A CONTENT ANALYSIS OF 7TH GRADE ENGLISH STUDENT WORKSHEET IN 'BUKU INTERAKTIF BAHASA INGGRIS UNTUK SMP/MTS KELAS 7B KURIKULUM MERDEKA' AT SMPN 7 BUKITTINGGI

A THESIS

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PERSETUJUAN PEMBIMBING

Proposal skripsi dengan judul **"A CONTENT ANALYSIS OF 7TH GRADE ENGLISH STUDENT WORKSHEET IN 'BUKU INTERAKTIF BAHASA INGGRIS UNTUK SMP/MTS KELAS 7B KURIKULUM MERDEKA' AT SMPN 7 BUKITTINGGIF"** yang disusun oleh **Anwar Liwaul Ikhsan (2320028)** yang telah memenuhi persyaratan ilmiah dan disetujui untuk diajukan seminar proposal pada Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan.

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ABSTRACT

Anwar Liwaul Ikhsan: 2320028, "A Content Analysis Of 7Th Grade English Student Worksheet In 'Buku Interaktif Bahasa Inggris Untuk Smp/Mts Kelas 7B Kurikulum Merdeka' at Smpn 7 Bukittinggi"

This research was conducted due to the introduction of new learning materials, specifically student worksheets, used as teaching media in the new Merdeka Curriculum, which required further analysis to assess their suitability. Additionally, some teachers felt there were shortcomings in the use of these worksheets in the classroom. This study aimed to analyze the suitability of the student worksheet "Bahasa Inggris untuk SMP/MTs Kelas 7b Kurikulum Merdeka," published by Intan Pariwara and used at SMPN 7 Bukittinggi, in accordance with the standards set by Clarise Dayo Lauren (2022), and to identify areas for improvement.

The method employed was Quantitative Content Analysis using a rubric checklist as the instrument. The object of the research was the student worksheet "Bahasa Inggris untuk SMP/MTs Kelas 7b Kurikulum Merdeka." Data collection was conducted through document analysis, followed by expert ratings to establish a consensus as the conclusion. Then analyzed by do the recording, reliability test and conclude the data.

The results showed that 22 out of 36 sub-aspects in the instrument were suitable, while 13 were not, with an overall suitability of 61,1%. Based on the suitability scale, the worksheet was categorized as "Fair." The reliability test, using the inter-rater method, yielded a score of 0.775, indicating strong reliability. From these findings, it was concluded that the student worksheet was fairly good but required some improvements

Keywords: Student Worksheets, Content Analysis

ABSTRAK

Anwar Liwaul Ikhsan:2320028, "Analisis Konten Lembar Kerja Siswa Bahasa Inggris Kelas 7 pada 'Buku Interaktif Bahasa Inggris untuk SMP/MTs Kelas 7b Kurikulum Merdeka' di SMPN 7 Bukittinggi"

Penelitian ini dilatarbelakangi oleh pengenalan bahan ajar baru, khususnya lembar kerja siswa, yang digunakan sebagai media pengajaran dalam Kurikulum Merdeka baru, yang memerlukan analisis lebih lanjut untuk menilai kesesuaiannya. Selain itu, beberapa guru merasa bahwa terdapat kekurangan dalam penggunaan lembar kerja ini di kelas. Studi ini bertujuan untuk menganalisis kesesuaian lembar kerja siswa "Bahasa Inggris untuk SMP/MTs Kelas 7b Kurikulum Merdeka," yang diterbitkan oleh Intan Pariwara dan digunakan di SMPN 7 Bukittinggi, sesuai dengan standar yang ditetapkan oleh Clarise Dayo Lauren (2022), serta mengidentifikasi area yang perlu diperbaiki.

Metode yang digunakan adalah Analisis Konten Kuantitatif dengan menggunakan rubrik ceklis sebagai instrumen. Objek penelitian adalah lembar kerja siswa "Bahasa Inggris untuk SMP/MTs Kelas 7b Kurikulum Merdeka." Pengumpulan data dilakukan melalui analisis dokumen, diikuti oleh penilaian dari beberapa ahli untuk mencapai kesepakatan sebagai kesimpulan. Data kemudian dianalisis melalui pencatatan, uji reliabilitas, dan disimpulkan.

Hasil penelitian menunjukkan bahwa 22 dari 36 sub-aspek pada instrumen sesuai, sedangkan 14 lainnya tidak sesuai, dengan tingkat kesesuaian keseluruhan sebesar 61,1%. Berdasarkan skala kesesuaian, lembar kerja ini dikategorikan sebagai "Cukup." Uji reliabilitas dengan metode antar-penilai menghasilkan skor 0,775, yang menunjukkan reliabilitas yang kuat. Dari temuan ini, dapat disimpulkan bahwa lembar kerja siswa cukup baik namun membutuhkan beberapa perbaikan.

Kata Kunci:Lembar Kerja Siswa, Analisis Isi

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Bukittinggi, Oktober 2024
Saya yang menyatakan

Anwar Liwaul Ikhsan
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CHAPTER 1

INTRODUCTION

A. Background of the Problem

The word "curriculum" was often used in the world of education almost all over the world. According to Nation I.S.P. and Maccalister (2010), curriculum in education was a guideline for designing learning that consisted of principles, environment, and needs, involving various considerations as its outer circle and objectives, content, sequence, format, and presentation as its inner circle, as well as monitoring and evaluation. This meant curriculum wasn’t just administration but the main foundation of the learning process. It also had the purpose of helping teachers understand the steps in the teaching process.

Curriculums not only contained guidelines but also provided a lot of information about the learning process. In the curriculum, teachers and learners were expected to follow certain goals so that learners had standards to guide their learning process. Curriculums also instructed teachers on how to teach, what strategies to use, or which materials would be helpful. That was why, without curriculums, it would have been difficult for teachers and learners to execute the teaching and learning process effectively in the field.

Indonesia itself had several curriculum changes since the Dutch colonial period. It required the education system in Indonesia to

continuously upgrade the curriculum to improve it. It also needed to adapt curriculums in Indonesia to advancements in technology. The Indonesian curriculum evolved from initially imitating the Dutch curriculum, which focused on reading and writing, to one that focused on character development and student critical thinking.

In the middle of 2022, the Indonesian Minister of Education, Culture, Research, and Technology (Kemendikbudristek RI) implemented a new curriculum revision, which had previously been the 2013 Curriculum, becoming the Independent Curriculum for almost all schools in Indonesia. The implementation of the curriculum was believed to have had a significant positive impact on education in Indonesia. The Indonesian Minister of Education defined the concept of the Independent Curriculum, as outlined in the independent learning program, as arising from his desire to create a comfortable and enjoyable learning atmosphere without burdening students with the need to achieve certain scores or values.

The Merdeka Curriculum had several advantages. One of them was that teachers, students, and schools had the freedom to organize their own teaching and learning processes as long as the learning met the learning outcomes assigned to each phase of education. This was evident as schools began to develop their own teaching patterns. It was very beneficial to students and teachers because, as we know, every student had their own learning style, and every teacher had their own teaching style. In addition

to the learning process, teachers and schools were also given the freedom to choose materials that suited the needs of their students.

According to Tomlinson (2014), materials were everything used to support language learning and to facilitate teachers and students during the learning process. This meant that learning materials were tools used to aid teachers and students. Learning materials themselves had the goal of making learning easier. Benjamin Bloom, in the revision of Bloom's Taxonomy (2001), clarified that materials were essential in the learning process and that they must aim to develop students. This meant that the goals of the material were exclusively focused on student development. Learning materials have many positive benefits in the learning process. The better materials used by teachers and students, the better the learning outcomes. Prastowo (2017) explains that material isn't only for facilitating the learning process, but also improve many aspects of students. That aspect such as enhanced students' understanding, and increased engagement, retention and critical thinking. All aspects are so helpful in achieving educational goals. Prastowo also mentioned that all benefits can be from various types of material such as textbooks, student worksheets, videos, audio tapes and so on that meet the criteria of material before used.

One of the materials commonly used in schools was the Student Worksheet. The Student Worksheet (LKS) was learning material systematically arranged for use by students in the teaching and learning process. LKS functioned as a learning guide and applied the material that

had been taught by the teacher. According to Prastowo (2014), the concept of LKS included several important aspects, namely Learning Objectives, Learning Materials, Tasks and Exercises, Work Instructions, and Evaluation. Student Worksheets were typically used for independent learning by students in primary school, junior high school, and senior high school across different phases in Indonesia.

Based on preliminary research conducted on June 4th, 2024, during an interview with a teacher at SMPN 7 Bukittinggi, the 7th-grade teacher used Student Worksheets as the teaching material. The Student Worksheet used was “Buku Interaktif Bahasa Inggris untuk SMP/MTS Kurikulum Merdeka 7b.” The teacher chose this material because the Student Worksheet had several advantages in the teaching process. These advantages included being very contemporary and also suitable for the latest curriculum, namely the independent curriculum. Additionally, the worksheet contained a chapter discussing the school festival, which could be used as material for the Pancasila student profile project, a requirement of the independent curriculum.

Then, during the interview on August 2, 2024, the teacher stated that the Student Worksheet had several shortcomings, including the lack of varied questions in the assessment for each unit, whereas the independent curriculum required a variety of questions in its assignments. Additionally, the teacher mentioned that the materials in the link provided by the worksheet were only audio for listening, making it less engaging. The

teacher expressed the hope for the inclusion of video materials as well. The teacher also felt that the speaking assignments in the Student Worksheet were insufficient, thus not adequately enhancing the students' speaking skills. The worksheet was also considered to lack the introduction of new vocabulary before the reading material. It is important to note that in teaching, background knowledge should be introduced before starting the lesson so that students could understand the context within the reading material.

Based on the preliminary research mentioned above, there was an urgency to analyze the Student Worksheet titled "Buku Interaktif Bahasa Inggris untuk SMP/MTS 7b Kurikulum Merdeka," which applied the new Independent Curriculum. However, the teacher need to know if the students worksheet are appropriate for phase D of Indendent Curriculum. This is why it was necessary to explore how appropriate the Student Worksheet was based on the Independent Curriculum for Phase D in SMPN 7 Bukittinggi.

B. Identification of The Problem

The problem of this research is

1. there a new Curriculum which using new learning material who needs further analysis in 7^{th} grade SMPN 7 Bukittinggi.
2. Teacher feels the learning material have some lack when used in class

C. Limitation of The Problem

Based on the Identification of the problem, this research was limited to the Students worksheet Evaluation only. The Students Worksheet is "*Buku Interaktif Bahasa Inggris untuk SMP/MTS kelas 7b"* which used for phase D especially for 2nd semester of 7th grade in SMPN 7 Bukittinggi. The limitation of the students worksheet used for avoid misunderstanding.

D. Formulation of the Problem

Based on the above problem limitations, the problem formulation is

1. How Appropriate was the Student Worksheet used in phase D SMPN 7 Bukittinggi?
2. What part of the worksheets were needs improvements after evaluation?

E. Purpose of the Research

Based on the formulation of the problem above, the objectives of this study as follows:

a. To find out the appropriateness of the students worksheets used in phase D SMPN 7 Bukittinggi.
b. To find out the improvement needed in the students worksheet after evaluation.

F. Significance of the research

The benefits expected from the implementation of this research are:

a. Theoretical benefits

This research is expected to be useful in improving science, especially in the selection of good Students Worksheets according to the needs of the independent curriculum. That's why this research can be used as a link to prevent mistakes in adopting materials that are suitable for the needs of students, teachers, and the curriculum at school. In addition, this research is also expected to be a source of information used for research in the same field.

b. Practical benefits

The practical benefits in this research are as follows:

a. For the Author

This research is useful for the author to add insight specifically related to adopting material in the independent curriculum. In addition, this research is also one of the requirements to fulfill the S. Pd. (S1) degree in the English Language Education study program at Sjech M. Djamil Djambek Bukittinggi State Islamic University.

b. For Readers

This research is expected to provide information to readers about how to adopt good materials, and whether the "Interactive Book of English 7b Merdeka curriculum" can be used as a good learning material for students at SMPN 7 Bukittinggi.

c. For Teacher

For the Teacher, this research can be a reference for choosing a good material evaluation. This research also can help teacher how to adopt material who suitable for them and their students. Good material surely can improve the teaching and learning process so the results will be better.

d. For Students

For the students, this research will help them to learn. When teachers have good material, the learning process will be effective, so students will have better educational input from the learning process. This research also helps teachers to choose a material who suitable to students with results students feel the material they use isn't too hard or too easy for them.

e. For Students Worksheets Developer/evaluator

For material developers, this research will help them to find make-sense criteria for student's worksheets. The criteria in this research are based on the experts so it will be more valid to help student's worksheet developer in developing Students Worksheet.

G. Definition of key terms

To prevent confusion related to the title, here are the explanations of some defining key terms in the title:

2. Merdeka Curriculum is a program planned by educators to provide learning experiences for students so that results are created that

provide changes to students from those who initially did not understand to understand.

3. Learning Material is everything used by teachers and organized according to the teacher's lesson plan to facilitate teachers and students to carry out the learning process so that it will be easier for teachers to carry out learning.
4. Student Worksheet is a printed or digital educational resource used by students to practice, reinforce, or assess their understanding of specific concepts or skills.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Concept of Curriculum in Indonesia

1) Curriculum and Curriculum in Indonesia

The curriculum can generally be defined as a device or material that will be presented by the teacher to students (Ansyar, 2014). In education, the curriculum has meaning as a plan that must be made by the teacher to achieve the desired target so that students who are taught successfully achieve the expected target.

There are some experts who explain the definition of curriculum. According to Murray Print 1993, the curriculum can be interpreted as a plan for learning experiences, and institutional programs offered which are then represented in a document and report on the implementation of the plan. Murray Print explains that the curriculum should include plans as well as products offered by schools and taught by students so that the results will be seen in the planning implementation report document.

I.S.P. Nation & Macalister (2010) Curriculum is a guideline for designing learning that consists of principles,

environment, and needs involving various considerations as its outer circle, also goals, content, sequence, format, and presentation as its inner circle, as well as monitoring and evaluation.

Wina Sanjaya added that the curriculum is a plan that contains the objectives to be achieved; the content of the material and learning experiences that must be carried out by students;

In addition, Mohd. Ansyar (2014) suggests that a curriculum can be defined as a program or plan for learning, and is also oriented towards products/outcomes. The meaning of a program-oriented curriculum is a written plan of what material will be taught to students. The intention of being oriented towards the product is what learning experiences are obtained by students accumulatively developing into competence.

Then, in the Cambridge Dictionary, curriculum is defined as all the courses plan though to college, school students or a particular course of study in one subject

Based on some of the above definitions, it can be concluded that the curriculum is a program planned by educators to provide learning experiences for students so

that results are created that provide changes to students from those who initially did not understand to understand.

2) Definition of Independent Curriculum

The Curriculum in Indonesia is always revised all the time. From the Dutch curriculum, Indonesia revised to a curriculum that more specialized for Indonesian citizens. Alhammudin (2014) explains that there have been 11 times revisions to the curriculum in Indonesia since Independence Day. There are Rentjana Pembelajaran 1947, Rentjana Pembelajaran Terurai 1952, Rentjana Pendidikan 1946, The 1968 Curriculum, The 1975 Curriculum, the Enhanced 1975 curriculum, the 1994 Curriculum, KBK Curriculum, KTSP Curriculum, The 2013 Curriculum, and now Indonesian government use Independent Curriculum in the learning process.

Merdeka Curriculum is officially in the middle of 2022 and used in some schools in Indonesia from primary school to college. Here are some explanations of the Independent Curriculumulum.

The curriculum has improved according to the times and technology. Given that the current state of the world is running very fast in terms of science, therefore education in

Indonesia inevitably has to follow it. This development causes the curriculum made by educational units to undergo regular revisions.

Starting in 2021, Indonesia underwent a curriculum revision which began with the awareness of the Indonesian minister of education and culture of the low level of Indonesian education. The state of Indonesian education can be said to be lagging behind other countries. Therefore, an independent learning system was created which aims to prepare a generation that is resilient, intelligent, creative, and has character by the values of the Pancasila of the Indonesian nation.

According to Ki Hajar Dewantara in Menuju Manusia Merdeka (2009) Merdeka Belajar is an education where schools free students from all pressure and coercion.

The Minister of Education in Indonesia defines that the concept of an independent curriculum as outlined in the independent learning program was borne out of his desire to create a comfortable and enjoyable learning atmosphere by not burdening students in achieving certain scores or values.

Based on the above description, it can be concluded that the independent curriculum is an education curriculum in Indonesia that prioritizes freedom for students from pressure and coercion to create a comfortable and pleasant learning atmosphere.

3) Objectives of Independent Curriculum

The objectives of Independent Curriculum is based from the Indonesian goals in opening of Indonesian UUD 1945. In the opening of UUD 1945 stated that "*memajukan kesejahteraan umum, mencerdaskan kehidupam bangsa dan ikut melaksanakan ketertiban dunia"* which means Indonesia itself have goals to advancing the general welfare, educate the nation's life and participate in implementing world order. Than, from the Law number 20, years 2003 about indonesian education system, there are stated "*Pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggung jawab*." That

Law means National education aims to develop abilities, shape character, and improve the civilization of a cultured nation, with the aim of improving the intelligence of the nation's life. It aims to optimize students' potential to become individuals who are faithful, pious, noble, healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens.

From the previous Law that Indonesian educational minister of Indonesia in by Anggreana et al (2022). Explain that educational goals in Indonesia are to create students who have competitive, creative, innovative, and entrepreneurial advantages. The independent Curriculum also aims to improve the quality of education, strengthen national character, and educate the nation's life in facing global challenges. The Indonesian education minister also stated that the goals of an independent curriculum are focused in created Pancasila student’s profiles. The Pancasila student's profile is students which suitable with 6 dimensions. The 6 dimensions are (1) Faithful, devoted to God Almighty, and has noble character, (2) Working together, (3) Critical Reasoning, (4) Globally diverse, (5) Independent, and (6) Creative.

Based on the theory above can be conclude that The Independent Curriculum in Indonesia aligns with the nation's foundational goals in the preamble of the Indonesian Constitution (UUD 1945), which emphasize advancing general welfare, educating the nation, and contributing to global order. As stated in Law No. 20 of 2003 on the National Education System, the purpose of national education is to develop capabilities, shape character, and build a cultured civilization, aiming to foster individuals who are faithful, pious, virtuous, healthy, knowledgeable, skilled, creative, independent, and democratic. According to Anggreana et al. (2022), the educational goals in Indonesia further aspire to cultivate students with competitive, creative, innovative, and entrepreneurial skills. The Independent Curriculum, therefore, seeks to enhance the quality of education, strengthen national character, and prepare students for global challenges, focusing on the development of the "Pancasila Student Profile" with six core dimensions: faith and noble character, teamwork, critical thinking, global awareness, independence, and creativity.

4) Characteristic of Independent Curriculum

Compared to the previous curriculum, the independent curriculum has several characteristics that distinguish it. Nafi'ah (2023) summarizes some of the characteristics of the independent curriculum conveyed by the Indonesian education minister himself.

- Focused on the core of material

  The first characteristic of the independent curriculum is that the learning provided will focus on the core material so that it supports the development of more meaningful and enjoyable material. The principles of this character include (1) students become the main subject in learning (2) emphasis on understanding competencies (3) learning objectives are more specific, (4) focus on performance, (5) learning is more individualized, (6) interaction using multi-methods: active, problem solving and contextual, (7) the role of the teacher in the classroom is as a facilitator, (8) oriented to the individual needs of students, (9) direct feedback, (10) using modules, (11) learning in the field (practice), has a standard assessment reference / benchmark.

- Project-based learning strengthening the student profile of Pancasila (P5)

The main difference between the independent curriculum and the previous curriculum is the existence of activities that refer to the project strengthening the student profile of Pancasila (P5). P5 is an extracurricular activity that develops student creativity so that students are required to have knowledge based on experience. The impact is that students will be asked to become independent, creative, accustomed to solving problems and have good cooperation. The Project-based learning phase of strengthening the Pancasila Student Profile consists of 6 steps including (1) Began with the Essential Question, (2) Plan designing for the Project, (3) Determine the Schedule, (4) Students monitoring about the Progress of the Project, (5) Outcome assessing and (6) (Evaluate the Experience) P5 was formed to provide answers to how to develop students in accordance with community, ideological, and National competencies. P5 also pays attention to the attitudes and behavior of students as an Indonesian society with the ideology of Pancasila.

- Teachers' flexibility in the material taught

In the Merdeka Curriculum, teachers have the freedom to use what methods and media are

suitable for the needs of students at school. As long as the learning outcomes are met, teachers are free to choose their own way. Standard differentiation is one of the effective ways in education. Differentiation itself means providing different learning to different students according to the needs, interests and talents of the students themselves so that students will not feel frustrated about failing in some learning that is not suitable for them.

There are four aspects that must be considered in differentiating students. Among them are: Content, Process, Product, and the learning environment in the classroom. Teachers have the will to change and determine the right environment for students and match suitable learning to students.

Based on Wahyudin (2024) explain that there are 4 characteristik of Independent Curriculum. The chacracteristic is The Merdeka Curriculum is structured around learning traits:

a) Employing assessment throughout the learning process - at the outset, during, and at the conclusion - to comprehend learning

requirements and track the evolution of learners' progress.

b) Tailoring teaching approaches based on an understanding of learners' needs and positions.
c) Emphasizing learner progress rather than merely covering the curriculum content.
d) Engaging in collaborative reflection on learners' progress among educators.

Based on the characteristic above, concluded that the crucial characteristic of Independent Curriculum is from flexibility of teacher in designing the teaching. The learning design by understanding students needs and studenta previouse school while looking at the environment and facilities availability. And the most important, teacher can change the design depend on situation.

5) Curriculum for Phase D

a) CP,TP, ATP

Alur Tujuan Pembelajaran (ATP) or Learning Goals Flow is one of tools known in Merdeka Curriculum. Wahyudin et.al. (2024) define ATP as component used to arranging syllabus which hoped to help teacher to arrange the learning plan who suitable

with *Capaian Pembelajaran (CP)* or Learning Competences. Learning Objectives (TP) are the goals that students must achieve in a particular phase. Meanwhile, the Flow of Learning Objectives (ATP) is a sequence that is translated into several subthemes and adjusted to Bloom's Taxonomy. Learning Outcomes in the Merdeka Curriculum are divided according to their phases. Each phase describes the needs that must be achieved by students and teachers so that the learning process becomes organized.

Based on Mendikbudristek regulation number 56 of 2022, 7th grade students are classified as phase D. CP is given by the government and cannot be changed. Meanwhile, TP is determined by the school curriculum development department in discussion with subject teachers. While the ATP is prepared by the teacher and can be changed or modified according to the needs of students, teachers and the environment. For CP, TP, and ATP for the Merdeka curriculum example can be seen in appendix 5.

b) Module for phase D

According to Wahyudin (2024), Module is a revision of the Learning Implementation Plan which is

developed to be more detailed equipped with LKS and assessments used to help create learning objectives. According to Asyhar (2015), modules are printed media designed for independent learning which are equipped with various assessments and directions for carrying out learning independently. Meanwhile, Ministry of Education and Culture (2022) explain that module is a learning plan that contains objectives, steps, and learning media that are arranged in detail and sequentially.

Then, it can be concluded that a module is a detailed learning plan that is compiled based on the flow of learning objectives and in it there are at least objectives, steps, media, and learning assessments needed in one learning unit.

Module is used to arrange the learning process so the learning will be more effective. Module is also needed to Asyhar (2015) said that module give students goals to learning so students can learn by themselves even there is no teacher. The example of the module for phase D can be seen in the Appendix 6

2. Concept of Material in Education

1) Definition of Material

According to Tomlinson (2014). Material in language learning means everything that is used for the continuity of language learning and facilitates teachers and students in the learning process.

According to Brown (1995) Material is a systematic description of the techniques and training used in the classroom. Brown also added that the key in learning materials is to include lesson plans and accurately organized according to the teacher's teaching techniques so that the teacher does not need a long time to prepare the lesson.

According to David Nunan (1997), Material is educational resources, such as textbooks, workbooks, or online material designed to facilitate language learning and teaching, covering various aspects of language acquisition, pedagogy, and classroom practice.

Based on the definitions above, it can be concluded that materials are everything used by teachers and organized according to the teacher's lesson plan to facilitate teachers and students to carry out the learning process so that it will be easier for teachers to carry out learning.

2) Objectives and Benefit of Material

Prastowo (2011) outlines the objectives of material in education including: Helping students in completing something, Preventing students from feeling bored, Facilitating the process of teaching and learning, to make learning activities interesting.

Mohini (2023) states that teaching-learning materal objectives is needed to clarify concept information, engage students, promote critical thinking, encourage active learning and accommodate learning diverse learning style.

From the statements above, the main objective of Material in education is to facilitate, help students and teacher to clarify the information and also make the teaching – learning activity fun.

According to Kemp and Dayton in Arsyad 2014, there are 8 main benefits of using learning material.

1) The delivery of lessons becomes more standardized, this results in reduced miscommunication and misinterpretation by students.
2) Learning can be more interesting, learning material is very useful in attracting students' attention to focus on the material being taught.
3) Students become more participative and active in class.
4) Shorten learning time.

5) Improve learning outcomes if there is synergy and integration between the material and media to be delivered.
6) Learning can be done anytime and anywhere, especially if the media designed can be used individually.
7) Students will be more positive in carrying out learning and will be easier to coordinate.
8) The teacher's burden can be slightly reduced and reduce the possibility of repeating repeated explanations.

Mohini (2023) also stated some benefit of using materials in learning – teaching activity as bellow

a. Encourage learning: Educational resources provide essential tools for students to grasp a topic or idea. They aid in simplifying complex concepts, enhancing comprehension, and making the learning process more engaging.
b. Boost memory: Utilizing audio, visuals, and interactive tasks aids in faster and more effective information absorption compared to passive methods like reading or listening.
c. Cultivate innovation: Learning resources spark creativity and imaginative thinking, prompting learners to explore beyond the confines of traditional materials and develop their unique solutions and perspectives.

3) Technique for Material Selecting

According to Brown (1995) there are 3 techniques for selecting teaching materials.

a) Adopting

Adopting material means sorting out existing materials and using them entirely without any changes. Adopting material is not as easy as taking existing material. According to Brown, there are several things to consider in adopting materials. Firstly, it must pay attention to what materials are needed in learning, secondly, the required materials can be used only if they are proven to be useful. Third, use an evaluation procedure that only focuses on materials that are really considered so as to facilitate the final selection of materials to be used. Fourthly, the materials to be used should be appropriate to the needs of the students and the changing conditions of the program.

b) Adapting

Adapting materials according to Brown is the process of modifying existing materials to make them more suitable for students, teachers and situations. This process itself has several steps. The first is determining the

teaching context, determining the reason for adapting, evaluating the material, listing the objectives, and revising as needed. Adapting itself can be completed by adding or removing content, re-organizing, addressing problems, modifying tasks, or making tasks more practical.

c) Developing

Developing materials is the process of developing materials from nothing at all so that all materials are purely from the teacher himself. Developing materials provides a solution if the curriculum used by the teacher does not match any materials. In addition, by developing materials, teachers do not have to look for any materials first. In developing materials, there are several phases that need to be done. The first is the overall curriculum, determine the needs of students teachers or the environment, determine the purpose of developing materials, then creating the material, use in the learning process, and evaluation

Then, according to Richard (2001) explain in the material selecting, teacher can use three ways. They are:

a) Material evaluation

Richards (2001) emphasizes the importance of selecting materials that align with learning objectives, especially when educators adopt existing resources.

Before deciding to adopt materials, teachers need to evaluate various aspects to ensure that the materials are not only aligned with the curriculum but also support the development of students' necessary skills. Adopted materials should ideally provide added value to the learning process, both in enhancing competencies and cultural relevance that can motivate students.

The evaluation process includes several key components Content Suitability Analysis, Structure and Presentation of Material, Language and Difficulty Level, Cultural Relevance,Student Motivation and Engagement and Flexibility of Use. Evaluating these aspects ensures that adopted materials are not only effective in achieving the desired learning outcomes but are also relevant to students' characteristics and the educational environment.

b) Adapting material

Adapting textbooks is an essential skill for teachers to adjust materials to the specific needs of students and the teaching context. A good provider of materials can select, be creative, modify activities, and supplement existing content as needed. Commercial

textbooks are rarely used without adaptation, which may include Modifying Content, Adding or Deleting Content, Reorganizing Content, Addressing Omissions,Modifying Tasks and Extending Tasks. Through adaptation, teachers can tailor textbooks to be more relevant for students and make them a more effective teaching resource. This process generally happens gradually as the teacher becomes more familiar with the material.

c) Preparing for material development

Richards (2001) outlines key considerations for creating effective educational materials that align with learning objectives and meet students' needs. Richards emphasizes that well-developed materials should: Align with Curriculum Goals, Be Relevant to Learners, Promote Skill Development, Encourage Interaction and Engagement, Provide Clear Instructions and Structure and Be Flexible and Adaptable. By focusing on these principles, materials development becomes a purposeful process that enhances learning and addresses the diverse needs of students.

Based on the explanation above, Materials used by teachers and educators should be selected based on three methods: adopting, adapting, and developing. In adopting, existing materials are used entirely after evaluating their suitability; in adapting, parts of the existing material are used with additional material added to meet students' needs; and in developing, all materials are created directly by the teacher or educator.

In this study, the student worksheet used by teachers at SMPN 7 Bukittinggi, specifically for 7th-grade students in the second semester, is adopted by the teachers and utilized without any changes to its content. Therefore, it can be concluded that the material used is adopted material, which requires an evaluation to assess its suitability with the needs of 7th-grade students at SMPN 7 Bukittinggi.

4) Types of Teaching Material

Prastowo (2017) divides the types of teaching materials from several sides. According to its form, Prastowo (2017) divides learning materials into 4 including printed materials, listening materials, listening and interactive viewing materials.

a. Printed materials are materials in the form of printed paper so that they contain certain learning or information needs. For example Books, Modules, LKS, LKPD, Brochures, Photos and so on.
b. Listening materials are teaching materials in the form of sounds that contain certain information so that students can carry out the teaching and learning process by listening to these materials. Examples of tapes, radio, audio, MP3 and so on.
c. Audiovisual materials are a combination of visual and auditory materials where students need the senses of hearing and vision to understand the material being taught. Examples are films, videos, YouTube, and so on.
d. Interactive materials are a combination of several media that are then manipulated by the user or require treatment to control the commands or natural behavior of the presentation.

Based on its nature, Prastowo (2017) divides the types of materials into 4.

a. Print materials such as books, posters, student worksheets and others.

b. Technology-based materials such as interactive videos, tapes, interactive quiz and multimedia.
c. Practical materials such as observation sheets, interview sheets, questionnaires, and so on.
d. Interactive materials such as smartphones, slide shares, and others.

According to how it works, materials are divided into five types, namely:

a. Unprojected materials, namely materials that do not require a projector. For example, photos, displays, and others.
b. Material that needs projection is material that requires a projector in its use. Such as slide shares, overheads, transparencies and others.
c. Audio materials are materials that require an audio media player for their utilization. Such as CDs, Audio flash disks, VCDs, and others.
d. Video material is material that requires a video player. For example VCD, DVD, YouTube video and others.
e. Computer media materials are materials that require computer materials for their use such as multimedia coding, computer mediated instruction and so on.

Then, Candra (2016) explain that teaching and learning materials have some types. They are:

1. Visual Materials

Visual materials aid students in comprehending the subject matter through the sense of sight. These resources can make abstract concepts more tangible and enhance students' engagement with the content. Examples of visual materials include pictures, charts, maps, real objects, flashcards, flannel boards, whiteboards, and more. Such tools are essential in creating a more interactive and visually stimulating learning environment.

2. Audio Materials

Audio materials assist students in grasping concepts by engaging their sense of hearing. This form of media is especially beneficial for auditory learners who retain information better through sound. Audio resources used in classrooms may include stereo systems, individual headsets, and radios. Examples of such materials are CDs, VCDs, audio flash files, and other sound-based learning tools. These resources help to diversify teaching methods and enhance auditory processing skills.

3. Audiovisual Materials

Audiovisual materials engage both the senses of sight and hearing, making them multi-sensory teaching tools. They help provide a richer learning experience by combining visual aids with auditory content, which can cater to different learning styles and increase retention. Common examples include television sets, projectors, film strips, and digital presentations. These resources often require additional equipment like TV players or projection systems to facilitate their use in the classroom.

Based on the statements above, it can be generally concluded that teaching materials are categorized into three types: visual, audio, and audiovisual. Visual media helps students understand concepts concretely through the sense of sight, while audio media supports the comprehension of concepts through the sense of hearing, especially for students with auditory learning styles. Meanwhile, audiovisual media combines both aspects, creating a richer and more effective learning experience by engaging multiple senses simultaneously. By utilizing these different types of teaching materials, teachers can create a more interactive, engaging learning environment that caters to various learning styles, allowing students to absorb the material more effectively.

In this research, the focus will be on visual materials. Generally, a student worksheet is a visual material that contains images, charts, tables, text, and more, which typically require visual skills to understand.

3. Concept of Students worksheet

1) Definition of Student Worksheet

According to Trinto (2012), Students worksheet is a guide that used to carry out an investigative activities or problem solving. Kemendikbudristek RI (2008) define that Students worksheet is a sheets that used by students which contain some instruction and activity that should do by students. Prastowo (2017) stated also explain the meaning of learning material is an assignment sheets that used by students that match to learning competence which contain information and instruction in the task completion independently or grouply.

From the definition above, can be conclude that Students worksheet is an assignment sheets used by students which contain an instruction for activity or exercise that match to learning competence.

2) The Purpose of Using Student Worksheet

Prastowo (2017) stated the purpose of using students worksheet is make teaching material be easier for students to interact with the material, to increase students understanding with material, training students independent learning, and make it easier for teacher to give an assignment. Alfian (2014) also explain the aims of students worksheet is to To lead students for doing some activities needs to be given and consider that students must be independent and the knowledge will be grown but themselves.

Based on the statement above, the main purpose of using students worksheet are make students be independent by let them understanding material and do exercise in it with understanding the instruction so it will help teacher in teaching process.

3) Benefit of Using Student Worksheet

Student's worksheets have some benefit when used in class. Dhari & Haryono (1998) stated some benefit of student's worksheet as bellow:

- Make students active in learning process
- Easier for students to understand the learning.
- Help students to develop their skills

- Help teacher to make a lesson plan
- Be a guidance for teacher and students to carrying out learning process
- Help students to make notes through exercises.

Arsyad (2011) also stated the benefit of student's worksheet as bellow:

- Present messages and information more clearly to facilitate the learning process and improve the results.
- Increase students' enthusiasm for learning by diverting their attention, allowing them to learn according to their individual abilities and interests.
- The use of media can overcome the limitations of the senses, space, and time.
- Students will experience the same events and can interact directly with the surrounding environment.

Based on the theory above can be concluded that Student worksheets offer various benefits in the classroom, helping both students and teachers. They make students more active, simplify the learning process, support skill development, and assist teachers in planning lessons while guiding both teachers and students through learning activities. Worksheets also help students take notes and

engage with exercises. Additionally, they present information clearly, enhance student motivation by allowing individual learning according to abilities and interests, address sensory, spatial, and temporal limitations, and encourage students to interact directly with their environment.

4) Component of Student Worksheet

Prastowo (2017) stated that Student Worksheet must be suitable with some components. There are:

a. Study guide

The study guides on the student worksheet contain some instructions for the teacher and students about what to do in the lessons.

b. Competences Goals

The Student Worksheet should contain an explanation of the goals and standards competencies from the lesson.

c. Support Information

Student worksheet must the information needed to carry out the worksheets.It will help students to do thein the student worksheet

d. The Practive Task

Practice task in Student Worksheet is needed to asses student's understanding of the material. It also helps students to re-check the things that they do not understand yet.

e. Activity sheets

It is some procedures or instructions to students about what students should do about practice.

f. Evaluation

Evaluation is the process of assessing a student's understanding of the learning process. It needed to measure how successful the learning process was giving some questions to students.

For another theory, Daryanto and Dwicahyono (2014) explain some component in student’s worksheet. There are:

a. The Students Worksheet should contain information about Title, subject, semester, and place.
b. Then, student’s worksheet should give instruction for students or teacher how to use it.
c. The Students Worksheet also need a clear competences goal to be achieved.
d. In the competences goal, there should have some indicators to be achieved.

e. Students Worksheet should give some supporting information to help students how to do the task or activity.
f. Students Worksheet also contain a task or activity step for students
g. The most important of student's worksheet is assessment or evaluation.

In summary, both theories highlight that an effective student worksheet must contain clear guidance, specific learning objectives, supportive information, and opportunities for practice and evaluation. By integrating these components, student worksheets can enhance the learning experience, support student comprehension, and facilitate effective assessment of educational outcomes.

5) Standardized criteria of Student Worksheet

Laurel (2022) explain a Students worksheet must suitable with the indicators above.

Table 2. 1 worksheet criteria by larise Dayo Laurel, L.P.T.

Aspect	Sub aspect
1. Content	1. The activity sheets are free from conceptual, factual, and typographical errors.
	2. The activities align with the stated objectives.

	3. The activities and instructions are clear and focused.
	4. The activities are appropriate for the age, culturally relevant, and sensitive to gender.
	5. The most essential learning competency (MELC) is addressed.
2.Utilization	1. Instructions are clear and concise.
	2. Directions are clearly written
	3. The worksheet aids in understanding concepts.
	4. It provides direct knowledge for clear understanding.
	5. It offers routine activities while completing the worksheets.
3.Comprehensivenes	1. The Learning Activity Sheets are easy to study with.
	2. New concepts are easily understood.
	3. Work is completed on time.
	4. Instructions are followed accurately.
	5. Concepts taught are fully understood.
4. Appeal	1. The activity sheets are well-presented.
	2. They are free from errors and misspelled words.
	3. Words are readable and legible.
	4. There are no superimpositions.
	5. The worksheets are appealing and motivating
5. Construction and language	1. Activities are sequenced from simple to challenging.

	2. Statements and phrases are coherent and within the context of the MELC.
	3. Sentence length is suitable for the learners.
	4. Vocabulary and word choice are appropriate for the target learners.
	5. Words are correctly spelled.
	6. Punctuation is correctly used.
	7. Rules on capitalization and hyphenation are observed.
	8. Ideas are logically sequenced.
	9. Headings or titles are appropriate to the content.
6. Image/illustration	1. Activities are sequenced from simple to challenging.
	2. Illustrations or images are clear and not pixelated.
7. Design and layout	1. The activity sheets have a proper layout.
	2. Questions and tasks are clearly labeled with numbers or letters.
	3. Fonts are easy to read and are of standard size.
	4. Space is provided for learners' names, grade levels, dates, and scores.
	5. Standard icons are used.
	6. The activity sheets can be created, stored, edited, and printed easily on a computer.

Sources: Laurel (2022)

Then, widjayanti (2008) in Kosasih (2021) explain some criteria in Student Worksheet

Table 2. 2 Students Worksgeet Criteria by Widjayanti(2008)

Aspect	Sub aspect
1. Didactic	1. Encourage active student participation in the learning process.
	2. Emphasize process activities to discover concepts.
	3. Provide a variety of stimuli through various media and activities.
	4. Develop students' social, emotional, moral, and aesthetic communication skills.
	5. Learning experiences should aim to develop the students' personalities.
2. Technique	1. Writing
	- Use clear and engaging fonts.
	- Use bold fonts for topics.
	- Use short and effective sentences.
	- Use frames to differentiate commands from students' answers.
	2. Images
	- Images must effectively convey the intended message.
	3. Appearance
	- Appearance is crucial to attract students' attention.
3.Construction	1. Use language appropriate to the students' maturity level.
	2. Use clear sentence structures.
	3. Arrange lessons according to students' abilities, from simple to more complex.
	4. Avoid overly open-ended questions, focusing on fill-in or processed answers.
	5. Do not reference source books beyond the students' reading abilities.
	6. Provide enough space for creative thinking.
	7. Present clear criteria for answers to facilitate assessment.
	8. Use clear and engaging illustrations.
	9. Consider the varied learning

	abilities of students.
	10. Have clear objectives as a source of motivation.
	11. Include identifiers for administrative ease, such as class, subject, topic, and student names.

Sources : Widjayanti (2008) in Kosasih (2021)

In addition, Kosasih (2021) stated the criteria for Student Worksheet as below:

1. Emphasizes process skills with systematic and detailed activities related to specific learning indicators.
2. Presents a variety of activities from simple to complex, according to pre-designed learning indicators.
3. Contains measurable activities appropriate for students' abilities, interests, and talents.
4. Optimizes and represents various learning methods: visual, auditory, and kinesthetic.
5. Ensures concept conformity with scientific truth in each activity.
6. Includes activities covering all dimensions of knowledge, skills, and attitudes, considering available time.
7. Encourages students to apply textbook concepts to real life through exercises, cases, and assignments.
8. Uses language that is easy for students to understand.

