THE EVALUATION OF ENGLISH TEXTBOOK “LET’S TALK”
FOR JUNIOR HIGH SCHOOL STUDENTS YEAR 9
BASED ON RAJAN’S THEORY

ARTICLE PUBLICATION

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by

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APPROVAL

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ABSTRACT

This study focuses on the evaluation of “Let’s Talk” English Textbook for Junior High School Students year 9 based on Rajan’s theory. The objectives of this study are to describe the content of “Let’s Talk” English Textbook based on Rajan’s theory and to describe whether the materials in “Let’s Talk” English Textbook are good based on Rajan’s theory. This research is a qualitative research. The object of the study is the content of “Let’s Talk” textbook, an Integrated Course of English for Junior High School. The data in this research are the pictures, the expressions, the exercises, the dialogs, the stories, the glossaries, the graphs, and the instructions found in the “Let’s Talk” textbook and the data source is the textbook “Let’s Talk”, an Integrated Course of English for Junior High School published by Pakar Raya. The writer uses documents in collecting data. The data are analyzed by classifying the materials on the textbook based on Rajan’s theory, analyzing the collecting data, coding the data, and giving percentage to the materials found in the textbook. The results of the study show 10 good criteria are found based on Rajan’s theory. In the in-depth approach, those criteria are motivating (95.08%), meaningful (82.23%), authentic (100%), appropriate (100%), graphic (100%), graded (100%), interesting (50%), interactive (100%), integrated (100%), contextualized (92.92%), and creative (100%). The result of percentage is 92.75%. It means the content of the textbook is compatible with Rajan’s theory.

Key word: textbook, evaluation, compatible, and Rajan’s theory.
1. Introduction

There are many components which influence English teaching-learning process, namely teachers, learners, materials, and media. Of those factors, teacher is the dominant factor who determines the success of achieving the teaching goals. In teaching, the teacher manages the materials and controls the circumstances of the class. Media can help teachers make the teaching-learning process easy.

In teaching-learning process, teachers use the materials. They can be anything that is useful for studying. Materials are anything used to assist students in language learning. They can be in the form of textbook, workbook, cassette, CD-Rom, video, photocopied handout, newspaper, paragraph written on the whiteboard: anything which presents or informs about the language being learned (Tomlinson, 1998:xiii).

One of the most important components which can be used to support the teaching is the textbook which provides a clear framework that teachers and learners know where they are going and what is coming next, so that there is a sense of structure and progress. Ur (2006:184) states that:

“a book is the cheapest way of providing learning material for each learner; alternatives, such as kits, sets of photocopied papers or computer software, are likely to be more expensive relative to the amount of material provided.”

Ruddick (2014:11) also states that the textbook is one of the most prevalent educational tools used in the classroom.

Teachers must be selective of the textbook they use. The quality of textbook influences the quality of teaching-learning process. If it is good, the students can get many advantages from it and vice versa. So the selection of good textbook is very important in teaching-learning process.

Junior High School is the step before the students are in Senior High School and in the university. There they get basic knowledge after becoming young learners. They increase their knowledge such as tenses, genres etc. The teacher should teach the students based on the curriculum and use the appropriate materials. The duty of teachers is to make students study and to make students understand materials well. If the students understand materials well, they can use them both as oral and written English well.

There are many kinds of the English textbooks for Junior High School students. The researcher chooses “Let’s Talk” as the English textbook for Junior High School students to analyze and to know whether it is good based on Rajan’s theory. Good materials don’t teach
but they can motivate learners to learn. Your materials will work like magic if they are: Motivating and meaningful, Authentic and appropriate, Graphic and graded, Interesting, interactive and integrated, contextualized and creative. The objective of this research are to describe the content of “Let’s Talk” English Textbook based on Rajan’s theory and to describe whether the materials in “Let’s Talk” English textbook are good based Rajan’s theory.

Materials are anything used to assist students in language learning. They can be in the form of textbook, workbook, cassette, CD-Rom, video, photocopied handout, newspaper, paragraph written on the whiteboard: anything which presents or informs about the language being learned (Tomlinson, 1998:xiii).

Commercial textbooks together with ancillaries such as workbooks, cassette and teachers’ guides are perhaps the commonest form of teaching materials in language teaching. Textbooks are used in different ways in language programs (Richards, 2002:254).

