

**AN EVALUATION OF ENGLISH TEXTBOOK “*MODUL OF ENGLISH TUTORIAL PROGRAM*” USED IN UNIVERSITAS MUHAMMADIYAH SURAKARTA BASED ON RAJAN’S THEORY**



**Submitted as a Partial Fulfillment of the Requirements for Getting  
Bachelor Degree of Education in English Department, School Of Teacher  
Training Education**

by  
**RIA PUTRI DEWI**  
A320140054

**DEPARTMENT OF ENGLISH EDUCATION  
SCHOOL OF TEACHER TRAINING EDUCATION  
UNIVERSITAS MUHAMMADIYAH SURAKARTA  
2019**

**APPROVAL**

**AN EVALUATION OF ENGLISH TEXTBOOK “*MODUL OF ENGLISH TUTORIAL PROGRAM*” USED IN UNIVERSITAS MUHAMMADIYAH SURAKARTA BASED ON RAJAN’S THEORY**

**PUBLICATION ARTICLE**

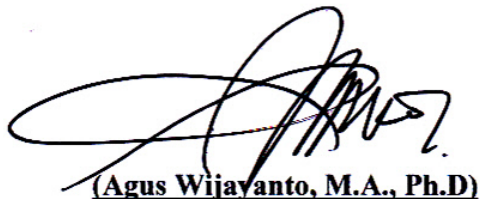
**By:**

**RIA PUTRI DEWI**

**A320140054**

**Approved to be examined by Consultant**

**Consultant**



**(Agus Wijayanto, M.A., Ph.D)**

**NIDN. 0609096801**

AN EVALUATION OF ENGLISH TEXTBOOK “MODUL OF ENGLISH TUTORIAL PROGRAM” USED IN UNIVERSITAS MUHAMMADIYAH SURAKARTA BASED ON RAJAN’S THEORY

PUBLICATION ARTICLE

Written by:

Ria Putri Dewi

A320140054

Accepted by:

The Board by Examiners of School Teacher Training and Education  
Universitas Muhammadiyah Surakarta

The Board of Examiners:

1. Agus Wijayanto, M.A., Ph.D  
(Head of Examiner)
2. Prof.Dr. Endang Fauziati, M.Hum  
(Member One of Examiner)
3. Drs. Djoko Srijono, M.Hum  
(Member Two of Examiner)

(.....)  
(.....)  
(.....)

Surakarta, February 2019

Universitas Muhammadiyah Surakarta  
School of Teacher Training and Education

Dean,



Prof. Dr. Harun Joko Prayitno, M.Hum  
NIP. 19650428 199303 1 001

## TESTIMONY

Herewith, I testify that there is no plagiarism this publication article. As for as I know, there is no literary work which has been raised to obtain bachelor degrees of university. Nor there option masterpiece which have been written or published by others, expect those in which in the writing are referred manuscript and mentioned in the literary review and bibliography.

Here, leter it is proven that there are some untrue statements in this testimony, I will hold fully responsible.

Surakarta, January 2019

The writer



**RIA PUTRI DEWI**

**A320140054**

# AN EVALUATION OF ENGLISH TEXTBOOK “*MODUL OF ENGLISH TUTORIAL PROGRAM*” USED IN UNIVERSITAS MUHAMMADIYAH SURAKARTA BASED ON RAJAN’S THEORY

## Abstrak

Makalah penelitian ini dimaksudkan untuk mengetahui apakah buku teks berbahasa Inggris berjudul “Modul of English Tutorial Program” yang digunakan mahasiswa saarjana Universitas Muhmmadiyah Surakarta sesuai atau tidak dengan kriteria desain bahan materi yang baik menurut Rajan (2003). Penelitian ini menggunakan penelitian deskriptif. Peneliti melakukan analisis dokumen dan kuesioner dari 59 tutor dan 590 siswa dalam mengumpulkan data. Hasil penelitian ini menunjukkan bahwa ada 10 kriteria desain bahan yang disarankan oleh Rajan sesuai dengan materi dalam buku teks. Persentase kesesuaian berjumlah 90,90% yang berarti bahan materi yang terdapat dalam buku pelajaran “Modul of English Tutorial Program” sangat baik. Di sisi lain, perspektif tutor dan siswa terhadap buku teks bagus dan sebagian besar puas dengan materi yang disajikan. Berdasarkan pernyataan di atas, penelitian ini menyimpulkan bahwa buku teks berbahasa Inggris berjudul “Modul of English Tutorial Program” baik untuk mendukung proses pembelajaran bahasa Inggris di Universitas Muhammadiyah surakarta.