9. Features attractive illustrations and a well-organized layout.

In this study, the standardized approach employed will specifically focus on the theory proposed by Laurel (2022). This choice is based on the observation that, when compared to other existing theories, Laurel's fr

amework offers a more precise and universally applicable perspective. By concentrating on this particular theory, the research aims to yield findings that are not only relevant to a specific context but also applicable across various educational settings and circumstances.

Laurel's theory stands out due to its comprehensive nature, addressing key aspects of material evaluation and development that resonate with diverse learner needs. This universality is essential for producing outcomes that educators and curriculum developers can effectively implement in a range of environments. Thus, the reliance on Laurel's theory is expected to enhance the validity and reliability of the research findings, contributing to a broader understanding of effective educational practices and strategies in material development. Ultimately, this approach seeks to create insights that can guide educators in fostering improved learning experiences for students in various contexts.

B. Review of Related Study

The first study is “An Analysis Of Teaching Materials Developed By The Seventh Grade English Teachers Of Smp Negeri 1 Singaraja” by Kadek Meri Puspita. This study focuses on the analysis of teaching materials used in SMPN 1 Singaraja, especially grade 7. The simmilarity of the study is both study analyze the Teaching Material that used in Junior Highschool. The differences is This study, before study analyze the material developed by teacher, now the study analyze the material adopted by teacher. This study uses a qualitative research model with observation, interviews and document analysis as its instruments. The results are (1) in making teaching materials, teachers at SMPN 1 Singaraja use the adapting material technique in its development. (2) Teachers have difficulties in developing materials related to learning objectives in KI 1 and KI 2. (3) The process of adapting materials is carried out because the textbook provided is not sufficiently suitable for the needs of students at SMPN 1 Singaraja and the content is not too challenging.

The second study is “A Content Analysis Of An English Textbook” by Agustina Wulandari et al. This research is focused on analyze a content of textbook "English In Focus" written by Artono Wardiman. The simmilarity of before study and now study is, both analyze adopted material that used by teacher in school. The differences is previouse study analyze the content of textbook and now analyze the material overall. The results of this study is (1) this textbook corresponds

to learner’s needs. (2) The percentage of communicative task is 43.75%. Its mean the communicative task in this textbook is poor. (3) The percentage of types of material in CLT is 74.95 %. It means that this textbook is recommended in teaching and learning supported with the other textbooks in order that the teacher can provide other supporting materials.

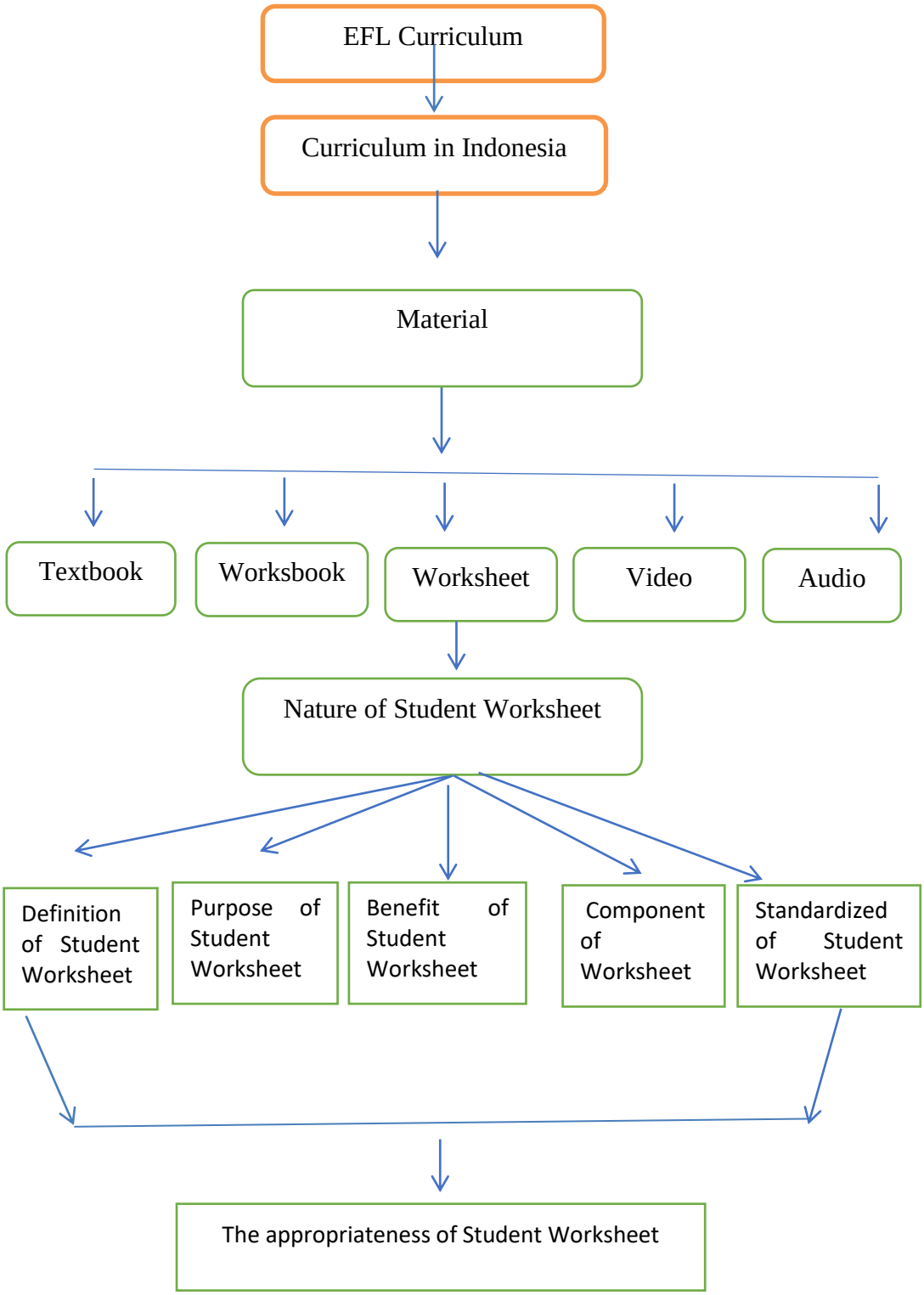
The following research, conducted by Tambunan et al. (2019), Content Analysis Of English Textbook “interactive English” Used In First Grade Junior High School In 2013 Curriculum. aimed to assess the appropriateness of impressionistic and in-depth analyses of "Interactive English" textbooks for junior high school classes authorized by Yudistira. The Simmilarity of previouse study with now study is both analyze material used in junior highschool. The differences is the previouse research using 2013 Curriculum and now research using independent curriculum. The research using a qualitative descriptive method, data from the textbooks were collected and analyzed according to Cunningsworth's theory. Results indicate that the "Interactive English" textbook largely aligns with Cunningsworth's criteria, scoring 96% for impressionistic analysis and 87% for in-depth analysis. This classification suggests the textbook is sufficiently good and suitable for instructional use.

The another reseaech is from sukritiningsih et.al. (2022)EFL Teaching Material Development for Junior HighSchools in Arfak Mountains Regency, West Papua. The research is talk about analyze the materialused

suitability for junior highschool in Arfak Mountain refency. The simmilarity of the previouse research with now research is both analyze the learning material in junior highschool. The differences is previouse research analyze material overall such as flashcard,realia, alphabet sets, camera, e.t.c. now material only analyze the printed material in SMPN 7 Bukittinggi. Result of the research is only some material can be apply for junior highschool at Arfak Mountain Regency cause of some factors.

The last study is Content Analysis, Work in Progress Textbook Grade X, Curriculum Merdeka by Fahala Rahma Tanto. This research is focused on the content analysis of an english textboom "Work In Progress" Textbook grade 10 Senior Highschool. The simmilarity of previouse study and now study is both analyze adopted material in Independent Curriculum. The differences is previouse study is analyze the content for senior highschool while now study for 7th grade junior highschool. The results of this study is Listening elements in this textbook have high level conformity BJHHJ the merdeka curriculum. Speaking elements in this textbook only 3 chapter who have high conformity with merdeka curriculum. While reading elements have low conformity in all chapters with merdeka curricullum. While writing have high level of conformity with merdeka curriculum. Its means mostly of this textbooks have accordance with merdeka curriculum even if there are some part isn't suitabble with merdeka curriculum.

C. Conceptual Framework



Figures 2. 1 Conceptual Framework

From the scheme above, we can see that the focus of the research began with the curriculum in Indonesia, which recently changed to the Merdeka Curriculum. In this new curriculum, English education continues to use English as a Foreign Language (EFL) standards. To maximize learning outcomes under this curriculum, teaching materials play a crucial role. These materials are used across all levels of education, including primary schools, junior high schools, senior high schools, and universities. Common types of teaching materials include textbooks, workbooks, worksheets, videos, audio resources, and more.

In the Merdeka Curriculum, one of the most popular and effective teaching tools is the student worksheet. A student worksheet is a printed or digital educational resource that students use to practice, reinforce, or assess their understanding of specific concepts or skills. Unlike other materials, worksheets include both theory and activities, offering concise and to-the-point information. The activities come with instructions and assessments that students can understand independently, aligning with the Merdeka Curriculum's focus on fostering student independence.

Before adopting or adapting student worksheets, several indicators need to be analyzed to ensure their appropriateness. These indicators include didactic aspects, construction, and technique. Evaluating these factors helps teachers determine whether they can adopt the material as it is or if it needs modifications to better suit the students' needs.

CHAPTER III

RESEARCH METHOD

A. Research Design

The type of research used in this proposal was the quantitative research method. According to Gay (2012), quantitative research is defined as a systematic investigation that primarily focuses on quantifying relationships, behaviors, or variables. The research design employed in this proposal was content analysis. According to Rose et al. (2015), content analysis is a method for systematically and consistently examining text. It involves categorizing parts of the text using a detailed and organized coding system to draw conclusions about its message. Rose also added that by clearly outlining the coding and procedures, content analysis can be replicated by other researchers. This analysis can be conducted both quantitatively and qualitatively, but in this research, it was utilized as a quantitative method. Content analysis can be applied to all kinds of written texts, such as speeches, letters, and articles, whether digital or in print. It can also be used on text within pictures, videos, films, or other visual media. It examines both the obvious (manifest) and hidden (latent) content of a text.

In this study, the content analyzed was "Buku Interaktif Bahasa Inggris untuk SMP/MTS 7B Kurikulum Merdeka" written by Susiningsih, S.S., and published by Intan Pariwara Publisher. This research aimed to assess the quality of the Student Worksheet used by SMPN 7 Bukittinggi

and to identify any necessary improvements after analysis. In this study, two chapters and six sub-chapters were examined, and these were aligned with the flow of learning objectives (ATP) at SMPN 7 Bukittinggi..

B. Object of The research

The research was conducted at SMPN 7 Bukittinggi, a school that utilizes "Buku Interaktif Bahasa Inggris untuk SMP/MTS 7B Kurikulum Merdeka" as its learning material. After conducting preliminary research, it was found that the Student Worksheet had several advantages when used and that the flow of learning objectives (ATP) at SMPN 7 Bukittinggi aligned well with the content of the "Interactive Book of English for SMP/MTs 7B Independent Curriculum." Therefore, SMPN 7 Bukittinggi was selected as the research site for this study

The description of the book can be seen on the table bellow:

Table 3. 1 Description of Material Used for 7th grade in SMPN 7

Title	Buku Interaktif Bahasa Inggris untuk SMP/MTS 7B Kurikulum Merdeka
Publisher	Penerbit Intan Pariwara
Publication year	2022
Author	Susiningsih, S.S.
Editor	Deby S.R. Nurvitasari, S.Pd.,M.Pd.

Total Pages	90
Total Chapter	2
ISBN	978-979-28-4739-0 (no.jil.lengkap) 978-979-28-4740-6 (jil.1b)
Edition	7b

C. Research Instrument.

To find out how well the students Worksheet, this research using rubric checklist from the adapted theory by Laurel (2022)

Table 3. 2 Students Worksheetn Standardized

Aspect	Sub aspect	Yes	No
1.Content	1. The worksheets are free from conceptual, factual, and typographical errors.		
	2. The activities align with the stated objectives.		
	3. The activities and instructions are clear and focused.		
	4. The activities are appropriate for the age, culturally relevant, and sensitive to gender.		
	5. CP,TP, ATP is addressed.		
2.Utilization	1. Instructions are clear and concise.		
	2. Directions are clearly written.		
	3. The worksheet aids in understanding concepts.		
	4. It provides direct knowledge for clear understanding.		
	5. It offers routine activities while completing the worksheets.		
3.Comprehensivenes	1. The Learning Activity Sheets are easy to study with.		

	2. New concepts of language skills in worksheet are easily understood.		
	3. Works are given with appropriate time.		
	4. Instructions are followed accurately.		
	5. Concepts taught are fully understood.		
4. Appeal	1. The worksheets are well-presented with variety task types		
	2. They are free from errors and misspelled words.		
	3. Words are readable and legible.		
	4. There are no superimpositions.		
	5. The worksheets are appealing and motivating		
5. Construction and language	1. Activities are sequenced from simple to challenging.		
	2. Statements and phrases are coherent and within the context of the Curriculum standard for the level		
	3. Sentence length is suitable for the learners.		
	4. Vocabulary and word choice are appropriate for the target learners.		
	5. Words are correctly spelled.		
	6. Punctuation is correctly used.		
	7. Rules on capitalization and hyphenation are observed.		
	8. Ideas are logically sequenced.		
	9. Headings or titles are appropriate to the content.		
6. Image/illustration	1. Illustrations or images are suitable for the learners' age, context, setting, and experience.		
	2. Illustrations or images are clear and not pixelated.		
7. Design and layout	1. The activity sheets have a proper layout.		
	2. Questions and tasks are clearly labeled with numbers or letters.		
	3. Fonts are easy to read and are of standard size.		
	4. Space is provided for learners' names, grade levels, dates, and scores.		
	5. Standard icons are used.		

Sources: Laurel (2022)

The checklist rubric had 7 indicators based on the theory of Laurel (2022). Each indicator had several items in it. The total number of items that were assessed was 36. If an indicator received a “yes,” it was awarded +1 point, and if it was “no,” it received zero points.

In determining the validity of the instrument, this study used content validity, which is an instrument validity that refers to the extent to which the items in the measurement instrument cover all aspects of the construct being measured. For content validity, this research was assisted by several experts in the field of English language education, particularly in English learning materials. Content validity was conducted by asking experts to assign a value to each assessment item on a scale of 1 to 4.The technique of analyzing the validity of this instrument using the theory of Aiken (1985), namely the Aiken index. Aiken index uses the formula $V = \frac{\Sigma S}{[n(C1)]}$ While S=R-Lo

V = Aiken index

S = the score of the score given by the rater minus

the lowest score in the category

R = the score given by the rater

Lo = lowest assessment score (1)

C = highest assessment score (4)

n = number of validators (raters)

Aiken added that if the result is equal to or more than 0.75 then the item used is valid.

Table 3. 3 Table of Validation

ASPECT	Sub-aspect	S1	S2	S3	∑S	N(C-1)	V	KET
ASPECT 1	Sub-aspect 1	3	3	3	9	12	0.75	VALID
	Sub-aspect 2	3	3	3	9	12	0.75	VALID
	Sub-aspect 3	3	3	3	9	12	0.75	VALID
	Sub-aspect 4	3	3	3	9	12	0.75	VALID
	Sub-aspect 5	3	3	3	9	12	0.75	VALID
ASPECT 2	Sub-aspect 1	4	3	3	10	12	0.833333	VALID
	Sub-aspect 2	4	3	3	10	12	0.833333	VALID
	Sub-aspect 3	4	3	3	10	12	0.833333	VALID
	Sub-aspect 4	4	3	3	10	12	0.833333	VALID
	Sub-aspect 5	4	3	3	10	12	0.833333	VALID
ASPECT 3	Sub-aspect 1	3	3	3	9	12	0.75	VALID
	Sub-aspect 2	4	3	3	10	12	0.833333	VALID
	Sub-aspect 3	4	3	2	9	12	0.75	VALID

	Sub-aspect 4	3	3	3	9	12	0.75	VALID
	Sub-aspect 5	4	3	3	10	12	0.833333	VALID
ASPECT 4	Sub-aspect 1	4	3	3	10	12	0.833333	VALID
	Sub-aspect 2	4	3	3	10	12	0.833333	VALID
	Sub-aspect 3	3	3	3	9	12	0.75	VALID
	Sub-aspect 4	4	3	3	10	12	0.833333	VALID
	Sub-aspect 5	4	3	3	10	12	0.833333	VALID
ASPECT 5	Sub-aspect 1	4	3	3	10	12	0.833333	VALID
	Sub-aspect 2	4	3	3	10	12	0.833333	VALID
	Sub-aspect 3	4	3	3	10	12	0.833333	VALID
	Sub-aspect 4	4	3	3	10	12	0.833333	VALID
	Sub-aspect 5	4	3	3	10	12	0.833333	VALID
	Sub-aspect 6	4	3	3	10	12	0.833333	VALID
	Sub-aspect 7	4	3	3	10	12	0.833333	VALID
	Sub-aspect 8	4	3	3	10	12	0.833333	VALID
	Sub-aspect 9	4	3	3	10	12	0.833333	VALID

ASPECT 6	Sub-aspect 1	4	3	3	10	12	0.833333	VALID
	Sub-aspect 2	4	3	2	9	12	0.75	VALID
ASPECT 7	Sub-aspect 1	4	3	3	10	12	0.833333	VALID
	Sub-aspect 2	4	3	3	10	12	0.833333	VALID
	Sub-aspect 3	4	3	3	10	12	0.833333	VALID
	Sub-aspect 4	4	3	3	10	12	0.833333	VALID
	Sub-aspect 5	4	2	3	9	12	0.75	VALID

D. Technique of Data Collection

The data collection procedure in this research focused on document analysis. According to Gay, document analysis is a method used to systematically examine and interpret documents to gain understanding and develop knowledge about a specific topic. Meanwhile, Arikunto (2006) defines documentation as the process of collecting data by studying documents such as notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, agendas, and so on. In this study, the documentation technique was applied by analyzing the module, CP, TP, ATP, student worksheet, and analysis book used by SMPN 7 Bukittinggi, specifically for phase D. The data collection will follow these steps:

1. Collect document related to the research such as CP, TP, ATP, students point, module, e.t.c

2. Prepare the Rubrik Checklist by using theory of student worksheet standardized by Lauren (2022).
3. Oganize the collected documents by type to facilitate a smooth and efficient analysis process.
4. Do an expert analysis as a first rater.
5. Do a secondary expert analysis as a second expert.
6. Then, the researcher must do an analysis as third rater.
7. Comparing Raters' Results by following theory of Krippendorf about %-agreement.
8. Recording the data into a table.

E. Technique of Data Analysis

The technique of Data Analysis is based on the technique from Rose, S et.al. (2015). In content analysis research for quantitative, there are some steps in analyze the data:

1. Coding

   Coding involves applying the coding scheme to the data. Each data unit is assigned a code that represents a particular category or theme, aiding in the identification of patterns, themes, and insights. Coding the data represents the recording of the data after the data collection process. The results may include a tabulation of agreement among three raters, determined by the majority choice.

2. Reliability Testing and AnalysisTo ensure the data is reliable, this research will conduct a reliability test. In this study, the reliability

test will use an inter-rater test. According to Gay (2012), the inter-rater test is a method for measuring the consistency of two or more raters in evaluating data. Thus, the inter-rater test can be understood as an assessment of the alignment between two or more experts in evaluating the quality of the instrument used in the study. The inter-rater test method involves calculating the percentage of score matches in the assessment results by two raters. If the assessment results are consistent, then the inter-rater reliability is considered high. To calculate the results of the inter-rater test, this research will use the kappa coefficient. The formula is:

$$K = \frac{P0 - Pe}{1 - Pe}$$

Then, the results will following these scale:

Table 3. 4 Table of Kappa Cohens Scales

K point	Strength of agreement
<0,20	*Poor*
0,21-0,40	*Fair*
0,41-0,60	*Moderate*
0,61-0,80	*Good*
0,81-1,00	*Very good*

Sources:altman (1994)

3. Findings and Conclusions

In this final section, the research results are summarized. In this study, conclusions were drawn by calculating the percentage of data alignment with the theory using the Guttman scale, which uses binary (Yes/No) responses. According to Krippendorff (2013), in a binary instrument where "Yes" and "No" options are available, the "Yes" option is assigned a value of 1, while the "No" option is assigned a value of 0. To calculate the percentage, the total answer points are divided by the total items and then multiplied by 100%.

The formula to percentages it is: $\frac{Total\ answer\ point}{total\ items} x100\%$ The results are then compared against a table of interpretation. These steps form a structured approach to data analysis, ensuring a comprehensive and systematic examination of data to derive meaningful and valid conclusions.

Table 3. 5 Scale for Student Worksheet interpretation

Percentages	Category
80-100%	Good
60-79%	Fair
50-59%	Sufficients

0-49%	Poor

Sources:Mulyarti (2014)

The table above is contain the interpretation for appropriateness of student worksheet. If the results is more then 80%, it means the Student Worksheet is good to use. If the result is between 60%-79% it means the Student Worksheet can use but the Worksheet need addition material to make it better. If the results is between 50%-59%, it means the Worksheets is not recommended to use, but the teacher still can make it as tersier addition materials. If the results is between 0%-49% it means the Student Worksheet can't use as a material in class.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the discussion will focus on achieving the research objectives. These objectives include identifying the level of alignment of the student worksheet used for phase D at SMPN 7 Bukittinggi and determining what improvements are needed for the student worksheet. To achieve these goals, this chapter will be divided into two sections, namely Findings and Discussion.

A. Findings

The explanation of Findings will be split into two subheading. There are description of the data and analysis of the data.

1. Description of the Data

The object of the research is a student worksheet published by Intan Pariwara titled "Bahasa Inggris untuk SMP/MTs 7b Kurikulum Merdeka." This student worksheet was compiled by Susiningsih, S.S., and is used as teaching material for the second semester of 7th-grade junior high school. The worksheet was also designed to meet the criteria of the Merdeka Curriculum. It was created in 2022, based on the new Learning Objectives.

In analyzing this student worksheet, the research uses the standard theory by Lauren (2022), which includes seven aspects: content, utilization, comprehensiveness, appeal, construction and l

anguage, image/illustration, and design/layout, as classified in the table below.

Table 4. 1 Classification of The Data

Aspect	Sub aspect	Rater 1		Rater 2		Rater 3		Means
		Yes	No	Yes	No	Yes	No	
1.Content	1. The worksheets are free from conceptual, factual, and typographical errors.		√		√		√	No
	2. The activities align with the stated objectives.	√		√		√		Yes
	3. The activities and instructions are clear and focused.		√	√			√	No
	4. The activities are appropriate for the age, culturally relevant, and	√			√	√		Yes

	sensitive to gender.							
	5. CP,TP, ATP is appropriates	√		√		√		Yes
2.Utilization	1. Instructions are clear and concise.		√	√			√	No
	2. Directions are clearly written.		√	√			√	No
	3. The worksheet aids in understanding concepts.	√		√		√		Yes
	4. It provides direct knowledge for clear understanding.		√	√		√		Yes
	5. It offers routine activities while completing the worksheets.	√		√		√		Yes
3.Comprehensivenes	1. The Learning Activity Sheets are easy to study with.		√		√		√	No
	2. New concepts of		√		√		√	No

	language skills in worksheet are easily understood.							
	3. Works are given with appropriate periodes.		√	√		√		Yes
	4. Instructions are followed accurately.		√	√			√	No
	5. Concepts taught are fully understood.		√		√		√	No
4. Appeal	1. The worksheets are well-presented with variety task types	√		√		√		Yes
	2. They are free from errors and misspelled words.	√		√		√		Yes
	3. Words are readable and legible.	√		√		√		Yes
	4. There are no	√		√		√		Yes

	superimpositions.							
	5. The worksheets are appealing and motivating		√		√		√	No
5. Construction and language	1. Activities are sequenced from simple to challenging.		√	√		√		Yes
	2. Statements and phrases are coherent and within the context of the Curriculum standard for the level	√		√		√		Yes
	3. Sentence length is suitable for the learners.	√			√	√		Yes
	4. Vocabulary and word choice are appropriate for the target learners.	√		√		√		Yes
	5. Words are	√		√		√		Yes

	correctly spelled.							
	6. Punctuation is correctly used.		√		√		√	No
	7. Rules on capitalization and hyphenation are observed.	√		√		√		Yes
	8. Ideas are logically sequenced.	√		√		√		Yes
	9. Headings or titles are appropriate to the content.	√		√		√		Yes
6. Image/illustration	1. Illustrations or images are suitable for the learners' age, context, setting, and experience.	√		√		√		Yes
	2. Illustrations or images are clear and not pixelated.		√		√		√	No

7. Design and layout	1. The activity sheets have a proper layout.		√		√		√	No
	2. Questions and tasks are clearly labeled with numbers or letters.		√	√			√	No
	3. Fonts are easy to read and are of standard size.	√		√		√		Yes
	4. Space is provided for learners' names, grade levels, dates, and scores.		√		√		√	No
	5. Standard icons are used.	√		√		√		Yes
	Total	19	17	25	11	23	13	

Based on the table above, the findings can be summarized as follows:

In terms of indicators, there are 7 indicators of alignment. Based on content, the student worksheet meets 3 out of 5 items aligned with standardized theory. The student worksheet aligns

with the listed learning objectives and is appropriate for age, culture, and gender. Additionally, it meets the Competency Standards (CP), Learning Objectives (TP), and Learning Flow (ATP) for 7th grade, second semester. However, the student worksheet still has conceptual errors, including some grammatical mistakes and typos. Furthermore, the provided instructions are not entirely clear, leading to user confusion. Therefore, when measured in terms of content alignment, the student worksheet meets 60% of the standardized theory criteria, indicating that it is fairly good in terms of content.

In terms of utilization, the student worksheet meets 3 out of 5 items based on standardized theory. The worksheet generally aids students in understanding concepts and provides direct knowledge that is easy to comprehend. Additionally, it includes routine activities to complete the worksheet. However, it does not fully meet two items, specifically unclear instructions and imprecise directions. Consequently, in terms of utilization, the student worksheet achieves 60% alignment, indicating it is fairly good in this area.

In terms of comprehensiveness, the student worksheet is not considered strong. Out of 5 items, only 1 item meets the criteria. The student worksheet aligns with the usage period but does not effectively help students understand the material, has

language skills that are challenging to comprehend, provides instructions that are not fully supportive, and does not allow students to fully grasp the material. Therefore, when measured for comprehensiveness, the student worksheet achieves only 20% alignment, which indicates a poor level of comprehensiveness.

Regarding appeal, the student worksheet is considered good. Out of 5 items, the student worksheet meets 4 items aligned with standardized theory. Although the worksheet is not particularly engaging or motivating, it is well-presented with various exercises, free of spelling errors, and easy to read with no superimpositions. Consequently, when evaluated for appeal, the student worksheet meets 80% of the standardized appeal criteria, making it reasonably well-aligned in this regard.

In terms of construction/language, the student worksheet is rated as good. Out of 9 items, 8 items meet the criteria. Although there are some punctuation errors, the worksheet is organized from simple to challenging, the statements are coherent with the context, sentence length is appropriate, and word choice suits the target learners. Additionally, words are spelled correctly, capitalization is accurate, and headings match the content. As a result, in terms of construction and language, the student worksheet achieves an 88% alignment with the standardized appeal criteria, indicating that it is well-constructed and appealing.

Regarding images and illustrations, the student worksheet is rated as fair. Out of 2 items, 1 item meets the criteria. Although some images are blurry and pixelated, they still align with the content and help students understand the context. Thus, in terms of illustrations, the student worksheet achieves 50% alignment, which can be considered fair.

Lastly, in terms of design and layout, the student worksheet falls short of the standardized theory criteria. It meets only 2 out of 5 items. While the worksheet uses readable fonts and incorporates icons, it lacks a proper layout, with several tasks missing numbering and no designated space for name, class, and scores. Therefore, when evaluated for design and layout, the student worksheet achieves only 40% alignment, indicating it does not fully meet the standardized layout criteria for student worksheets.

In the process of findings the data. It will began with researcher coding. In this steps, researcher will observe and analyze the student worksheet.

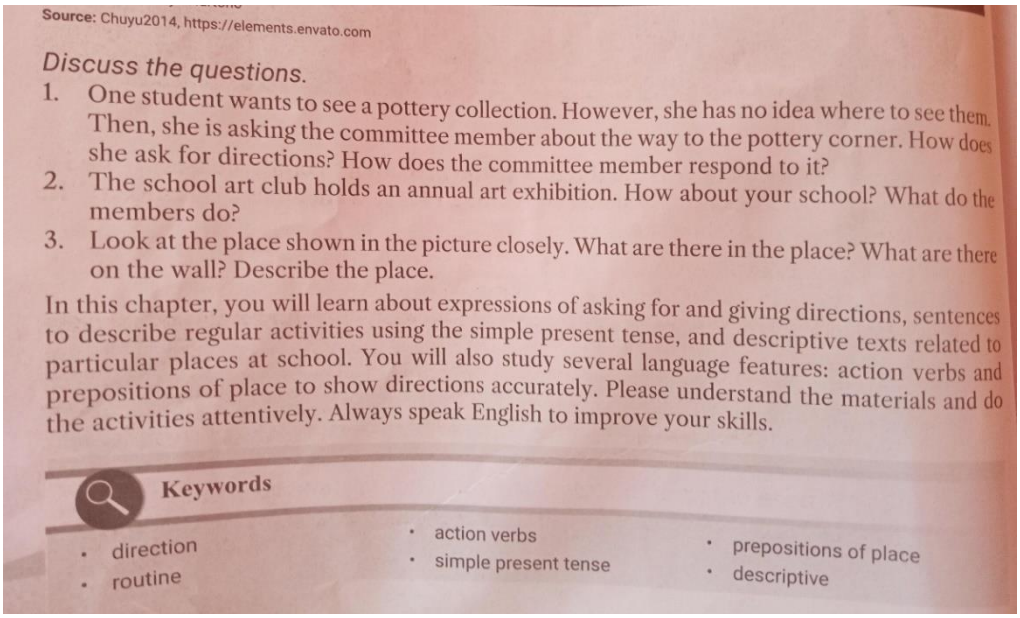
1) Content
   a) The worksheet is free from conceptual, factual, and typographical errors.

Overall, the three raters agree that there are no factual or typographical errors. However, conceptually, there are

several grammatical errors in the student worksheet. Rater 1 focused on page 46, where there are several issues, such as the sentences "What are there in the place? What are there on the wall?" which are awkwardly phrased. It would be better written as:

"What is in this place?" or "What is there in this place?" then,

"What is on the wall?"



Source: Chuyu2014, https://elements.envato.com

Discuss the questions.

1. One student wants to see a pottery collection. However, she has no idea where to see them. Then, she is asking the committee member about the way to the pottery corner. How does she ask for directions? How does the committee member respond to it?
2. The school art club holds an annual art exhibition. How about your school? What do the members do?
3. Look at the place shown in the picture closely. What are there in the place? What are there on the wall? Describe the place.

In this chapter, you will learn about expressions of asking for and giving directions, sentences to describe regular activities using the simple present tense, and descriptive texts related to particular places at school. You will also study several language features: action verbs and prepositions of place to show directions accurately. Please understand the materials and do the activities attentively. Always speak English to improve your skills.

Keywords

- direction
- routine
- action verbs
- simple present tense
- prepositions of place
- descriptive

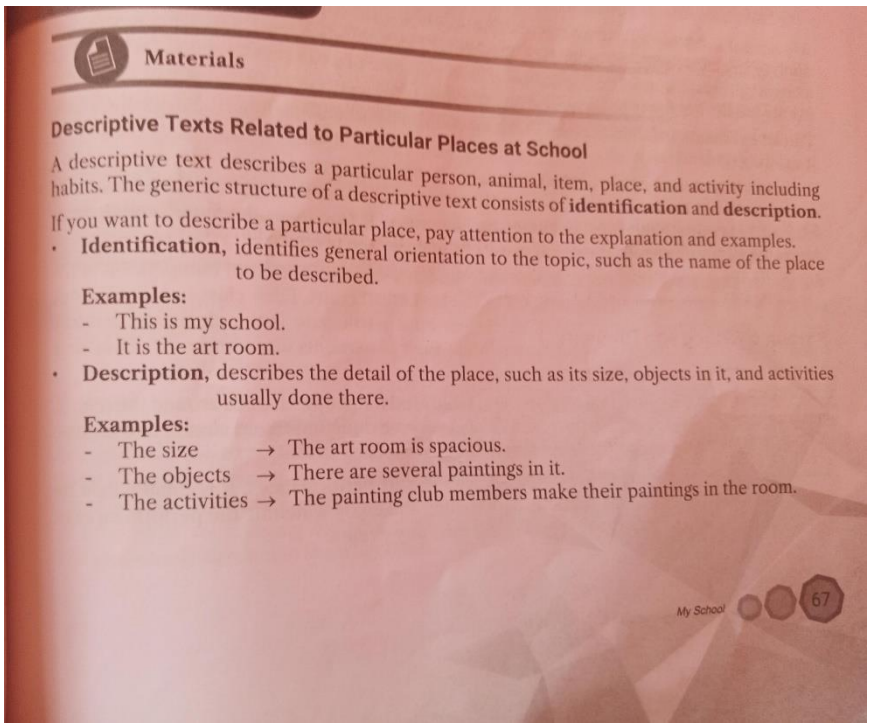
Figures 4. 1 Pages 46 of Students worksheets

The instruction "Discuss the questions" should also be more specific to set up the task. For example: "Discuss the following questions in pairs or groups." Lastly, the phrase "Then, she is asking the committee member about the way to

the pottery corner" should be in the past tense to match the narrative flow: "Then, she asks a committee member for directions to the pottery corner."

Meanwhile, the second rater focused on page 67, unit 3. In the sentence “Identification, identifies general orientation to the topic, such as the name of the place to be described,” the first word “Identification” should not have a comma after it. It would be better written as "Identification provides a general orientation to the topic, such as the name of the place being described."

In the sentence “Description, describes the detail of the place,” the phrase “the detail” should be changed to “details” for grammatical correctness. It would also be smoother without the initial comma. Additionally, the sentence "A descriptive text describes a particular person, animal, item, place, and activity including habits." could be clearer as "A descriptive text describes a particular person, animal, item, place, or activity, including their habits."



Materials

Descriptive Texts Related to Particular Places at School

A descriptive text describes a particular person, animal, item, place, and activity including habits. The generic structure of a descriptive text consists of **identification** and **description**.

If you want to describe a particular place, pay attention to the explanation and examples.

- **Identification,** identifies general orientation to the topic, such as the name of the place to be described.

  Examples:
  - This is my school.
  - It is the art room.

- **Description,** describes the detail of the place, such as its size, objects in it, and activities usually done there.

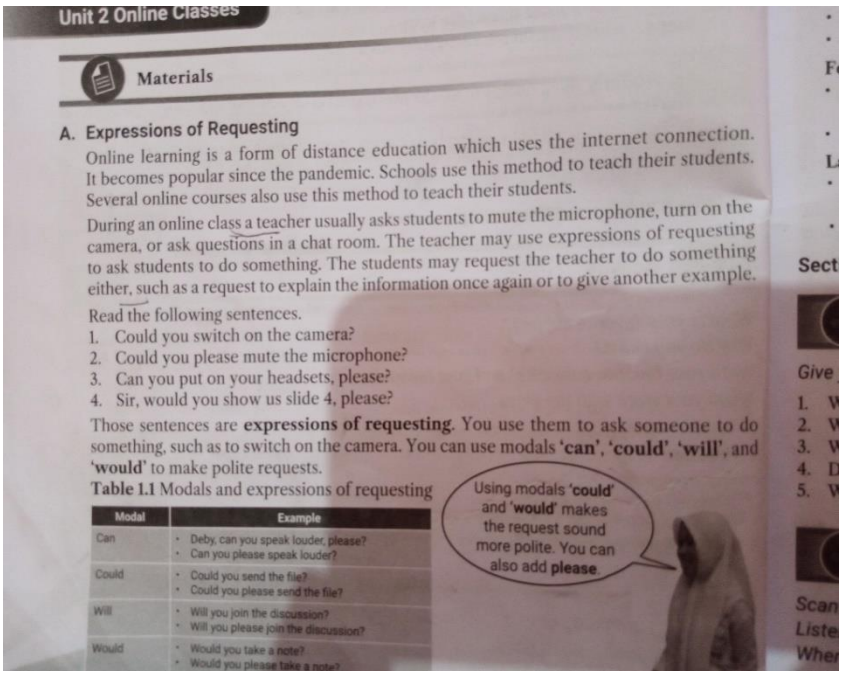
  Examples:
  - The size → The art room is spacious.
  - The objects → There are several paintings in it.
  - The activities → The painting club members make their paintings in the room.

My School 67

Figures 4. 2 Pages 67 of Students worksheet

The third rater also agrees with the first and second rater regarding the grammatical errors in the student worksheet. In Chapter 1, Unit 2, page 16, there are some grammatical errors in the sentence, "The students may request the teacher to do something either, such as a request to explain the information once again or to give another example." The word "either" is incorrect here because the context does not involve a choice between two alternatives. Instead, "too" or "as well" would be more appropriate to indicate that students can also make requests. Then, in the phrase "such as a request to explain the information once again or to give another example," to improve

clarity and consistency, it would be better to use "asking" instead of "a request to explain," making the sentence flow more naturally.



Unit 2 Online Classes

Materials

A. Expressions of Requesting

Online learning is a form of distance education which uses the internet connection. It becomes popular since the pandemic. Schools use this method to teach their students. Several online courses also use this method to teach their students.

During an online class a teacher usually asks students to mute the microphone, turn on the camera, or ask questions in a chat room. The teacher may use expressions of requesting to ask students to do something. The students may request the teacher to do something either, such as a request to explain the information once again or to give another example.

Read the following sentences.

1. Could you switch on the camera?
2. Could you please mute the microphone?
3. Can you put on your headsets, please?
4. Sir, would you show us slide 4, please?

Those sentences are **expressions of requesting**. You use them to ask someone to do something, such as to switch on the camera. You can use modals **'can'**, **'could'**, **'will'**, and **'would'** to make polite requests.

Table 1.1 Modals and expressions of requesting

Modal	Example
Can	• Deby, can you speak louder, please? • Can you please speak louder?
Could	• Could you send the file? • Could you please send the file?
Will	• Will you join the discussion? • Will you please join the discussion?
Would	• Would you take a note? • Would you please take a note?

Using modals **'could'** and **'would'** makes the request sound more polite. You can also add **please**.

Figures 4. 3 Grammatical error in the chapter 1

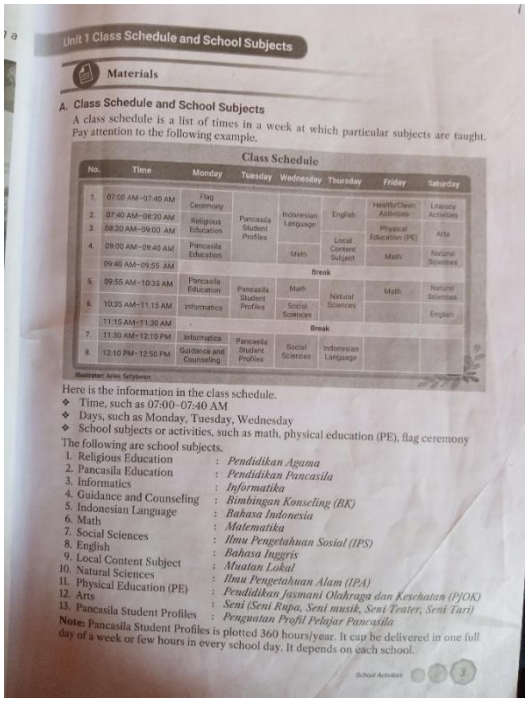
Meanwhile, in Chapter 2, as noted by both Rater 1 and Rater 2, there are grammatical errors on pages 66 and 67. Thus, it can be concluded that, overall, the student worksheet is free from factual and typographical errors but is still conceptually lacking due to the presence of several grammatical errors in each chapter.

b) The worksheet is allign with the objectives stated.

In this part, the three rater was agree that the worksheet is allign with the objective stated. In chapter 1, the objective

stated is on the 1st page. The objective stated is suitable for the activity of the student worksheet.

1. Identify class schedule and subject accurately as stated on pages 3-5



Unit 1 Class Schedule and School Subjects

Materials

A. Class Schedule and School Subjects

A class schedule is a list of times in a week at which particular subjects are taught. Pay attention to the following example.