Materials evaluation is the systematic appraisal of the value of materials in relation to their objectives and to the objectives of the learners using them. Evaluation can be pre-use and therefore focused on predictions of potential value. It can be whilst-use and therefore focused on awareness and description of what the learners are actually doing whilst the materials are being used and it can also be post-use and therefore focused on analyses of what happened as a result of using the materials (Tomlinson, 1998:xii).

2. Research Method

In this research the writer uses the content analysis in analyzing the data. Content analysis is a social science methodology that is based on the understanding of human communication including writing, painting and context. This includes understanding the meaning of text, the phrases used, the key terms, the authenticity and the authorship. It is a quantitative, scientific method that can look at the objectivity, intersubjectivity, the validity, the replicability and more of a specific document (Weber, 1990:117). The object of the study is the content of “Let’s Talk” textbook, an Integrated Course of English for Junior High School. The data in this research are the pictures, the expressions, the exercises, the dialogs, the stories, the glossaries, the graphs, and the instructions found in the textbook “Let’s Talk” and the data source is the textbook “Let’s Talk”, an Integrated Course of English for Junior High School published by Pakar Raya. The writer uses documents in collecting data. The data are analyzed by classifying the materials on the textbook based on Rajan’s theory, analyzing the collecting data using in depth-approach, coding the data, and giving percentage to the materials found in the textbook.
3. Result and Discussion

In analyzing the criteria of the textbook, the writer used in-depth approach. In-depth approach is analyzing textbook based on the content of the textbook. From the content analysis, the textbook has 4 skills are namely listening, speaking, reading, and writing. Each skill is completed with some exercises and glossaries. Aspects analyzed in this book are namely writings, quizzes, stories, glossaries, and the sources. Based on the 4 skills, the writer found some research findings.

From 11 criteria suggested by Rajan, there are 10 criteria that are good based on Rajan’s theory. The analysis below is the way of the writer analyzes the textbook entitled “Let’s Talk”.

1) Motivating

a. Seen from the writing quality, the book has different writings from the font, measurement, and colour.

In the units, it uses large and bold letters. In every part and for the title, it is smaller than in units but using bold letters. In the content and dialog of picture, it is smaller than in the “every part”. In the source and explanation of pictures, they are the smallest.

In the opening of every unit, for example Unit 1 (Our Folk Stories/Narrative) there is a different part from the contents, here the students are explained such as:

When you finish this unit, you will be able to:
1. carry out transactional conversations involving:
   - agreeing
   - disagreeing
2. carry out conversations for interpersonal purposes/social interaction (without specific outcomes).
3. tell stories using spoken English.
4. read narrative texts.
5. read short functional texts (letters of asking for and giving permission).
6. write short functional texts (letters of asking for and giving permission).
7. write narrative texts.

Such conditions motivate students to study because the materials are easy and clear to read.

b. The book contains interesting and relevant pictures.

The materials in the book consist of interesting and relevant pictures that motivate students to study. Interesting pictures help students and interest students. Relevant pictures are useful to correlate the pictures with the situations happen.
• U4/LT/P92
  Look at the picture. Suppose you are in an art gallery. What do you see or find there? Report it to the class.

  The picture is in line with the order and condition that students are ordered to imagine that they are in art gallery, they can express and tell what in their opinion. Such as conditions are good and can motivate the students to study. From the pictures, they can get many ideas.

• U3/LT/P70
  Look at the pictures. Read the sentence below each picture. What will you do if you are in those situations? Tell the steps how you will do them.

  The pictures include many situations. These situations train students to do the things well. These pictures motivate students to study.

  c. The materials are not monotonous, such as there are quizzes and stories.
In every unit, there are stories and quizzes that make students motivated to study. Quizzes give many practices. Stories let the students imagine and take lesson from the stories.

(Quizzes):
- U6/LT/P169

Read the sentences. Complete them with your own words.

Example:
If I have a long holiday, __________.
If I have a long holiday, I will go to Bali.