**Kata kunci:** evaluasi buku teks, kriteria desain materi yang baik, pendapat siswa

## Abstract

This research paper is mainly intended to find out whether the English textbook “Modul of English Tutorial” used for undergraduate students of Universitas Muhammadiyah Surakarta is suitable or not with the criteria of good material design suggested by Rajan (2003). This research applies qualitative research. The researcher did content analysis and questionnaires from 59 tutors dan 590 students in collecting the data. The result shows that there are 10 criteria of material design suggested by Rajan is suitable with the materials in the textbook. The percentage of the suitability is 90,90% which means the materials of the textbook is very good. In other hand, the tutors and the students’ perspective toward the textbook is good and mostly satisfied with the material. According to the statements above, this research implies the textbook “Modul of English Tutorial Program is good to support the English learning process in Universitas Muhammadiyah surakarta.

**Keywords:** textbook evaluation, good material design, students perspective

## 1. INTRODUCTION

“A textbook can be referred to as a published material specially designed to help language learners to improve their linguistic and communicative abilities (Sheldon

1987)”. The use of ESL published materials is more widespread than ever before since textbooks provide ESL teachers with guidelines concerning syllabus, teaching methodologies and the materials to be taught. The content in the textbooks should be persuasive enough to induce all the requisite skills suited to an esteemed society in the students. If the textbook is too advanced or too simple for the students the teacher will inevitably be faced with problems. In the selection of a textbook, it is important to conduct an evaluation to ensure that whether it is suitable or not. In addition to being a learning instrument, textbooks are also used as a supporting teaching instruments.

According to Hutchinson and Waters (1987), “Evaluation is the matter of judging the fitness of a something for a particular purpose”. In education, the term “evaluation” is used in reference to operations associated with curricula, programs, interventions, methods of teaching and organizational factors. It is a sophisticated concept which includes the phases of selecting the information, analyzing, transferring, using and making a decision on the quality of the curriculum.

English Tutorial Program (hereafter ETP) is a program that held in Universitas Muhammadiyah Surakarta which focused in speaking skill. It is a project that must be followed by every student on 1<sup>st</sup> and 2<sup>nd</sup> semester. Every group has one tutor which coming from the 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, or 7<sup>th</sup> semester students. They all attend the meeting one in a week, usually in Saturday morning. The learner of English Tutorial Program has a textbook named “Modul of English Tutorial Program”. But, in reality, some teacher seldom use the textbook as a learning media and prefer to improve their own learning materials. The researcher also curious at the chosen topic or theme inside the textbook and each sub chapter of the reading material.

Based on the phenomenon above, this study presents an analysis and it carries out research entitled “AN EVALUATION OF ENGLISH TEXTBOOK “MODUL OF ENGLISH TUTORIAL PROGRAM” USED IN UNIVERSITAS MUHAMMADIYAH SURAKARTA BASED ON RAJAN’S THEORY”

Good material is very important for the learner. Because a good material can motivate the learner. The criteria of good materials design based on Rajan’s MAGIC theory (2003:6). The meaning of MAGIC is as follows: 1) M = Motivating and

Meaningful 2) A = Authentic and Appropriate 3) G = Graphic and Graded 4) I = Interesting, Interactive, and Integrated 5) C = Contextualized and Creative.

