* which is provided by the government of Indonesia to purchase the textbook. This textbook with the title "When English Rings A Bell" has already been published before in 2013 then revised by researcher in 2014, 2016, and 2017. Some researchers conducted a study that is similar about content analysis of the book that is intended for students with the title "When English Rings a Bell" in (Revised Edition) for grade VIII's students in junior high school. Kamila (2014) analyzed the relevance in textbook materials for junior high school of seventh-grade students using the 2013 curriculum. The result of the study found that a few materials of the textbook are not relevant to psychomotor and cognitive domains contained in English Standard Competence (2013).

Hashemnezhad and Maftoon (2011) also analyzed a Textbook of English language grammar that is intended for college students of Iranian. The result found that vocabulary, structure, physical makeup, and subject matter are emphasized in the book. Checklist data analysis showed that in the cognitive domain, only the first stage is emphasized but the last stages are being ignored. Razmjoo and Kazempourfard (2012) using the six levels of Bloom's taxonomy, reported the activities and exercises for three units of each of the four Interchange Series course books. The findings showed that in Interchange course books, lower-order cognitive skills were the most common. The

various researchers who already analyzed English textbooks are Chyntia (2013), Kamila (2014), Zareian (2015), and Al-Mashaqba (2017). They have different materials that they analyze such as English skills, Physical appearance mood realization, assessment, content, gender, etc. Even though many researchers already analyzed the level of the cognitive domain in the textbook but unfortunately they only provided cognitive level percentages based on high order thinking skills and low order thinking skills. In learning, a process textbook is a necessary element. According to Awasthi (2006) in Nguyen (2015), both for teacher and learners, textbook is learning sources and teaching material to get the best result in teaching and learning process. The textbook is very helpful for student's learning process. They can take a look at the textbook when they cannot hear the teacher's explanation.

English words have various pronunciations with their letters. Hence, the analysis of the textbook is needed. The analysis of the textbook is helpful for evaluating the textbook content as the readers will be able to know the textbook compatibility. According to Romine in Hamalik (2006, p.65), curriculum is aimed to arrange activities, courses, and organized experienced in students under the supervision of the school. Many curricula are used in Indonesia. The most recent curriculum is the 2013 curriculum. 2013 Curriculum stated that there are two types of English standard competencies such as core competencies and basic competences. Core competence is subdivided into four aims. The first and second aims pressure the affective domain. The third aim emphasizes the cognitive domain and the fourth aim pressures the psychomotor domain (Permendikbud No. 68 Tahun 2013) The cognitive domain refers to the knowledge domain, based on Bloom's taxonomy of educational objectives (1956). It is connected to the thinking of the learner. Affective refers to the domain of emotion and value refers to the attitude of the learner. Psychomotor relates to the creativity of motoric that is associated with the skill of the learner. In the learning process, cognitive and psychomotor domains become vital elements. The textbook should provide those domains. The researcher looked for several similar studies to support this research to verify this research. The researcher found many studies such as Ika Ayu Hapsari's (2017) research entitled A Content Analysis Of "When English Rings A Bell" English Textbook In 2013 Curriculum For The Seventh Grade Student Of Junior High School

Published By Kementerian Pendidikan Dan Kebudayaan Republik Indonesia stated that in this era, an education field uses curriculum 2013 as a tool to conduct the teaching-learning process.

Education field has been using curriculum 2013 since 2013. The education field also does upgrade to complete curriculum 2013. According to one of the teachers of Junior High School, the curriculum 2013 gets upgrade about three times. The improvement of curriculum 2013 has started in 2013. The second improvement is in 2014 and the last improvement is in 2016. In this study, the second improvement is in 2014 and the last improvement is in 2016. In this study, the reasons for the researcher choosing the book entitled “When English Rings a Bell” are that this book is based on the curriculum 2013 from the government that gets upgrade nowadays, the second reason is this book is newly produced as a recommendation for the textbook reference spreading out through the seventh grade of Junior High School students.