1. If the film is interesting, ________.
2. If I’m not in a hurry, ________.
3. If you study hard, ____________.
4. If Deni wins the competition, __________.
5. If I go to Singapore, S__________.
6. If Riko wakes up late, ________.
7. If people want to post some letters, ________.
8. If my mother lets me go, __________.
9. If you lend me some money, __________.
10. If she invites me to come, __________.

The Quiz above shows many activities that are found in daily life, such as watching movie, studying hard, going to Singapore, coming to party. These activities motivate students because students find such things in their life.

(Stories):
- U6/LT/P160

Listen to your teacher. Make some notes if necessary.

A Traditional Market
I believe all of you have been to the market. What and how is the market then?
A traditional market is the type of market where people can bargain the prices.
The items sold in a traditional market are basically the same, you know. They are fruits, vegetables, meat and fish, spices, dry goods, and household items. At a glance, the market may seem to be a bewildering and disorganized mess.

Surrounding the market, there are many small scale traders, usually selling fruits. These traders usually cannot afford the cost of renting a stall inside the market. You see ... they are the target of roundups and “discipline” campaigns.

On the first floor of the market, there are permanent kiosks and stalls selling textiles, stationery, clothing, electronic goods, household appliances, gold shops, etc. Bank branches, travel agents, and other services may be on it, too.

On the second floor, people can buy meat and fish, fruits, vegetables, and dry goods. The sellers sell fruits and vegetables throughout the
middle area. Meanwhile, they sell dry goods in the edge area of the second floor.

Source: http://www.expat.or.id/info/tradmarkets.html (March 18, 2005)

The stories such as a traditional market gives ideas to students. This statements tell the description of the traditional market, the items sold in a traditional market. The stories motivate students to study, from the stories they can get ideas and opinions.

d. It has good paper quality.

From the cover, the paper is good. The paper is colourful, it is interesting. And the paper for the content is good too. Both good paper from the cover and for the contents of the materials motivate students to study. If the papers are good, students feel good to study.

2) Meaningful

a. It has new glossaries in every chapter for adding new vocabulary.

The new glossaries are meaningful for students to make them write and speak English well. Many glossaries they get, many words they produce.

- U2/LT/P52

Word List

b. The students can understand and apply the materials that they get from the book.

The materials are created to make students study so that they understand and implement what they get in daily life. If students implement what they get from the textbook in daily life, it means the materials are meaningful for students. The materials in the book include many contents, from the quizzes, stories, expressions, structures, pronunciations, glossaries. The book is designed for students that they can apply them in daily activities so the materials are meaningful.
Listen to your teacher. Take notes when necessary. Retell it using your own words.

Well, students, I tell you what. Today we’re going to make an e-mail address. Can anyone of you do it? Good! But, for those who can’t do it, don’t worry, I’ll tell you how to make an e-mail address. O.K., now, listen to me carefully.

O.K., first, activate the internet.
Second, write the website that provides an e-mail facility in the **Address box**. You’d better choose the web sites that provides free e-mail, such as **www.mail.yahoo.com** or **www.hotmail.com**. Then, press **Enter**.
Next, you’ll see the e-mail page on monitor. Choose and click **Sign me up**.
Fourth, the monitor will show you a list of questions about you identity and other personal data. Don’t forget, answer all the questions.
Then, if you finish answering the questions, click **Submit this form**. But, if the name of your e-mail has been used by another user, the computer will ask you to use another name.
Finally, if you succeed, you’ll see your e-mail address on the monitor.

The materials are meaningful, students practice how to make an e-mail address and practice to make sentences to retell the text using their own words.

Work in pairs. Study the situations. Make dialogs based on those situations. Perform the dialogs.

Example:
You are sitting in an intercity bus. There is a girl sitting next to your seat. What would both of you say to chat?

You : It’s too hot. Could you open the window, please?
The girl : Sure.
You : By the way, where are you going to?
The girl : I’m going to Bandung. And you?
You : So am I. Anyway, are you alone?
The girl : Right. I’m used to visiting my grandparents in Bandung alone.
You : I see.