Class Schedule

No.	Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1.	07:00 AM–07:40 AM	Flag Ceremony	Pancasila Student Profiles	Indonesian Language	English	Health/Clean Activities	Literacy Activities
2.	07:40 AM–08:20 AM	Religious Education				Physical Education (PE)	Arts
3.	08:20 AM–09:00 AM	Pancasila Education			Local Content Subject	Math	Natural Sciences
4.	09:00 AM–09:40 AM			Math			
	09:40 AM–09:55 AM	Break					
5.	09:55 AM–10:35 AM	Pancasila Education	Pancasila Student Profiles	Math	Natural Sciences	Math	Natural Sciences
6.	10:35 AM–11:15 AM	Informatics		Social Sciences			English
	11:15 AM–11:30 AM	Break					
7.	11:30 AM–12:10 PM	Informatics	Pancasila Student Profiles	Social Sciences	Indonesian Language		
8.	12:10 PM–12:50 PM	Guidance and Counseling					

Here is the information in the class schedule.
- Time, such as 07:00–07:40 AM
- Days, such as Monday, Tuesday, Wednesday
- School subjects or activities, such as math, physical education (PE), flag ceremony

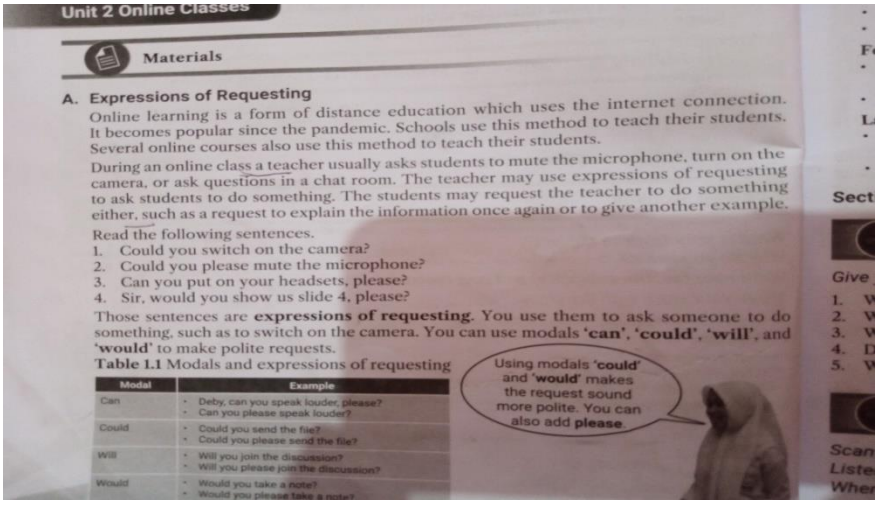
The following are school subjects.

1. Religious Education : *Pendidikan Agama*
2. Pancasila Education : *Pendidikan Pancasila*
3. Informatics : *Informatika*
4. Guidance and Counseling : *Bimbingan Konseling (BK)*
5. Indonesian Language : *Bahasa Indonesia*
6. Math : *Matematika*
7. Social Sciences : *Ilmu Pengetahuan Sosial (IPS)*
8. English : *Bahasa Inggris*
9. Local Content Subject : *Muatan Lokal*
10. Natural Sciences : *Ilmu Pengetahuan Alam (IPA)*
11. Physical Education (PE) : *Pendidikan Jasmani Olahraga dan Kesehatan (PJOK)*
12. Arts : *Seni (Seni Rupa, Seni musik, Seni Teater, Seni Tari)*
13. Pancasila Student Profiles : *Penguatan Profil Pelajar Pancasila*

Note: Pancasila Student Profiles is plotted 360 hours/year. It can be delivered in one full day of a week or few hours in every school day. It depends on each school.

Figures 4. 4 Identify class schedule

2. Identify the expression of requestion accurately stated on pages 16-17



Unit 2 Online Classes

Materials

A. Expressions of Requesting

Online learning is a form of distance education which uses the internet connection. It becomes popular since the pandemic. Schools use this method to teach their students. Several online courses also use this method to teach their students.

During an online class a teacher usually asks students to mute the microphone, turn on the camera, or ask questions in a chat room. The teacher may use expressions of requesting to ask students to do something. The students may request the teacher to do something either, such as a request to explain the information once again or to give another example.

Read the following sentences.

1. Could you switch on the camera?
2. Could you please mute the microphone?
3. Can you put on your headsets, please?
4. Sir, would you show us slide 4, please?

Those sentences are **expressions of requesting**. You use them to ask someone to do something, such as to switch on the camera. You can use modals **'can'**, **'could'**, **'will'**, and **'would'** to make polite requests.

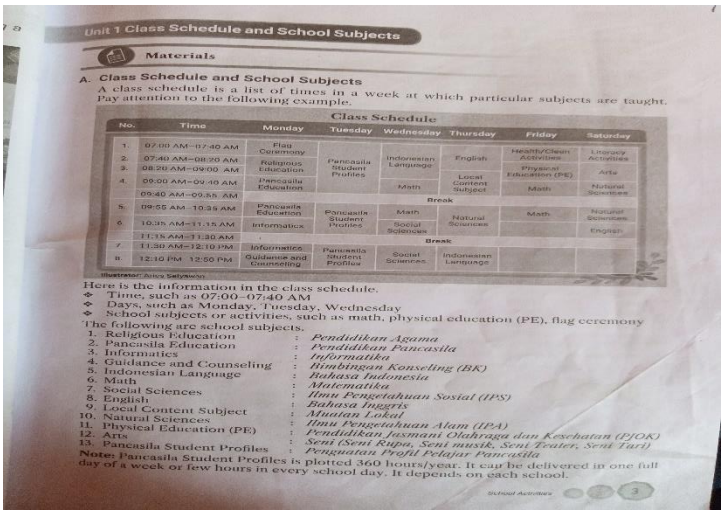
Table 1.1 Modals and expressions of requesting

Modal	Example
Can	• Deby, can you speak louder, please? • Can you please speak louder?
Could	• Could you send the file? • Could you please send the file?
Will	• Will you join the discussion? • Will you please join the discussion?
Would	• Would you take a note? • Would you please take a note?

Using modals **'could'** and **'would'** makes the request sound more polite. You can also add **please**.

Figures 4. 5 Identifying expression of reqiesting

3. Identify tips on online learning accurately stated on page 19



Unit 1 Class Schedule and School Subjects

Materials

A. Class Schedule and School Subjects

A class schedule is a list of times in a week at which particular subjects are taught. Pay attention to the following example.

Class Schedule

No.	Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1.	07:00 AM–07:40 AM	Flag Ceremony				Health/Clean Activities	Literacy Activities
2.	07:40 AM–08:20 AM	Religious Education	Pancasila Student Profiles	Indonesian Language	English	Physical Education (PE)	Arts
3.	08:20 AM–09:00 AM	Pancasila Education		Math	Local Content Subject	Math	Natural Sciences
4.	09:00 AM–09:40 AM						
	09:40 AM–09:55 AM	Break					
5.	09:55 AM–10:35 AM	Pancasila Education	Pancasila Student Profiles	Math	Natural Sciences	Math	Natural Sciences
6.	10:35 AM–11:15 AM	Informatics		Social Sciences			English
	11:15 AM–11:30 AM	Break					
7.	11:30 AM–12:10 PM	Informatics	Pancasila Student Profiles	Social Sciences	Indonesian Language		
8.	12:10 PM–12:50 PM	Guidance and Counseling					

Here is the information in the class schedule.
- Time, such as 07:00–07:40 AM
- Days, such as Monday, Tuesday, Wednesday
- School subjects or activities, such as math, physical education (PE), flag ceremony

The following are school subjects.

1. Religious Education : *Pendidikan Agama*
2. Pancasila Education : *Pendidikan Pancasila*
3. Informatics : *Informatika*
4. Guidance and Counseling : *Bimbingan Konseling (BK)*
5. Indonesian Language : *Bahasa Indonesia*
6. Math : *Matematika*
7. Social Sciences : *Ilmu Pengetahuan Sosial (IPS)*
8. English : *Bahasa Inggris*
9. Local Content Subject : *Muatan Lokal*
10. Natural Sciences : *Ilmu Pengetahuan Alam (IPA)*
11. Physical Education (PE) : *Pendidikan Jasmani Olahraga dan Kesehatan (PJOK)*
12. Arts : *Seni (Seni Rupa, Seni musik, Seni Teater, Seni Tari)*
13. Pancasila Student Profiles : *Penguatan Profil Pelajar Pancasila*

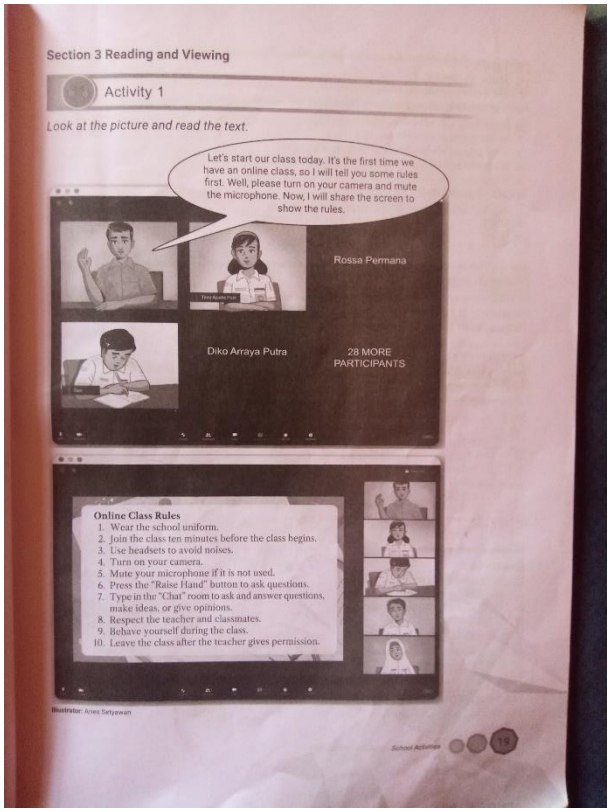
Note: Pancasila Student Profiles is plotted 360 hours/year. It can be delivered in one full day of a week or few hours in every school day. It depends on each school.

Illustrator: Aries Setyawan

School Activities 3

Figures 4. 6 identifying exptips on online class

4. Identify how to compose descriptive text related to habit accurately is stated on pages 25-26.



Section 3 Reading and Viewing

Activity 1

Look at the picture and read the text.

Let's start our class today. It's the first time we have an online class, so I will tell you some rules first. Well, please turn on your camera and mute the microphone. Now, I will share the screen to show the rules.

Rossa Permana

Diko Arraya Putra

28 MORE PARTICIPANTS

Online Class Rules

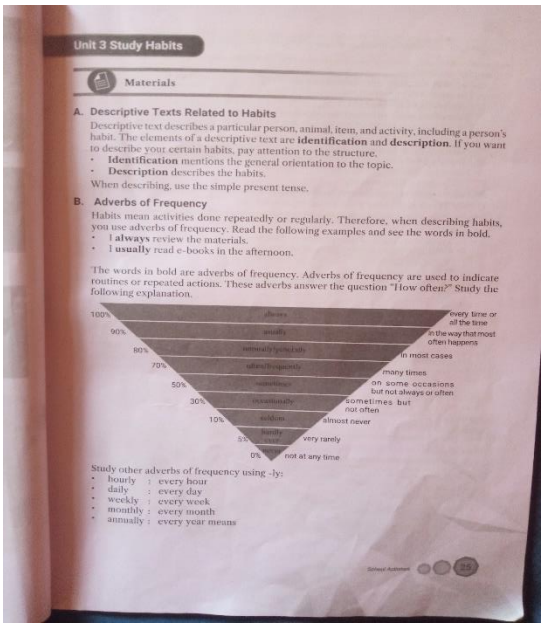
1. Wear the school uniform.
2. Join the class ten minutes before the class begins.
3. Use headsets to avoid noises.
4. Turn on your camera.
5. Mute your microphone if it is not used.
6. Press the "Raise Hand" button to ask questions.
7. Type in the "Chat" room to ask and answer questions, make ideas, or give opinions.
8. Respect the teacher and classmates.
9. Behave yourself during the class.
10. Leave the class after the teacher gives permission.

Illustrator: Aries Setyawan

School Activities 19

Figures 4. 7 Identifying descriptive text

5. Identify the use of question words 'what' and 'when', the verbs 'have' and 'don't have', and adverbs of frequency accurately as stated on pages 4-5



Unit 3 Study Habits

Materials

A. Descriptive Texts Related to Habits

Descriptive text describes a particular person, animal, item, and activity, including a person's habit. The elements of a descriptive text are **identification** and **description**. If you want to describe your certain habits, pay attention to the structure.

- **Identification** mentions the general orientation to the topic.
- **Description** describes the habits.

When describing, use the simple present tense.

B. Adverbs of Frequency

Habits mean activities done repeatedly or regularly. Therefore, when describing habits, you use adverbs of frequency. Read the following examples and see the words in bold.

- I **always** review the materials.
- I **usually** read e-books in the afternoon.

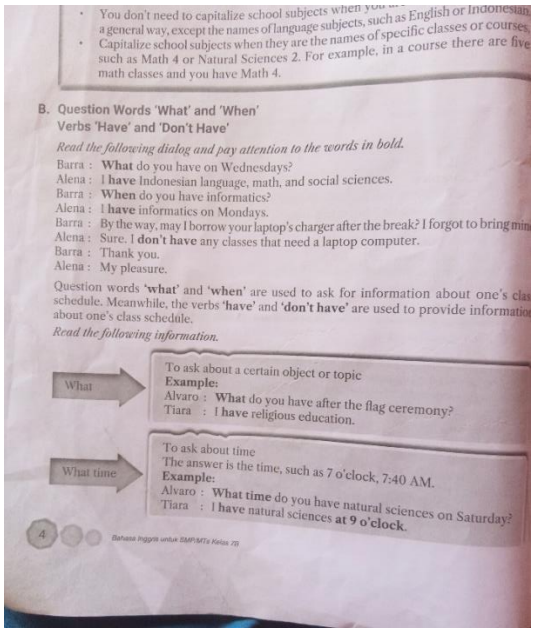
The words in bold are adverbs of frequency. Adverbs of frequency are used to indicate routines or repeated actions. These adverbs answer the question "How often?" Study the following explanation.

Study other adverbs of frequency using -ly:

- hourly : every hour
- daily : every day
- weekly : every week
- monthly : every month
- annually : every year means

Figures 4. 8 The use of question words

6. Write and present the class schedule and school subject accurately as stated in pages 15-16



- You don't need to capitalize school subjects when you ... a general way, except the names of language subjects, such as English or Indonesian
- Capitalize school subjects when they are the names of specific classes or courses, such as Math 4 or Natural Sciences 2. For example, in a course there are five math classes and you have Math 4.

B. Question Words 'What' and 'When'
Verbs 'Have' and 'Don't Have'

Read the following dialog and pay attention to the words in bold.

Barra : **What** do you have on Wednesdays?
Alena : I **have** Indonesian language, math, and social sciences.
Barra : **When** do you have informatics?
Alena : I **have** informatics on Mondays.
Barra : By the way, may I borrow your laptop's charger after the break? I forgot to bring mine
Alena : Sure. I **don't have** any classes that need a laptop computer.
Barra : Thank you.
Alena : My pleasure.

Question words **'what'** and **'when'** are used to ask for information about one's class schedule. Meanwhile, the verbs **'have'** and **'don't have'** are used to provide information about one's class schedule.

Read the following information.

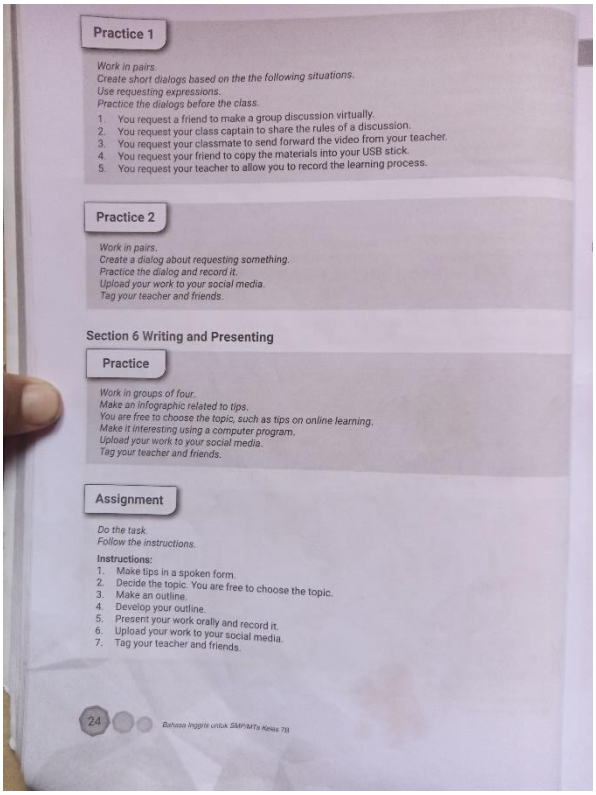
What
To ask about a certain object or topic
Example:
Alvaro : **What** do you have after the flag ceremony?
Tiara : I **have** religious education.

What time
To ask about time
The answer is the time, such as 7 o'clock, 7:40 AM.
Example:
Alvaro : **What time** do you have natural sciences on Saturday?
Tiara : I **have** natural sciences **at 9 o'clock**.

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Figures 4. 9 Write and present class schedule

7. Make requests accordingly as stated on pages 23-24.



Practice 1

Work in pairs.
Create short dialogs based on the the following situations.
Use requesting expressions.
Practice the dialogs before the class.

1. You request a friend to make a group discussion virtually.
2. You request your class captain to share the rules of a discussion.
3. You request your classmate to send forward the video from your teacher.
4. You request your friend to copy the materials into your USB stick.
5. You request your teacher to allow you to record the learning process.

Practice 2

Work in pairs.
Create a dialog about requesting something.
Practice the dialog and record it.
Upload your work to your social media.
Tag your teacher and friends.

Section 6 Writing and Presenting

Practice

Work in groups of four.
Make an infographic related to tips.
You are free to choose the topic, such as tips on online learning.
Make it interesting using a computer program.
Upload your work to your social media.
Tag your teacher and friends.

Assignment

Do the task.
Follow the instructions.

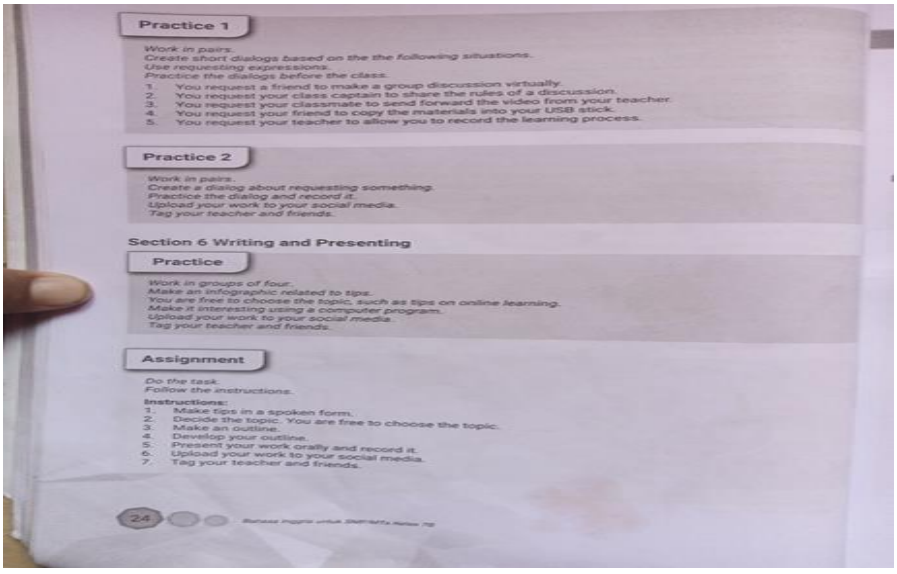
Instructions:

1. Make tips in a spoken form.
2. Decide the topic. You are free to choose the topic.
3. Make an outline.
4. Develop your outline.
5. Present your work orally and record it.
6. Upload your work to your social media.
7. Tag your teacher and friends.

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Figures 4. 10 **make request accordingly**

8. Write and deliver tips on online learning accurately as stated on pages 23-24



Practice 1

Work in pairs.
Create short dialogs based on the the following situations.
Use requesting expressions.
Practice the dialogs before the class.

1. You request a friend to make a group discussion virtually.
2. You request your class captain to share the rules of a discussion.
3. You request your classmate to send forward the video from your teacher.
4. You request your friend to copy the materials into your USB stick.
5. You request your teacher to allow you to record the learning process.

Practice 2

Work in pairs.
Create a dialog about requesting something.
Practice the dialog and record it.
Upload your work to your social media.
Tag your teacher and friends.

Section 6 Writing and Presenting

Practice

Work in groups of four.
Make an infographic related to tips.
You are free to choose the topic, such as tips on online learning.
Make it interesting using a computer program.
Upload your work to your social media.
Tag your teacher and friends.

Assignment

Do the task.
Follow the instructions.

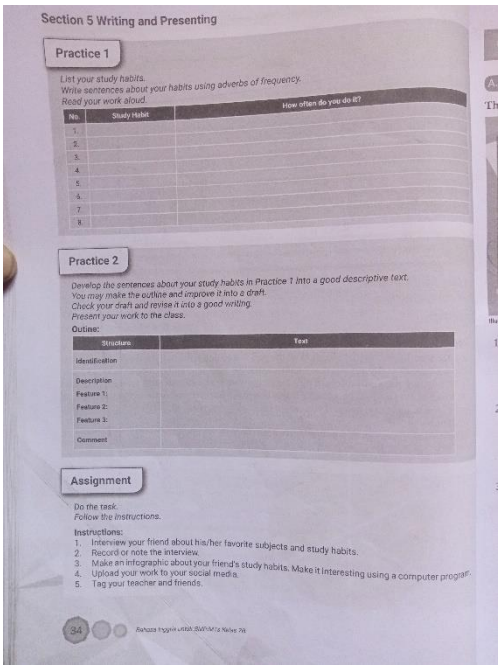
Instructions:

1. Make tips in a spoken form.
2. Decide the topic. You are free to choose the topic.
3. Make an outline.
4. Develop your outline.
5. Present your work orally and record it.
6. Upload your work to your social media.
7. Tag your teacher and friends.

24

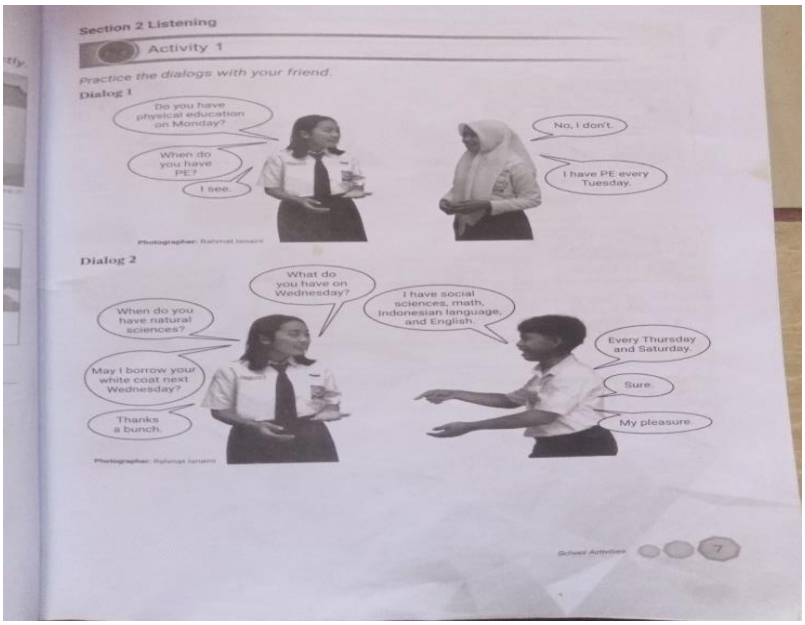
Figures 4. 11 **write tips inm online learning**

9. Write and describe habits accurately as stated on page 34.



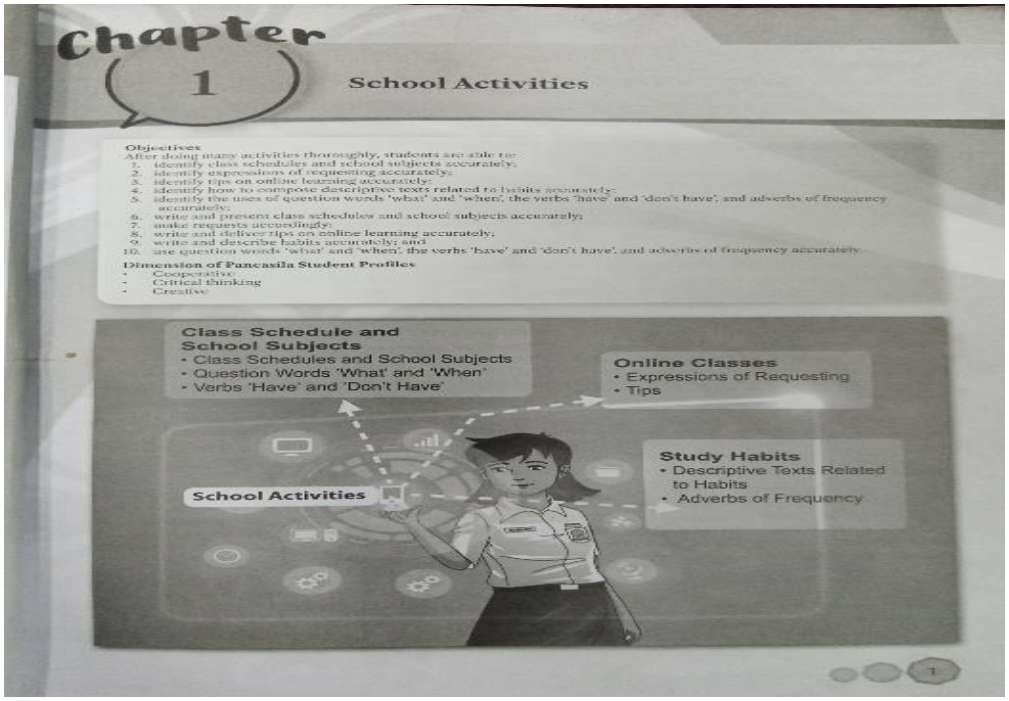
Figures 4. 12 **write and describe study habits**

10. Use question words 'what'd 'when,' the verbs 'have' and 'don't have, and adverbs of frequency accurately stated in every dialogue and speaking activity in units 1, 2, and 3.



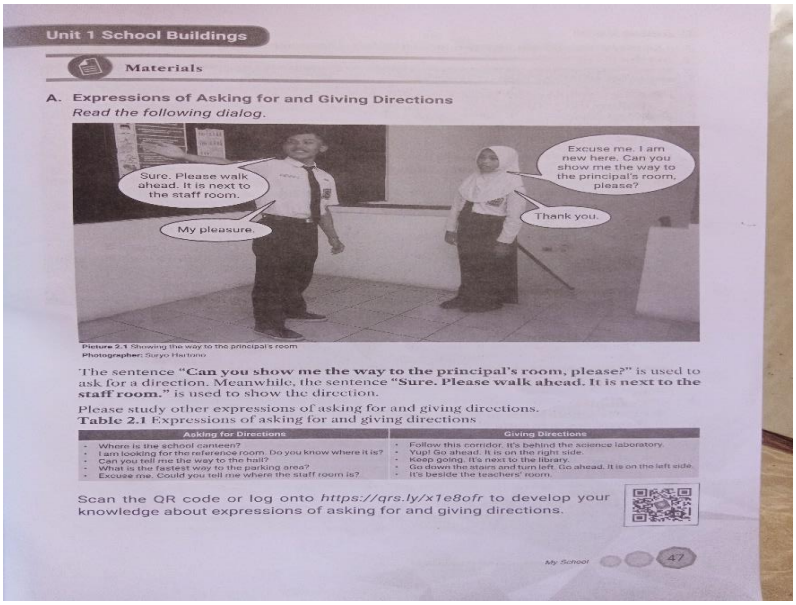
Figures 4. 13 **uses question word accurately**

Then, in Chapter 2, the objectives are stated on page 45, and the objective is also suitable with the activity in the worksheet.



Figures 4. 14 **Objectives of Chapter 2**

1. Identifying the expression of asking for and giving direction accurately is stated on page 47



Unit 1 School Buildings

Materials

A. Expressions of Asking for and Giving Directions

Read the following dialog.

Sure. Please walk ahead. It is next to the staff room.

My pleasure.

Excuse me. I am new here. Can you show me the way to the principal's room, please?

Thank you.

Picture 2.1 Showing the way to the principal's room
Photographer: Suryo Hartono

The sentence **"Can you show me the way to the principal's room, please?"** is used to ask for a direction. Meanwhile, the sentence **"Sure. Please walk ahead. It is next to the staff room."** is used to show the direction.

Please study other expressions of asking for and giving directions.

Table 2.1 Expressions of asking for and giving directions

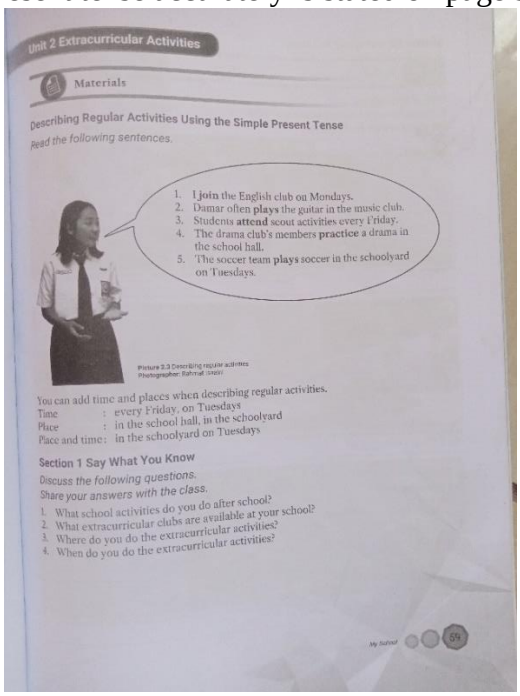
Asking for Directions	Giving Directions
• Where is the school canteen? • I am looking for the reference room. Do you know where it is? • Can you tell me the way to the hall? • What is the fastest way to the parking area? • Excuse me. Could you tell me where the staff room is?	• Follow this corridor. It's behind the science laboratory. • Yup! Go ahead. It is on the right side. • Keep going. It's next to the library. • Go down the stairs and turn left. Go ahead. It is on the left side. • It's beside the teachers' room.

Scan the QR code or log onto *https://qrs.ly/x1e8ofr* to develop your knowledge about expressions of asking for and giving directions.

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Figures 4. 15 **Expression of asking and giving direction**

2. Identify how to describe regular activities using the simple present tense accurately is stated on page 59.



Unit 2 Extracurricular Activities

Materials

Describing Regular Activities Using the Simple Present Tense

Read the following sentences.

1. I **join** the English club on Mondays.
2. Damar often **plays** the guitar in the music club.
3. Students **attend** scout activities every Friday.
4. The drama club's members **practice** a drama in the school hall.
5. The soccer team **plays** soccer in the schoolyard on Tuesdays.

Picture 2.3 Describing regular activities
Photographer: Rahmat (Siswa)

You can add time and places when describing regular activities.

Time : every Friday, on Tuesdays
Place : in the school hall, in the schoolyard
Place and time : in the schoolyard on Tuesdays

Section 1 Say What You Know

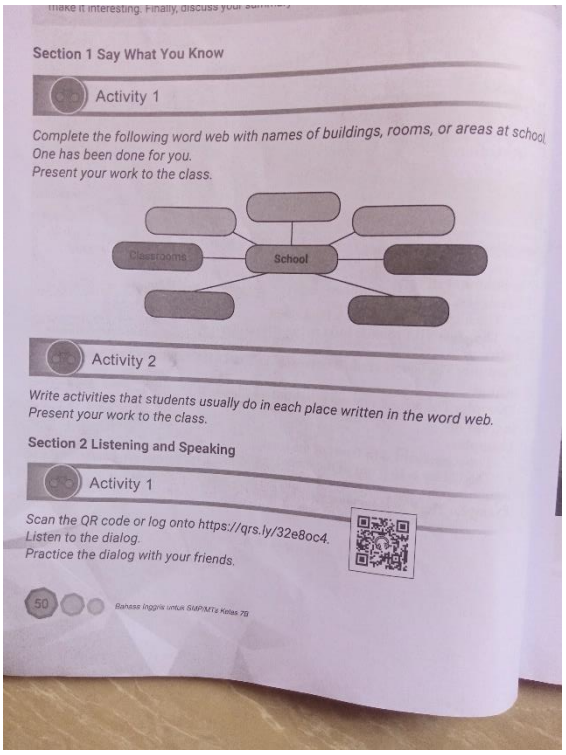
Discuss the following questions.
Share your answers with the class.

1. What school activities do you do after school?
2. What extracurricular clubs are available at your school?
3. Where do you do the extracurricular activities?
4. When do you do the extracurricular activities?

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Figures 4. 16 Describe regular activities

3. Identify descriptive text related to particular places at school accurately is stated in some activity pages 50-58.



Section 1 Say What You Know

Activity 1

Complete the following word web with names of buildings, rooms, or areas at school.
One has been done for you.
Present your work to the class.

Classrooms
School

Activity 2

Write activities that students usually do in each place written in the word web.
Present your work to the class.

Section 2 Listening and Speaking

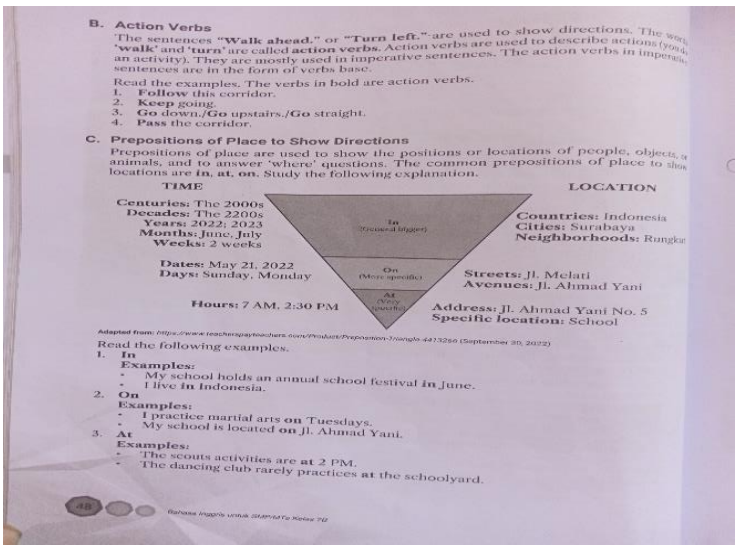
Activity 1

Scan the QR code or log onto https://qrs.ly/32e8oc4.
Listen to the dialog.
Practice the dialog with your friends.

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Figures 4. 17 **Identify descriptive text**

4. Identify the uses of action verbs and prepositions place to show direction accurately is stated on page 48.



B. **Action Verbs**

The sentences **"Walk ahead."** or **"Turn left."** are used to show directions. The words **'walk'** and **'turn'** are called **action verbs.** Action verbs are used to describe actions (you do an activity). They are mostly used in imperative sentences. The action verbs in imperative sentences are in the form of verbs base.

Read the examples. The verbs in bold are action verbs.
1. **Follow** this corridor.
2. **Keep** going.
3. **Go** down./**Go** upstairs./**Go** straight.
4. **Pass** the corridor.

C. **Prepositions of Place to Show Directions**

Prepositions of place are used to show the positions or locations of people, objects, animals, and to answer 'where' questions. The common prepositions of place to show locations are **in, at, on.** Study the following explanation.

TIME

Centuries: The 2000s
Decades: The 2200s
Years: 2022, 2023
Months: June, July
Weeks: 2 weeks

Dates: May 21, 2022
Days: Sunday, Monday

Hours: 7 AM, 2:30 PM

LOCATION

Countries: Indonesia
Cities: Surabaya
Neighborhoods: Rungkut

Streets: Jl. Melati
Avenues: Jl. Ahmad Yani

Address: Jl. Ahmad Yani No. 5
Specific location: School

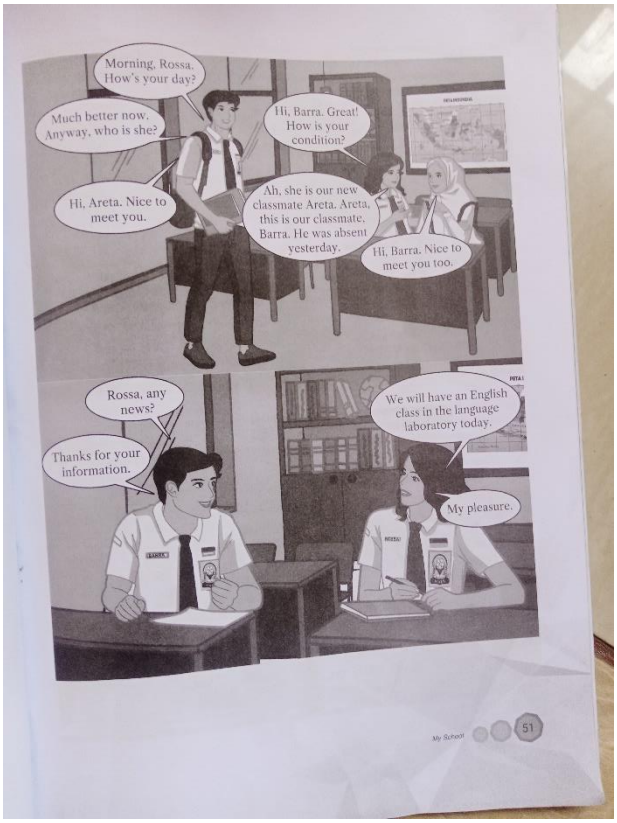
Adapted from: https://www.teacherspayteachers.com/Product/Prepositions-Triangle-4413286 (September 30, 2022)

Read the following examples.
1. **In**
Examples:
- My school holds an annual school festival **in** June.
- I live **in** Indonesia.
2. **On**
Examples:
- I practice martial arts **on** Tuesdays.
- My school is located **on** Jl. Ahmad Yani.
3. **At**
Examples:
- The scouts activities are **at** 2 PM.
- The dancing club rarely practices **at** the schoolyard.

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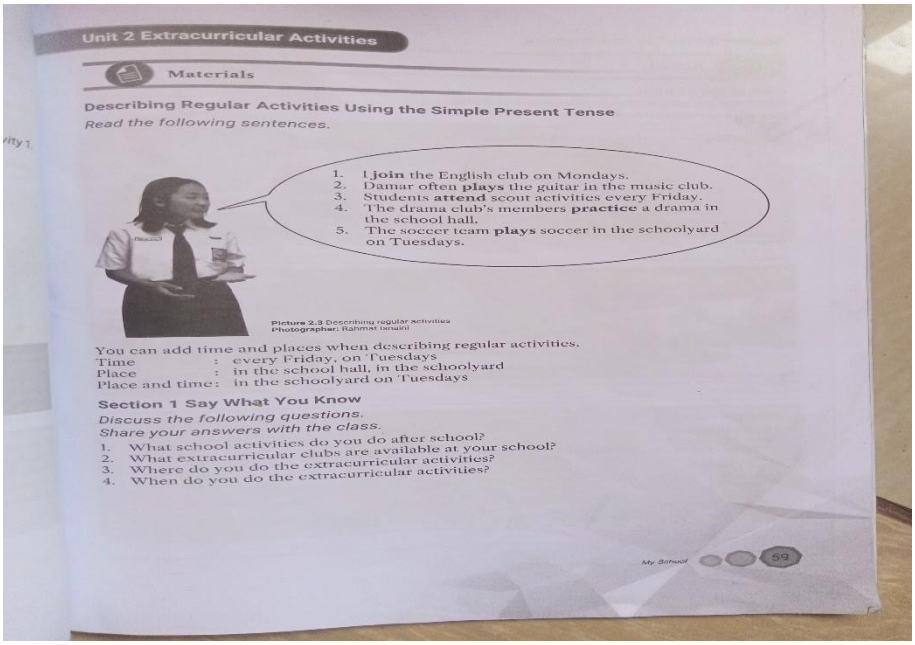
Figures 4. 18 **the uses of action verbs and prepositions**

5. Ask for and give direction accurately is stated in some activities on pages 51-53.



Figures 4. 19 Ask for and give direction

6. Describe regular activities using the simple present tense accurately as stated on page 59.



Unit 2 Extracurricular Activities

Materials

Describing Regular Activities Using the Simple Present Tense

Read the following sentences.