This book also has revised in 2014, Dian Setiawati’s (2015) research entitled Content Analysis Of Student Book “When English Rings A Bell” For Grade VIII Junior High School, Syarif Zainul, Fuad (2020) research entitled “Comparative Study of Cultural Contents Between When English Rings A Bell 7 And Bright An English 1 Textbooks For 7th Grade Junior High School”, Dhiana Pertiwi (2021) research entitled “A Relevance Analysis Of English Textbook “When English Rings A Bell” For Grade VIII (Second Revised Edition)”, and Kriswidyantara, Gideon (2019) research entitled “Cultural Content Analysis Of An English Textbook Entitled "When English Rings A Bell" For Eighth Grade Students Of Junior High School”. Thus, this study aims to define the relevance of the materials in the student book with the title "When English Rings a Bell (Revised Edition)" for grade VIII junior high school with the basic competence and core in cognitive and psychomotor domains in the 2013 curriculum.

## METHOD

In this study, as the research design, the researchers implemented the content analysis of descriptive qualitative. Kothari (2004, p.8), stated that qualitative research consists of information than statistics and numbers that are mostly formed in words or images. Since the data was in the form of words and documents, qualitative analysis of the data was carried out. The researchers used "When English Rings a Bell" as the objectives of the research for grade eight of the junior high school textbook and did the analysis by dividing it into two categories of materials in the textbook. Through several steps of observation, the data from this study was obtained. First, the researcher thoroughly read and observed the textbook content. Second, for the 2013 curriculum, the researcher collected the textbook materials in terms of the cognitive domain. Third, in a related way, for the 2013 curriculum, the researcher has collected the textbook materials in psychomotor domain terms. As the observation instrument, the researcher used the observation checklist tables.

One of the research tools in content analysis is the checklist, as stated in Alavinia and Siyadat (2013, p.154) by Cuning Worth (1995). The researcher has implemented as my instruments the *BSNP* (*Badan Standar Nasional Pendidikan*) checklist. There are 2 kinds of checklists for observation. The first is the observation checklist to observe the relevance of the 2013 English curriculum between the materials in the book with the cognitive aspect in basic competency three. The second observation checklist is to observe the relevance of four of the 2013 English curriculum for the psychomotor aspect of the book to the basic competence. My observation checklist of cognitive and psychomotor domains are illustrated by the figures below.

Table 1. *Observation checklist of cognitive domain*

| Basic Competence Three<br>(Cognitive Domain) |                                     | When English Rings a Bell |                      |                               | Notes           |
|--|-------------------------------------|---------------------------|----------------------|-------------------------------|-----------------|
| Basic Competence                             | Materials<br>(Sub-basic competence) | Page                      | Example of Materials | Relevance to Basic Competence |                 |
|  |                                     |                           |                      | Relevant                      | Partly Relevant |

The researcher has used Bloom's modified cognitive domain taxonomy stated in Anderson and Krathwohl (2001) and the psychomotor

domain stated by Simpson (1972) in this research as my guidelines for document analysis.

Table 2. *Observation checklist of psychomotor domain*

| Basic Competence Four<br>(Psychomotor Domain) |                                  | When English Rings a Bell |                      |                               | Notes           |
|---|----------------------------------|---------------------------|----------------------|-------------------------------|-----------------|
| Basic Competence                              | Materials (Sub-basic competence) | Page                      | Example of Materials | Relevance to Basic Competence |                 |
|   |                                  |                           |                      | Relevant                      | Partly Relevant |

Here are the figures the researcher used to analyze the level of cognitive and psychomotor domains.

Table 3. *Cognitive domain level analysis*

| Level      | Actions Verbs | Page | Note |
|------------|---------------|------|------|
| Remember   |               |      |      |
| Understand |               |      |      |
| Apply      |               |      |      |
| Analyze    |               |      |      |
| Evaluate   |               |      |      |
| Create     |               |      |      |

Table 4. *Psychomotor domain level analysis*

| Level            | Actions Verbs | Page | Note |
|------------------|---------------|------|------|
| Perception       |               |      |      |
| Set              |               |      |      |
| Guided Response  |               |      |      |
| Mechanism        |               |      |      |
| Complex or Overt |               |      |      |
| Adaptation       |               |      |      |
| Origination      |               |      |      |

In this research, four steps were used in the data analysis. First, the materials were classified as the cognitive domain based on competence three, and basic competence four as the psychomotor domain four. To classify the materials into basic competence three and basic competence four, the researcher used Anderson and Krathwohl's (2001) cognitive domain and Simpson's (1972) psychomotor domain keyword levels. After that, the textbook data was collected and inserted into the table of the checklist to equate the materials on the textbooks with the materials needed in the 2013 curriculum. Then, the researcher identified the variations and similarities between the textbook materials and those suggested by the basic skills of the 2013 curriculum. After that, the materials in the textbook were evaluated to find out their relevance to the 2013 curriculum's central and

basic competence.