1. You hear a news that your friend accused you of taking his/her novel. You ask your friend about the truth. Your friend says that he/she never said that. What would both of you say?
2. Suppose you are queueing for a movie ticket. It takes a while to get your turn. So, you initiate to chat with a boy of your age who is standing behind you. What would both of you say?
3. Suppose you and your father are in the waiting room of a car repair shop. There is a boy of your age sitting beside you. You greet him and start chatting to kill the time. What would both of you say?
Here the students are trained to make dialogs. The dialogs are taken from the situations that students get around them. The materials are meaningful for the students. They immediately practice the materials they get.

3) **Authentic**

a. The materials are taken from those which are not specially prepared for pedagogical purposes.

The book shows the sources where the materials are taken, it means the materials are authentic.

- U3/LT/P63
  Now, look at the pictures. Listen to your teacher. Make notes if necessary. Answer the questions.

Good morning, students ... today we’ll learn something. Who has a mobile phone? Raise your hands. Good! Let’s imagine you buy a new mobile phone some day. It means you will have to buy a SIM card, so that you can use it. But, er ... do you know how to insert the SIM card into your mobile phone? Well, let me tell you how.

  First of all, switch off the phone.
  Second, pull the battery lock on the back of the phone ... and hold it in this position.
  Next, slide the cover, and lift the battery ... like this.
  Then, insert the SIM card into its slot. But, remember, do it carefully. Umm, one more thing, don’t forget to make sure that the golden connectors on the card face into the phone. And ah ... the bevelled corner is on the left.
  After that, align the golden connectors on the battery with the corresponding connector on the phone. Then, push the opposite end of the battery until it snaps into place.
  Now, slide the cover back onto the mobile phone.
Finally, switch on your phone and you’ll see the signal of your SIM card on the phone screen. And, do you know what the means? Good, it means you can start using your phone.

Questions:
1. What kind of verb is used in the text?
2. What tense does the text use?
3. What is the purpose of the text?
4. Guess, what is the text called?

In this modern era, mobile phone is needed. With mobile phone, people can connect to others simpler and easier. Here the students are told how to insert the SIM card to the phone. The source of the pictures is *Samsung: Dual Band GPRS Telephone SGH-C100 (User’s Manual)*.

4) Appropriate

a. The materials are compatible with students’ level.

The book is designed with the materials that are compatible with student’s level. It makes students get what they need as their level.

- U3/LT/P57
  Listen to your teacher. What electronic appliances is he/she talking about? Read your answers aloud. You may find the answers in the pictures below.

The previous text talks about electronic appliances, things around us that the students recognise. It is compatible with student’s level. The students study the electronics, their function and also the pronunciation. The vocabulary used are not difficult for students.

- U5/LT/P145
  This is a memo. Read it and study the structure. Answer the questions that follow.
Questions:
1. Why did Dr. Plowman write the memo?
2. In your opinion, where would Dr. Plowman put the memo?
3. What is the purpose of the memo?
4. Suppose you are Louise. What would you do?

Students understand the content of the memo. To make students understand more about the memo, the teacher can explain it. Then students answer the questions below the memo. The materials are compatible with student’s level. They read the text, they understand then they answer the questions.

5) Graphic


Good materials should be completed with diagram, graphic, table, etc.

- U2/LT/P47

Look at the graph below. It represents the survey results from a TV Viewing Habits Survey. Read and understand the report text. Answer the questions.


Can you understand the graph? What information can you get from the graph? The graph is a diagram consisting of a line or lines showing the variation of two quantities.

From the graph, we can write a report text as follows:
This is a report of TV Viewing Habits Survey. According to the survey, only 12 respondents spend 1 hour or less watching TV on a weekend. Most people (42 respondents) spend their time watching TV on a weekend for 2-3 hours. Some people (24 respondents) spend their time watching TV on a weekend for 3 or more hours.

Questions A:
1. What is the purpose of the graph?
2. Can you understand the graph easily?
3. What does the graph tell us about?
4. How many quantities are shown by the graph? What are they?

Questions B:
1. How many numbers of respondents spend time watching TV for 2-3 hours?
2. How many numbers of respondents spend time watching TV for 3 or more hours?
3. How many hours do the 12 respondents spend watching TV?

Students look at the graph then understand it. The teacher explains that from that graph, the students write a report text. Students understand the questions then write down the answers. And the last, some students can tell the result in front of the class. The graph is about the survey results from a TV Viewing Habits Survey.

**6) Graded**

a. The materials start from the simplest and the easiest words.