## **2. METHOD**

This study involved qualitative research. Qualitative methods have been used for analyzing and describing the data. In qualitative method, statistic is not really necessary to examining and exploring the data. According to Creswell (2008): “The underlying assumption in using qualitative method design is that it can provide better understanding of the research problem and questions”. The descriptive qualitative research is suitable for the study since it is relevant with the aims of the study that is describing the evaluation of the “Modul of English Tutorial Program” textbook. This study collect the data from the questionnaire answers by tutors and and questionnaire answer by students.

## **3. ANALYSIS AND DISCUSSION**

There are some analysis to answer the research question of the study, this analysis is divided into: a. analysis of the suitability of the textbook “Modul of English Tutorial Program” with the criteria of Good Material Design suggested by Rajan, b. Student’s Perspective on the textbook, c. tutors’ perspective of the textbook.

### **3.1 The suitability of the textbook “Modul of English Tutorial Program” with the criteria of Good Material Design suggested by Rajan.**

According to the research finding, the textbook “Modul of English Tutorial Program” has several pages that is suitable to Rajan’s Good Material Design which describes as in table follows:

#### **3.1.1 Motivating**

The criteria of Rajan which is motivating are found in 16 pages from 88 pages of the textbook. So, it can be concluded that the percentage of motivating criteria found in “Modul of Tutorial Program” textbook are 19%

#### **3.1.2 Meaningful**

The criteria of Rajan which is meaningful are found in 36 pages from 88 pages of the textbook. So, it can be concluded that the percentage of meaningful criteria found in “Modul of Tutorial Program” textbook are 40%

### 3.1.3 Appropriate

The criteria of Rajan which is appropriate are found in 9 pages from 88 pages of the textbook. So, it can be concluded that the percentage of appropriate criteria found in “Modul of Tutorial Program” textbook are 10%

### 3.1.4 Graphic

The criteria of Rajan which is graphic are found in 20 pages from 88 pages of the textbook. So, it can be concluded that the percentage of graphic criteria found in “Modul of Tutorial Program” textbook are 23%

### 3.1.5 Graded

The criteria of Rajan which is graded are found in 5 pages from 88 pages of the textbook. So, it can be concluded that the percentage of graded criteria found in “Modul of Tutorial Program” textbook are 6%

### 3.1.6 Interesting

The criteria of Rajan which is Interesting are found in 11 pages from 88 pages of the textbook. So, it can be concluded that the percentage of Interesting criteria found in “Modul of Tutorial Program” textbook are 12%

### 3.1.7 Integrated

The criteria of Rajan which is Integrated are found in 25 pages from 88 pages of the textbook. So, it can be concluded that the percentage of Integrated criteria found in “Modul of Tutorial Program” textbook are 28%

### 3.1.8 Interactive

The criteria of Rajan which is Interactive are found in 29 pages from 88 pages of the textbook. So, it can be concluded that the percentage of Interactive criteria found in “Modul of Tutorial Program” textbook are 33%

### 3.1.9 Contextual

The criteria of Rajan which is Contextual are found in 10 pages from 88 pages of the textbook. So, it can be concluded that the percentage of Contextual criteria found in “Modul of Tutorial Program” textbook are 11%



### 3.1.10 Creative

The criteria of Rajan which is Creative are found in 7 pages from 88 pages of the textbook. So, it can be concluded that the percentage of creative criteria found in “Modul of Tutorial Program” textbook are 8%.

There are eleven criteria from Good Material Design that suggested by Rajan, consist of Motivating, Meaningful, Authentic, Appropriate, Graphic, Graded, Interesteing, Integrated, Interactive, Contextualized, and Creative. After analyzed the materials in the “Modul of English Tutorial” textbook, the researcher find out 10 from 11 criteria that is suitable with the materials in the textbook. In some case, the researcher found that several criteria also appear on the same chapter of this book.