## RESULT AND DISCUSSION

The findings are summarized in two categories, which are the materials' relevance to the cognitive and psychomotor domains.

### **The materials' relevance to the cognitive domain**

In the student's English textbook entitled *When English Rings a Bell*, the first result analysis of materials based on basic skills was done by referring to the cognitive taxonomy of Anderson and Krathwohl (2001). The categorization of cognitive level analysis was done. Some activities or instructions did not use the original action verb mentioned in Anderson and Krathwohl, also rough (2001). Therefore, with action verbs that have been stated in the theory, the researcher should find a similar meaning of the textbook activities or

instructions. Three of the 2013 curriculum, after breaking down the materials written in the textbook according to the basic competence, and finding out its relevance to the cognitive area of learning, used

the checklist tool, the researcher concludes that there is the relevance between textbook materials and the basic competence three. The following figure can be seen:

Table 5. *The relevance of textbook materials to the basic competence three (Cognitive domain)*

| <b>The relevance</b> | <b>The Basic Competence Four</b>  |
|----------------------|---|
| Relevant             | Sub-basic competence 4.5.1, 4.7.1, 4.8.1, 4.8.2, 4.10.2, 4.11.1, 4.11.3, 4.12.1, 4.12.2, 4.13.1.    |
| Partly Relevant      | Sub-basic competence 4.2.1, 4.2.2, 4.3.1, 4.3.2, 4.3.3, 4.4.1, 4.6.2, 4.7.2, 4.9.1, 4.9.3.          |
| Irrelevant           | Sub-basic competence 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.4.2, 4.4.3, 4.6.1, 4.6.3, 4.9.2, 4.10.1, 4.11.2. |

The researcher created a percentage of the data analysis form. The researcher used a percentage of the cognitive domain relevance of the textbook. According to the 2013 curriculum standard, a total of 31 materials were included in the cognitive domain. First, there are 23 relevant products or about 74.19%. Second, 7 materials are partly relevant or about 22.58%. Third, only one or around 3.22 % is irrelevant to the cognitive domain. According to those percentages, the researcher concluded that about 74.19 percent of materials that are relevant to the cognitive domain and able of covering the purposes of the topic, language features, and social functions of the ideal materials that are intended by students to achieve are fulfilled in the textbook.

#### **The materials' importance to the psychomotor domain**

This is the second result study of materials in the Student English Book entitled *When English Rings a Bell*, based on basic competence four. By referring to Simpson's (1972) taxonomy, the categorization of psychomotor level research is determined. The original action verb stated in Simpson was not used in many activities or instructions (1972). Therefore, with action verbs that have been stated in the theory,

the researcher should find the similar meaning of the textbook activities or instructions. The researcher resumed the findings after the researcher classified the materials in the textbook and found out their relevance to the psychomotor domain using the checklist instrument. The relevance of textbook materials to Basic Competency Four is shown in figure 6. The researcher made the data analysis percentage form after the researcher analyzed the data. The researcher used a percentage of the psychomotor domain's textbook relevance. According to the 2013 curriculum standard of content, there were 31 materials included in the psychomotor domain. First of all, 10 or around 32.25 % of the relevant materials are available. Secondly, 10 or around 32.25 % of materials are also partly relevant. Finally, 11 materials are irrelevant to the psychomotor domain, or about 35.48%. According to that percentage, the researcher concluded that only about 32.25 percent of materials are relevant to the psychomotor domain were fulfilled in the textbook and could cover the purposes of the topic, language features, and social functions of the materials that were intended for the students to achieve.