1. I **join** the English club on Mondays.
2. Damar often **plays** the guitar in the music club.
3. Students **attend** scout activities every Friday.
4. The drama club's members **practice** a drama in the school hall.
5. The soccer team **plays** soccer in the schoolyard on Tuesdays.

Picture 2.3 Describing regular activities
Photographer: Rahmat Ismail

You can add time and places when describing regular activities.
Time : every Friday, on Tuesdays
Place : in the school hall, in the schoolyard
Place and time : in the schoolyard on Tuesdays

Section 1 Say What You Know

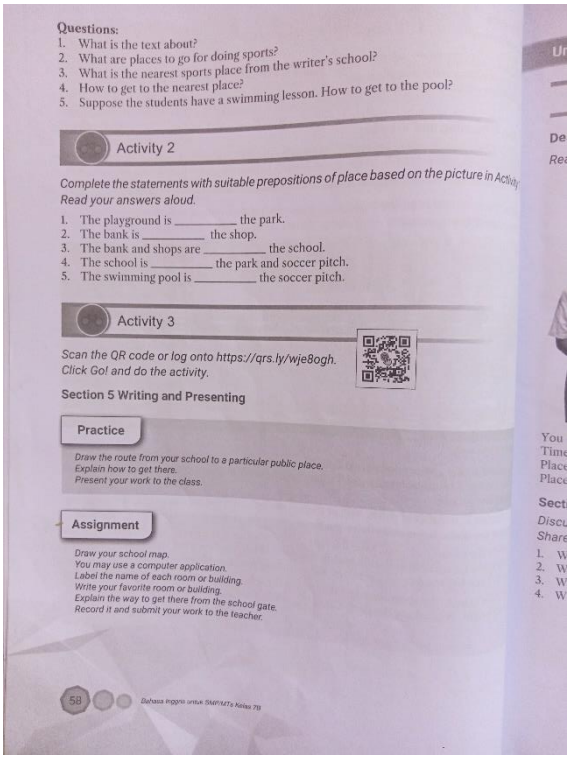
Discuss the following questions.
Share your answers with the class.

1. What school activities do you do after school?
2. What extracurricular clubs are available at your school?
3. What extracurricular activities?
4. Where do you do the extracurricular activities?
5. When do you do the extracurricular activities?

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Figures 4. 20 using the simple present tense

7. Write and present descriptive texts related to particular places at school accurately as stated on page 58.



Questions:

1. What is the text about?
2. What are places to go for doing sports?
3. What is the nearest sports place from the writer's school?
4. How to get to the nearest place?
5. Suppose the students have a swimming lesson. How to get to the pool?

Activity 2

Complete the statements with suitable prepositions of place based on the picture in Activity
Read your answers aloud.

1. The playground is _____ the park.
2. The bank is _____ the shop.
3. The bank and shops are _____ the school.
4. The school is _____ the park and soccer pitch.
5. The swimming pool is _____ the soccer pitch.

Activity 3

Scan the QR code or log onto https://qrs.ly/wje8ogh.
Click Go! and do the activity.

Section 5 Writing and Presenting

Practice

Draw the route from your school to a particular public place.
Explain how to get there.
Present your work to the class.

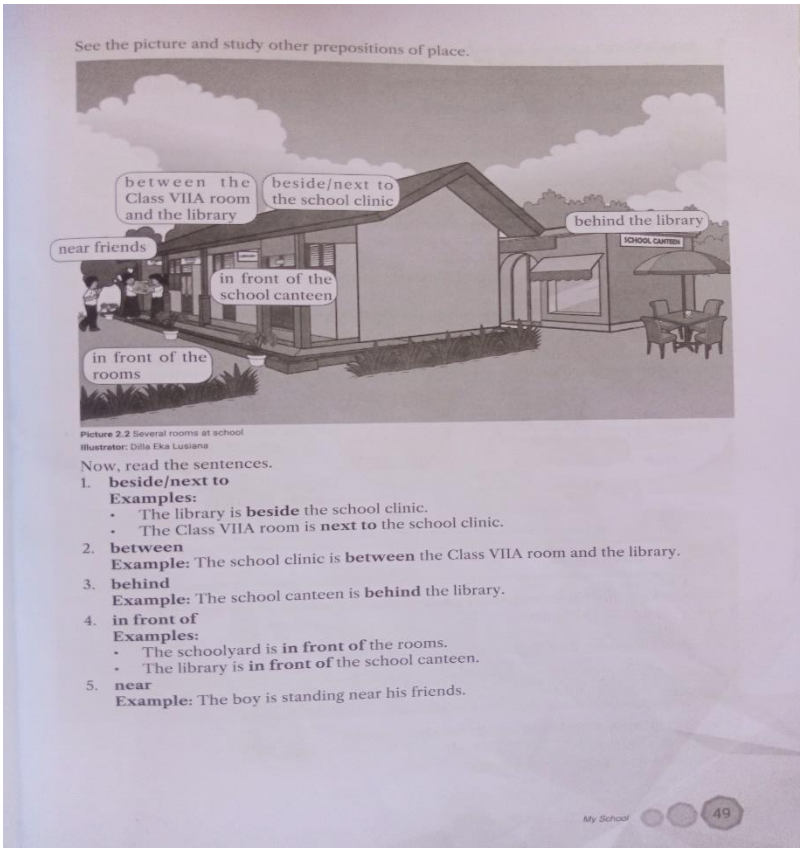
Assignment

Draw your school map.
You may use a computer application.
Label the name of each room or building.
Write your favorite room or building.
Explain the way to get there from the school gate.
Record it and submit your work to the teacher.

58

Figures 4. 21 **Write and present descriptive texts**

8. Using action verbs and prepositions of place to show direction accurately is stated in some activities on pages 49-58


See the picture and study other prepositions of place.

between the Class VIIA room and the library
beside/next to the school clinic
behind the library
near friends
in front of the school canteen
in front of the rooms

Picture 2.2 Several rooms at school
Illustrator: Dilla Eka Lusiana

Now, read the sentences.

1. **beside/next to**
   Examples:
   - The library is **beside** the school clinic.
   - The Class VIIA room is **next to** the school clinic.
2. **between**
   Example: The school clinic is **between** the Class VIIA room and the library.
3. **behind**
   Example: The school canteen is **behind** the library.
4. **in front of**
   Examples:
   - The schoolyard is **in front of** the rooms.
   - The library is **in front of** the school canteen.
5. **near**
   Example: The boy is standing near his friends.

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Figures 4. 22 Using action verbs and prepositions

c). The activity and the instruction are clear and focused.

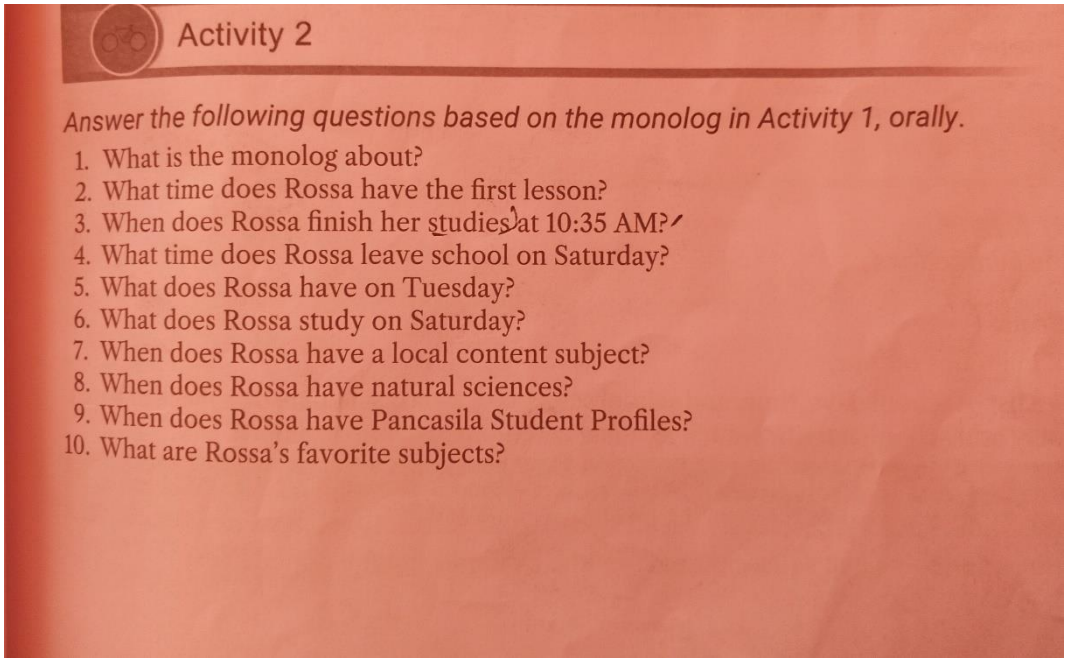
In this part, first and third rater is agree that the instruction is not clear and focused. First rater focused on page 15, there are several instructions related to writing and presenting that may confuse students. For instance, some questions at the top are not numbered, which can lead to

confusion. Additionally, without further explanation regarding the preceding questions, 'Practice 1' and 'Practice 2' are introduced, further complicating students' understanding.

While the instructions provided are relatively concise, they are difficult to comprehend, especially for 7th-grade students in phase D, who are generally not accustomed to using computers in their learning activities. Therefore, it would be advisable to include more detailed instructions on how to create a class schedule using computer programs.

Third rater focused on the 'Practice 2', the phrase 'you may record it and edit the recording' should be clarified to indicate that students are required to describe what they have created through the audio recording. Overall, the instructions presented in this worksheet are more in the form of statements rather than commands, which may further hinder understanding for both students and teachers.

While second rater agree that the instruction are clear and focused. For example in the activity 2 pages 11, “answer the following questions based on the monolog in activity 1, orally”. The instruction is directly explain that students must answer the question orally based on the actibity 1.



Activity 2

Answer the following questions based on the monolog in Activity 1, orally.

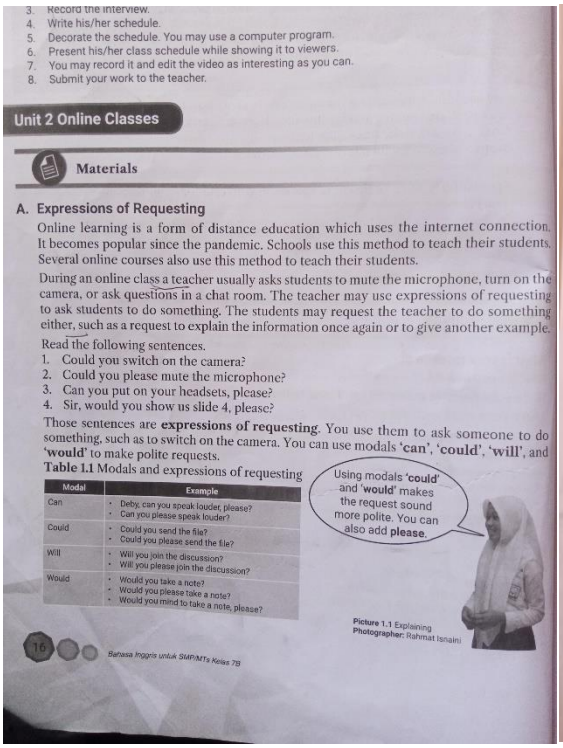
1. What is the monolog about?
2. What time does Rossa have the first lesson?
3. When does Rossa finish her studies at 10:35 AM?
4. What time does Rossa leave school on Saturday?
5. What does Rossa have on Tuesday?
6. What does Rossa study on Saturday?
7. When does Rossa have a local content subject?
8. When does Rossa have natural sciences?
9. When does Rossa have Pancasila Student Profiles?
10. What are Rossa's favorite subjects?

Figures 4. 23 confused instruction

While the instructions provided are relatively concise, they are difficult to comprehend, especially for 7th-grade students in phase D, who are generally not accustomed to using computers in their learning activities. Therefore, it would be advisable to include more detailed instructions on how to create a class schedule using computer programs.

Third rater focused in Chapter 1, Unit 2, page 16, there are a few grammatical errors in the sentence: "The students may request the teacher to do something either, such as a request to explain the information once again or to give another example." The word "either" is incorrect here, as the context

does not imply a choice between two alternatives. Instead, using "too" or "as well" would be more appropriate to indicate that students can also make requests. Additionally, in the phrase "such as a request to explain the information once again or to give another example," it would improve clarity and consistency to use "asking" instead of "a request to explain," which would make the sentence flow more naturally. Additionally, on page 24, the instructions are unclear. Students are asked to present spoken tips and upload them to social media, but it is not specified whether they should record audio or video. The instructions also fail to clarify which social media platform to be used



3. Record the interview.
4. Write his/her schedule.
5. Decorate the schedule. You may use a computer program.
6. Present his/her class schedule while showing it to viewers.
7. You may record it and edit the video as interesting as you can.
8. Submit your work to the teacher.

Unit 2 Online Classes

Materials

A. Expressions of Requesting

Online learning is a form of distance education which uses the internet connection. It becomes popular since the pandemic. Schools use this method to teach their students. Several online courses also use this method to teach their students.

During an online class a teacher usually asks students to mute the microphone, turn on the camera, or ask questions in a chat room. The teacher may use expressions of requesting to ask students to do something. The students may request the teacher to do something either, such as a request to explain the information once again or to give another example.

Read the following sentences.

1. Could you switch on the camera?
2. Could you please mute the microphone?
3. Can you put on your headsets, please?
4. Sir, would you show us slide 4, please?

Those sentences are **expressions of requesting**. You use them to ask someone to do something, such as to switch on the camera. You can use modals **'can'**, **'could'**, **'will'**, and **'would'** to make polite requests.

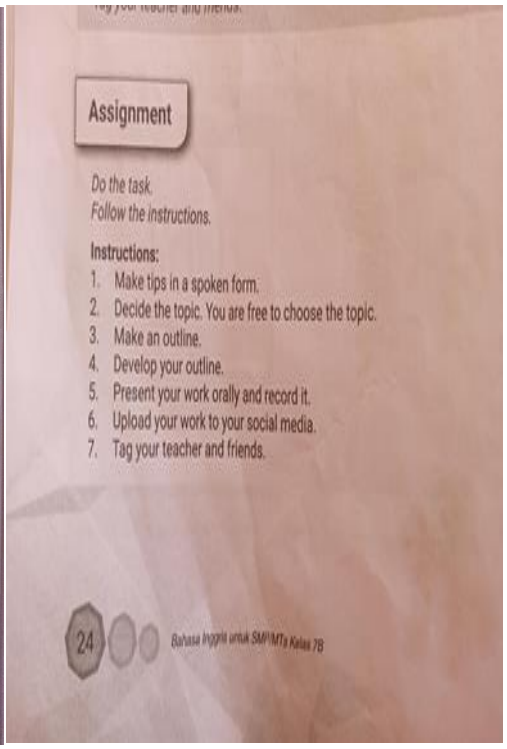
Table 1.1 Modals and expressions of requesting

Modal	Example
Can	• Deby, can you speak louder, please? • Can you please speak louder?
Could	• Could you send the file? • Could you please send the file?
Will	• Will you join the discussion? • Will you please join the discussion?
Would	• Would you take a note? • Would you please take a note? • Would you mind to take a note, please?

Using modals **'could'** and **'would'** makes the request sound more polite. You can also add **please**.

Picture 1.1 Explaining
Photographer: Rahmat Ishaini

16 Bahasa Inggris untuk SMP/MTs Kelas 7B



Assignment

Do the task.
Follow the instructions.

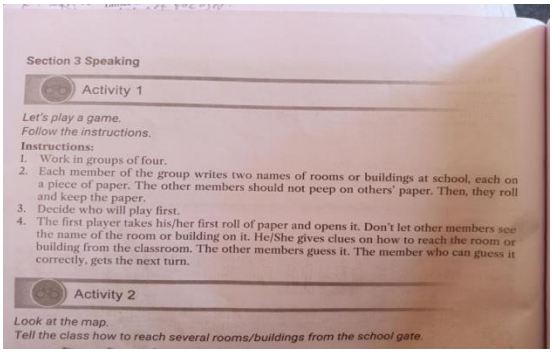
Instructions:

1. Make tips in a spoken form.
2. Decide the topic. You are free to choose the topic.
3. Make an outline.
4. Develop your outline.
5. Present your work orally and record it.
6. Upload your work to your social media.
7. Tag your teacher and friends.

24 Bahasa Inggris untuk SMP/MTs Kelas 7B

Similarly, in Chapter 2, as highlighted by raters 1 and 2, there are grammatical errors on pages 66 and 67. Therefore, it can be concluded that, overall, the student worksheet is free from factual and typographical errors but still lacks conceptual accuracy due to the presence of grammatical errors in each chapter.on the 'Practice 2', the phrase 'you may record it and edit the recording' should be clarified to indicate that students are required to describe what they have created through the audio recording. Overall, the instructions presented in this worksheet are more in the form of statements rather than commands, which may further hinder understanding for both students and teachers.

There are also some instructional issues that need attention. For instance, on page 56, in activity 1, the instructions are unfocused. In steps 2 and 4, too many commands are given within a single item, making it difficult for readers to understand what is required.



Section 3 Speaking

Activity 1

Let's play a game.
Follow the instructions.

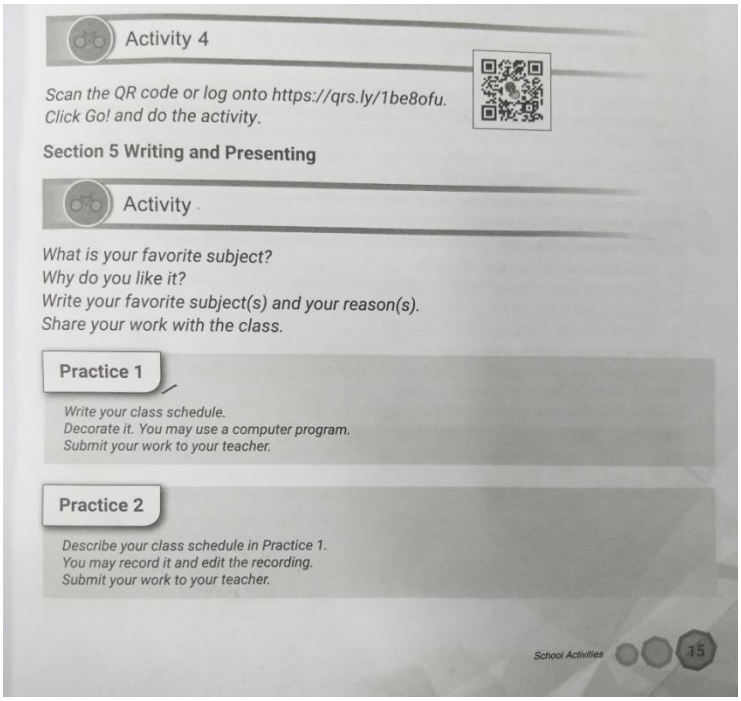
Instructions:

1. Work in groups of four.
2. Each member of the group writes two names of rooms or buildings at school, each on a piece of paper. The other members should not peep on others' paper. Then, they roll and keep the paper.
3. Decide who will play first.
4. The first player takes his/her first roll of paper and opens it. Don't let other members see the name of the room or building on it. He/She gives clues on how to reach the room or building from the classroom. The other members guess it. The member who can guess it correctly, gets the next turn.

Activity 2

Look at the map.
Tell the class how to reach several rooms/buildings from the school gate.

While second rater agree that the instruction are clear and focused. For example in the activity 2 pages 11, “answer the following questions based on the monolog in activity 1, orally”. The instruction is directly explain that students must answer the question orally based on the actibity 1.


Activity 4

Scan the QR code or log onto https://qrs.ly/1be8ofu.
Click Go! and do the activity.

Section 5 Writing and Presenting

Activity

What is your favorite subject?
Why do you like it?
Write your favorite subject(s) and your reason(s).
Share your work with the class.

Practice 1

Write your class schedule.
Decorate it. You may use a computer program.
Submit your work to your teacher.

Practice 2

Describe your class schedule in Practice 1.
You may record it and edit the recording.
Submit your work to your teacher.

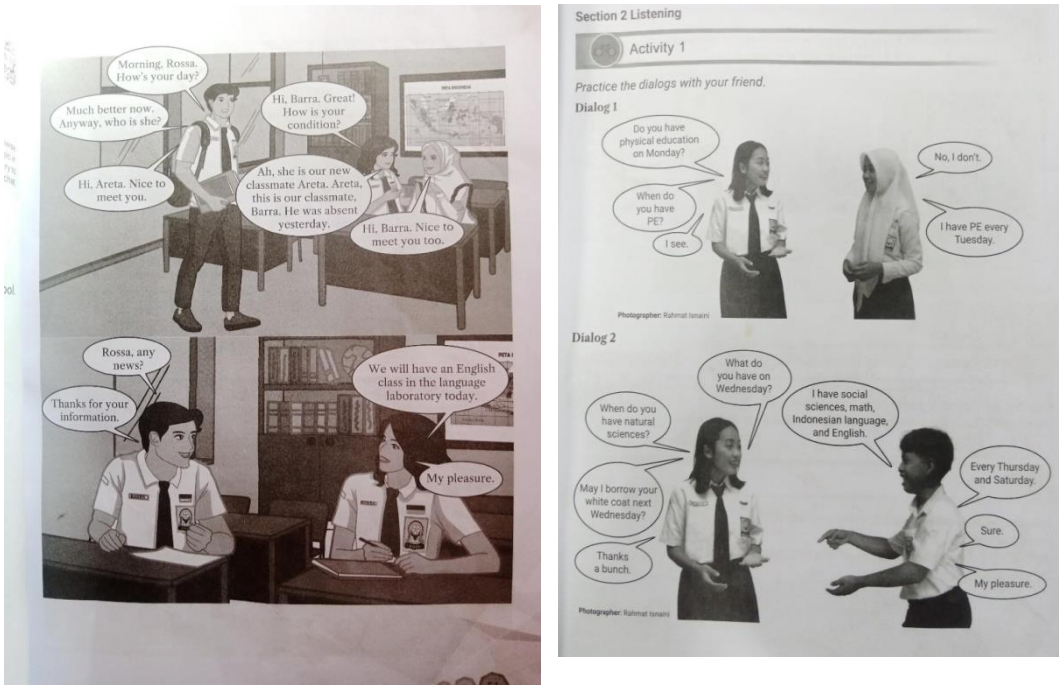
School Activities 15

Figures 4. 24 focused of students worksheets

d). The worksheets are appropriate for the age, culturally relevant, and sensitive to gender.

In this part, first and third rater are agree that this worksheet are appropriate with the age, culturally, and sensitive to gender. First rater focused on the illustration and the character that is able in the worksheet on the page 7 activity 1. The students wearing a junior high school uniform in Indonesia; the character also uses a male and

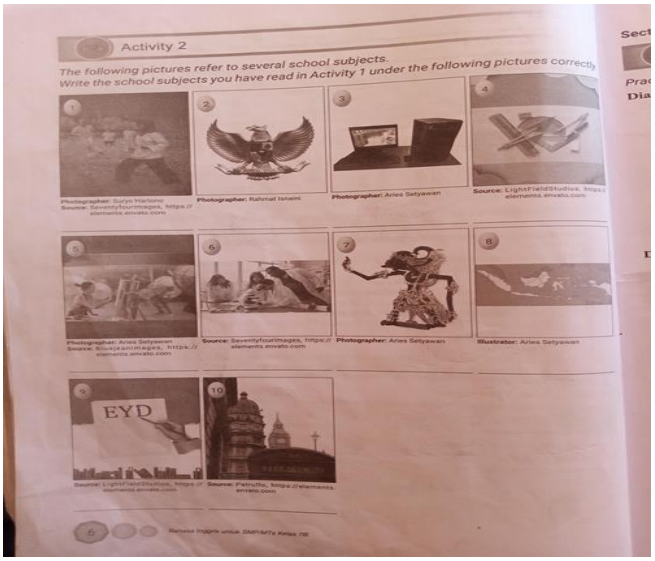
female models, which means this textbook is purposed and focused on Junior high school for all gender. Then, in the activity of the worksheet, we can see that this worksheet uses things that are appropriate for students' culture. For example in the page 6 and 60. The worksheet show some illustration of things that likely alreadFigures 4. 1 Appropriateness of the age,culture and gender Known by students and appropriate with students culture and habits.



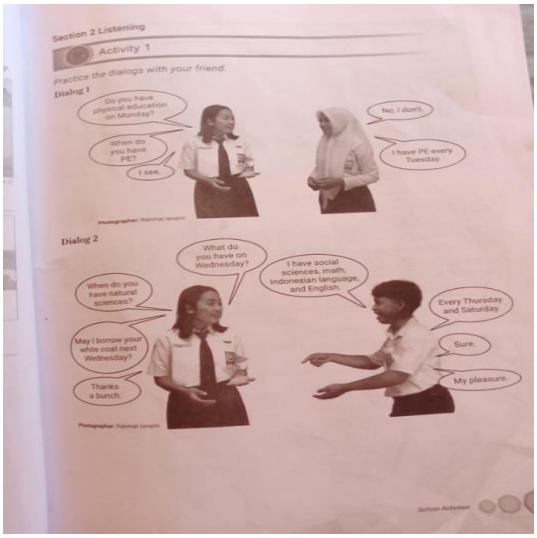
Figures 4. 25 Appropriateness of the age,culture and gender

The third rater also agreed that this student worksheet is appropriate for the students' gender, ages, and culture. This is evidenced by the presence of several activities that incorporate gender, age, and cultural elements. For example, in Chapter 1, on page 6, Activity 2 requires students

to identify various images and guess the subjects being discussed. These images are representative of specific subjects. In selecting these images, the student worksheet uses pictures that are easy for students to recognize and frequently encounter based on Indonesian culture. For instance, there are images of Pancasila, which represents Indonesian culture, as well as pencak silat and wayang kulit.

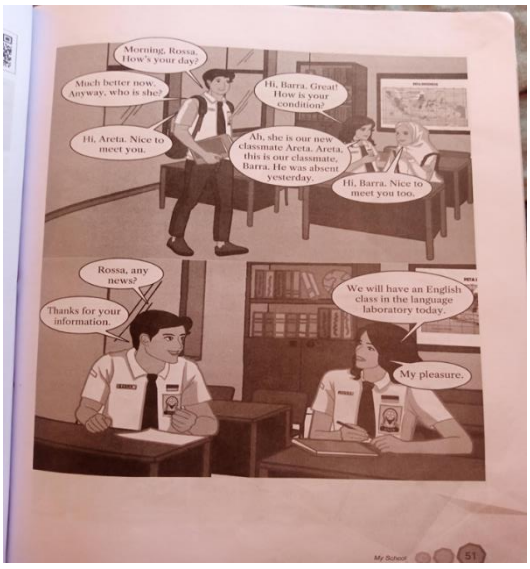


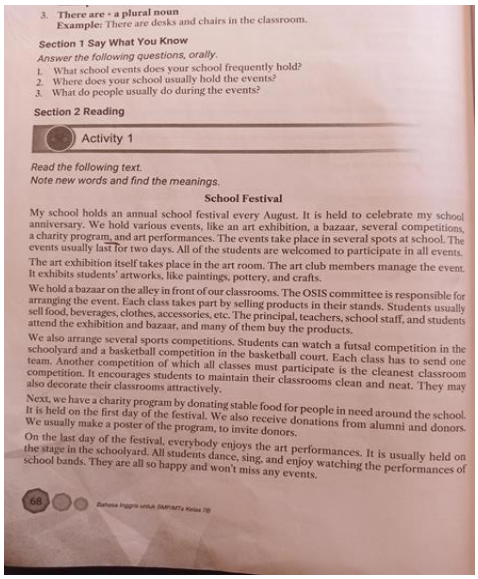
Additionally, a similar approach can be seen on page 7, which features several dialogues between students. In this activity, the characters in the dialogues are portrayed as middle school students, aligning with the target audience of the workbook, specifically seventh graders. Furthermore, the characters in these dialogues are not limited to one gender; both male and female characters are included



Figures 4. 26 Appropriateness of ages cultureand gender.

In Chapter 2, on page 51, there is a dialogue depicting several students interacting with one another. This dialogue illustrates gender sensitivities by demonstrating that males and females are equal and can remain friends. Moreover, on page 68, there is a text that reflects the school festival activities, which have become an annual cultural tradition at the school




3. **There are + a plural noun**
Example: There are desks and chairs in the classroom.

Section 1 Say What You Know

Answer the following questions, orally.

1. What school events does your school frequently hold?
2. Where does your school usually hold the events?
3. What do people usually do during the events?

Section 2 Reading

Activity 1

Read the following text.
Note new words and find the meanings.

School Festival

My school holds an annual school festival every August. It is held to celebrate my school anniversary. We hold various events, like an art exhibition, a bazaar, several competitions, a charity program, and art performances. The events take place in several spots at school. The events usually last for two days. All of the students are welcomed to participate in all events.

The art exhibition itself takes place in the art room. The art club members manage the event. It exhibits students' artworks, like paintings, pottery, and crafts.

We hold a bazaar on the alley in front of our classrooms. The OSIS committee is responsible for arranging the event. Each class takes part by selling products in their stands. Students usually sell food, beverages, clothes, accessories, etc. The principal, teachers, school staff, and students attend the exhibition and bazaar, and many of them buy the products.

We also arrange several sports competitions. Students can watch a futsal competition in the schoolyard and a basketball competition in the basketball court. Each class has to send one team. Another competition of which all classes must participate is the cleanest classroom competition. It encourages students to maintain their classrooms clean and neat. They may also decorate their classrooms attractively.

Next, we have a charity program by donating stable food for people in need around the school. It is held on the first day of the festival. We also receive donations from alumni and donors. We usually make a poster of the program, to invite donors.

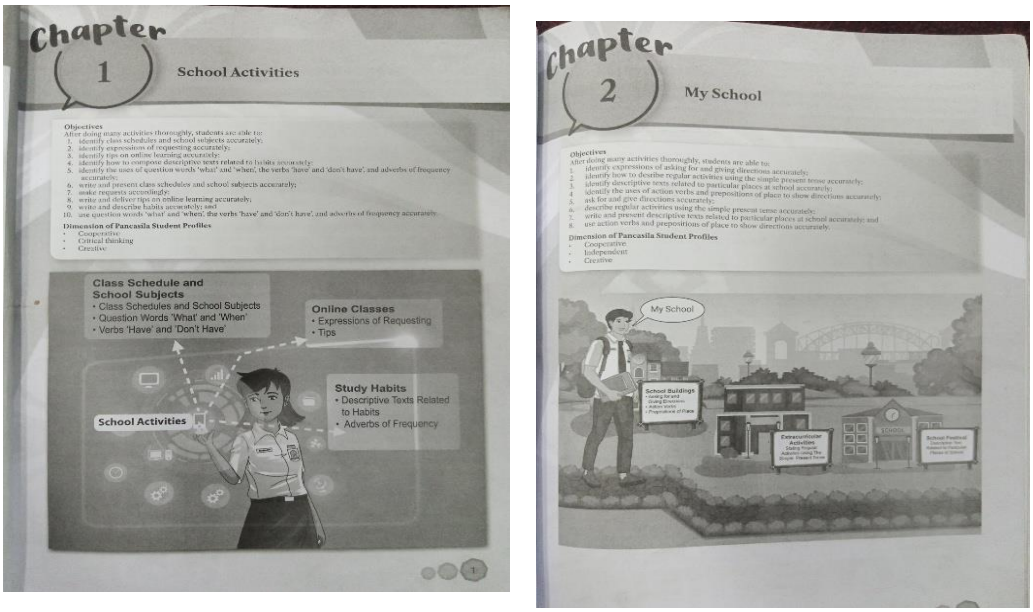
On the last day of the festival, everybody enjoys the art performances. It is usually held on the stage in the schoolyard. All students dance, sing, and enjoy watching the performances of school bands. They are all so happy and won't miss any events.

68

However, Rater 2 disagrees that the student worksheet is appropriate in terms of gender, culture, or age. These aspects are only reflected in the figure, but there are no activities within the worksheet that address culture, gender, or age. Therefore, the student worksheet cannot yet be considered sensitive to age, culture, or gender.

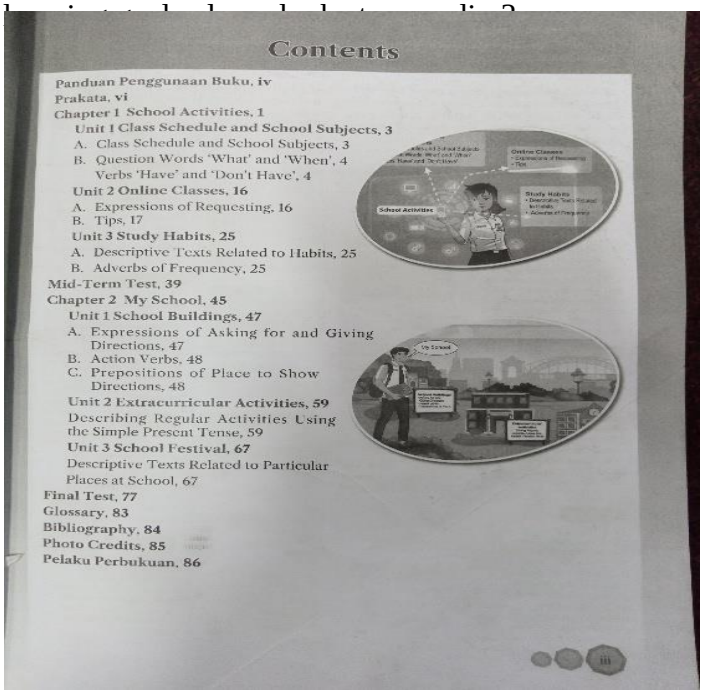
e). The worksheet is suitable for students needs and learning goals.

The three rater agree that this student worksheet already appropriate with the CP, TP, and ATP. This worksheet is adopted by the teacher for 2nd semester of 7th grade in Junior high school. From the learning goals flow for the 7th-grade students in SMPN 7 Bukittinggi, this worksheet is suitable for the stated goals. Every activity in the worksheet stated to achieve the learning goals of the teacher. Class schedules in the Learning goals are on pages 3-16 in the worksheet. Study habits are able on pages 25-34. Asking for directions is available on pages 47-58. Extracurricular activities are



Figures 4. 27 Table of Content of student worksheet.

in a table on pages 59-65. School festivals are available on pages 67-72. So, all parts of the student worksheet are suitable for the teacher's learning goals and the needs of 7th-grade students at SMPN 7 Bukittinggi. For make it sure with school

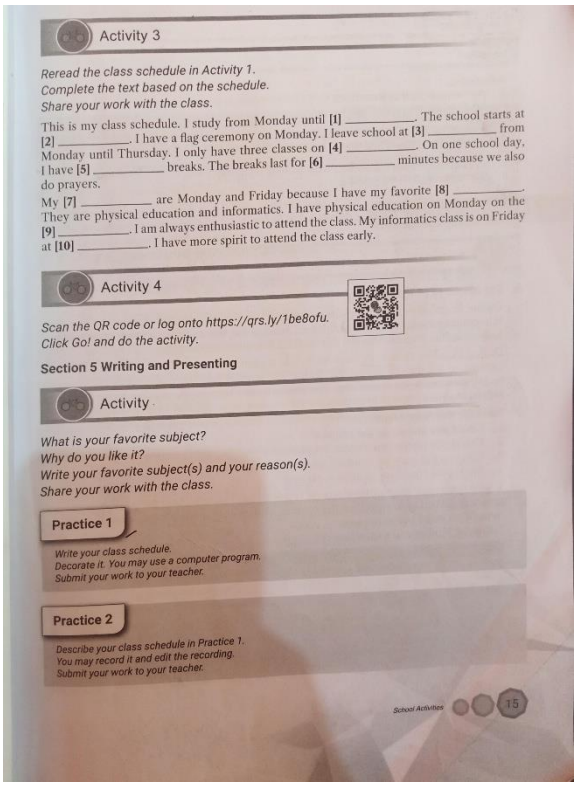


2) Utilization

a) The instructions in the worksheet are clear and concise.

In this section, the first and third raters agree that the instructions lack clarity and conciseness. The first rater highlights page 15, where certain instructions related to writing and presenting might confuse students. For instance, some questions at the top are unnumbered, which can easily lead to misunderstanding. Additionally, without any transition or context from previous questions, 'Practice 1' and 'Practice 2' are introduced abruptly, adding to the difficulty in students' comprehension.

While the instructions are fairly concise, they are challenging to understand, especially for 7th-grade students in phase D, who may not be familiar with using computers for learning activities. Therefore, it would be beneficial to provide clearer, step-by-step instructions on how to create a class schedule using a computer program.



Activity 3

Reread the class schedule in Activity 1.
Complete the text based on the schedule.
Share your work with the class.

This is my class schedule. I study from Monday until [1] _____. The school starts at [2] _____. I have a flag ceremony on Monday. I leave school at [3] _____ from Monday until Thursday. I only have three classes on [4] _____. On one school day, I have [5] _____ breaks. The breaks last for [6] _____ minutes because we also do prayers.

My [7] _____ are Monday and Friday because I have my favorite [8] _____. They are physical education and informatics. I have physical education on Monday on the [9] _____. I am always enthusiastic to attend the class. My informatics class is on Friday at [10] _____. I have more spirit to attend the class early.

Activity 4

Scan the QR code or log onto https://qrs.ly/1be8ofu.
Click Go! and do the activity.

Section 5 Writing and Presenting

Activity

What is your favorite subject?
Why do you like it?
Write your favorite subject(s) and your reason(s).
Share your work with the class.

Practice 1

Write your class schedule.
Decorate it. You may use a computer program.
Submit your work to your teacher.

Practice 2

Describe your class schedule in Practice 1.
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Submit your work to your teacher.

School Activities 15

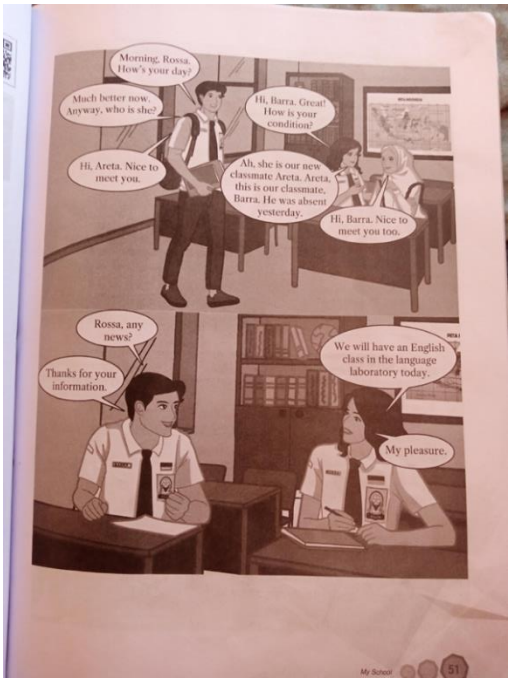
Figures 4. 28 Pages 15 of students worksheets

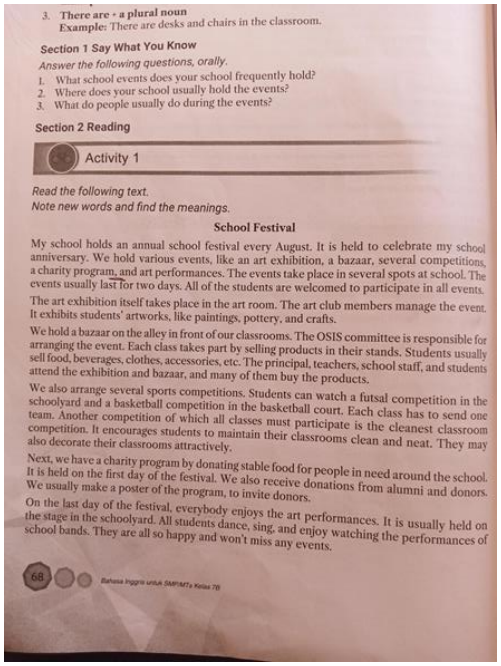
The third rater focuses on 'Practice 2,' pointing out that the phrase “you may record it and edit the recording” should be clarified to indicate that students need to describe what they’ve created through an audio recording. Overall, the instructions in this worksheet resemble statements rather than clear commands, which could further hinder comprehension for both students and teachers.

On the other hand, the second rater finds the instructions clear and concise. For instance, in Activity 2 on page 11, the instruction "answer the following questions based

on the monolog in Activity 1, orally" directly tells students to respond orally based on Activity 1, making it straightforward and understandable.

In the chapter 2, , on page 51, there is a dialogue depicting several students interacting with one another. This dialogue illustrates gender sensitivities by demonstrating that males and females are equal and can remain friends. Moreover, on page 68, there is a text that reflects the school festival activities, which have become an annual cultural tradition at the school





3. **There are + a plural noun**
Example: There are desks and chairs in the classroom.