### 3.2 Student’s Perspective on “Modul of English Tutorial Program” Textbook

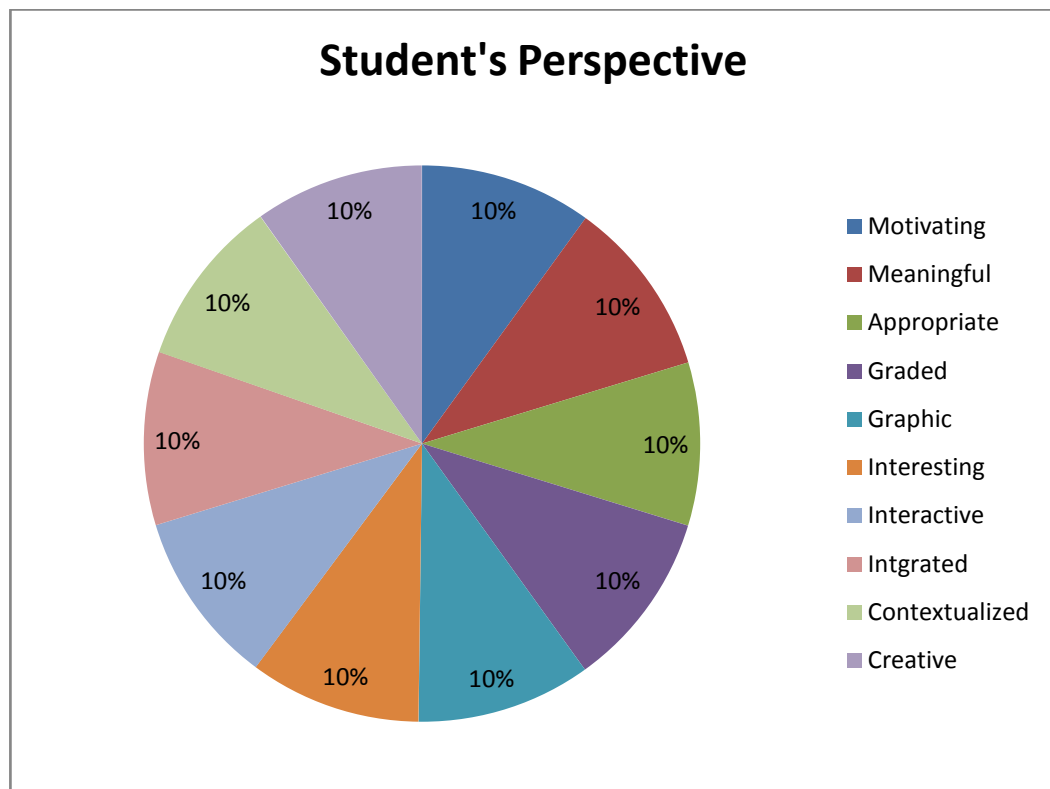


Figure 1. Student’s Perspective

The diagram above showed that there was no dominant criteria to each part of the question in the questionnaire. The percentage showed every criteria had an equal number (10%), it means that according to the students the textbook “Modul

of English Tutorial Program” is suitable to use as learning media in English Tutorial Program in Universitas Muhammadiyah Surakarta.