Table 6. *The relevance of textbook materials to the basic competence four (Psychomotor domain)*

| <b>The relevance</b> | <b>The Basic Competence Four</b>   |
|----------------------|--|
| Relevant             | Sub-basic competence 4.5.1, 4.7.1, 4.8.1, 4.8.2, 4.10.2, 4.11.1, 4.11.3, 4.12.1, 4.12.2, 4.13.1. |
| Partly Relevant      | Sub-basic competence 4.2.1, 4.2.2, 4.3.1, 4.3.2, 4.3.3, 4.4.1, 4.6.2, 4.7.2, 4.9.1, 4.9.3.       |
| Irrelevant           | Sub-basic competence 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.4.2, 4.4.3, 4.6.1, 4.6.3, 4.9.2, 4.10.1,      |



According to this research, the researcher stated that about 74.19 percent of materials that are appropriate to the cognitive processes and capable of fulfilling the aims of the topic, language characteristics, and social functions of the cognitive performance intended to be achieved by the students were covered in the textbook. As reported by Kamila (2014), of above results have a significant gap with the earlier findings. For seven grade of junior high school, the researcher assessed Bright textbook. The results showed that 80 percent of the applicable cognitive abilities materials were covered by the textbook. Additionally, Akbar (2016) has reported that throughout the selected eleventh graders, his research provided about 88 percent of relevant materials focused on both Kamila (2014) and Akbar (2016) results have greater percentage materials instead of the textbook 'When English Rings a Bell. Additionally, Chyntia (2013) also analyzed the textbook When English Rings a Bell. It is an effective textbook based on the 2013 English curriculum for grade seven of junior high school. The findings of her research showed that about 53 percent of the related materials were included in the textbook. This indicated that based on the cognitive domain, the textbook has a smaller percentage than my results. In addition, the textbook 'When English Rings a Bell' only used about 32.25 percent of resources that were applicable to the psychomotor category and could not serve the objectives of directing students to use their psychomotor abilities to produce something with their imagination that the students should accomplish and according to the syllabus.

It was well supported by Hashemnezhad and Maftoon (2011) and Tiffany and Pusparini's previous results (2013). Their research found that the psychomotor domain was frequently used in textbooks. In comparison to the first results, according to Heriati (2017) and Kamila (2014) conceived that 61 percent and 72 percent of appropriate psychomotor domain materials were used in their studies. The previous research in this field does not support my results. In reality, from what has been previously believed, the researcher realized that the results of the research can be distinguished by different textbooks and school grades. In addition, the researcher worked out the data analysis by evaluating the level from each

domain, specifically cognitive and psychomotor. The research concentrated on each domain's action verbs that represented its level. The results showed that the most popular level found in the textbook was the level of remembrance. Remember (C1) level using 9 verbs for action verbs, While the (C2) Understand has 5 action verbs, Apply (C3) level has 2 verbs for action. The stage of Analyze (C4) has 5 action verbs. Evaluate level (C5) has 2 verb action, Create level (C6) has 2 verb action too, and totally there were 16 verbs action the complete level of low order thought (C1, C2, and C3).

Besides that, only 9 verbs were the average of the high order thinking rate (C4, C5, and C6). It can be assumed that the degree of low order thought was commonly used in this textbook rather than high - level thinking ability. A lot of similarities were found in the above findings to Hashemnezhad and Maftoon (2011), Razmjoo and Kazempourfard (2012), and then with others too, as Assaly and Igarbaria (2014), Roohani et al. (2014), Abdelrahman (2014), AbuDabat (2014), Alfaki (2014), Zareian (2015), Assaly and Smadi (2015), and the last Ulum (2016). This research also finds that the textbook added a significant number of low-order thinking levels to high-order thinking levels. Furthermore, it can be seen that there is no substantial difference in terms of the cognitive domain between the previous studies and my research.

In reality, in junior high school, the use of high levels of thought should be incorporated. Pursuant to Muhajir Effendy, Indonesia's Minister of Education and Culture, 10 percent of high-thinking level issues were implemented in 2018 by national inspection. A high level of thinking is therefore very important to the students. Not only low thinking level practices, and also high-level activities should be trained. If they just attempt to answer low-level questions, they would not be used to answering high-level questions.