Section 1 Say What You Know

Answer the following questions, orally.

1. What school events does your school frequently hold?
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The art exhibition itself takes place in the art room. The art club members manage the event. It exhibits students' artworks, like paintings, pottery, and crafts.

We hold a bazaar on the alley in front of our classrooms. The OSIS committee is responsible for arranging the event. Each class takes part by selling products in their stands. Students usually sell food, beverages, clothes, accessories, etc. The principal, teachers, school staff, and students attend the exhibition and bazaar, and many of them buy the products.

We also arrange several sports competitions. Students can watch a futsal competition in the schoolyard and a basketball competition in the basketball court. Each class has to send one team. Another competition of which all classes must participate is the cleanest classroom competition. It encourages students to maintain their classrooms clean and neat. They may also decorate their classrooms attractively.

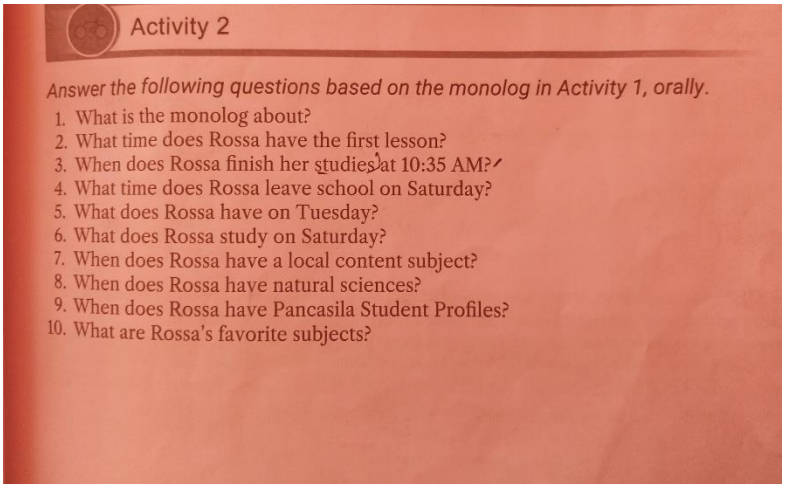
Next, we have a charity program by donating stable food for people in need around the school. It is held on the first day of the festival. We also receive donations from alumni and donors. We usually make a poster of the program, to invite donors.

On the last day of the festival, everybody enjoys the art performances. It is usually held on the stage in the schoolyard. All students dance, sing, and enjoy watching the performances of school bands. They are all so happy and won't miss any events.

68

b) The directions are clearly written.

The first and third rater is agree that the direction isn't clear. The directions provided are not entirely clear. Some of them contain ambiguities that can lead to confusion. For example, on page 5, there is the instruction to 'study the following sentences.' For 7th-grade students, this statement may trigger several questions and misunderstandings. The instruction should directly convey the action that students are required to take, such as 'identify the following sentences' or 'understand the following sentences.'

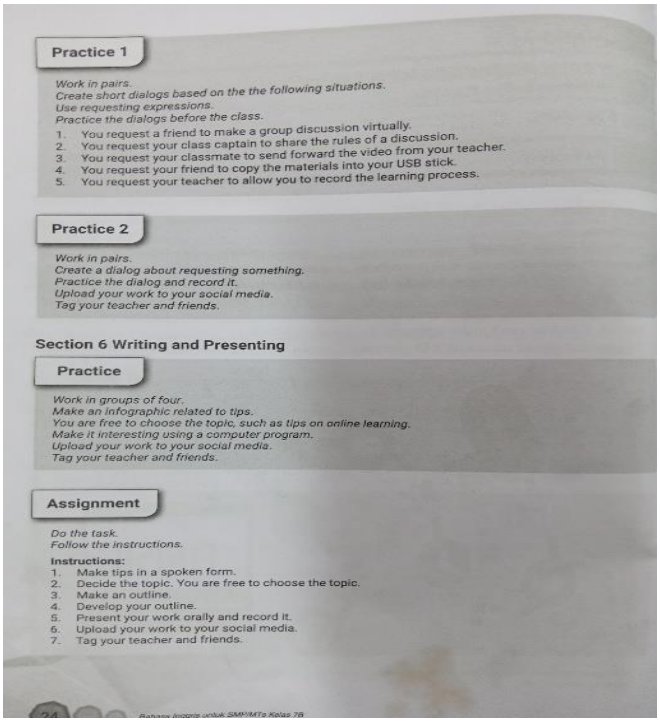


Activity 2

Answer the following questions based on the monolog in Activity 1, orally.

1. What is the monolog about?
2. What time does Rossa have the first lesson?
3. When does Rossa finish her studies at 10:35 AM?
4. What time does Rossa leave school on Saturday?
5. What does Rossa have on Tuesday?
6. What does Rossa study on Saturday?
7. When does Rossa have a local content subject?
8. When does Rossa have natural sciences?
9. When does Rossa have Pancasila Student Profiles?
10. What are Rossa's favorite subjects?

Figures 4. 29 Ambiguities in direction.



Practice 1

Work in pairs.
Create short dialogs based on the the following situations.
Use requesting expressions.
Practice the dialogs before the class.

1. You request a friend to make a group discussion virtually.
2. You request your class captain to share the rules of a discussion.
3. You request your classmate to send forward the video from your teacher.
4. You request your friend to copy the materials into your USB stick.
5. You request your teacher to allow you to record the learning process.

Practice 2

Work in pairs.
Create a dialog about requesting something.
Practice the dialog and record it.
Upload your work to your social media.
Tag your teacher and friends.

Section 6 Writing and Presenting

Practice

Work in groups of four.
Make an infographic related to tips.
You are free to choose the topic, such as tips on online learning.
Make it interesting using a computer program.
Upload your work to your social media.
Tag your teacher and friends.

Assignment

Do the task.
Follow the instructions.

Instructions:

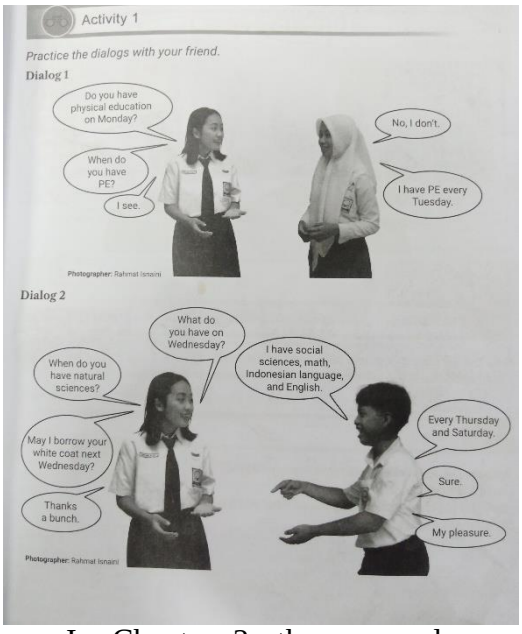
1. Make tips in a spoken form.
2. Decide the topic. You are free to choose the topic.
3. Make an outline.
4. Develop your outline.
5. Present your work orally and record it.
6. Upload your work to your social media.
7. Tag your teacher and friends.

Figures 4. 30 Ambiguities in direction

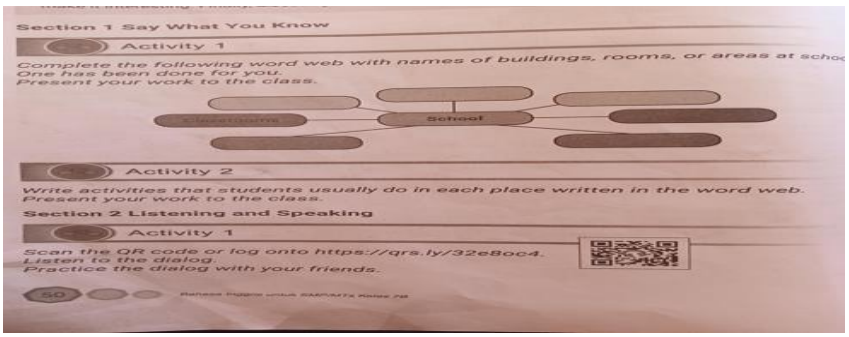
Additionally, on page 7, there should be a direction to 'practice the dialogue with your friends.' However, in this activity, there are three dialogues presented. Before practicing, students should be guided to form groups with their peers and to practice either one of the dialogues or all of them. This guidance is important to ensure that students can carry out the task effectively.

Moreover, there are no direction regarding how to read the dialogues. Considering that some types of illustrated stories have specific reading directions—such as those in Japan and Arabic, which are read from right to left, while in America they are read from left to right—clear instructions on how to read

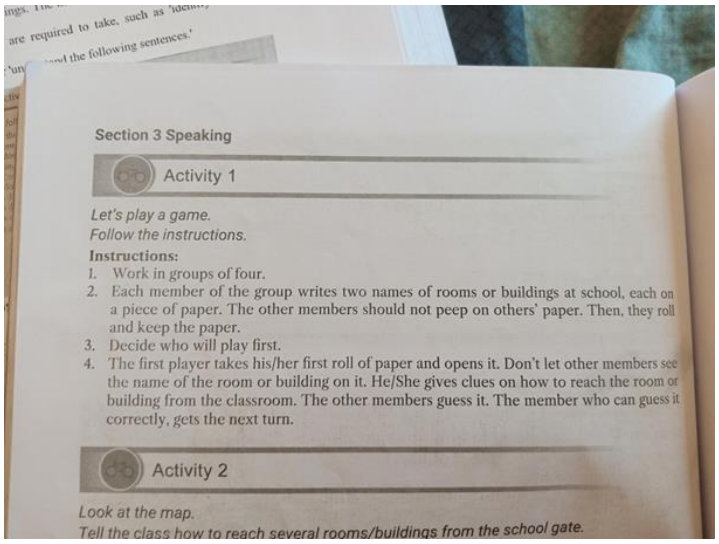
the dialogues should be included at the beginning of the activity to avoid confusion.



In Chapter 2, there are also some issues with the directions provided. For example, on page 50, Activity 2, the directions are overly brief and lack additional guidance. This makes it likely that students will struggle to understand what is required. The direction reads, "write activities that students usually do in each place written in the word web. Present your work to the class." However, there are no examples or columns provided to guide the students, making it challenging to comprehend.



Additionally, on page 58, Activity 3, the instruction says, "draw the QR code or log onto https... . click Go! And do the activity." This direction should include an example image or step-by-step guidance to make it easier to understand.



are required to take, such as 'ident...

...ad the following sentences.'

Section 3 Speaking

Activity 1

Let's play a game.
Follow the instructions.

Instructions:

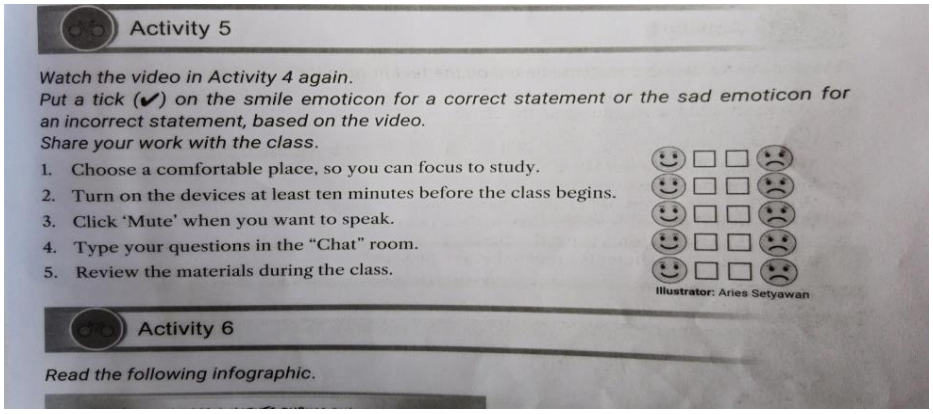
1. Work in groups of four.
2. Each member of the group writes two names of rooms or buildings at school, each on a piece of paper. The other members should not peep on others' paper. Then, they roll and keep the paper.
3. Decide who will play first.
4. The first player takes his/her first roll of paper and opens it. Don't let other members see the name of the room or building on it. He/She gives clues on how to reach the room or building from the classroom. The other members guess it. The member who can guess it correctly, gets the next turn.

Activity 2

Look at the map.
Tell the class how to reach several rooms/buildings from the school gate.

Figures 4. 31 Clear instruction

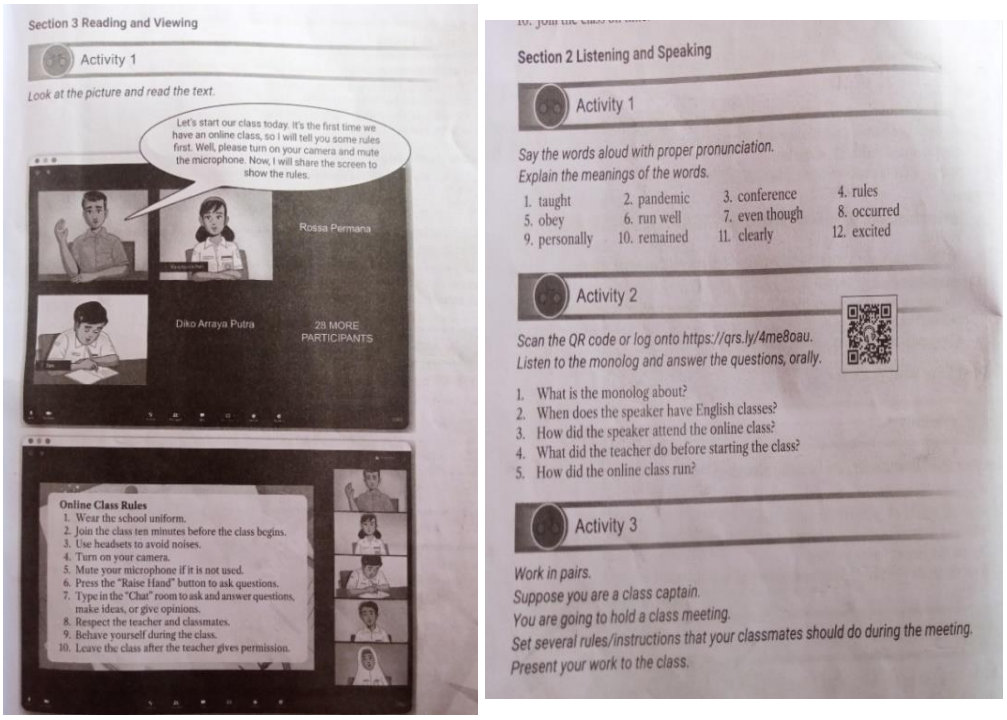
However, according to the second rater, the directions are already clear. Specifically, each activity includes instructions beforehand to ensure that students are not confused about what they need to do. For example, on page 21, in Activity 5, there is a direction to assess students' understanding of the content in the video from Activity 4.



Figures 4. 32 The clearness of direction

c) The worksheet aids in understanding the concepts.

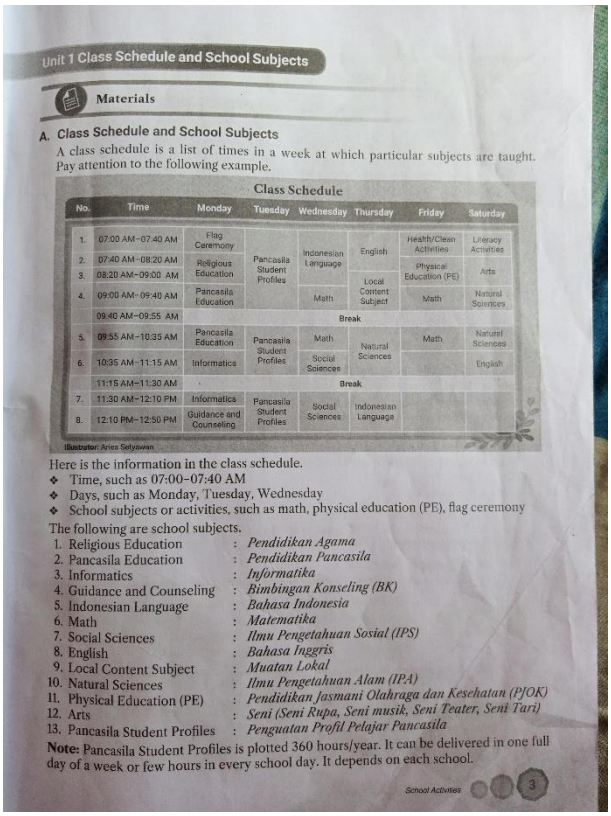
In this part, the three rater agree that the worksheet aids in understanding the concept. The worksheet generally helps to understand the concept by giving all kinds of activities that are suitable to students' learning styles, such as auditory, visual, and kinesthetic. For example, auditory students can learn the material by doing the listening activity that is at the link in the student worksheets. For visual students, some activities use pictures or diagrams to understand the concept, and for kinesthetic students, some activities use dialogue in the activity. The activity also has some questions and answer activities, quizzes, and objective activities. Don't forget that the worksheet gives the direct concept of what gonna be learned in that unit or chapter. All of that content can aid students in understanding the concept.



Figures 4. 33 Worksheet aids in understanding

d) It provides direct knowledge for clear understanding.

In this part, first and third rater is agree that the worksheet gives direct knowledge to students. First rater and third rater see the example on page 3. The material is about class schedules and school subjects. The material begins by showing examples of the subject in the class. From the example, then it continues to the explanation of it. So, with this direct example, students can easily understand the concept. The explanation also notes that this subject has many kinds. So, it's not always like the example. Most of the concepts are given with examples first, so it will give direct knowledge for students' understanding..



Unit 1 Class Schedule and School Subjects

Materials

A. Class Schedule and School Subjects

A class schedule is a list of times in a week at which particular subjects are taught. Pay attention to the following example.

Class Schedule

No.	Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1.	07:00 AM–07:40 AM	Flag Ceremony	Pancasila Student Profiles	Indonesian Language	English	Health/Clean Activities	Literacy Activities
2.	07:40 AM–08:20 AM	Religious Education				Physical Education (PE)	Arts
3.	08:20 AM–09:00 AM				Local Content Subject		
4.	09:00 AM–09:40 AM	Pancasila Education		Math		Math	Natural Sciences
	09:40 AM–09:55 AM	Break					
5.	09:55 AM–10:35 AM	Pancasila Education	Pancasila Student Profiles	Math	Natural Sciences	Math	Natural Sciences
6.	10:35 AM–11:15 AM	Informatics		Social Sciences			English
	11:15 AM–11:30 AM	Break					
7.	11:30 AM–12:10 PM	Informatics	Pancasila Student Profiles	Social Sciences	Indonesian Language		
8.	12:10 PM–12:50 PM	Guidance and Counseling					

Illustrator: Aries Setyawan

Here is the information in the class schedule.

- Time, such as 07:00–07:40 AM
- Days, such as Monday, Tuesday, Wednesday
- School subjects or activities, such as math, physical education (PE), flag ceremony

The following are school subjects.

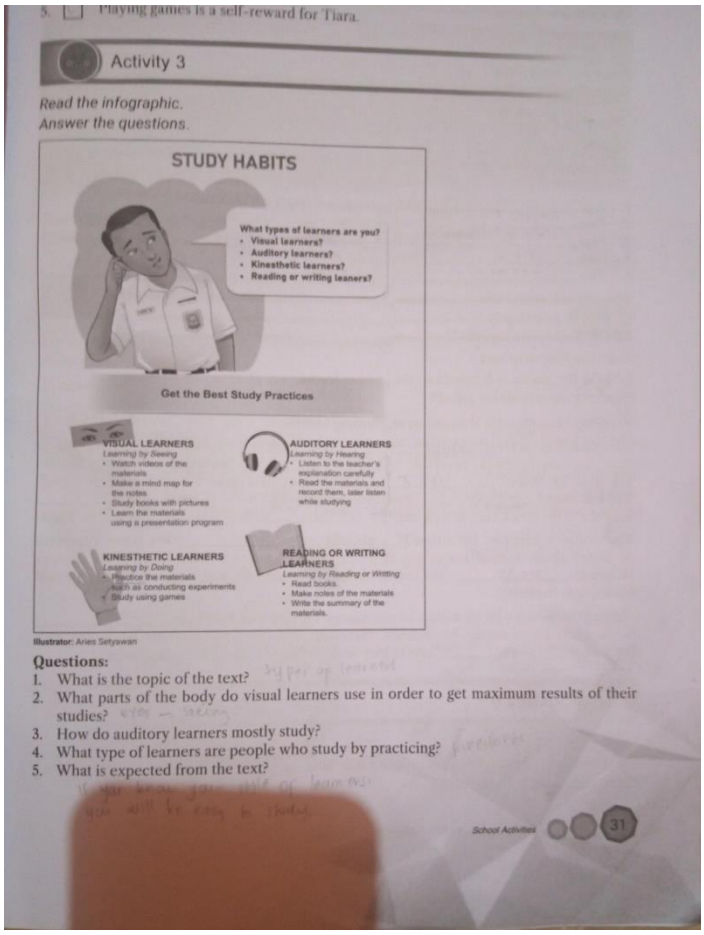
1. Religious Education : *Pendidikan Agama*
2. Pancasila Education : *Pendidikan Pancasila*
3. Informatics : *Informatika*
4. Guidance and Counseling : *Bimbingan Konseling (BK)*
5. Indonesian Language : *Bahasa Indonesia*
6. Math : *Matematika*
7. Social Sciences : *Ilmu Pengetahuan Sosial (IPS)*
8. English : *Bahasa Inggris*
9. Local Content Subject : *Muatan Lokal*
10. Natural Sciences : *Ilmu Pengetahuan Alam (IPA)*
11. Physical Education (PE) : *Pendidikan Jasmani Olahraga dan Kesehatan (PJOK)*
12. Arts : *Seni (Seni Rupa, Seni musik, Seni Teater, Seni Tari)*
13. Pancasila Student Profiles : *Penguatan Profil Pelajar Pancasila*

Note: Pancasila Student Profiles is plotted 360 hours/year. It can be delivered in one full day of a week or few hours in every school day. It depends on each school.

School Activities 3

Figures 4. 34 Concept ofclass schedule

But, second rater things that this worksheet is not gives a direct knowledge for clear understanding. The second rater focused on several concepts, such as study habits, school festivals, and others, which were presented through activities and exercises without providing an overall understanding of these topics. For example, on page 31 in Activity 3, study habits are introduced through reading and viewing activities, yet there is no further discussion about study habits themselves, even though study habits are included as one of the learning goals.

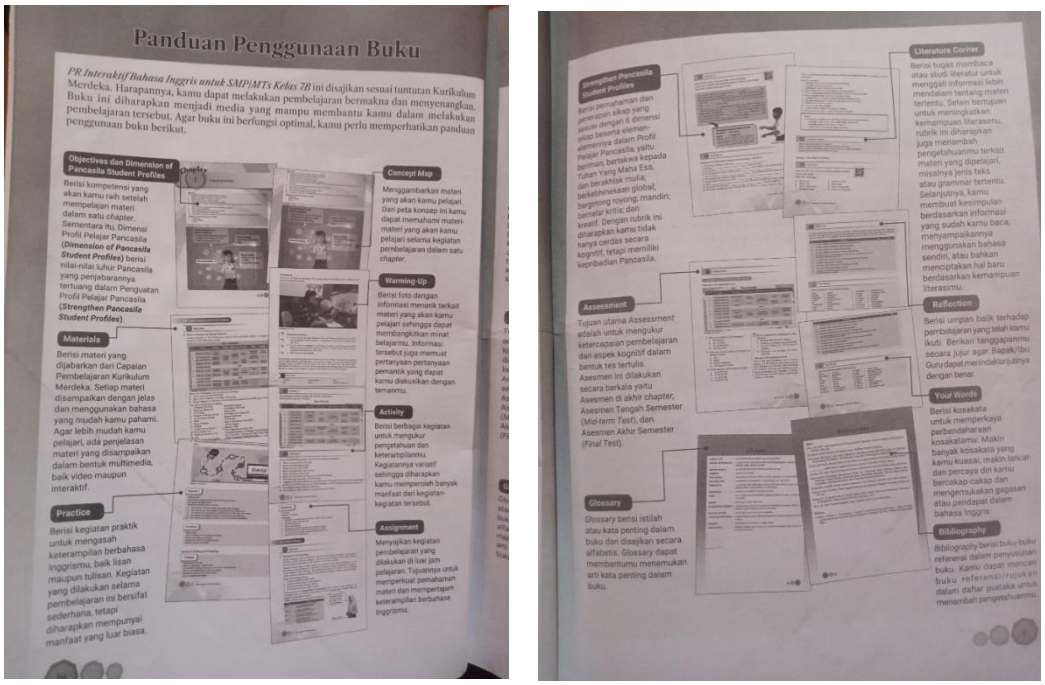


Figures 4. 35 Concept of tudy Habits.

e) It offers routine activity while completing the worksheet.

In this part, the three rater is agree that the material offersroutine activity. To complete this worksheet, students must do a routine activity. Every chapter has some units that discuss some themes. Every theme has some activities to understand the new knowledge that focuses on achieving learning goals. The activity isn't only about question and answer but also has listening, dialogue, writing, reading, and some activities about English subjects. Every chapter has an assessment at last. Even the assessments don't have

any variety; after completing this student worksheet, students hoped to achieve all the learning goalsg



Figures 4. 36 Book's used direction

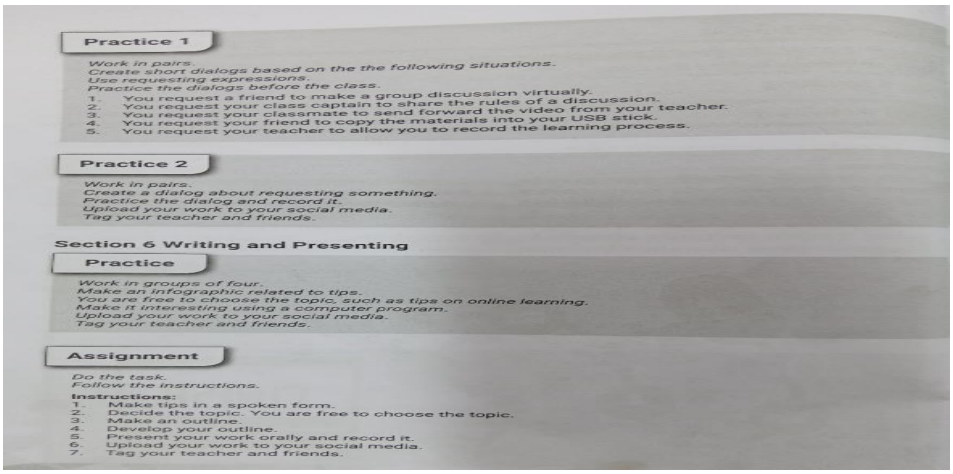
3) Comprehensivenes

a) The learning activity sheets are easy to study with

In this part, the three raters agree that this worksheet are quite hard to study with. The reason is not differences too much. The point is this learning activity sheet is quite challenging for 7th-grade students who do not have a strong foundation in English. The difficulties arise from the relatively complex language used and the presence of many ambiguities in the provided instructions. This results in both students and teachers needing to think critically and

engage in further discussions to understand the intent of the activity sheet.

These challenges are particularly evident in the speaking and listening components, which require a deeper understanding, while most 7th-grade students lack sufficient foundational skills in these areas. Additionally, there are several activities that require a detailed understanding of the instructions. Students who do not possess a substantial vocabulary will struggle to grasp the meaning of these instructions, which may ultimately hinder the learning process.



Practice 1

Work in pairs.
Create short dialogs based on the the following situations.
Use requesting expressions.
Practice the dialogs before the class.

1. You request a friend to make a group discussion virtually.
2. You request your class captain to share the rules of a discussion.
3. You request your classmate to send forward the video from your teacher.
4. You request your friend to copy the materials into your USB stick.
5. You request your teacher to allow you to record the learning process.

Practice 2

Work in pairs.
Create a dialog about requesting something.
Practice the dialog and record it.
Upload your work to your social media.
Tag your teacher and friends.

Section 6 Writing and Presenting

Practice

Work in groups of four.
Make an infographic related to tips.
You are free to choose the topic, such as tips on online learning.
Make it interesting using a computer program.
Upload your work to your social media.
Tag your teacher and friends.

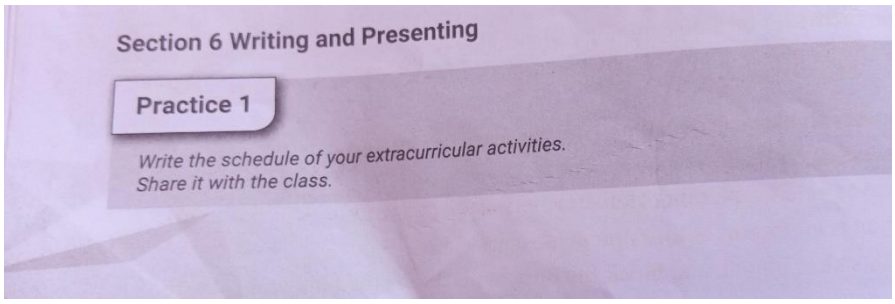
Assignment

Do the task.
Follow the instructions.

Instructions:

1. Make tips in a spoken form.
2. Decide the topic. You are free to choose the topic.
3. Make an outline.
4. Develop your outline.
5. Present your work orally and record it.
6. Upload your work to your social media.
7. Tag your teacher and friends.

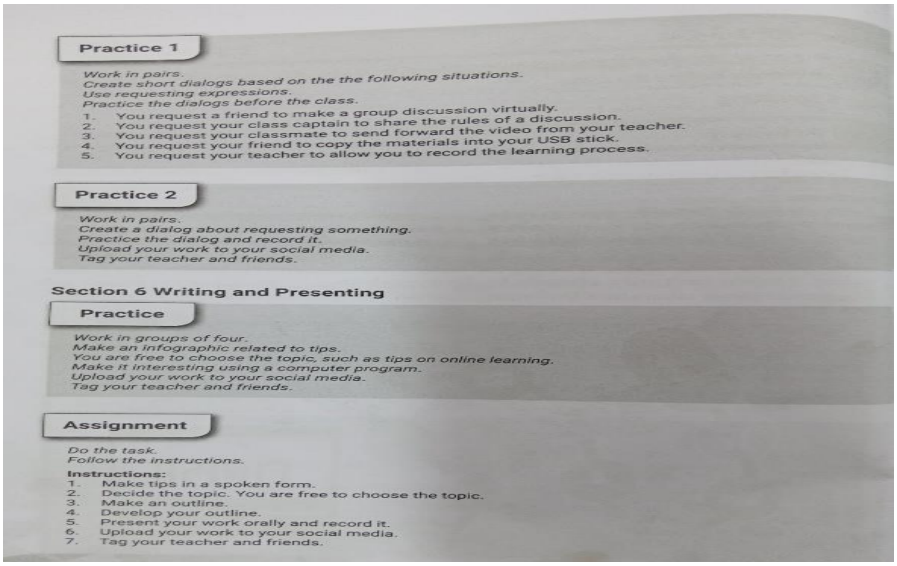
In Chapter 2, a similar issue can be seen on page 66, where students are asked to write a schedule of extracurricular activities at their school. However, the instructions and guidelines provided are very minimal, which could lead to confusion for students trying to complete the task.



Figures 4. 37 Challenge in using the students worksheet

b) New concept in language skills in worksheets are easy to understand.

The concept provided is fairly easy to understand, yet there are several elements that make it challenging for students to grasp fully. For instance, the listening material focuses on listening to monologues and dialogues, which can be quite difficult for middle school students (SMP) who are still in the process of learning vocabulary. Additionally, in the speaking section, some activities are particularly challenging, as students are required to present and post their work on social media. Middle school students are generally not yet accustomed to using technology, and many are only just beginning to be allowed to use social media. This aspect, as seen on page 24, can certainly pose difficulties for them. Although this issue only appears in Chapter 1, it still creates considerable challenges for the students.



Practice 1

Work in pairs.
Create short dialogs based on the the following situations.
Use requesting expressions.
Practice the dialogs before the class.

1. You request a friend to make a group discussion virtually.
2. You request your class captain to share the rules of a discussion.
3. You request your classmate to send forward the video from your teacher.
4. You request your friend to copy the materials into your USB stick.
5. You request your teacher to allow you to record the learning process.

Practice 2

Work in pairs.
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Practice

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Make an infographic related to tips.
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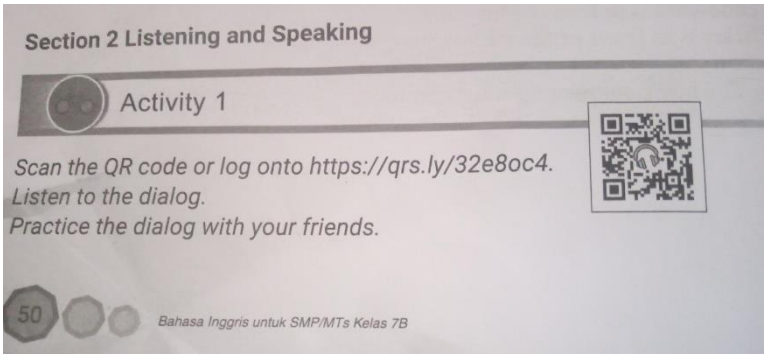
Assignment

Do the task.
Follow the instructions.

Instructions:

1. Make tips in a spoken form.
2. Decide the topic. You are free to choose the topic.
3. Make an outline.
4. Develop your outline.
5. Present your work orally and record it.
6. Upload your work to your social media.
7. Tag your teacher and friends.

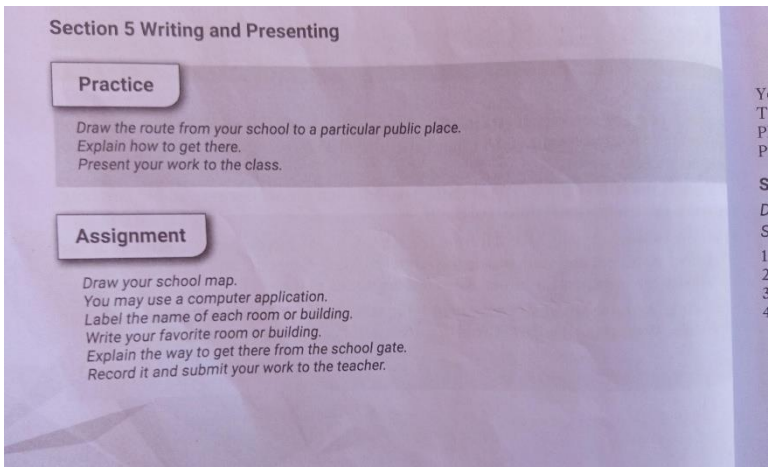
In the writing skills section, there are also activities that may be too difficult for students. For example, on page 34, students are required to use a computer program to create an infographic, which many students would struggle to complete. Similar issues are seen in Chapter 2. On page 58, there is an assignment that requires students to use a computer program to create a school map. Even for high school students, this could be challenging, let alone for seventh-grade students in middle school. This clearly presents significant difficulties for them.



Section 2 Listening and Speaking

Activity 1

Scan the QR code or log onto https://qrs.ly/32e8oc4.
Listen to the dialog.
Practice the dialog with your friends.



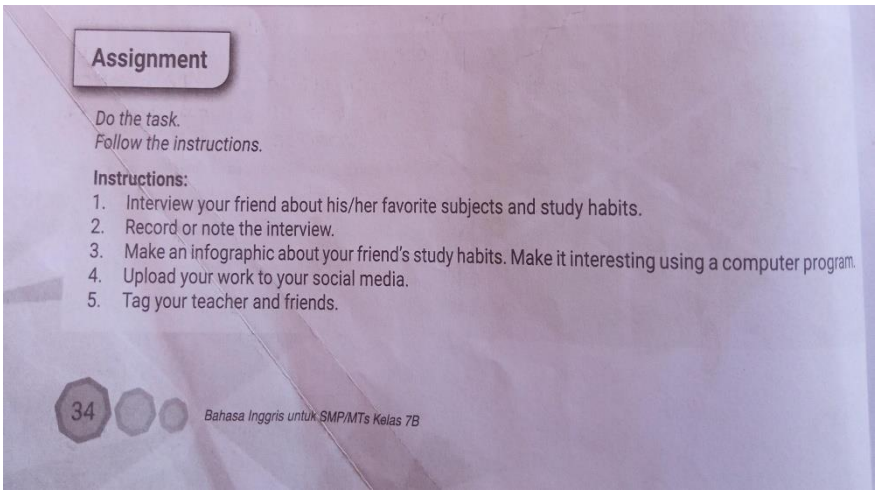
Section 5 Writing and Presenting

Practice

Draw the route from your school to a particular public place.
Explain how to get there.
Present your work to the class.

Assignment

Draw your school map.
You may use a computer application.
Label the name of each room or building.
Write your favorite room or building.
Explain the way to get there from the school gate.
Record it and submit your work to the teacher.



Assignment

Do the task.
Follow the instructions.

Instructions:

1. Interview your friend about his/her favorite subjects and study habits.
2. Record or note the interview.
3. Make an infographic about your friend's study habits. Make it interesting using a computer program.
4. Upload your work to your social media.
5. Tag your teacher and friends.

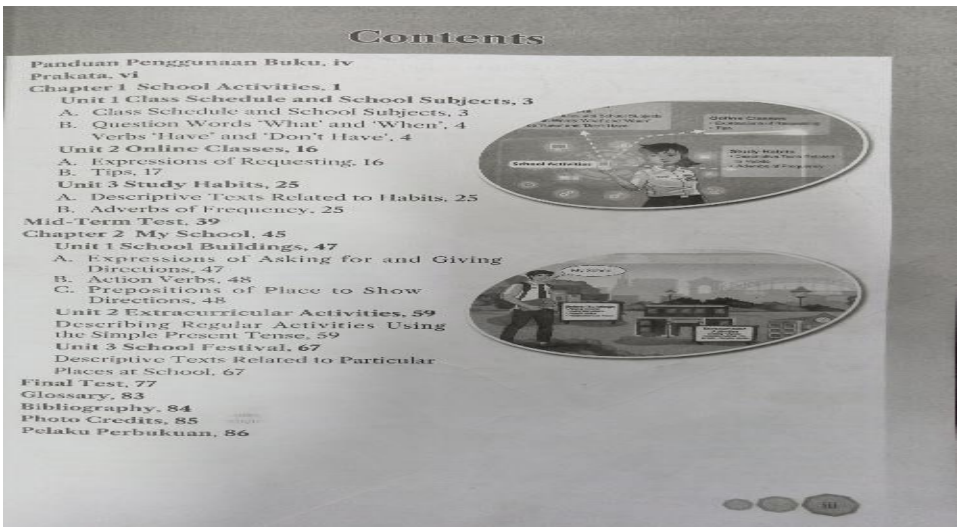
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c) Worksheets are given with appropriate periods.

The second and third were agreed that the students worksheet is for 1 semester period. In one semester, most schools use 18-21 weeks to complete the tasks. In the worksheet, have 2 chapters with 3 units every chapter. It This means that if students complete 1 unit in 3 weeks, they have already completed all of the student worksheets. It was a

suitable time for the teacher and students to understand the material in the student's worksheets.

In other hands, The first raters agreed that the student worksheet does not align with its intended period. The worksheet is designed for 7th-grade students in the second semester. However, after reviewing the Learning Objectives (ATP) for 7th-grade students in this semester, several learning objectives are found to be missing from the worksheet. Thus, if the worksheet is selected through adopting, it should meet all the learning objectives outlined in the Learning Objectives Sequence. In the sequence, objectives related to descriptive text and procedure text are listed. However, the worksheet only covers topics on describing something and asking for directions, which does not fully meet the learning objectives for the second semester. Further information on the Learning Objectives Sequence can be found in Appendix 3

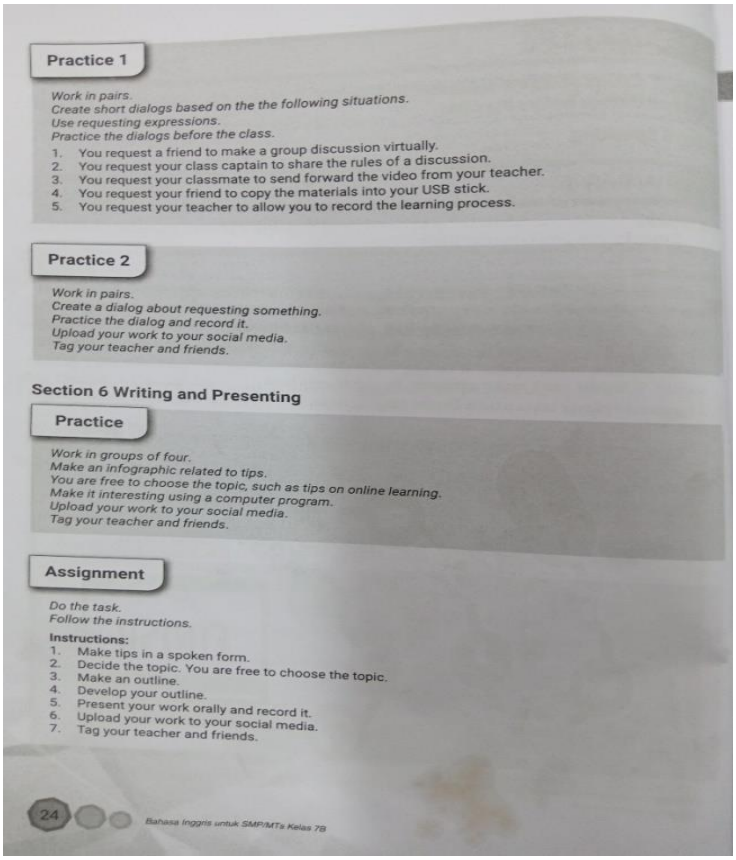


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d) Instruction is followed accurately.