### 3.3 Tutors’s Perspective of “Modul of English Tutorial Program” Textbook

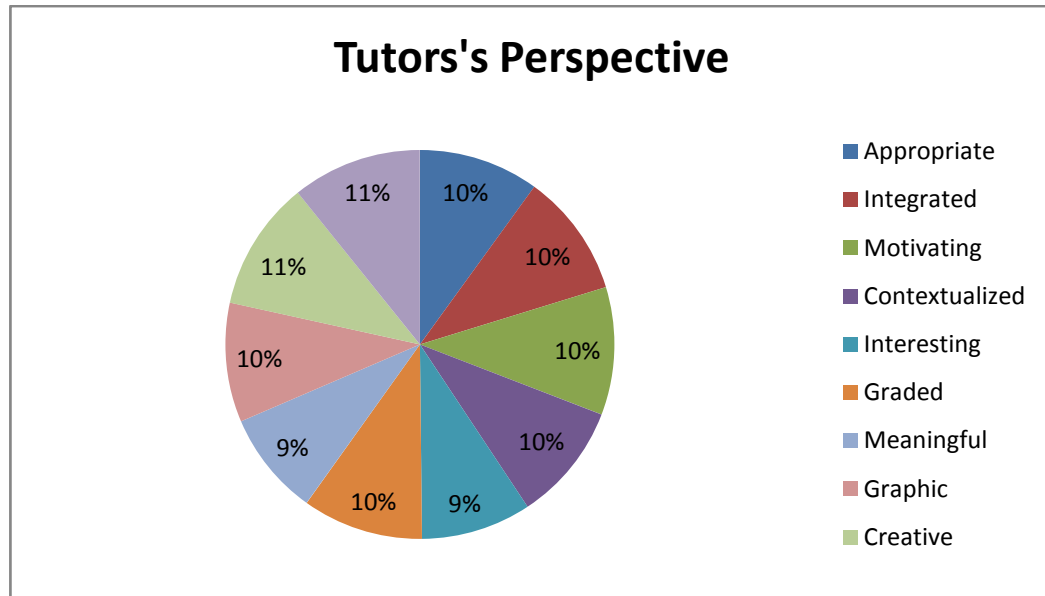


Figure 2. Tutors’s Perspective

The diagram above showed that there was no dominant criteria from the questionnaire. The percentage showed every criteria had an almost equal number (9-11%). It means that according to the tutors the textbook “Modul of English Tutorial Program” is suitable to use as learning media in English Tutorial Program in Universitas Muhammadiyah Surakarta.

## 4. CONCLUSION

The result of this study are there are eleven criteria from Good Material Design that suggested by Rajan; Motivating, Meaningful, Authentic, Appropriate, Graphic, Graded, Interesting, Integrated, Interactive, Contextualized, and Creative. After analyzed the materials in the “Modul of English Tutorial” textbook, the researcher found out 10 from 11 criteria that is suitable with the materials in the textbook. In some case, the researcher found that several criteria also appear on the same chapter of this book.

From the students’ perspective, this study found that that the textbook is very good because the materials meet the MAGIC criteria of Good Material Design

suggested by Rajan. So, it means that according to the students the textbook “Modul of English Tutorial Program” is suitable to use as learning media in English Tutorial Program in Universitas Muhammadiyah Surakarta

From the tutors’ perspective, this study also found that that the textbook is very good and almost had the same result with the students. So, it means that according to the tutors the textbook “Modul of English Tutorial Program” mostly good to use as learning media in English Tutorial Program in Universitas Muhammadiyah Surakarta.

## REFERENCES

- Akbar, Fadhillah (2015) *The Evaluation of English Textbook “Let’s Talk” for Junior High School Student Year 9 Based On Rajan’s Theory*. Universitas Muhammadiyah Surakarta.
- Arikunto, Suharsini. 1996. *Procedur Penelitiaan: Suatu Pendekatan Praktik*. Jakarta: Rieka Cipta.
- Asri, Iin Viana. 2013. *The Evaluation of English Textbook Entitled Active English 5 for the Fifth Grade of Elementary School Based on Rajan’s Theory*. Surakarta.
- Cunningsworth, Alan. 1984. *Evaluating and Selecting English Foreign Language Teaching Material*. New York: Masemillan.
- Fauziati, Endang,. 2010. *Teaching English as a Foreign Language (TEFL)*. Surakarta: PT. Era Pustaka Utama.
- LPIDB Team. 2015. *Modul of English Tutorial Program*. Surakarta: Lembaga Pengembangan Ilmu-Ilmu Dasar dan Bahasa (LPIDB)
- Rajan, Sundara. 2003. *Material Design*. SEAMO. Regional Language Centre.
- Rosari, Dwi Vianita. 2014. *An Analysis On English Textbook Entitled Stairway: A Fun Easy English Book For Grade II of Elementary School Based on Rajan’s Theory*. Surakarta.
- Tarigan, H. G. and Tarigan, D. 1986. *Telaah Buku Text Bahasa Indonesia*. Bandung: Angkasa.
- Tomlinson, Brian. 1998. *Materials Development in Language Teaching*. United Kingdom: Cambridge University Press.