The materials in the book are designed from the simplest and easiest words. They are intended to make students easy to understand them gradually. They try to understand the text step by step from the simple one to the difficult ones.

- U1/LT/P2
  Look at the picture. What is it about? Can you tell the story briefly?

- U1/LT/P19
  Read the following sentences. Complete them with too many or too much.
1. I put ______ books in this box. I can’t lift it myself.
2. You put _____ salt in this soup. It is too salty.
3. Dea gets ______ love from her parents. Therefore, she becomes a spoiled girl.
4. There were ______ victims caused by the earthquake. The rescue team had difficulties in doing some evacuations.
5. Does your brother have ______ work to do? He looks so tired.
6. There is ______ dust under the bed. Clean it before the spiders make their nests.
7. There are ______ vehicles in the main street during the rush hours. Be careful! Many accidents occur there.
8. I ate ______ ice cream. Now, I have a cold.

- U1/LT/P23
Read the following dialog. Perform it with a friend. Later, answer the questions that follow aloud.

Lisa : Many people say that an opportunity only comes once in a lifetime. Do you think so?
Deni : Only once in a lifetime? Umm . . . I don’t think so.
Lisa : Why don’t you think so?
Deni : I think there are always many opportunities as long as we live. When we fail one day, it doesn’t mean we’ll fail all the time.
Lisa : Yeah. I can understand your opinion. But I have different opinion. I do agree with the saying.
Deni : What’s your reason?
Lisa : Because an opportunity hardly comes twice. That’s what I believe.
Deni : Why do you believe so?
Lisa : Well . . . it stimulates me to capture every opportunity and always do my best.
Deni : Yup. It can be. We are entitled to our own opinion.
Questions:
1. Who has the opinion that an opportunity never comes twice?
2. Why does Deni think that the opportunities come not only once in a lifetime?

From some examples above, we know that the materials are gradually designed from the simplest material to the more difficult ones. It means that the materials are graded.

b. The materials start from the materials that are used in daily activities, such as introduction, asking the news etc.

- U2/LT/P33
Listen to your teacher. Repeat after him/her.

Mother : What are you reading, Ratih? You look so serious. What is it?
Ratih : Well, it’s a kangaroo handbook. **This is about** how they live, what threatens their lives, and how we can save them.
Mother : **Really?** What else have you learned from this book?
Ratih : Surprisingly, female kangaroos carry their babies in the pouch on their tummies.
Mother : Amazing! Well, I had better leave you with your reading, then.
Ratih : Thanks, Mom.

The students are given opportunity to ask if they find words they don’t know the meaning. Then the teacher order the students to read bold words loudly and tell which expressions they are. From the material above we know that it is graded.

c. Using pictures as media to make the teaching more understandable in the beginnings and step by step, the intensity of the pictures may be decreased.

- U3/LT/P62
  Observe a computer or look at this picture. Can you name the parts of a computer? What do you use each part of a computer for? Tell your friends about them?

  ![Computer Parts](image)

  The pictures help students easier understand the context. Then they name the parts of computer and their functions then make report text about it. This picture and the order are graded.

7) **Interesting**

a. It is colourful.

The book contains the materials that are not colourful, so the book is not interesting.

b. Delivering materials by using several methods such as stories, quizzes, or pictures.

Using several methods make the materials in the book are interesting for students to study.

- U8/LT/P231 (Story)

  Read the text carefully.

  One day Riko was walking home from school. He saw a man coming out of a shop. The man was carrying a lot of things. He was was walking toward his car.
  
  Suddenly something fell from the man’s pocket. Riko saw it, but the man did not realize it. Riko ran and picked up the thing. It was a wallet.
Riko called the man and said that his wallet fell out. The man stopped and turned around. He came to Riko. Then Riko gave the wallet to him.

After receiving it, the man opened his wallet and took out some money. He wanted to give the money to Riko as a reward.

But Riko refused it by saying that he didn’t the money. He just wanted to help him.

The man smiled and said that it was all right. He was not going to give him some money. One thing that the man wanted Riko to do was that Riko let the man take him home. Riko agreed and got into the man’s car.

In the car, they talked about Riko’s school. Riko was telling him about his friends. When they arrived at Riko’s house, the man told Riko’s parents about what happened.