First and third rater agree that this student worksheet is not accuratrly follow the instruction. This is evident in Chapter 1, on page 24, where students are instructed to present their tips and upload them to social media. However, it is not specified which social media platform should be used or whether the recording should be in audio or video format. This lack of clarity in the instructions could lead to several questions from students.



Practice 1

Work in pairs.
Create short dialogs based on the the following situations.
Use requesting expressions.
Practice the dialogs before the class.

1. You request a friend to make a group discussion virtually.
2. You request your class captain to share the rules of a discussion.
3. You request your classmate to send forward the video from your teacher.
4. You request your friend to copy the materials into your USB stick.
5. You request your teacher to allow you to record the learning process.

Practice 2

Work in pairs.
Create a dialog about requesting something.
Practice the dialog and record it.
Upload your work to your social media.
Tag your teacher and friends.

Section 6 Writing and Presenting

Practice

Work in groups of four.
Make an infographic related to tips.
You are free to choose the topic, such as tips on online learning.
Make it interesting using a computer program.
Upload your work to your social media.
Tag your teacher and friends.

Assignment

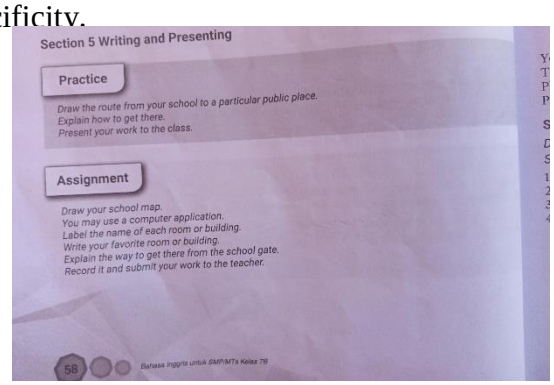
Do the task.
Follow the instructions.

Instructions:

1. Make tips in a spoken form.
2. Decide the topic. You are free to choose the topic.
3. Make an outline.
4. Develop your outline.
5. Present your work orally and record it.
6. Upload your work to your social media.
7. Tag your teacher and friends.

Additionally, in Chapter 2, on page 58, similar issues are apparent. In the "assignment" section, students are directed

to use a "computer application," but the specific application to be used is not identified. Furthermore, it is unclear whether the recording should be audio or video. Thus, it can be concluded that the instructions provided lack sufficient accuracy and specificity.


Section 5 Writing and Presenting

Practice

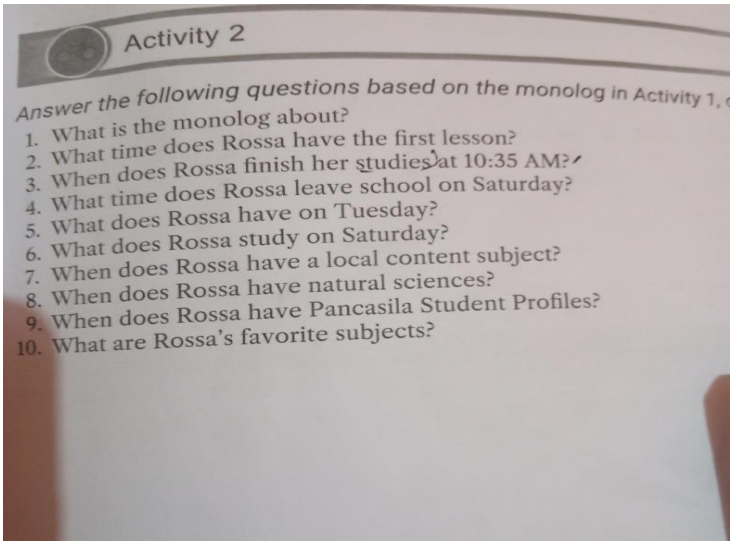
Draw the route from your school to a particular public place.
Explain how to get there.
Present your work to the class.

Assignment

Draw your school map.
You may use a computer application.
Label the name of each room or building.
Write your favorite room or building.
Explain the way to get there from the school gate.
Record it and submit your work to the teacher.

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While second rater believes that this instruction is already followed accurately because the instruction was already suitable with the context of acitivity given. For example in the activity 2 pages 11, the instruction is " answer the following questions based on the monolog in activity 1, orally" this instruction is already suitable with the context of activity.


Activity 2

Answer the following questions based on the monolog in Activity 1,

1. What is the monolog about?
2. What time does Rossa have the first lesson?
3. When does Rossa finish her studies at 10:35 AM?
4. What time does Rossa leave school on Saturday?
5. What does Rossa have on Tuesday?
6. What does Rossa study on Saturday?
7. When does Rossa have a local content subject?
8. When does Rossa have natural sciences?
9. When does Rossa have Pancasila Student Profiles?
10. What are Rossa's favorite subjects?

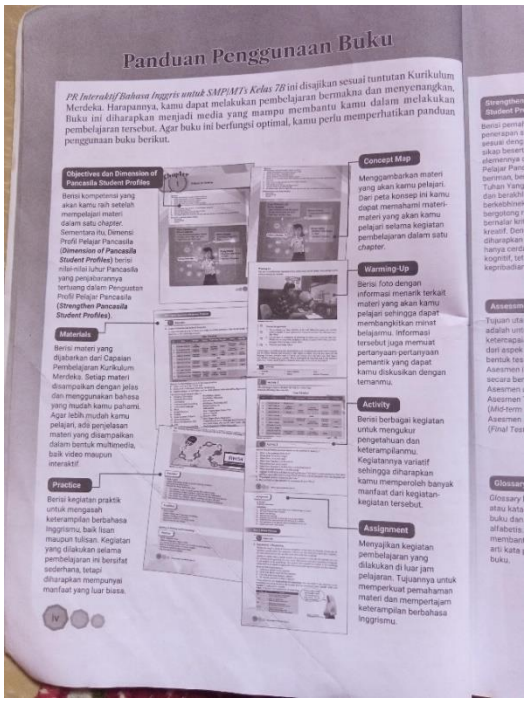
e) The concepts taught are fully understood

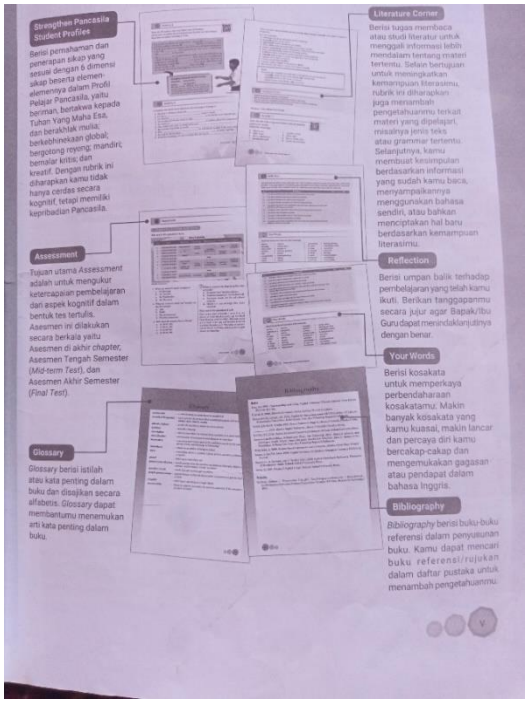
In this part, the three rater agree that this worksheet isn’t fully understood by students after look at the students point. Most of the students get low points in the assessment. Even though some students get the perfect points; there are more than half of the students have average points. This could happen cause of some factors, but it proves that most students can't fully understand the concept. For students points, please chech appendix 13

4) Appeal

a) The worksheets are well presented.

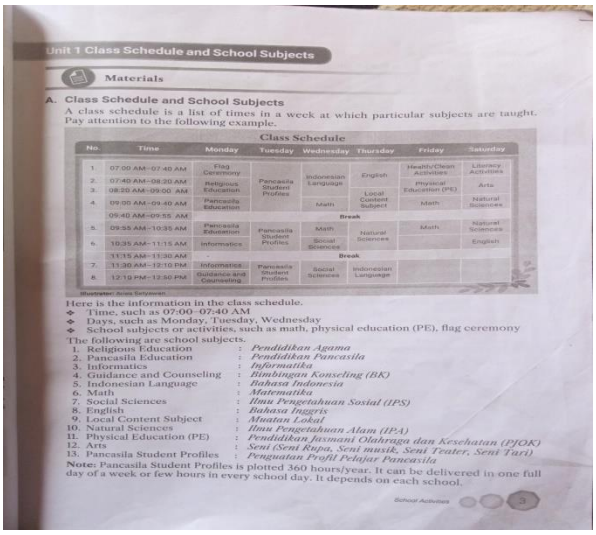
In this part, all rater agree that this worksheet is well presented. Based on the Indonesian decision Number 8, 2016, the material must presented with a good cover, publisher pages, foreword, table of contents, and a good page numbering. Then, the worksheet must have good material, linguistic aspects, appeal, and graphics. After observing this student's worksheet, this student worksheet has all aspects of the well-presented material. This student worksheet also has a variety of task types from identifying images, dialogue, listening, speaking, writing, reading, quiz, and objective questions.

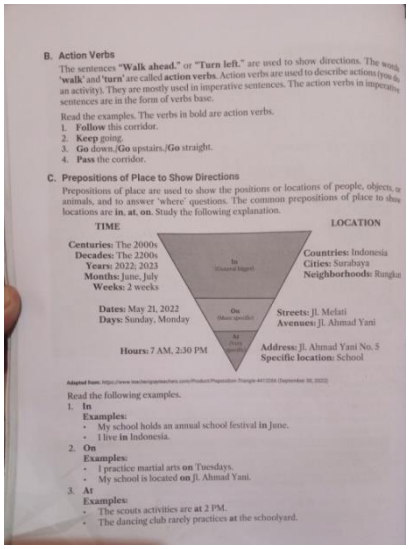


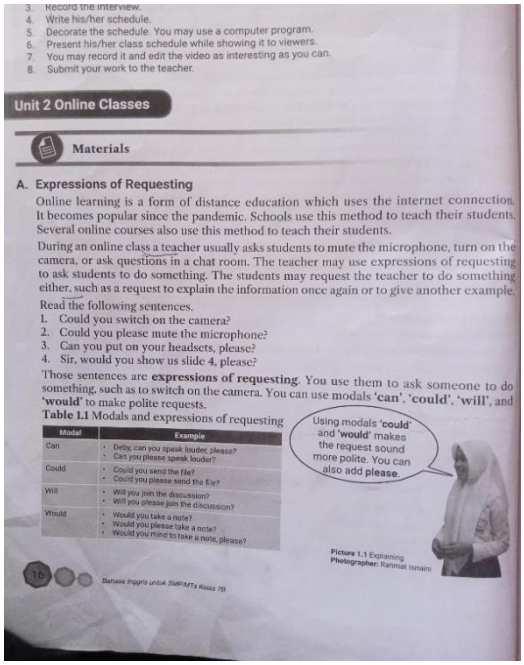


b) The students worksheet are free from errors and mispelled.

In this part, all raters were agree if the student worksheet is free from errors and misspelled both in chapter 1 and chapter 2 After read the student worksheet multiplied times, all raters agree that this student worksheet have no misspelled or typographical errors. In the chapter 1, The words used have no error and misspelled in it.







3. Record the interview.
4. Write his/her schedule.
5. Decorate the schedule. You may use a computer program.
6. Present his/her class schedule while showing it to viewers.
7. You may record it and edit the video as interesting as you can.
8. Submit your work to the teacher.

Unit 2 Online Classes

Materials

A. Expressions of Requesting

Online learning is a form of distance education which uses the internet connection. It becomes popular since the pandemic. Schools use this method to teach their students. Several online courses also use this method to teach their students.

During an online class a teacher usually asks students to mute the microphone, turn on the camera, or ask questions in a chat room. The teacher may use expressions of requesting to ask students to do something. The students may request the teacher to do something either, such as a request to explain the information once again or to give another example.

Read the following sentences.

1. Could you switch on the camera?
2. Could you please mute the microphone?
3. Can you put on your headsets, please?
4. Sir, would you show us slide 4, please?

Those sentences are **expressions of requesting**. You use them to ask someone to do something, such as to switch on the camera. You can use modals **'can'**, **'could'**, **'will'**, and **'would'** to make polite requests.

Table 1.1 Modals and expressions of requesting

Modal	Example
Can	• Deby, can you speak louder, please? • Can you please speak louder?
Could	• Could you send the file? • Could you please send the file?
Will	• Will you join the discussion? • Will you please join the discussion?
Would	• Would you take a note? • Would you please take a note? • Would you mind to take a note, please?

Using modals **'could'** and **'would'** makes the request sound more polite. You can also add **please**.

Picture 1.1 Explaining
Photographer: Rahmat Isnaini

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c) Words are readable and legible.

This student worksheet mostly uses Times New Roman in writing, which is the easiest kind of typing that can be read both in chapter 1 and chapter 2. Even though some parts of this student worksheet have another kind of typing, they are all still readable by students and teachers. The size of the letter is also suitable with 7th-grade students. It is not too big and not too small for them. Every title of a task or unit uses bold typing, so it will be a separator between one and another. Some important words or sentences also use bold to give an important impression to students. In this part, all raters is agree that this worksheet are readable and legible.

3. Record the interview.
4. Write his/her schedule.
5. Decorate the schedule. You may use a computer program.
6. Present his/her class schedule while showing it to viewers.
7. You may record it and edit the video as interesting as you can.
8. Submit your work to the teacher.

Unit 2 Online Classes

Materials

A. Expressions of Requesting

Online learning is a form of distance education which uses the internet connection. It becomes popular since the pandemic. Schools use this method to teach their students. Several online courses also use this method to teach their students.

During an online class a teacher usually asks students to mute the microphone, turn on the camera, or ask questions in a chat room. The teacher may use expressions of requesting to ask students to do something. The students may request the teacher to do something either, such as a request to explain the information once again or to give another example.

Read the following sentences.

1. Could you switch on the camera?
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4. Sir, would you show us slide 4, please?

Those sentences are **expressions of requesting**. You use them to ask someone to do something, such as to switch on the camera. You can use modals **'can'**, **'could'**, **'will'**, and **'would'** to make polite requests.

Table 1.1 Modals and expressions of requesting

Modal	Example
Can	• Deby, can you speak louder, please? • Can you please speak louder?
Could	• Could you send the file? • Could you please send the file?
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Would	• Would you take a note? • Would you please take a note? • Would you mind to take a note, please?



Picture 1.1 Explaining
Photographer: Rahmat Isnaini

2. Where does your school usually hold the
3. What do people usually do during the events?

Section 2 Reading

Activity 1

Read the following text.
Note new words and find the meanings.

School Festival

My school holds an annual school festival every August. It is held to celebrate my school anniversary. We hold various events, like an art exhibition, a bazaar, several competitions, a charity program, and art performances. The events take place in several spots at school. The events usually last for two days. All of the students are welcomed to participate in all events.

The art exhibition itself takes place in the art room. The art club members manage the event. It exhibits students' artworks, like paintings, pottery, and crafts.

We hold a bazaar on the alley in front of our classrooms. The OSIS committee is responsible for arranging the event. Each class takes part by selling products in their stands. Students usually sell food, beverages, clothes, accessories, etc. The principal, teachers, school staff, and students attend the exhibition and bazaar, and many of them buy the products.

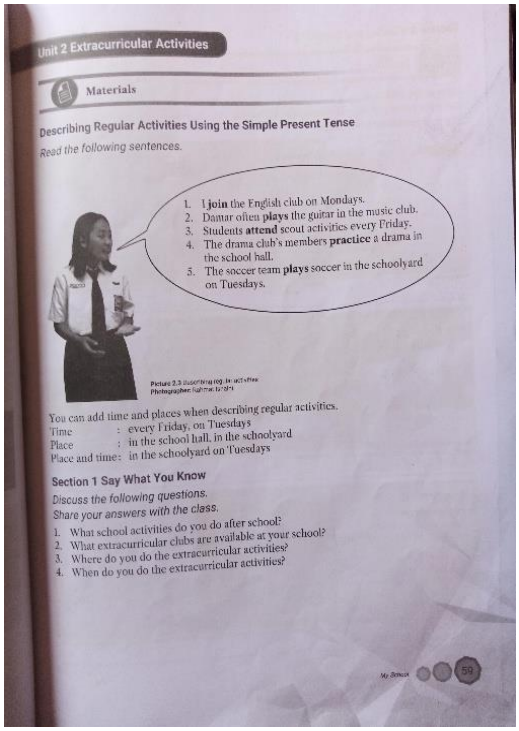
We also arrange several sports competitions. Students can watch a futsal competition in the schoolyard and a basketball competition in the basketball court. Each class has to send one team. Another competition of which all classes must participate is the cleanest classroom competition. It encourages students to maintain their classrooms clean and neat. They may also decorate their classrooms attractively.

Next, we have a charity program by donating stable food for people in need around the school. It is held on the first day of the festival. We also receive donations from alumni and donors. We usually make a poster of the program, to invite donors.

On the last day of the festival, everybody enjoys the art performances. It is usually held on the stage in the schoolyard. All students dance, sing, and enjoy watching the performances of school bands. They are all so happy and won't miss any events.

d) There is no superimposition in the worksheet.

To analyze the superimposition of students' worksheets, some aspects need to be noticed. All raters was agreed if the student worksheets have no superimpositions. Its proof with some reasons. First, the concept and the instruction of the student's worksheets are directly presented. It means the student's worksheets have no ambiguity. Then, the concept and the activity of the student worksheet are suitable for the theme of units or chapters in the student worksheet. Then, the illustration in the textbook must be suitable and aid students in understanding the concept and not misunderstanding the meaning of the concept. After evaluation of the students' worksheets, it can be concluded that the student's worksheets have no superimposition. The theme is suitable with the activity or concept, there is no and the worksheet has a good illustration, which helps students to understand the concept, such as diagrams, pictures, or dialogue of people.



Unit 2 Extracurricular Activities

Materials

Describing Regular Activities Using the Simple Present Tense

Read the following sentences.

1. I **join** the English club on Mondays.
2. Damar often **plays** the guitar in the music club.
3. Students **attend** scout activities every Friday.
4. The drama club's members **practice** a drama in the school hall.
5. The soccer team **plays** soccer in the schoolyard on Tuesdays.

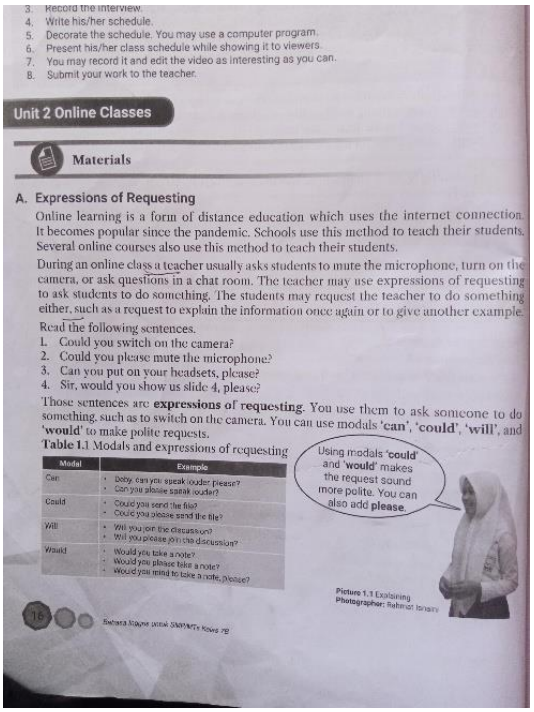
You can add time and places when describing regular activities.

Time : every Friday, on Tuesdays
Place : in the school hall, in the schoolyard
Place and time : in the schoolyard on Tuesdays

Section 1 Say What You Know

Discuss the following questions.
Share your answers with the class.

1. What school activities do you do after school?
2. What extracurricular clubs are available at your school?
3. Where do you do the extracurricular activities?
4. When do you do the extracurricular activities?



3. Record the interview.
4. Write his/her schedule.
5. Decorate the schedule. You may use a computer program.
6. Present his/her class schedule while showing it to viewers.
7. You may record it and edit the video as interesting as you can.
8. Submit your work to the teacher.

Unit 2 Online Classes

Materials

A. Expressions of Requesting

Online learning is a form of distance education which uses the internet connection. It becomes popular since the pandemic. Schools use this method to teach their students. Several online courses also use this method to teach their students.

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Table 1.1 Modals and expressions of requesting

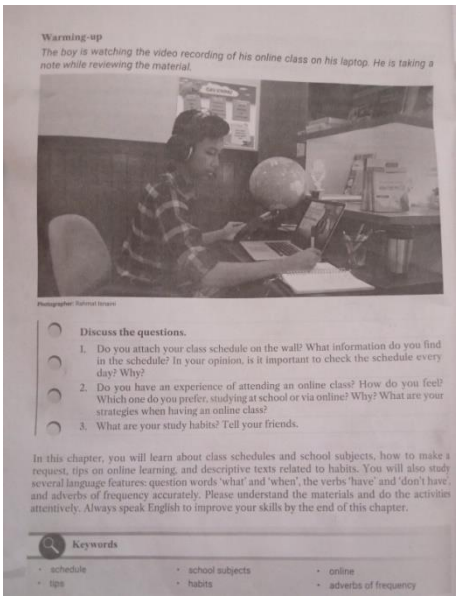
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Would	• Would you take a note? • Would you please take a note? • Would you mind to take a note, Please?

Using modals **'could'** and **'would'** makes the request sound more polite. You can also add **please**.

Picture 1.1 Explaining
Photographer: Rahmat Ismary

e) The worksheets are appealing and motivating.

The three raters agreed that the student worksheets are neither engaging nor motivating. This is due to several factors, including the design, which is less appealing because the colors, layout, and illustrations are monotonous, making students less interested in reading the worksheet. Additionally, the language used is somewhat too complex for 7th-grade middle school students who are still learning the basics of English. Based on these considerations, it can be concluded that the student worksheet is lacking in appeal and does not effectively motivate students to learn..



Warming-up

The boy is watching the video recording of his online class on his laptop. He is taking a note while reviewing the material.

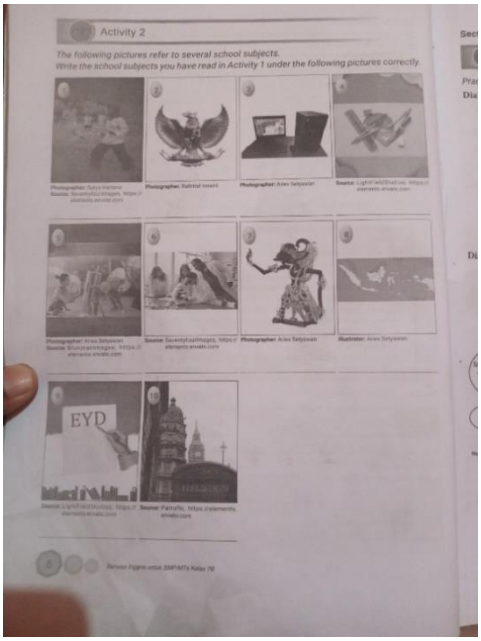
Discuss the questions.

1. Do you attach your class schedule on the wall? What information do you find in the schedule? In your opinion, is it important to check the schedule every day? Why?
2. Do you have an experience of attending an online class? How do you feel? Which one do you prefer, studying at school or via online? Why? What are your strategies when having an online class?
3. What are your study habits? Tell your friends.

In this chapter, you will learn about class schedules and school subjects, how to make a request, tips on online learning, and descriptive texts related to habits. You will also study several language features: question words 'what' and 'when', the verbs 'have' and 'don't have', and adverbs of frequency accurately. Please understand the materials and do the activities attentively. Always speak English to improve your skills by the end of this chapter.

Keywords

- schedule
- tips
- school subjects
- habits
- online
- adverbs of frequency



Activity 2

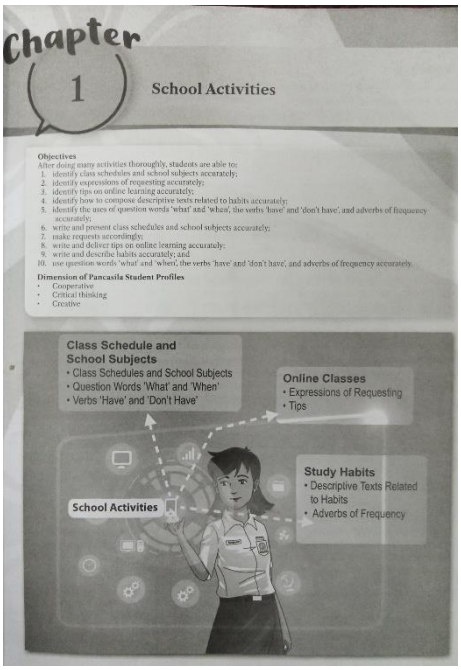
The following pictures refer to several school subjects.
Write the school subjects you have read in Activity 1 under the following pictures correctly.

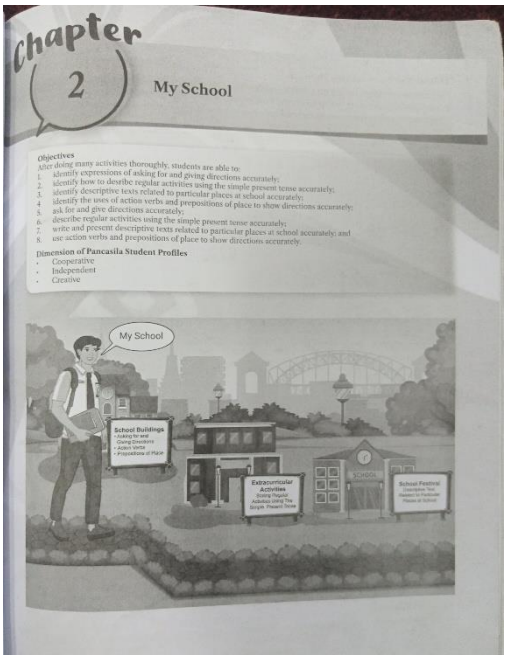
5) Construction and Language

a) The worksheet is sequenced from simple to challenging.

In this part, the secknd and third rater is agree that the worksheet is sequenced ftom simple to challenging. The worksheet is suitable with Taxonomy Blooms, which begins with "identify" until "create. Every units of students worksheet began with identifying the concept, understanding with completeing a text, applying by the dialogue or monolog, analyze in reading and viewing, evaluate and create in writing and presenting. It also can be seen on the objective of the students worksheet. So, it can be conclude that this student worksheet is made from simple to challenging. Based on taxonomy bloom.

The first rater disagrees with the assertion that the worksheet is sequenced from simple to challenging. According to this rater, almost all the activities in the worksheet present challenges for students who lack a foundational background in English learning from primary school. The activities may not adequately consider the varying levels of proficiency among 7th-grade students, particularly those who are new to the subject or have not received prior instruction in English. As a result, these students may find it difficult to engage with the material effectively, which could hinder their learning experience. A more gradual progression from simpler to more complex tasks would likely benefit these students, allowing them to build confidence and skills before tackling more challenging content.





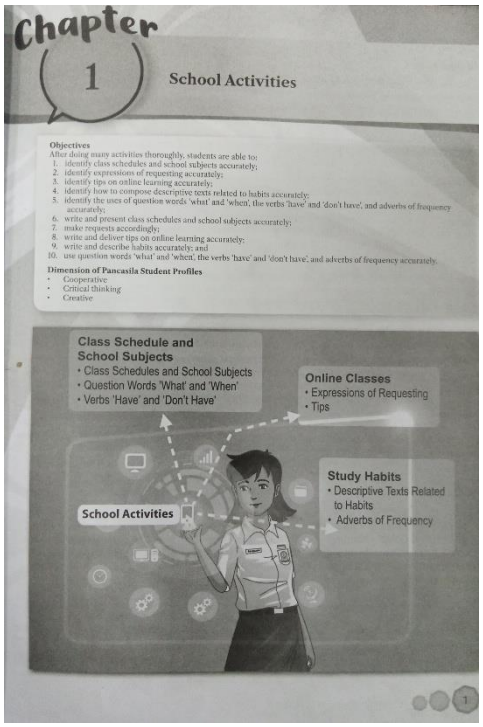
b) Statements and phrases are coherent within the context of the level.

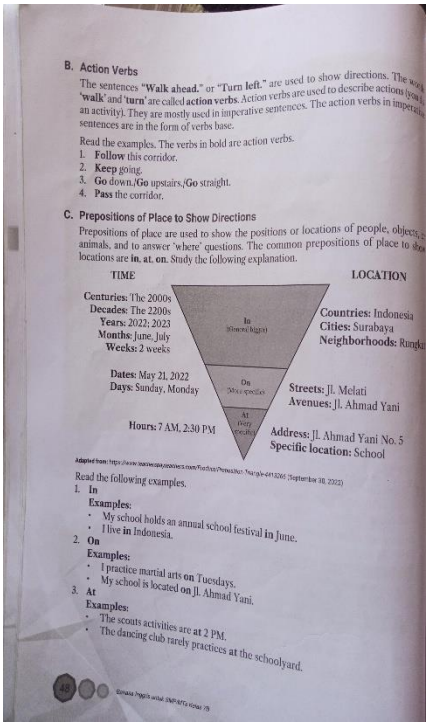
In this section, the three raters agree that the student worksheet aligns well with the curriculum standards for the appropriate grade level. Upon reviewing the worksheet, it is clear that the phrases and statements used are suitable for students in the D phase, as they are coherent with their comprehension level. The language used is straightforward and accessible, avoiding overly complex expressions while still challenging students sufficiently to enhance their vocabulary acquisition through reading. Furthermore, the statements and phrases are carefully crafted to fit the context of the Standard Curriculum.

Additionally, the student worksheet integrates objectives aligned with the profile of Pancasila Students, which is central to the Merdeka Curriculum. For instance, in Chapter One, the worksheet encourages students to develop key competencies such as cooperation, critical thinking, and creativity. This approach not only enhances students' knowledge but also emphasizes skill-building, allowing them to fully grasp the Merdeka Curriculum's goals by fostering a balanced development of both knowledge and practical competencies. Through this design, students gain a clearer

understanding of the broader objectives of their learning, aligned with the values of the Pancasila.

The same can be observed in Chapter 2. The phrases used are appropriate for the context of seventh-grade junior high school students and align with the applicable curriculum. Therefore, it can be concluded that the student worksheet aligns well with the standard level of its target users

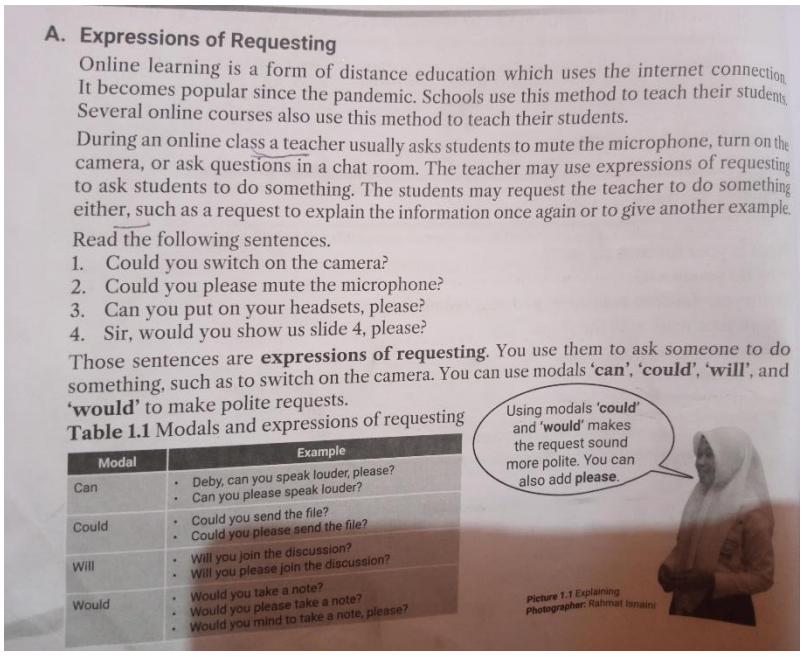




c) Sentence length is suitable for the learners.

In this section, raters one and three agree that the sentence length is appropriate for the learners. The sentences are balanced—not too short and not too long, with each sentence kept within two lines. This approach is particularly important for Phase D students, especially those in 7th grade,

who may easily lose focus if sentences are excessively long, causing them to miss the main ideas. Conversely, overly short sentences may not sufficiently challenge their critical thinking and reading comprehension skills. By maintaining an optimal sentence length, students feel they are progressing beyond elementary-level content, fostering a sense of advancement in their learning. This can be profen by both in chaoter 1 and Chapter 2, where sentence lengths are appropriate for the target users, neither too long nor too short. Although there are some instructions that appear lengthy, they consist of multiple shorter sentences, making them accessible for students. Therefore, it can be concluded that the sentence length in the student worksheet is suitable for its intended audience.



A. Expressions of Requesting

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Read the following sentences.

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Those sentences are **expressions of requesting**. You use them to ask someone to do something, such as to switch on the camera. You can use modals **'can'**, **'could'**, **'will'**, and **'would'** to make polite requests.

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Using modals **'could'** and **'would'** makes the request sound more polite. You can also add **please**.

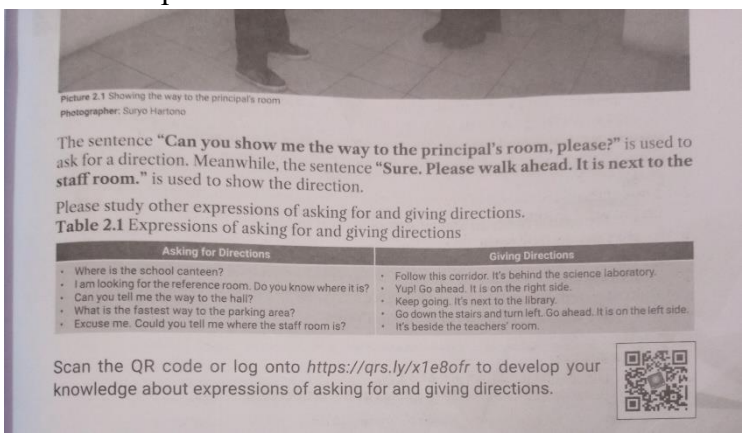
Picture 1.1 Explaining
Photographer: Rahmat Ismaini

However, rater two disagrees, noting that the sentence length may not be fully suited for learners at this level. Rater two points out that many students in Phase D are still developing foundational skills, such as spelling English words, which may require simpler, shorter sentences. Reviewing the content, rater two believes some sentences, like those on page 16, are too lengthy for 7th-grade students. In rater two's opinion, shorter sentences would better support students' reading comprehension at this level.

d) Vocabulary and word choice are appropriate for the target length.

In this section, the three raters agreed that the vocabulary and word choice in the student worksheet are generally appropriate for the target learners. The selected words are mostly easy for students to understand, though there are a few unfamiliar terms included, which can be beneficial for vocabulary expansion. It can be seen both in chapter 1 and 2. Overall, the vocabulary level is well-suited for 7th-grade students, who are still in the early stages of learning English. The sentences are simple enough to be accessible, yet not overly simplistic, allowing students to grasp the intended ideas without difficulty. Although some instructions and directions contain slight ambiguities, the vocabulary used remains within

a basic range that is commonly encountered, supporting students' comprehension at this level..



Picture 2.1 Showing the way to the principal's room
Photographer: Suryo Hartono

The sentence **"Can you show me the way to the principal's room, please?"** is used to ask for a direction. Meanwhile, the sentence **"Sure. Please walk ahead. It is next to the staff room."** is used to show the direction.

Please study other expressions of asking for and giving directions.

Table 2.1 Expressions of asking for and giving directions

Asking for Directions	Giving Directions
• Where is the school canteen? • I am looking for the reference room. Do you know where it is? • Can you tell me the way to the hall? • What is the fastest way to the parking area? • Excuse me. Could you tell me where the staff room is?	• Follow this corridor. It's behind the science laboratory. • Yup! Go ahead. It is on the right side. • Keep going. It's next to the library. • Go down the stairs and turn left. Go ahead. It is on the left side. • It's beside the teachers' room.

Scan the QR code or log onto *https://qrs.ly/x1e8ofr* to develop your knowledge about expressions of asking for and giving directions.

e) Words are correctly spelled.

Based on the observation, the student worksheet contains no misspelled words. All words are spelled correctly both in all chapter.

f) Punctuation is correctly used.

In this section, the three raters were agreed that the, punctuation marks are not consistently applied according to standard conventions. For example, exclamation marks (!) are missing from each instructional prompt, even though they are essential for conveying clear directives. Additionally, on page 16, within the section on expressions for making requests, the sentence "During an online class a teacher usually asks students to mute the microphone..." lacks a comma after the word "class," which is needed to improve clarity.

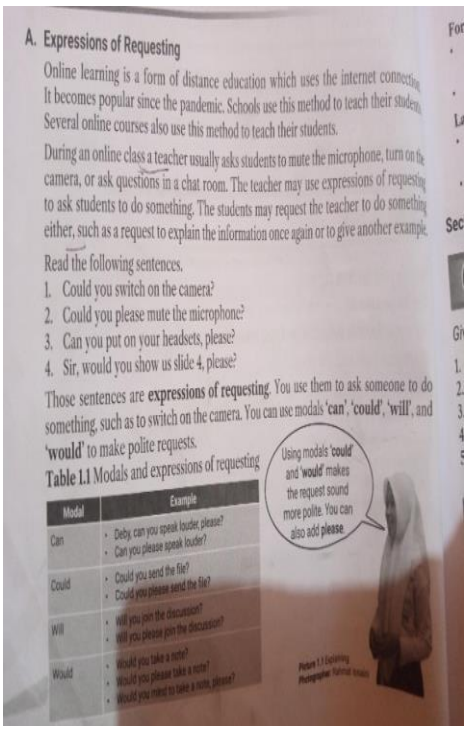
A similar issue is also observed in Chapter 2, on page 68, in the activity text titled "School Festival." In the third line, there is a comma before the word "and," which should not be there. Additionally, in paragraph five, line three, there is a comma after the word "program" that should not be included..

g) Rules of capitalization and hyphenation are correctly observed.

In this section, the three raters were agreed that Capitalization is applied correctly throughout the student worksheet, adhering to standard conventions. Capital letters are used appropriately at the beginning of sentences, in direct quotes, and for names of people, titles, places, positions, and ranks. Additionally, names of institutions, agencies, countries, organizations, and titles of written works are capitalized consistently, demonstrating attention to detail in the presentation of formal names and titles.

As for hyphenation, no instances were found in the student worksheet. This absence is likely due to the layout and line spacing, which are already well-aligned, negating the need for hyphenation to break words between lines. This formatting choice ensures that the text flows naturally across lines without

the need for hyphens, contributing to a cleaner and more readable design.



A. Expressions of Requesting

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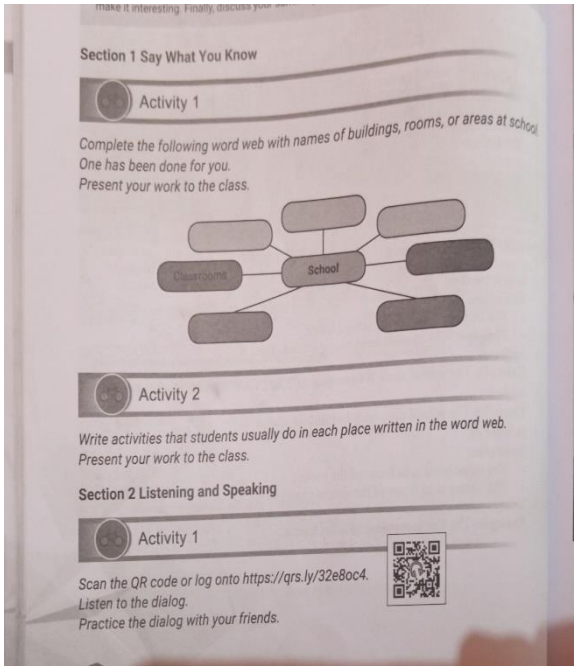
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Section 1 Say What You Know

Activity 1

Complete the following word web with names of buildings, rooms, or areas at school. One has been done for you.
Present your work to the class.