Consequently, in national review, they may also have difficulty in answering the questions of a high thinking level. The material of the textbook should include materials or activities with a higher level of thinking for these purposes. Therefore, students would be more conscious of events at a high level of thinking. The study also found that the most frequently found level in the textbook was directed response level (P3). The frequency of these levels was: perception (P1) level has 2 verbs of action; set

(P2) level has 1 verb of action; directed response (P3) level has 6 verbs of action; process (P4) level has 2 verbs of action; nuanced or overt (P5) level has 2 verbs of action; adaptation (P6) level has 1 verb of action; origination (P7) level has 2 verbs of action. Of these action verbs, the number was 16. The results above match well with the analysis of Heriati (2017).

The total number of action verbs in the psychomotor context in her research was 11. But, on the other hand, in the cognitive domain, there were 34 action verbs used. This result is also confirmed by Hashemnezhad and Maftoon (2011). Their research found that the psychomotor domain had 48 action verbs. At the same time, the total of action verbs in the cognitive domain was 56. In general, not as much as the cognitive realm was the number of psychomotor action verbs. Consequently, this would influence the teaching and learning process. Since the majority of the level has unusual verbs of action as the directions to do in the textbook teaching and learning materials.

The 2013 curriculum, as already mentioned, explores affective, cognitive, and psychomotor domains. As a consequence, the application of the psychomotor domain that focuses on the strengths of students should be controlled. The result shows that repeat was the most common action verb used (P3). In the textbook, it has been used 44 times. This means that the textbook used listening and speaking skills the most. However, students can master listening, speaking, reading, and writing skills while studying English. Even if in the textbook, the implementation of psychomotor domain behavior should be strengthened. Not only the students get the skills from the materials, but they also can have a great ability in English.

## CONCLUSION

Published by the Ministry of Education and Culture of Indonesia, after evaluating the information from the textbook materials entitled “When English Rings a Bell” for eighth-graders junior high school. In associated with cognitive and psychomotor domains, the researcher considered the importance of the significant content based on the essential competence curriculum. Three items are written in the English curriculum syllabus for eighth graders of junior high school and the injunction of each subject with the cognitive domain action verbs mentioned in Anderson and Krathwohl with regard to the importance of the materials in the English

student book “When English Rings a Bell” with the core and essential skill (2001), there were 23 materials in the book that were relevant, and about 74.19%, 7 materials that were partially relevant, or about 22.58%, and 1 material that was trivial, or about 3.2%. By those results, the researcher concludes that the textbook covers about 74.19% of materials applicable to the cognitive domain that are capable of fulfilling the social functions of the ideal materials designed for students to achieve.

“When English Rings a Bell” with the core and fundamental knowledge of four topics provided in the English lesson syllabus for eighth graders of junior high school and the teaching of each material with the psychomotor domain action verbs mentioned in Simpson (1972), there were 10 materials in the book that were important or around 32.22, and 11 irrelevant materials, or around 35.48%. By those results, the researcher concludes that only about 32.25% of materials that were applicable to the psychomotor domain were covered in the textbook. It can serve the function of guiding the students on using their psychomotor capacity with their imagination to construct something that the students should accomplish and according to the syllabus. The researcher gets some suggestions as follows for the book writer, the book user, the government, and other researchers after performing the study. In terms of both cognitive and psychomotor realms, the book's author should develop and enhance the materials written in the book so the materials in the book have only around 74.19% relevance to Anderson and Krathwohl's (2001). Three of the English syllabus and about 32.25 % importance to the competence of the Simpson's (1972) taxonomy psychomotor domain four of the English lesson syllabus. The researcher also recommends that book users search for other sources of materials in this book that can fulfill the materials. The researcher also suggests that if book users use this book as their primary source or learning source, in order to get a full understanding of the content, they must have a complementary origin of knowledge. The government should also provide teachers and students with adequate materials to understand and assess the school's teaching and learning process. If there were not enough outlets of learning for the teachers and students, the government could assist them to cover it.

The researcher suggests that other researchers interested in performing a study in the same field as a Researcher has done, explore other words in the same textbook.

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