Riko’s parents were very proud of their son.

Source: Detik-Detik Ebtanas Lengkap SLTP

- U6/LT/P169 (Quiz)
  Read the sentences. Complete them with your own words.
  Example:
  If I have a long holiday, ________.
  If I have a long holiday, I will go to Bali.

1. If the film is interesting, ________.
2. If I’m not in a hurry, ________.
3. If you study hard, ________.
4. If Deni wins the competition, ________.
5. If I go to Singapore, ________.
6. If Riko wakes up late, ________.
7. If people want to post some letters, ________.
8. If my mother lets me go, ________.

9. If you lend me some money, ________.
10. If she invites me to come, ________.

- U4/LT/P92 (Picture)
  Look at the picture. Suppose you are in an art gallery. What do you see or find there? Report it to the class.
To make the book interesting, the materials are given with pictures to make the materials understandable, with some quizzes, and stories. From the stories, students can take the lessons. With some quizzes, students are trained to test their competence and their comprehension. With those items, the book is not monotonous but interesting.

### Interactive

a. The materials give students chances to practice their English as means of communication.

- **U7/LT/P188**
  
  Lisa was in Borobudur last Sunday. She met a foreigner, Michael, and they had a small talk.

  Lisa : It’s hot, isn’t it?
  Michael : You’re right. But I like Indonesian weather. It’s different from my hometown.
  Lisa : By the way, where are you from?
  Michael : I’m from New York.
  Lisa : New York? Uhm . . . what does it look like?
  Michael : Well . . . it is one of the most crowded places in the world. It has many skyscrapers.
  Lisa : What is it famous for?
  Michael : It is famous for Central Park and the Statue of Liberty.
  You know, it is the statue of a lady with a crown on her head. She has a book and a torch in her hands.
  Lisa : I see. It sounds interesting.

Students are given example how to practice their speaking skill as means of communication. English can be used to communicate with foreigners. Here English is used for interaction with others. We know the materials is interactive.

b. There are some expressions that help students communicate each other.

- **U7/LT/P180**
  
  Listen to your teacher. Read the expressions aloud.
  Asking for information or a description
  - I’d like to know . . .
  - Could you tell me . . . ?
  - Do you know . . . ?
  - Could I ask . . . ?
  - Could you find out . . . ?
  - What does it look like?

From the expressions above students learn how to ask for information or a description.

### Integrated

a. Including four skills in English (listening, speaking, reading, and writing).

The materials in the book are integrated, it consists of four skills in English (listening, speaking, reading, and writing). The book is complete with all skills to support English teaching-learning.
The good materials must be integrated. They consist of four skills in English. They are listening, speaking, reading and writing. With those skills can help students and teacher in teaching-learning process.

b. Including how to pronounce (pronunciation).

The book includes the pronunciation materials.

- U2/LT/P37
  Your teacher will tell you something. you will hear the following words.

  ![Pronunciation Chart](chart.png)

Here are the words with their pronunciation. Students read and understand the order.

The teacher reads the words loudly and students repeat after him. The teacher asks some students to read them, and he corrects students’ pronunciation mistakes.

c. Including how to write in English based on student’s level.

The book includes the materials that teach students how to write in English.

- U2/LT/P38
  What would you say to express superfluous quantities of nouns? Study the patterns. Read the examples.
  1. Use too many to express superfluous quantities of countable nouns.

      ![Pattern Example](pattern.png)

      Example:
      There are too many people in front of the cinema.

  2. Use too much to express superfluous quantities of uncountable nouns.

      ![Pattern Example](pattern.png)

      Example:
      This coffee is too sweet. I put too much sugar in it.

The teacher explains that students will study the use of “too many” and “too much”. The teacher motivates students to ask if they still do not understand. The students read the examples. Then the teacher asks students to make the sentences by using “too many” and “too much”.
10) Contextualized

a. The materials must be up-to-date.

The good materials must be up-to-date so that the students get the latest information and knowledge.

The content of the text studies how to make an e-mail address. Here they do not only study how to make an e-mail address but to retell story by using their own words. The materials about making the e-mail is contextualized.

b. The materials must be suitable with the districts where the students live.