Activity 2

Write activities that students usually do in each place written in the word web.
Present your work to the class.

Section 2 Listening and Speaking

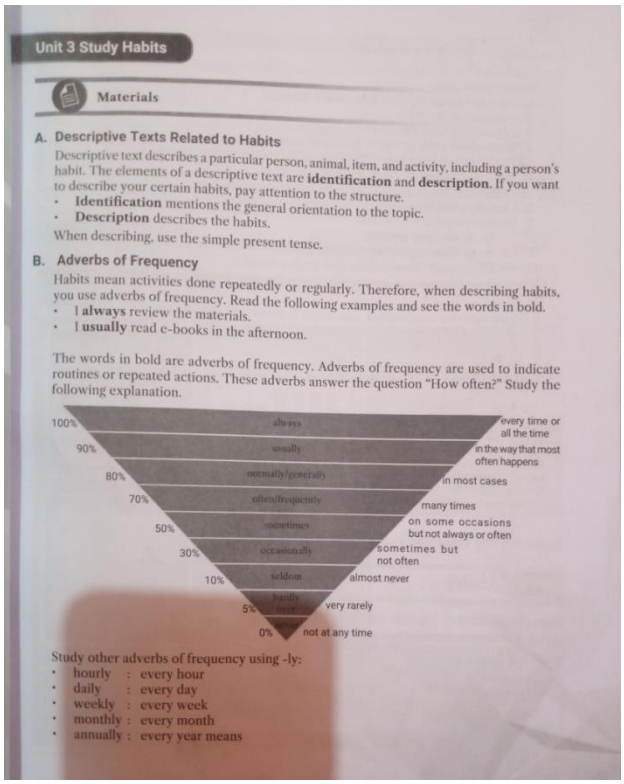
Activity 1

Scan the QR code or log onto https://qrs.ly/32e8oc4.
Listen to the dialog.
Practice the dialog with your friends.

h) Ideas are logically sequenced.

In this section, the three raters agreed that the student worksheet presents ideas in a logical and organized sequence. Bith in chapter 1 and 2. The content is carefully structured by units, with each unit dedicated to a single, clear idea. This sequential approach allows students to follow the material in a focused and cohesive manner. For instance, if a unit addresses study habits, all content within that unit will consistently relate to aspects of study habits, ensuring continuity and clarity. This organization not only makes it easier for students to understand the concepts presented but also enhances their ability to

connect ideas as they progress through the units. The logical sequencing supports comprehension by building knowledge gradually, which is especially effective for learners in this stage.



Unit 3 Study Habits

Materials

A. Descriptive Texts Related to Habits

Descriptive text describes a particular person, animal, item, and activity, including a person's habit. The elements of a descriptive text are **identification** and **description**. If you want to describe your certain habits, pay attention to the structure.

- **Identification** mentions the general orientation to the topic.
- **Description** describes the habits.

When describing, use the simple present tense.

B. Adverbs of Frequency

Habits mean activities done repeatedly or regularly. Therefore, when describing habits, you use adverbs of frequency. Read the following examples and see the words in bold.

- I **always** review the materials.
- I **usually** read e-books in the afternoon.

The words in bold are adverbs of frequency. Adverbs of frequency are used to indicate routines or repeated actions. These adverbs answer the question "How often?" Study the following explanation.

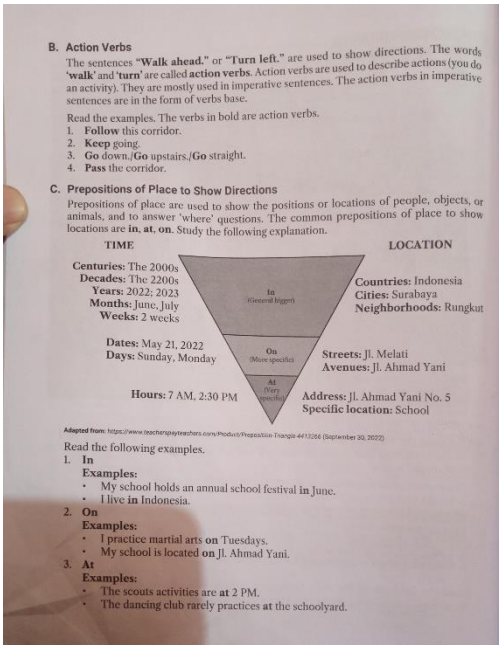
Study other adverbs of frequency using -ly:

- hourly : every hour
- daily : every day
- weekly : every week
- monthly : every month
- annually : every year means

i) Heading or titles are appropriate to the content.

In this section, the three raters agree that the headings in the student worksheet are well-suited to the content they represent both in chapter 1 and chapter 2. Each section or activity is clearly labeled with an appropriate heading, making it easy for students to understand the focus of each part. The headings are carefully aligned with the activity content, effectively guiding students through the material in a structured

way. This consistency between headings and content helps students quickly grasp the purpose of each section, enhancing their navigation and comprehension of the worksheet. The thoughtful use of headings also adds to the overall organization and readability of the material, making it more user-friendly for the intended grade level



B. Action Verbs

The sentences **"Walk ahead."** or **"Turn left."** are used to show directions. The words **'walk'** and **'turn'** are called **action verbs**. Action verbs are used to describe actions (you do an activity). They are mostly used in imperative sentences. The action verbs in imperative sentences are in the form of verbs base.

Read the examples. The verbs in bold are action verbs.

1. **Follow** this corridor.
2. **Keep** going.
3. **Go** down,/**Go** upstairs./**Go** straight.
4. **Pass** the corridor.

C. Prepositions of Place to Show Directions

Prepositions of place are used to show the positions or locations of people, objects, or animals, and to answer 'where' questions. The common prepositions of place to show locations are **in**, **at**, **on**. Study the following explanation.

TIME

Centuries: The 2000s
Decades: The 2200s
Years: 2022; 2023
Months: June, July
Weeks: 2 weeks

Dates: May 21, 2022
Days: Sunday, Monday

Hours: 7 AM, 2:30 PM

LOCATION

Countries: Indonesia
Cities: Surabaya
Neighborhoods: Rungkut

Streets: Jl. Melati
Avenues: Jl. Ahmad Yani

Address: Jl. Ahmad Yani No. 5
Specific location: School

Adapted from: https://www.teacherspayteachers.com/Product/Prepositions-Triangle-4413266 (September 30, 2022)

Read the following examples.

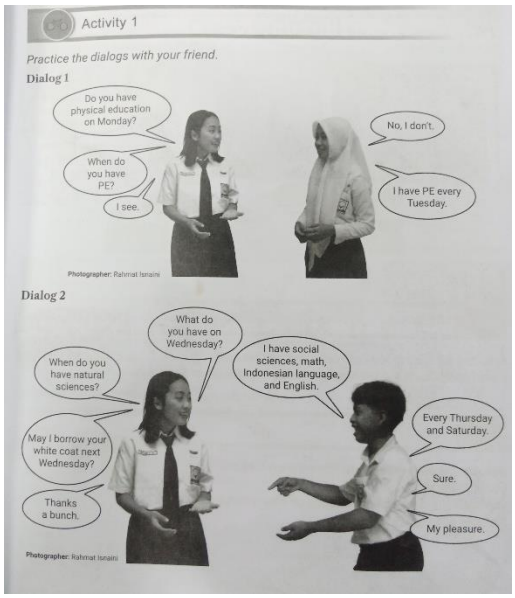
1. **In**
   Examples:
   - My school holds an annual school festival **in** June.
   - I live **in** Indonesia.
2. **On**
   Examples:
   - I practice martial arts **on** Tuesdays.
   - My school is located **on** Jl. Ahmad Yani.
3. **At**
   Examples:
   - The scouts activities are **at** 2 PM.
   - The dancing club rarely practices **at** the schoolyard.

6) Image/illustration

a) Illustrations or images are suitable for the learner's age.

In this section, the three raters agreed that the images in the student worksheet are appropriately matched to the learners' age, context, setting, and experiences both in chapter 1 and chapter 2.. The images are thoughtfully selected to reflect the world of 7th-grade students as outlined in the Merdeka

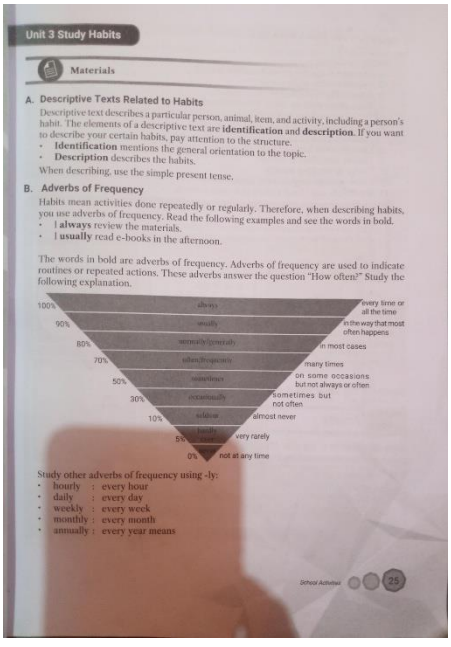
Curriculum. Most of the illustrations depict relatable elements from the students' daily lives, such as peers in school uniforms and familiar school activities, creating a sense of relevance and connection. The images support the themes of the worksheet, which focus on school-related experiences and activities, enhancing students' ability to relate to and understand the content. This visual alignment with their age and environment not only makes the material more engaging but also reinforces comprehension by providing contextually relevant cues for each topic..



b) Illustrations or images are clear and not pixelated.

In this section, the three raters disagreed on the clarity of the images and illustrations in the student worksheet both in chaoter 1 and chapter 2. Observations indicate that the images

are presented in black and white, which may limit their visual impact and appeal. Additionally, some images appear blurry, which hinders students' ability to fully grasp the intended meaning conveyed through them. For example, on page 25, the colors of the images and text are nearly identical, making it difficult for students to distinguish and read the information accurately. Although the images serve their intended purpose to some extent, this lack of clarity and contrast poses a challenge for some students, potentially affecting their overall comprehension and engagement with the content. Improving the quality and clarity of the images could enhance students' learning experience by making the visual elements more accessible and visually engaging.


Unit 3 Study Habits

Materials

A. Descriptive Texts Related to Habits

Descriptive text describes a particular person, animal, item, and activity, including a person's habit. The elements of a descriptive text are **identification** and **description**. If you want to describe your certain habits, pay attention to the structure.

- **Identification** mentions the general orientation to the topic.
- **Description** describes the habits.

When describing, use the simple present tense.

B. Adverbs of Frequency

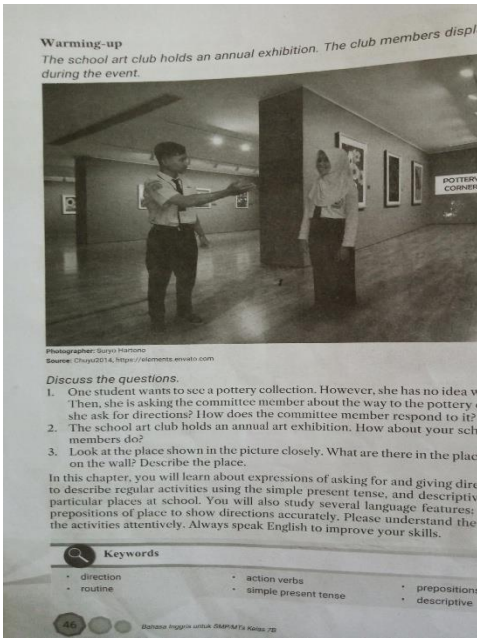
Habits mean activities done repeatedly or regularly. Therefore, when describing habits, you use adverbs of frequency. Read the following examples and see the words in bold.

- I **always** review the materials.
- I **usually** read e-books in the afternoon.

The words in bold are adverbs of frequency. Adverbs of frequency are used to indicate routines or repeated actions. These adverbs answer the question "How often?" Study the following explanation.

Study other adverbs of frequency using -ly:

- hourly : every hour
- daily : every day
- weekly : every week
- monthly : every month
- annually : every year means


Warming-up

The school art club holds an annual exhibition. The club members displ during the event.

Photographer: Surjo Hartono
Source: Chuyu2014, https://elements.envato.com

Discuss the questions.

1. One student wants to see a pottery collection. However, she has no idea w Then, she is asking the committee member about the way to the pottery she ask for directions? How does the committee member respond to it?
2. The school art club holds an annual art exhibition. How about your sch members do?
3. Look at the place shown in the picture closely. What are there in the plac on the wall? Describe the place.

In this chapter, you will learn about expressions of asking for and giving dire to describe regular activities using the simple present tense, and descriptiv particular places at school. You will also study several language features; prepositions of place to show directions accurately. Please understand the the activities attentively. Always speak English to improve your skills.

Keywords

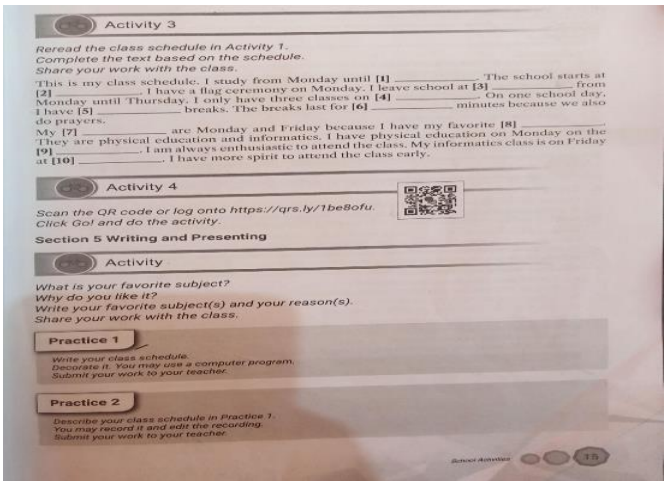
- direction
- routine
- action verbs
- simple present tense
- preposition
- descriptive

7) Design and layout.

a) The student's worksheets have a proper layout.

In this section, the three raters were not agreed that the worksheet have a proper layout. In terms of layout, this worksheet has a confusing structure. There are excessive divisions within each chapter, with each chapter containing several sections, and each section comprising various activities. However, the entire document uses the same font size, which can lead to confusion for the reader.

Each activity should be numbered, such as 'Activity 1,' 'Activity 2,' and so on. However, there are some activities that lack numbering; for instance, on page 15, it only states the word 'Activity' without a corresponding number. Additionally, there are new divisions labeled 'Practice' or 'Assignment' that only appear in some activities, which can further confuse both students and teachers reading the material..



Activity 3

Reread the class schedule in Activity 1.
Complete the text based on the schedule.
Share your work with the class.

This is my class schedule. I study from Monday until **[1]** _____. The school starts at **[2]** _____. I have a flag ceremony on Monday. I leave school at **[3]** _____ from Monday until Thursday. I only have three classes on **[4]** _____. On one school day, I have **[5]** _____ breaks. The breaks last for **[6]** _____ minutes because we also do prayers.
My **[7]** _____ are Monday and Friday because I have my favorite **[8]** _____. They are physical education and informatics. I have physical education on Monday on the **[9]** _____. I am always enthusiastic to attend the class. My informatics class is on Friday at **[10]** _____. I have more spirit to attend the class early.

Activity 4

Scan the QR code or log onto https://qrs.ly/1be8ofu.
Click Go! and do the activity.

Section 5 Writing and Presenting

Activity

What is your favorite subject?
Why do you like it?
Write your favorite subject(s) and your reason(s).
Share your work with the class.

Practice 1

Write your class schedule.
Decorate it. You may use a computer program.
Submit your work to your teacher.

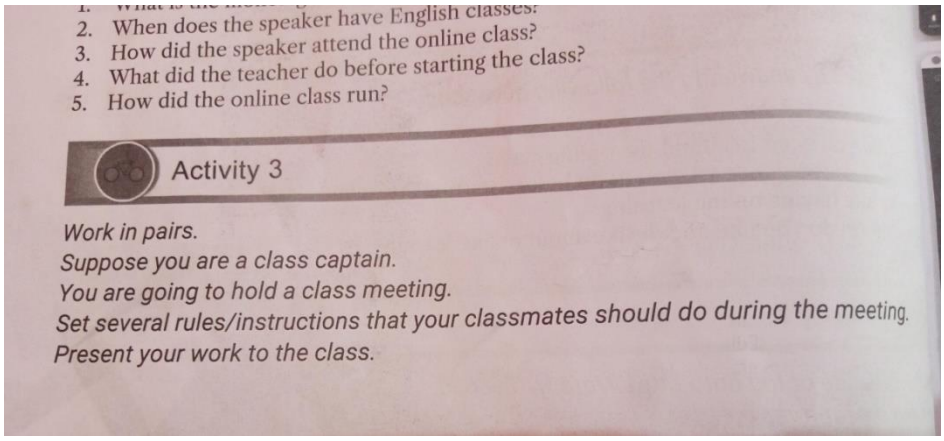
Practice 2

Describe your class schedule in Practice 1.
You may record it and edit the recording.
Submit your work to your teacher.

15

b) Questions and tasks are clearly labeled with numbers or letters.

In this section, the first and third raters agree that not all activities in the student worksheet are labeled with numbers or letters. Several activities lack proper numbering, leading to potential confusion. As previously mentioned, some activities simply state the word "Activity" without any accompanying numbers, which can make it difficult for students to follow the intended sequence. Additionally, instructions within activities that involve multiple steps often do not include any numbering. For instance, on page 18, Activity 3 outlines five steps that should be numbered to clarify their order; however, this important detail is absent, which could hinder students' understanding of the task flow.

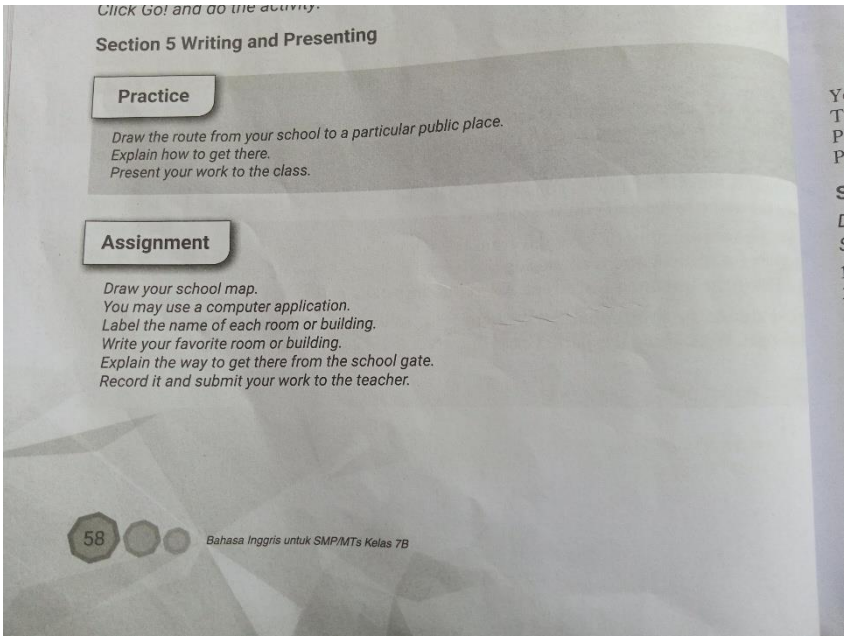

2. When does the speaker have English classes?
3. How did the speaker attend the online class?
4. What did the teacher do before starting the class?
5. How did the online class run?

Activity 3

Work in pairs.
Suppose you are a class captain.
You are going to hold a class meeting.
Set several rules/instructions that your classmates should do during the meeting.
Present your work to the class.

The same thing can be seen in the chapter 2, page 58 section 5 assignment. The instruction in this assignment didn't

leled with number. While the instruction presented steps by steps. So the instruction must give a number in it.


Click Go! and do the activity.

Section 5 Writing and Presenting

Practice

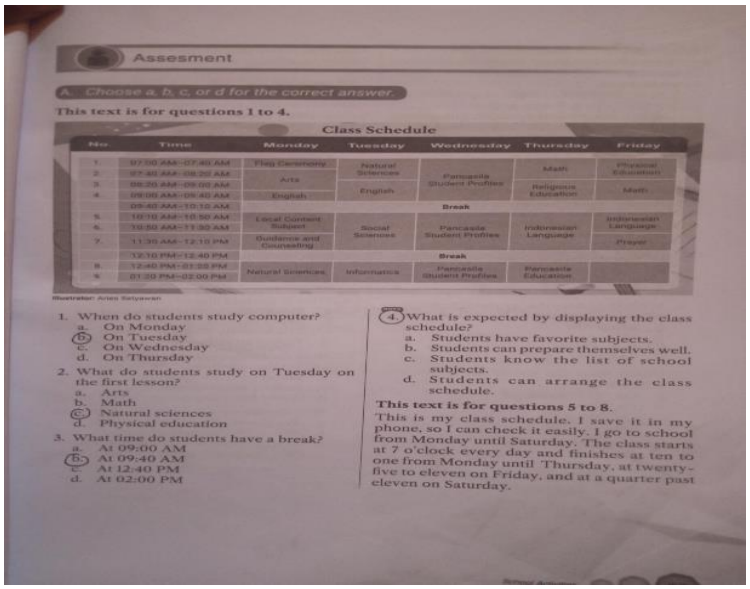
Draw the route from your school to a particular public place.
Explain how to get there.
Present your work to the class.

Assignment

Draw your school map.
You may use a computer application.
Label the name of each room or building.
Write your favorite room or building.
Explain the way to get there from the school gate.
Record it and submit your work to the teacher.

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In contrast, the second rater focuses specifically on the questions or tasks that are already numbered or labeled. For example, in the assessment section on page 35, the tasks and questions are appropriately numbered or labeled with letters, providing clarity and structure. This inconsistency in labeling may lead to confusion for students when navigating through the worksheet, as some sections are well-organized while others are not. To enhance clarity and improve the overall usability of the student worksheet, it is essential to implement consistent numbering or labeling across all activities and instructions.



Assesment

A. Choose a, b, c, or d for the correct answer.

This text is for questions 1 to 4.

Class Schedule

No	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1.	07.00 AM–07.40 AM	Flag Ceremony	Natural Sciences	Pancasila Student Profiles	Math	Physical Education
2.	07.40 AM–08.20 AM	Arts	English		Religious Education	Math
3.	08.20 AM–09.00 AM	English				
4.	09.00 AM–09.40 AM		Break			
	09.40 AM–10.10 AM					
5.	10.10 AM–10.50 AM	Local Content Subject	Social Sciences	Pancasila Student Profiles	Indonesian Language	Indonesian Language
6.	10.50 AM–11.30 AM	Guidance and Counseling				Prayer
7.	11.30 AM–12.10 PM		Break			
	12.10 PM–12.40 PM					
8.	12.40 PM–01.20 PM	Natural Sciences	Informatics	Pancasila Student Profiles	Pancasila Education	
9.	01.20 PM–02.00 PM					

Illustrator: Aries Setyawan

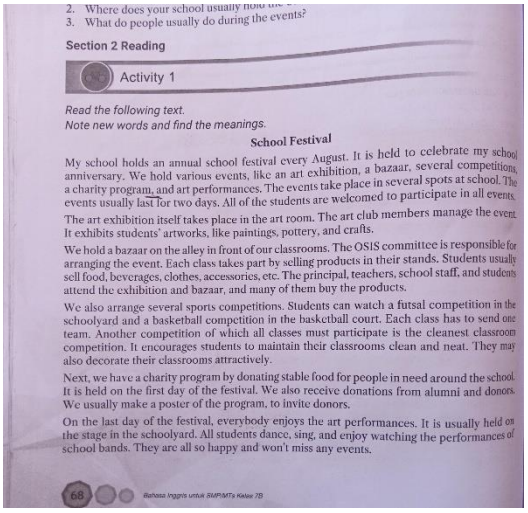
1. When do students study computer?
   a. On Monday
   b. On Tuesday
   c. On Wednesday
   d. On Thursday
2. What do students study on Tuesday on the first lesson?
   a. Arts
   b. Math
   c. Natural sciences
   d. Physical education
3. What time do students have a break?
   a. At 09:00 AM
   b. At 09:40 AM
   c. At 12:40 PM
   d. At 02:00 PM
4. What is expected by displaying the class schedule?
   a. Students have favorite subjects.
   b. Students can prepare themselves well.
   c. Students know the list of school subjects.
   d. Students can arrange the class schedule.

This text is for questions 5 to 8.

This is my class schedule. I save it in my phone, so I can check it easily. I go to school from Monday until Saturday. The class starts at 7 o'clock every day and finishes at ten to one from Monday until Thursday, at twenty-five to eleven on Friday, and at a quarter past eleven on Saturday.

c) Fonts are easy to read and are of standard size.

In this section, the three raters were agreed that this student worksheet is easy to read both in chapter 1 and chaoter 2. The standard writing font is using Times New Roman, and using 12 size letters. This student worksheet is used this size in it. Even some part of this student worksheet have diferents font and size, the student worksheet still can be read easily by studets and teacher.



2. Where does your school usually hold the
3. What do people usually do during the events?

Section 2 Reading

Activity 1

Read the following text.
Note new words and find the meanings.

School Festival

My school holds an annual school festival every August. It is held to celebrate my school anniversary. We hold various events, like an art exhibition, a bazaar, several competitions, a charity program, and art performances. The events take place in several spots at school. The events usually last for two days. All of the students are welcomed to participate in all events.

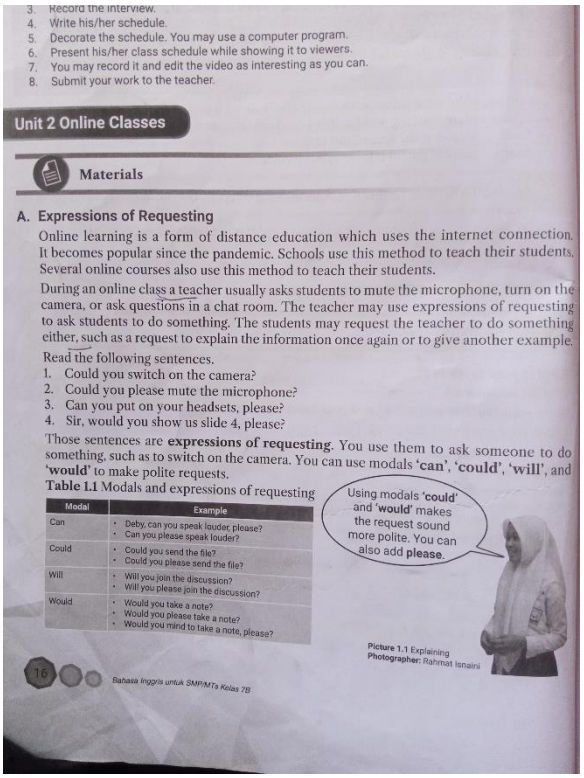
The art exhibition itself takes place in the art room. The art club members manage the event. It exhibits students' artworks, like paintings, pottery, and crafts.

We hold a bazaar on the alley in front of our classrooms. The OSIS committee is responsible for arranging the event. Each class takes part by selling products in their stands. Students usually sell food, beverages, clothes, accessories, etc. The principal, teachers, school staff, and students attend the exhibition and bazaar, and many of them buy the products.

We also arrange several sports competitions. Students can watch a futsal competition in the schoolyard and a basketball competition in the basketball court. Each class has to send one team. Another competition of which all classes must participate is the cleanest classroom competition. It encourages students to maintain their classrooms clean and neat. They may also decorate their classrooms attractively.

Next, we have a charity program by donating stable food for people in need around the school. It is held on the first day of the festival. We also receive donations from alumni and donors. We usually make a poster of the program, to invite donors.

On the last day of the festival, everybody enjoys the art performances. It is usually held on the stage in the schoolyard. All students dance, sing, and enjoy watching the performances of school bands. They are all so happy and won't miss any events.



3. Record the interview.
4. Write his/her schedule.
5. Decorate the schedule. You may use a computer program.
6. Present his/her class schedule while showing it to viewers.
7. You may record it and edit the video as interesting as you can.
8. Submit your work to the teacher.

Unit 2 Online Classes

Materials

A. Expressions of Requesting

Online learning is a form of distance education which uses the internet connection. It becomes popular since the pandemic. Schools use this method to teach their students. Several online courses also use this method to teach their students.

During an online class a teacher usually asks students to mute the microphone, turn on the camera, or ask questions in a chat room. The teacher may use expressions of requesting to ask students to do something. The students may request the teacher to do something either, such as a request to explain the information once again or to give another example.

Read the following sentences.

1. Could you switch on the camera?
2. Could you please mute the microphone?
3. Can you put on your headsets, please?
4. Sir, would you show us slide 4, please?

Those sentences are **expressions of requesting**. You use them to ask someone to do something, such as to switch on the camera. You can use modals **'can'**, **'could'**, **'will'**, and **'would'** to make polite requests.

Table 1.1 Modals and expressions of requesting

Modal	Example
Can	• Deby, can you speak louder, please? • Can you please speak louder?
Could	• Could you send the file? • Could you please send the file?
Will	• Will you join the discussion? • Will you please join the discussion?
Would	• Would you take a note? • Would you please take a note? • Would you mind to take a note, please?

Using modals **'could'** and **'would'** makes the request sound more polite. You can also add **please**.

Picture 1.1 Explaining
Photographer: Rahmat Isnaini

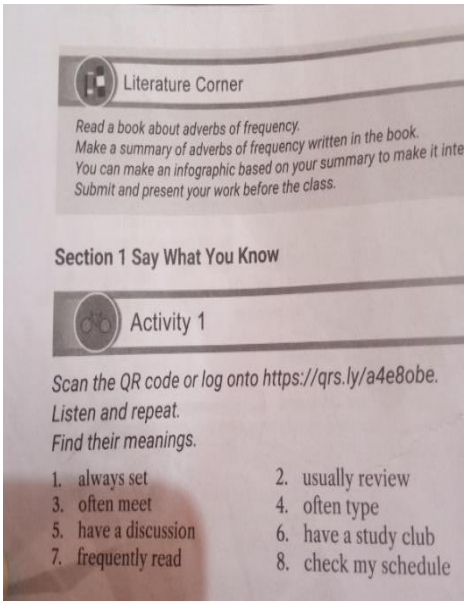
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d) There is a spaces provided for learners names,grade, levels, dates, and scores.

In this section all raters can not find spaces that purposed to learners names, grade, levels, dates and scores

e) Standard icons are used.

In this section, all raters were agreed that This student's worksheet uses standard icons in every part of it in bith of chapter 1 and chapter 2 in student worksheet. The title "activity" has icons with bicycle images, Materials have icons of paper images, keywords have icons Loop in them and others..



Literature Corner

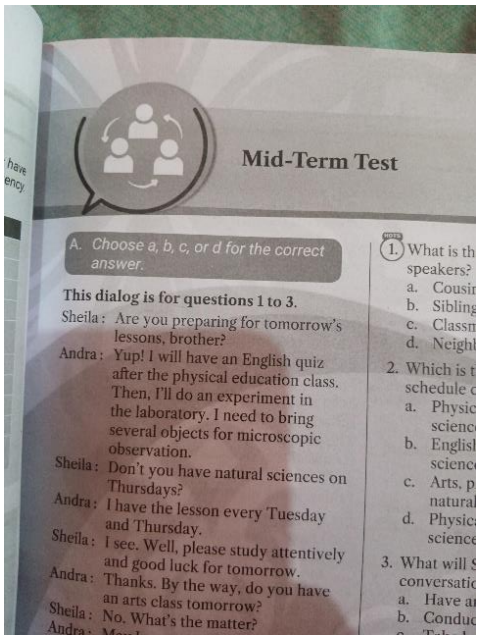
Read a book about adverbs of frequency.
Make a summary of adverbs of frequency written in the book.
You can make an infographic based on your summary to make it inte
Submit and present your work before the class.

Section 1 Say What You Know

Activity 1

Scan the QR code or log onto https://qrs.ly/a4e8obe.
Listen and repeat.
Find their meanings.

1. always set
2. usually review
3. often meet
4. often type
5. have a discussion
6. have a study club
7. frequently read
8. check my schedule



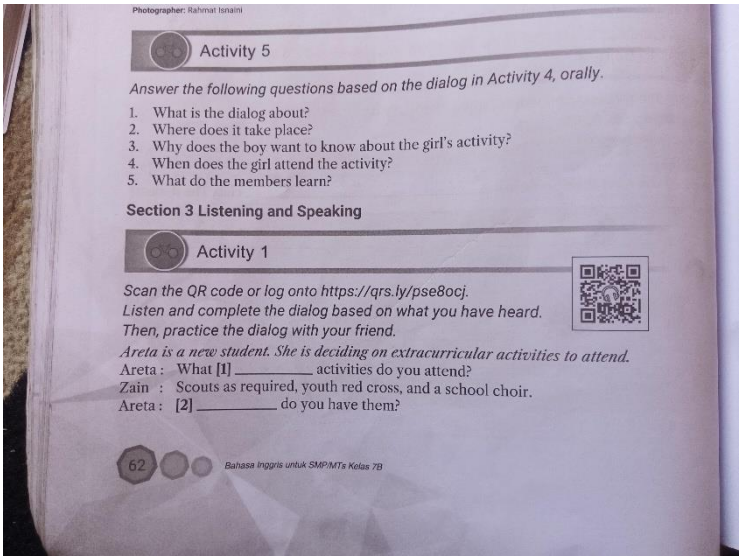
Mid-Term Test

A. Choose a, b, c, or d for the correct answer.

This dialog is for questions 1 to 3.

Sheila : Are you preparing for tomorrow's lessons, brother?
Andra : Yup! I will have an English quiz after the physical education class. Then, I'll do an experiment in the laboratory. I need to bring several objects for microscopic observation.
Sheila : Don't you have natural sciences on Thursdays?
Andra : I have the lesson every Tuesday and Thursday.
Sheila : I see. Well, please study attentively and good luck for tomorrow.
Andra : Thanks. By the way, do you have an arts class tomorrow?
Sheila : No. What's the matter?

1. What is th
speakers?
a. Cousi
b. Sibling
c. Classm
d. Neighl
2. Which is t
schedule c
a. Physic
scienc
b. Englisl
scienc
c. Arts, p
natural
d. Physic
science
3. What will S
conversatic
a. Have a
b. Conduc



Photographer: Rahmat Isnaini

Activity 5

Answer the following questions based on the dialog in Activity 4, orally.

1. What is the dialog about?
2. Where does it take place?
3. Why does the boy want to know about the girl's activity?
4. When does the girl attend the activity?
5. What do the members learn?

Section 3 Listening and Speaking

Activity 1

Scan the QR code or log onto https://qrs.ly/pse8ocj.
Listen and complete the dialog based on what you have heard.
Then, practice the dialog with your friend.

Areta is a new student. She is deciding on extracurricular activities to attend.

Areta : What [1] _____ activities do you attend?
Zain : Scouts as required, youth red cross, and a school choir.
Areta : [2] _____ do you have them?

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The data above can be describe as table follow:

a. First expert rater

Table 4. 2 Frist Rater Evaluation

Aspect	Sub aspect	Yes	No
1.Content	1. The worksheets are free from		√

	conceptual, factual, and typographical errors.		
	2. The activities align with the stated objectives.	√	
	3. The activities and instructions are clear and focused.		√
	4. The activities are appropriate for the age, culturally relevant, and sensitive to gender.	√	
	5. CP,TP, ATP is appropriates	√	
2.Utilization	1. Instructions are clear and concise.		√
	2. Directions are clearly written.		√
	3. The worksheet aids in understanding concepts.	√	
	4. It provides direct knowledge for clear understanding.		√
	5. It offers routine activities while completing the worksheets.	√	
3.Comprehensivenes	1. The Learning Activity Sheets are easy to study with.		√
	2. New concepts of language skills in worksheet are easily understood.		√
	3. Works are given with appropriate periodes.		√
	4. Instructions are followed accurately.		√
	5. Concepts taught are fully understood.		√
4. Appeal	1. The worksheets are well-presented with variety task types	√	
	2. They are free from errors and misspelled words.	√	
	3. Words are readable and legible.	√	
	4. There are no superimpositions.	√	
	5. The worksheets are appealing and motivating		√
5. Construction and language	1. Activities are sequenced from simple to challenging.		√
	2. Statements and phrases are coherent and within the context of the Curriculum standard for the level	√	
	3. Sentence length is suitable for the learners.	√	
	4. Vocabulary and word choice are appropriate for the target learners.	√	
	5. Words are correctly spelled.	√	
	6. Punctuation is correctly used.		√

	7. Rules on capitalization and hyphenation are observed.	√	
	8. Ideas are logically sequenced.	√	
	9. Headings or titles are appropriate to the content.	√	
6. Image/illustration	1. Illustrations or images are suitable for the learners' age, context, setting, and experience.	√	
	2. Illustrations or images are clear and not pixelated.		√
7. Design and layout	1. The activity sheets have a proper layout.		√
	2. Questions and tasks are clearly labeled with numbers or letters.		√
	3. Fonts are easy to read and are of standard size.	√	
	4. Space is provided for learners' names, grade levels, dates, and scores.		√
	5. Standard icons are used.	√	
	Total	19	17

b. Second expert raters

Table 4. 3 Second Rater Evaluation

Aspect	Sub aspect	Yes	No
1.Content	1. The worksheets are free from conceptual, factual, and typographical errors.		√
	2. The activities align with the stated objectives.	√	
	3. The activities and instructions are clear and focused.	√	
	4. The activities are appropriate for the age, culturally relevant, and sensitive to gender.		√
	5. CP,TP, ATP is appropriates	√	
2.Utilization	1. Instructions are clear and concise.	√	
	2. Directions are clearly written.	√	
	3. The worksheet aids in understanding concepts.	√	
	4. It provides direct knowledge for clear understanding.	√	
	5. It offers routine activities while	√	

	completing the worksheets.		
3.Comprehensivenes	1. The Learning Activity Sheets are easy to study with.		√
	2. New concepts of language skills in worksheet are easily understood.		√
	3. Works are given with appropriate periodes.	√	
	4. Instructions are followed accurately.	√	
	5. Concepts taught are fully understood.		√
4. Appeal	1. The worksheets are well-presented with variety task types	√	
	2. They are free from errors and misspelled words.	√	
	3. Words are readable and legible.	√	
	4. There are no superimpositions.	√	
	5. The worksheets are appealing and motivating		√
5. Construction and language	1. Activities are sequenced from simple to challenging.	√	
	2. Statements and phrases are coherent and within the context of the Curriculum standard for the level	√	
	3. Sentence length is suitable for the learners.		√
	4. Vocabulary and word choice are appropriate for the target learners.	√	
	5. Words are correctly spelled.	√	
	6. Punctuation is correctly used.		√
	7. Rules on capitalization and hyphenation are observed.	√	
	8. Ideas are logically sequenced.	√	
	9. Headings or titles are appropriate to the content.	√	
6. Image/illustration	1. Illustrations or images are suitable for the learners' age, context, setting, and experience.	√	
	2. Illustrations or images are clear and not pixelated.		√
7. Design and layout	1. The activity sheets have a proper layout.		√
	2. Questions and tasks are clearly labeled with numbers or letters.	√	
	3. Fonts are easy to read and are of standard size.	√	
	4. Space is provided for learners' names, grade levels, dates, and scores.		√

	5. Standard icons are used.	√	
	Total	25	11

c. Third rater

Table 4. 4 Third Rater Evalution

Aspect	Sub aspect	Yes	No
1.Content	1. The worksheets are free from conceptual, factual, and typographical errors.	√	
	2. The activities align with the stated objectives.	√	
	3. The activities and instructions are clear and focused.		√
	4. The activities are appropriate for the age, culturally relevant, and sensitive to gender.	√	
	5. CP,TP, ATP is appropriates	√	
2.Utilization	1. Instructions are clear and concise.		√
	2. Directions are clearly written.		√
	3. The worksheet aids in understanding concepts.	√	
	4. It provides direct knowledge for clear understanding.	√	
	5. It offers routine activities while completing the worksheets.	√	
3.Comprehensivenes	1. The Learning Activity Sheets are easy to study with.		√
	2. New concepts of language skills in worksheet are easily understood.		√
	3. Works are given with appropriate periodes.	√	
	4. Instructions are followed accurately.		√
	5. Concepts taught are fully understood.		√
4. Appeal	1. The worksheets are well-presented with variety task types	√	
	2. They are free from errors and misspelled words.	√	
	3. Words are readable and legible.	√	
	4. There are no superimpositions.	√	
	5. The worksheets are appealing and motivating		√

5. Construction and language	1. Activities are sequenced from simple to challenging.	√	
	2. Statements and phrases are coherent and within the context of the Curriculum standard for the level	√	
	3. Sentence length is suitable for the learners.	√	
	4. Vocabulary and word choice are appropriate for the target learners.	√	
	5. Words are correctly spelled.	√	
	6. Punctuation is correctly used.		√
	7. Rules on capitalization and hyphenation are observed.	√	
	8. Ideas are logically sequenced.	√	
	9. Headings or titles are appropriate to the content.	√	
6. Image/illustration	1. Illustrations or images are suitable for the learners' age, context, setting, and experience.	√	
	2. Illustrations or images are clear and not pixelated.		√
7. Design and layout	1. The activity sheets have a proper layout.		√
	2. Questions and tasks are clearly labeled with numbers or letters.		√
	3. Fonts are easy to read and are of standard size.	√	
	4. Space is provided for learners' names, grade levels, dates, and scores.		√
	5. Standard icons are used.	√	
	Total	23	13

Krippendorff (2013) explains that in binary data, when there are three raters, agreement among raters needs to be calculated. Agreement can be determined by two rules: if all three raters have the same choice, this choice is considered the most accurate. However, if there is a difference of opinion, agreement can be calculated based on the "majority agreement," where the answer chosen by two out of the three raters is taken as the agreed-upon answer.