The materials are suitable with the districts where the students live so that they can understand the materials well.

The materials that are suitable:

- U1/LT/P13
  Read the following dialog. Perform it with a friend. Later, answer the questions that follow aloud.
  Lisa : Many people say that an opportunity only comes once in a lifetime. Do you think so?
  Deni : only once in a life time? Umm ... I don’t think so.
  Lisa : Why don’t think so?
  Deni : I think there are always many opportunities as long as we live.
  Lisa : Yeah. I can understand your opinion. But I have a different opinion. I do agree with the saying.
  Deni : What’s your reason?
  Lisa : Because an opportunity hardly comes twice. That’s what I believe.
  Deni : why do you believe so?
  Lisa : Well ... it stimulates me to capture every opportunity and always do my best.
  Deni : Yup. It can be. We are entitled to our own opinion.

Questions:
1. Who has the opinion that an opportunity never comes twice?
2. Who does Deni think that the opportunities come not only once in a lifetime?

The materials tell about two kids who are talking about opportunities. Such a dialog can be found wherever students live. So the materials are contextualized.

11) Creative

a. The book serves various activities in teaching-learning.

The book provides many materials that support activities in teaching-learning.
• U3/LT/81
Make sentences using the words available. Say your work aloud. Look at the example.

Example:
Can/play/guitar
Doni can play the guitar

1. may/buy/a CD
2. must/clean/bedroom
3. will/leave for/Singapore
4. can/not/communicate in/Japanese and Chinese
5. will/not/visit/my grandparents

The students know the meanings and make the sentences from the words. After that, the teacher motivates students to raise their hand and read their sentences. Other students pay attention and correct other students’ mistakes in their sentences.

• U7/LT/182
Copy and complete the table below. Mention five names of some natural forms in Indonesia.

<table>
<thead>
<tr>
<th>Natural Forms</th>
<th>Names of</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Islands</td>
<td>1. Sumatra, Java, Kalimantan, Sulawesi, Irian Jaya (Papua)</td>
</tr>
<tr>
<td>2. Mountains</td>
<td>2. __________________________</td>
</tr>
<tr>
<td>3. Lakes</td>
<td>3. __________________________</td>
</tr>
<tr>
<td>4. Rivers</td>
<td>4. __________________________</td>
</tr>
<tr>
<td>5. Straits</td>
<td>5. __________________________</td>
</tr>
<tr>
<td>6. Beaches</td>
<td>6. __________________________</td>
</tr>
</tbody>
</table>

From such examples, the materials are created to make students more creative. With available words, students are ordered to make the sentences. In other examples, students complete the table and do some guessing based on the questions. Those activities are intended to make students creative.

b. It serves new extra activities although in small amount.

New extra activities are needed to make the teaching-learning more interesting and varied.
1. Automatic  a. A recount of money spent and received
2. Withdraw     b. Money as available for use
3. Deposit      c. Ask an amount of money as a price
4. Cash         d. Operating itself without human control
5. Check        e. Pass money from one account to another
6. Transfer     f. Take money out of an account
7. Account      g. A payment given for professional advice or services
8. Currency     h. A written order to a bank to pay a stated sum from an account to a specified person
9. Charge       i. Put money into an account
10. Fee         j. A system of money in general use in a country

Here students are ordered not only to find the meanings of words but also to understand the words and the phrases. Next, they match the words with the phrases to be good answers. This small activity makes students creative and makes teaching-learning interesting.

4. Conclusion

Based on the result of the analyzed data, The writer found 10 good criteria based on Rajan’s theory. In the in-depth approach, those criteria are motivating (95.08%), meaningful (82.23%), authentic (100%), appropriate (100%), graphic (100%), graded (100%), interesting (50%), interactive (100%), integrated (100%), contextualized (92.92%), and creative (100%). The result of percentage is 92.75%.

Based on MAGIC, the materials on the textbook are motivating, meaningful, authentic, appropriate, graphic, graded, interactive, contextualized, creative, and integrated for the learners. The writer found 10 good criteria of good material design suggested by Rajan in “Let’s Talk” English textbook. The result of percentage is 92.75%. It means that the content of the textbook is good based Rajan’s theory.
BIBLIOGRAPHY