After comparing these various evaluations, it can be concluded that the agreement level on the suitability of the student worksheet is:

Table 4. 5 Agreement Between All Rater

Aspect	Sub aspect	Yes	No	Ket:
1.Content	1. The worksheets are free from conceptual, factual, and typographical errors.		√	No
	2. The activities align with the stated objectives.	√		Yes
	3. The activities and instructions are clear and focused.		√	No
	4. The activities are appropriate for the age, culturally relevant, and sensitive to gender.	√		Yes
	5. CP,TP, ATP is appropriates	√		Yes
2.Utilization	1. Instructions are clear and concise.		√	No
	2. Directions are clearly written.		√	No
	3. The worksheet aids in understanding concepts.	√		Yes
	4. It provides direct knowledge for clear understanding.	√		Yes
	5. It offers routine activities while completing the worksheets.	√		Yes
3.Comprehensivenes	1. The Learning Activity Sheets are easy to study with.		√	No
	2. New concepts of language skills in worksheet are easily understood.		√	No
	3. Works are given with appropriate periodes.	√		Yes
	4. Instructions are followed accurately.		√	No
	5. Concepts taught are fully understood.		√	No
4. Appeal	1. The worksheets are well-presented with variety task types	√		Yes
	2. They are free from errors and misspelled words.	√		Yes

	3. Words are readable and legible.	√		Yes
	4. There are no superimpositions.	√		Yes
	5. The worksheets are appealing and motivating		√	No
5. Construction and language	1. Activities are sequenced from simple to challenging.	√		Yes
	2. Statements and phrases are coherent and within the context of the Curriculum standard for the level	√		Yes
	3. Sentence length is suitable for the learners.	√		Yes
	4. Vocabulary and word choice are appropriate for the target learners.	√		Yes
	5. Words are correctly spelled.	√		Yes
	6. Punctuation is correctly used.		√	No
	7. Rules on capitalization and hyphenation are observed.	√		Yes
	8. Ideas are logically sequenced.	√		Yes
	9. Headings or titles are appropriate to the content.	√		Yes
6. Image/illustration	1. Illustrations or images are suitable for the learners' age, context, setting, and experience.	√		Yes
	2. Illustrations or images are clear and not pixelated.		√	No
7. Design and layout	1. The activity sheets have a proper layout.		√	No
	2. Questions and tasks are clearly labeled with numbers or letters.		√	No
	3. Fonts are easy to read and are of standard size.	√		Yes
	4. Space is provided for learners' names, grade levels, dates, and scores.		√	No
	5. Standard icons are used.	√		Yes
	Total	22	14	

2. **Analysis of The Data**

After collecting the data, in this aspect it will be focused on the analyze the data. The steps is Coding/recording, reliability, and conclusion.

Table 4. 6 Recording of The Data

Aspect	Sub aspect	Yes	No	Ket:
1.Content	1. The worksheets are free from conceptual, factual, and typographical errors.		√	No
	2. The activities align with the stated objectives.	√		Yes
	3. The activities and instructions are clear and focused.		√	No
	4. The activities are appropriate for the age, culturally relevant, and sensitive to gender.	√		Yes
	5. CP,TP, ATP is appropriates	√		Yes
2.Utilization	1. Instructions are clear and concise.		√	No
	2. Directions are clearly written.		√	No
	3. The worksheet aids in understanding concepts.	√		Yes
	4. It provides direct knowledge for clear understanding.	√		Yes
	5. It offers routine activities while completing the worksheets.	√		Yes
3.Comprehensivenes	1. The Learning Activity Sheets are easy to study with.		√	No
	2. New concepts of language skills in worksheet are easily understood.		√	No
	3. Works are given with appropriate periodes.	√		Yes
	4. Instructions are followed accurately.		√	No
	5. Concepts taught are fully understood.		√	No
4. Appeal	1. The worksheets are well-presented with variety task types	√		Yes

	2. They are free from errors and misspelled words.	√		Yes
	3. Words are readable and legible.	√		Yes
	4. There are no superimpositions.	√		Yes
	5. The worksheets are appealing and motivating		√	No
5. Construction and language	1. Activities are sequenced from simple to challenging.	√		Yes
	2. Statements and phrases are coherent and within the context of the Curriculum standard for the level	√		Yes
	3. Sentence length is suitable for the learners.	√		Yes
	4. Vocabulary and word choice are appropriate for the target learners.	√		Yes
	5. Words are correctly spelled.	√		Yes
	6. Punctuation is correctly used.		√	No
	7. Rules on capitalization and hyphenation are observed.	√		Yes
	8. Ideas are logically sequenced.	√		Yes
	9. Headings or titles are appropriate to the content.	√		Yes
6. Image/illustration	1. Illustrations or images are suitable for the learners' age, context, setting, and experience.	√		Yes
	2. Illustrations or images are clear and not pixelated.		√	No
7. Design and layout	1. The activity sheets have a proper layout.		√	No
	2. Questions and tasks are clearly labeled with numbers or letters.		√	No
	3. Fonts are easy to read and are of standard size.	√		Yes
	4. Space is provided for learners' names, grade levels, dates, and scores.		√	No
	5. Standard icons are used.	√		Yes
	Total	22	14	

Based on Krippendorf (2013), in a binary instrument where there are "Yes" and "No" options, the "Yes" option is assigned a value of 1, while the "No" option is assigned a value of 0. So, for getting the percentages of the data can be taken with total answer point per total items times 100%. The percentage is calculated as: $\frac{Total\ answer\ point}{total\ items} x100\%$ The results are then compared against a table of interpretation. These steps form a structured approach to data analysis, ensuring a comprehensive and systematic examination of data to derive meaningful and valid conclusions.

Table 4. 7 Scale for Student Worksheet interpretation

Percentages	Category
80-100%	Good
60-79%	Fair
50-59%	Sufficients
0-49%	Poor

Sources:Mulyarti (2014)

$$\frac{22}{36} X100\% = 61{,}1\%$$

From the data above and adjust with the scale of appropriateness by Mulyarti, It can be concluded that the students

worksheet is “Fair”. Its mean this student worksheet can uses but needadditional improvement in it.

With using that data, then use kappa Cohen’s calculation to know is the data reliable or not. Based on the data, we can concluded that:

Table 4. 8 Table of Agreement 2 Raters

	Yes	No	Total
Yes	19	4	23
No	0	13	13
Total	19	17	36

$$P0 = \frac{19 + 13}{36} = 0{,}887$$

$$Pe(yes) = \frac{23}{36} x \frac{19}{36} = \frac{437}{1296} = 0{,}337$$

$$Pe\ (No) = \frac{13}{36} x \frac{17}{36} = \frac{221}{1296} = 0{,}1705$$

$$Pe = 0{,}337 + 0{,}1705 = 0{,}5075$$

Thus, when inserted into Cohen's kappa equation, it will be as follows."

$$K = \frac{P0 - Pe}{1 - Pe} = \frac{0{,}887 - 0{,}5075}{1 - 0{,}5075} = \frac{0{,}3795}{0{,}4925} = 0{,}775$$

Based on Cohen's Kappa scale according to Altman (1991), a value of 0.775 on that scale is classified as "Strong."

Based on the results of the observation above, it can be concluded that this student worksheet has several shortcomings and therefore requires further development for improvement. The details are as follows:

In the aspect of content, the student worksheet requires several revisions in the instructions. The given instructions must be clear, specific, and easy for students to understand; moreover, there should be no ambiguity.

In the aspect of utilization, the student worksheet needs more structured and clear instructions and guidance on how to complete the tasks. Additionally, it is recommended to explain the differences between "activity," "assignment," and so on in the user guide section to avoid confusion in the directions.

In the autilization comprehensiveness, the material provided should be simplified according to the comprehension level of 7th-grade students. Besides the difficulty in understanding the instructions, some concepts are presented inadequately, causing students to take some time before they grasp the intended meaning of those concepts.

In the aspect of appeal, it is advisable to improve the quality of the images to make them more engaging for students.

Moreover, adding more attractive images is recommended to prevent students from getting bored with the English text as a whole. It should be noted that 7th-grade students tend to get bored quickly when reading.

In the aspect of language structure, it is generally good; however, there is a major issue where punctuation is not used properly. It is recommended to improve the usage of punctuation marks such as exclamation points, periods, commas, and question marks according to the context of the sentences.

In the aspect of illustration/images, the quality of the images needs improvement. Some images are slightly blurry and difficult to understand. Additionally, it is recommended to use colorful images to capture students' attention.

In the aspect of design and layout, there should be a dedicated space for the student's name, class, and grades on the front page of the worksheet and after the assessment section. Moreover, ensure that each activity, instruction, or direction is numbered or marked to make it easier to follow. Also, ensure that the layout of the worksheet is neat and organized, with enough space for students to write notes and answers.

B. Discussion

This study aims to determine the extent to which the English student worksheet for Grade 7B published by Intan

Pariwara aligns with the standard theory of Clarise Dayo Lauren (2022). Additionally, this study seeks to identify the improvements needed for the worksheet to enhance its quality. The research focuses on quantitative content analysis, in which the content of the student worksheet is systematically and consistently examined.

According to Clarise Dayo Lauren, a good Student Worksheet should have at least 7 key aspects of suitability. These 7 aspects include Content, Utilization, Comprehensiveness, Appeal, Language, Illustration/Image, and Design/Layout. Each aspect consists of several sub-aspects, which together form 36 items. Based on observations, only 22 out of the 36 items align with the content of the student worksheet. This means the worksheet can be used, but some further development is required. Thus, the worksheet should not be used as the main material for learning but rather as supplementary material.

This aligns with the theory of Mulyarti (2014), who stated that if a student worksheet achieves 60-79% suitability, it is considered "Fair" meaning it is not yet perfect for learning purposes. Based on the theory, here is some improvement needed in student worksheet

1) Content: Instructions need to be clearer, more specific, and unambiguous.

2) Utilization: Instructions should be more structured, and the differences between terms like "activity" and "assignment" need clarification.
3) Comprehensiveness: The material should be simplified for 7th-grade students, as some concepts are presented inadequately.
4) Appeal: The quality and quantity of images should be improved to engage students and reduce boredom.
5) Language Structure: Punctuation usage needs improvement.
6) Illustrations/Images: Image quality should be enhanced, with clearer and more colorful visuals.
7) Design and Layout: The layout should include spaces for student information and ensure that instructions are clearly numbered and organized.

After conducting the observation, it can be concluded that the findings of this study align with the background of the problem, which stated that a new curriculum using new learning materials at SMPN 7 Bukittinggi, specifically for seventh grade in the second semester, needs to be analyzed for its level of suitability. As previously mentioned, the student worksheet has not yet proven to be a perfect material to support learning. Furthermore, the second problem, which stated that teachers felt the student worksheet had several shortcomings in its classroom use, has also been confirmed. Based on the observations, at least 13 items did not meet the

criteria of a good student worksheet. This indicates that the problems highlighted in the background of the problem are indeed valid.

Although the student worksheet is considered less than perfect, teachers still use it as one of the teaching tools, acknowledging that 23 items meet the criteria. This is because the worksheet contains various activities and assignments that can be applied in the classroom to prevent students from becoming bored with conventional teaching methods. This finding informs readers that not all student worksheets used in schools, even those from experienced publishers, can automatically be considered high-quality materials. Teachers must consider several factors before choosing a student worksheet as learning material. If the worksheet is not fully suitable, teachers can adapt its content by making adjustments to meet the specific learning needs of their classroom.

CHAPTER V

CONCLUTION AND SUGGESTION

A. Conclution

This study aimed to find out how well the English student worksheet for Grade 7B, published by Intan Pariwara, matches the standards set by Clarise Dayo Lauren (2022) and to identify areas where it can be improved. The results showed that the worksheet meets 22 out of 36 criteria, orcanbe persentated as 61,1% meaning it is somewhat suitable but not perfect for classroom use and need some improvement in it.

While, the evaluation of the student worksheet reveals several areas that need improvement. First, the content should have clearer, more specific, and unambiguous instructions. In terms of utilization, the instructions need better structure, with clearer distinctions between terms such as "activity" and "assignment." Regarding comprehensivenes, the material should be simplified, as some concepts are not adequately presented for 7th-grade students. To enhance appeal. both the quality and quantity of images should be improved to engage students and reduce boredom. The language structure also needs attention, particularly in the use of punctuation. Additionally, the illustrations/images need higher quality, with visuals that are clearer and more colorful. Lastly, the design and layout, should include spaces for student information and ensure that instructions are clearly numbered and well-organized.

The research confirms the issues raised in the problem statement, such as the worksheet's shortcomings under the new curriculum and teachers' concerns about its use in the classroom. With 13 items not meeting the required standards, the worksheet is not fully aligned with what makes a good learning tool.

In conclusion, although the worksheet offers useful activities to keep students engaged, its limitations suggest that teachers should carefully review and adapt it before using it in class. This study highlights the need for teachers to choose and modify learning materials to better suit their students' needs.

B. Suggestion

Based on the conclusions above, here are several suggestions:

1. For Teachers

Before using the student worksheet as a teaching material in the classroom, teachers need to consider several factors. Teachers should adjust the student worksheet to fit the students' needs and evaluate its appearance to ensure it is suitable. Additionally, teachers should fully understand how to use the student worksheet before implementing it in the classroom. If the student worksheet is deemed unsuitable for the students' needs, teachers can modify it to make the material more relevant and effective for learning.

2. For Schools

To maintain the quality of education, schools should conduct regular evaluations of all classroom components, including teaching materials. Schools can also provide socialization or training on how to select appropriate teaching materials to teachers, ensuring they are more critical and accurate when choosing learning materials.

3. For Student Worksheet Developers

In developing student worksheets, developers need to ensure that the content aligns with established standards. Based on this study, the relevant standard is the one outlined by Clarise Dayo Lauren (2022). When designing student worksheets, developers should ensure that the materials are easily understood by students at their respective grade levels by simplifying the presentation and reducing the complexity of the concepts presented. Most student worksheets currently available are only in black and white, without color. For phases A to D, it is recommended to include color in the student worksheets to make them more engaging, as students in this age group tend to become bored easily.

4. For Future Researchers

Future researchers are encouraged to explore more deeply the use of student worksheets in learning. Further research could also expand the scope by comparing student worksheets from different publishers to determine which is more effective in supporting learning.

With these suggestions, it is hoped that the student worksheets used in schools can support the learning process more effectively and efficient

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APPENDICES

Appendix 1 Surat Izin Observasi Awal

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SJECH M. DJAMIL DJAMBEK BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus II: Jl. Gurun Aur Kubang Putih - Kabupaten Agam - Sumatera Barat – Telepon/ Fax: (0752) 22875
Website: http://ftik.uinbukittinggi.ac.id | email: ftik@uinbukittinggi.ac.id

Nomor : B-0188/Un.26.1/PP.00.7/05/2024 Bukittinggi, 27 Mei 2024
Lamp :-
Hal : **Permohonan Izin Observasi Awal**

Kepada YTH :
Bapak/Ibu Kepala SMPN 7 Bukittinggi

Assalamu'alaikum Wr. Wb

Dengan hormat, dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, maka bersama surat ini kami mohon kepada Bapak/Ibu untuk dapat memberi izin melakukan Observasi awal di tempat yang Bapak/Ibu pimpin kepada mahasiswa di bawah ini :

Nama	**: ANWAR LIWAUL IKHSAN**
NIM	**2320028**
Semester	8
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan
Judul Skripsi	: ***An Analysis of 7 th Grade Students Worksheets 'Buku Interaktif Untuk SMP/MTS Kelas 7B Kurikulum Merdeka at***
Lokasi Penelitian	: SMPN 7 Bukittinggi
Waktu	Mei 2024 s/d Selesai

Demikian surat permohonan ini kami sampaikan, atas perhatian dan kerjasama yang Bapak/Ibu berikan kami mengucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

DEKAN,

DR. ISWANTIR M., M.Ag
NIP 197605192006041001

Appendix 2 Dokumentasi hasil wawancara

Audio:

https://drive.google.com/file/d/1Piegiew7QV5_iJWX5XWc7kP8A42adOA1/view?usp=drivesdk





Transcript hasil wawancara:

A: assalamualaikum buk
B: waalaikumussalam..
A: jadi, anwar dari kampus UIN Bukittinggi diminta oleh kampus untuk melaksanakan preliminary research buk. Jadi penelitian anwar tentang analysis student worksheet buk.
B: Oke..
A: apakah benar ibuk menggunakan worksheet ini buk?
B: Yes, benar
A: jadi kira kira worksheet ini kelebihan nya apa buk?
B: kelebihannya, satu, dia kekinian dan sudah sesuai dengan progran sekolah. Kemudian dia juga sesuai dengan kurikulum terbaru yaitu kurikulum merdeka. Salah satunya ini untuk kurikulum merdeka ada yang namanya project ya.. Nah kebetulan di worksheet ini ada juga yang school festival. Jadi.. Cocoklah apa yang kita lakukan di sekolah dengan teks yang ada di worksheet ini.
A: jadi sebelum memilih worksheet ini sebagai media, ada gak ibuk melakukan menganalisis CP dan ATP nya buk?
B: ada
A: sudah sesuai buk?
B: sudah. Jadi kita lihat dulu di depan nya ada yang namanya table of content. Jadi kita baca dulu table of content nya sesuai gak dengan ATP nya. Terus kita lihat juga penerbitnya. Di sini juga ada scan barcode nya. Kita bisa check dan sesuaikan dengan silabus dan alur pembelajarannya.

Transcript wawancara 2 (2 agustus 2024)
A: Anwar ingin bertanya maam, kira kira hambatan atau kekurangan LKS ini dalam penggunaaannya di kelas apa ya maam?
B: Kalau dari hambatannya tidak ada, tapi LKS ini digunakan sebagai penambahan yang digunakan dari buku paket yang disediakan oleh sekolah yang kurang lengkap. Bagi maam, ini tidak ada hambatannya. Bahkan sangat membantu karna lebih lengkap di sini. Kemudian karena ini berbasis nasional dan dibuat oleh intan pariwara, jadi seharusnya sudah ngertilah bagaimana standar pembuatan LKS nasional.
A: kalau kekurangan dari LKS ini bagaimana maam? Apakah ada?
B: kalau kekurangannya menurut maam ini pada tset speakingnya dan untuk bahan listeningnya kurang. Terus, untuk panduan guru nya tidak ada. Jadi kita aja yang memahaminya sendiri. Kemudian di dalam QR yang disediakan ini hanya ada suara dan tidak ada video nya. Menurut maam kalau ada video yang menarik akan lebih bagus lagi. Terus, untuk latihan di setiap unitnya kurang banyak. Di setiap unit ini kana da yang namanya assessment. Cuma soalnya sangat sedikit. Terus kunci jawaban untuk gurunya tidak ada. Kemudian di sini kalau bias juga diberikan soalan untuk essay karena di sini hanya ada soalan multiple choise. Sementara dalam kurikulummerdeka untuk test nya harus ada yang namanya true

and false, menjodohkan, mengisi titik titik, kemudian short essay, sedangkan di sini tidak ada. Jadi kurang bervariasi lah soalan nya karena Cuma ada multiple choise itu aja yang menurut maam, menurut you gimana?
A: Anwar pribadi masih melakukan prelemenary maam, jadi belum bisa mengkaji secara mendalam mengenai LKS ini.
B. o iya satu lagi kekurangannya pada kosakatanya. Di akhir biasanya ada glossary namun di sini kosakatanya tidak banyak. Ketika mengajar ini kan kita harus ada yang namanya asking the background knowledge tapi di sini tidak ada ya. Itu aja rasanya sih
A: oke maam, itu saja ya maam, terimakasi banyak maam.

Appendix 3 CP, TP, ATP for Phase D in SMPN 7 Bukittinggi

CAPAIAN PEMBELAJARAN (CP), TUJUAN PEMBELAJARAN (TP) dan ALUR TUJUAN PEMBELAJARAN (ATP)

MATA PELAJARAN : BAHASA INGGRIS

FASE : D

CAPAIAN PEMBELAJARAN UMUM

Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.

CAPAIAN PEMBELAJARAN PER ELEMEN

Menyimak – Berbicara	**Membaca – Memirsa**	**Menulis – Mempresentasikan**

Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan	Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.	Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.

preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.		

TUJUAN PEMBELAJARAN

MATA PELAJARAN: BAHASA INGGRIS

KELAS/FASE : 7/D

No	TUJUAN PEMBELAJARAN
7.1	**Mengidentifikasi** konteks, gagasan utama, dan informasi terperinci dari ragam teks lisan/tulisan yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas.
7.2	**Menjelaskan** konteks, gagasan utama, dan informasi terperinci dari ragam teks lisan/tulisan yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas.
7.3	**Mengemukakan** ide dari berbagai ragam teks yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas.
7.4	**Menggunakan** struktur teks dan unsur kebahasaan dari ragam teks yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas.
7.5	**Menganalisa** struktur teks, unsur kebahasaan dan konteks dari ragam teks yang disajikan dalam bentuk multimoda pada konteks yang berbeda dalam lingkup keluarga dan kelas.
7.6	**Mengaplikasikan** struktur teks dan unsur kebahasaan dari ragam teks yang disajikan dalam bentuk multimoda pada konteks yang berbeda dalam lingkup keluarga dan kelas.
7.7	**Merancang** berbagai ragam teks tulisan maupun lisan sederhana yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas
7.8	**Memproduksi** berbagai ragam teks tulisan maupun lisan sederhana yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas.

ALUR TUJUAN PEMBELAJARAN

MATA PELAJARAN: BAHASA INGGRIS

KELAS/FASE : 7/D

ALUR NO	ALOKASI WAKTU	KELAS/ SEMESTER	RUANG LINGKUP MATERI	TUJUAN PEMBELAJARAN	INDIKATOR PENCAPAIAN KOMPETENSI	PEMAHAMAN BERMAKNA	RENCANA ASESMEN	METODE PEMBELAJARAN
Basic (Dasar)	2 JP	7/1	Alphabet	Mengidentifikasi informasi tentang alphabet dan pengucapannya dalam Bahasa Inggris	Peserta didik mengetahui dan memahami pengucapannya dalam Bahasa Inggris	Menunjang proses belajar peserta didik, khususnya yang belum memiliki pengalaman belajar Bahasa Inggris di Sekolah Dasar.	• Mengerjakan beberapa soal tentang alphabet, numbers, time, family members, colors, simple instructions	• Ceramah • Pengamatan • Diskusi • Presentasi
	2 JP	7/1	Numbers	Mengidentifikasi informasi tentang numbers dan cara	Peserta didik mengetahui dan memahami pengucapannya dalam			

				pengucapannya dalam Bahasa Inggris	Bahasa Inggris	Menunjang proses belajar peserta didik, khususnya yang belum memiliki pengalaman belajar Bahasa Inggris di Sekolah Dasar.	• Asesmen formatif Mengerjakan latihan di lembar kerja • Asesmen sumatif Mengerjakan soal tentang alphabet, numbers, time, family members, colors, simple instructions	
	2 JP	7/1	Time	Mengidentifikasi informasi tentang time dan cara pengucapannya dalam Bahasa Inggris	Peserta didik mengetahui dan memahami pengucapannya dalam Bahasa Inggris			
	2 JP	7/1	Family members	Mengidentifikasi informasi tentang family members dan cara pengucapannya dalam Bahasa Inggris	Peserta didik mengetahui dan memahami pengucapannya dalam Bahasa Inggris			
	2 JP	7/1	Colors	Mengidentifikasi informasi tentang	Peserta didik mengetahui dan memahami			

				colors dan cara pengucapannya dalam Bahasa Inggris	pengucapannya dalam Bahasa Inggris			
	2 JP	7/1	Simple instructions	Mengidentifikasi informasi tentang simple instructions dan cara pengucapannya dalam Bahasa Inggris	Peserta didik mengetahui dan memahami pengucapannya dalam Bahasa Inggris			
1	4 JP	7/1	• Introducing, greeting and saying goodbye • Introducing others and hobbies	Peserta didik mampu menggunakan kalimat yang sesuai dalam memperkenalkan diri sendiri maupun orang lain	• Peserta didik mengetahui kosa kata yang digunakan untuk menyapa dan berpisah • Peserta	Menyadari bahwa memperkenalkan diri sendiri dan orang lain dibutuhkan saat pertama kali berjumpa	• Asesmen diagnostic Mengerjakan beberapa soal tentang kosa kata yang	• Pengamatan • Diskusi • Presentasi

					didik memprakte kkan dengan temannya cara menyapa dan berpisah dalam Bahasa Inggris		dipakai dalam memper kenalkan diri sendiri atau orang lain • Asesmen formatif Mengerj akan latihan di lembar kerja • Asesmen sumatif Mengerj akan soal tentang memper kenalkan diri sendiri atau	
	4 JP	7/1	• Describin g people and daily activities (descripti ve text)	Peserta didik mengidentifi kasi kosa kata yang digunakan dalam mendeskripsi kan orang lain	• Peserta didik mengetahui kata sifat untuk mendeskrip sikan orang lain			
				Peserta didik mengidentifi kasi konteks, gagasan utama, dan informasi	• Peserta didik memahami susunan dari descriptive			

				terperinci dari ragam descriptive text	text tentang menggambarkan orang • Peserta didik memahami susunan dari descriptive text tentang menggambarkan daily activity		orang lain	
	4 JP	7/1			• Peserta didik mendeskripsikan orang lain (orang/foto)	Mengetahui cara mendeskripsikan orang lain	•	•
2	4 JP	7/1	• Like and Dislike	Peserta didik mampu menjelaskan makanan dan minuman kesukaan seseorang	• Peserta didik menulis kalimat menyatakan like/dislike	Mengetahui cara mendeskripsikan makanan dan minuman	• Asesmen diagnostic Mengerjakan beberapa soal	• Pengamatan • Diskusi • Presentasi

	4 JP	7/1	• Procedure text	Peserta didik mampu mengidentifikasi tentang makanan dan bahan-bahannya	• Peserta didik mengetahui kosa kata yang berkaitan dengan makanan dan bahan-bahannya	Mengetahui langkah-langkah memasak makanan	tentang kosa kata yang berkaitan dengan makanan dan cara membuatnya • Asesmen formatif Mengerjakan latihan di lembar kerja • Asesmen sumatif Mengerjakan soal tentang cara memasak makanan	
				Peserta didik mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari procedure text	• Peserta didik mengetahui bagian-bagian dari teks prosedur			
	2 JP	7/1		Peserta didik merancang procedure text	• Peserta didik menyusun teks prosedur tentang langkah memasak			

	2 JP	7/1		Peserta didik mampu menjelaskan langkah-langkah memasak makanan	• Peserta didik mempresentasikan langkah memasak makanan		kesukaan	
3	4 JP	7/2	• Descriptive text	Peserta didik mampu mengidentifikasi ruangan dan benda-benda di rumah	• Peserta didik mengetahui kosa kata yang berkaitan dengan ruangan dan benda di rumah	Mengetahui ruangan dan benda yang ada dirumah	• Asesmen diagnostic Mengerjakan beberapa soal tentang kosa kata yang berkaitan dengan benda dan ruangan di rumah • Asesmen formatif	• Pengamatan • Diskusi • Presentasi
				Peserta didik menganalisa struktur teks, unsur kebahasaan dan konteks dari ragam teks yang disajikan	• Peserta didik memahami bagian-bagian teks descriptive tentang ruangan dan benda-	Mengetahui ruangan dan benda yang ada dirumah dalam bentuk teks		

				dalam bentuk multimoda pada konteks descriptive text	benda dirumah		Mengerjakan latihan di lembar kerja • Asesmen sumatif Mengerjakan soal tentang instruksi melakukan sesuatu	
	4 JP	7/2		Peserta didik mampu mengidentifikasi alat dan kegiatan yang digunakan saat membersihkan rumah	• Peserta didik mengetahui kosa kata yang berkaitan dengan kegiatan membersihkan rumah	Mengetahui kegiatan dalam membersihkan rumah		
				Peserta didik menjelaskan apa yang dilakukan dan digunakan saat membersihkan rumah	• Peserta didik menjelaskan dalam bentuk lisan/tulisan tentang alat dan kegiatan yang digunakan dalam membersih			

					kan rumah			
	2 JP	7/2	Procedure Text	Peserta didik mengidentifikasi kosa kata yang berkaitan dengan memberi instruksi untuk melakukan sesuatu	• Peserta didik mengetahui kosa kata yang berkaitan dengan instruksi melakukan sesuatu	Mengetahui langkah-langkah melakukan sesuatu menggunakan Bahasa Inggris		
				Peserta didik bisa mengidentifikasi teks prosedur berisikan instruksi untuk melakukan sesuatu	• Peserta didik bisa memahami instruksi didalam teks			
	4 JP	7/1	• Procedure text	Peserta didik bisa menganalisa teks prosedur	• Peserta didik menulis teks	Mengetahui cara memberi instruksi dalam Bahasa Inggris		

				berisikan instruksi untuk melakukan sesuatu	prosedur			
4	4 JP	7/2	• Class schedule and school subject	Peserta mengidentifikasi class schedule dan school subject	• Peserta didik mengetahui kosa kata berkaitan dengan class schedule dan school subject	Mengetahui cara membaca jadwal pelajaran dan menjelaskan kebiasaan belajar	• Asesmen diagnostic Mengerjakan beberapa soal tentang kosa kata yang berkaitan dengan jadwal pelajaran dan mata pelajaran • Asesmen formatif Mengerjakan latihan di	• Pengamatan • Diskusi • Presentasi
	4 JP	7/2		Peserta didik menjelaskan konteks, gagasan utama, dan informasi terperinci dari class schedule	• Peserta didik menjelaskan dengan bahasa Inggris tentang jadwal pelajaran dikelas			
	4 JP	7/2		Peserta didik merancang teks tulisan	• Peserta didik menulis			

				maupun lisan sederhana class schedule dan school subject yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas	jadwal pelajaran orang lain dan menjelaskannya		• lembar kerja • Asesmen sumatif Mengerjakan soal tentang membaca jadwal dan kebiasaan belajar	
	4 JP	7/2	• Study habits	Peserta didik mengidentifikasi study habit dirinya	• Peserta didik mengetahui kosa kata yang berkaitan dengan study habit dirinya			
				Peserta didik menganalisa study habit dirinya	• Peserta didik menjelaskan secara lisan/tulisan tentang			

					study habit dirinya dan orang lain			
5	4 JP	7/2	• Asking for direction	Peserta didik mengidentifikasi cara menunjukkan arah/lokasi	• Peserta didik mengetahui penggunaan preposition of place • Peserta didik mengetahui penggunaan kata penunjuk arah (straight on, turn right, turn left)	Mengetahui cara menunjukkan arah/lokasi di sekolah menggunakan Bahasa Inggris	• Asesmen diagnostic Mengerjakan beberapa soal tentang kosa kata yang berkaitan dengan bertanya dan menunjukkan arah.lokasi • Asesmen formatif Mengerjakan latihan	• Pengamatan • Diskusi • Presentasi
	4 JP	7/2		Peserta didik mengidentifikasi cara bertanya dan menunjukkan arah/lokasi	• Peserta didik mengetahui cara bertanya dan cara menjawab tentang			

					menunjukkan arah/lokasi		di lembar kerja • Asesmen sumatif • Mengerjakan soal tentang arah/lokasi, kegiatan ekstrakurikuler, kegiatan panen karya	
				Peserta didik menjelaskan cara menunjukkan arah/lokasi	• Peserta didik mampu menjelaskan arah suatu tempat/lokasi			
	4 JP	7/2		Peserta didik menggunakan kalimat yang digunakan untuk menunjukkan arah/lokasi	• Peserta didik dan temannya memprakteekkan cara menunjukkan arah atau lokasi			
	4 JP	7/2	• Extracurricular activity	Peserta didik mengidentifikasi kosa kata yang berkaitan dengan kegiatan ekstrakurikuler di sekolah	• Peserta didik mengetahui kosa kata yang berkaitan dengan kegiatan ekstrakurik			

					uler disekolah			
				Peserta didik mengidentifikasi isi teks tentang kegiatan ekstrakurikuler disekolah	• Peserta didik memahami isi teks tentang kegiatan ekstrakurikuler disekolah			
				Peserta didik menjelaskan konteks, gagasan utama, dan informasi terperinci dari ragam teks yang berisikan tentang kegiatan ekstrakurikuler di sekolah	• Peserta didik menceritakan isi dari teks tentang kegiatan ekstrakurikuler disekolah			
	4 JP	7/2	• School festival (Descriptiv	Peserta didik mengidentifikasi kosa	• Peserta didik memahami			

			e text)	kata yang berkaitan dengan menggambarkan panen karya	kosa kata yang berkaitan dengan kegatan panen karya disekolah			
				Peserta didik mengidentifikasi bagian bagian dari descriptive text	• Peserta didik mengetahui bagian dari descriptive text			
	4 JP	7/2		Peserta didik menggunakan struktur teks dan unsur kebahasaan dari descriptive text	• Peserta didik menuliskan susunan kalimat yang berkaitan dengan kegiatan ekstrakurikuler disekolah			
				Peserta didik merancang teks	• Peserta didik menulis			

				deskriptif tulisan/ lisan sederhana tentang panen karya	sebuah descriptive text berisikan tentang panen karya disekolah			

Mengetahui
Kepala SMP Negeri 2 Bukittinggi

Bukittinggi, Januari 2023
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Appendix 4 Module for 7th 2nd semester grade students in SMPN 7 Bukittinggi



MODUL AJAR BAHASA INGGRIS

KELAS 7

SEMESTER 2

TUJUAN PEMBELAJARAN 7.6

1. **ASK FOR AND GIVE DIRECTION AT SCHOOL**
2. **TALK ABOUT EXTRACURRICULAR ACTIVITIES**
3. **DESCRIBE A SCHOOL FESTIVAL**

Fase	D
Durasi	12 JP (4 kali pertemuan), 1 JP 40 menit
Jumlah Murid	32

Tujuan Pembelajaran 7.6
7.6.1 Asking for and giving directions at school 7.6.2 Talking about extracurricular activities 7.6.3 Describing a school festival

Profil Pelajar Pancasila
• Bernalar Kritis: Pelajar akan mengembangkan kemampuan analisis terhadap permasalahan di sekitar. • Kreatif: Pelajar akan mengembangkan kemampuan memberikan solusi terhadap permasalahan di sekitar.

Kemampuan Prasyarat	Pertanyaan Pemantik
Kosa kata yang berkaitan dengan: • Kosa kata yang berkaitan dengan menunjukkan arah • Kosakata tentang jenis extracurricullar • Menggunakan kata ganti letak (preposition of place)	The title is This Is My School. Are you familiar with the word classrooms, library, clinic, or laboratory? What do you think of it?

Rencana Asesmen
• Asesemen awal (diagnostic) Lampiran 5 • Kriteria Ketercapaian Tujuan Pembelajaran (Rubrik Lampiran 1) • Asesmen Formatif: Observasi dan catatan anekdot Alat ukur: Rubrik Penilaian Proses Lampiran 2 dan 3 • Asesmen Sumatif: Megerjakan soal sesuai dengan materi yang telah dipelajari Lampiran 9 Alat ukur: Rubrik Penilaian Produk Lampiran 4

PERTEMUAN 1 (120 MENIT)
Asking for and giving direction at school

Indikator Keberhasilan	Asesmen

Mengetahui cara bertanya dan menjawab menunjukkan arah	Mengerjakan lembar kerja tentang giving direction Alat ukur: Observasi dan catatan anekdot.

Sarana Prasarana
• Gambar giving direction • Lembar kerja • Kamus Bahasa Inggris

Kegiatan Awal (15 menit)
1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin 2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/ tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya. 3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : Asking for and giving direction at school 4. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.
Kegiatan Inti (95 menit)
1. Murid bekerja berkelompok 2. Murid diberi gambar yang telah dicetak (Lampiran 5) https://www.liveworksheets.com 3. Murid diminta untuk:

a. Murid memahami kosa kata yang ada di lembar kerja b. Mencocokkan gambar dengan cara menunjukkan arah yang tepat. c. Mencocokka gambar dengan bagian sekolah yang tepat d. Guru dan murid menyepakati waktu pengerjaan 4. Setelah selesai, murid diminta untuk menyerahkan lembar kerjanya kepada murid lain untuk diperiksa. 5. Guru memberikan jawaban yang benar disertai dengan alasannya. 6. Siswa memberi mengoreksi dan memberi nilai lembar kerja temannya berdasarkan bimbingan guru 7. Lembaran kerja siswa dikembalikan pada guru untuk dianalisa 8. Guru dan murid mendiskusikan tentang giving direction at school
Kegiatan Penutup (10 menit)
1. Siswa menyimpulkan hasil pembelajaran pada hari ini dengan menyebutkan poin-poin yang dibahas 2. Siswa diberikan kesempatan untuk menuliskan pertanyaan yang ingin diketahui lebih lanjut di papan tulis.

PERTEMUAN 2 (120 MENIT)
Asking for and giving direction at school

Indikator Keberhasilan	Asesmen
Mengetahui cara bertanya dan menjawab menunjukkan arah	Mengerjakan lembar kerja tentang kosakata yang berkaitan dengan menunjukkan arah disekolah Alat ukur: Observasi dan catatan anekdot.

Elemen	Sarana Prasarana
Menyimak-berbicara	• Audio buku kurikulum merdeka. Chapter 5, unit 1, section 3 • Lembar kerja (buku kurikulum merdeka hal.213) • Schhol map (buku kurikulum merdeka hal 216) • Kamus Bahasa Inggris

Kegiatan Awal (15 menit)
1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin 2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/ tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya. 3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : Asking for and giving direction at school 4. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.
Kegiatan Inti (95 menit)
1. Murid bekerja sendiri sendiri 2. Murid diberi lembar kerja yang telah dicetak 3. Murid diminta untuk: a. Mendengarkan audio yang diputarkan guru.

b. Murid mengerjakan di lembar kerja yang telah disediakan (Lampiran 6) c. Guru dan murid menyepakati waktu pengerjaan 4. Setelah selesai, murid diminta untuk menyerahkan lembar kerjanya kepada siswa lain untuk diperiksa. 5. Guru memberikan jawaban yang benar disertai dengan alasannya. 6. Siswa memberi mengoreksi dan memberi nilai lembar kerja temannya berdasarkan bimbingan guru 7. Murid memahami isi teks yang sudah dilengkapi dengan kata yang benar 8. Murid mendengarkan audio beberapa kali, untuk mengingat pengucapannya 9. Murid menjawab pertanyaan berdasarkan audio yang didengar 10. Murid memahami peta sekolah 11. Murid mengerjakan latihan tentang posisi ruangan berdasarkan peta 12. Murid berlatih menyebutkan posisi ruangan berdasarkan peta sekolah 13. Murid mencatat cara menanyakan arah dan memberi arah.
Kegiatan Penutup (10 menit)
1. Siswa menyimpulkan hasil pembelajaran pada hari ini dengan menyebutkan poin-poin yang dibahas 2. Siswa diberikan kesempatan untuk menuliskan pertanyaan yang ingin diketahui lebih lanjut di papan tulis.

PERTEMUAN 3 (120 MENIT)

Talking about extracurricular activity

Indikator Keberhasilan	Asesmen

Mengetahui kosakata yang berkaitan dengan kegiatan ekstrakurikuler disekolah	Mengerjakan lembar kerja tentng kegiatan ekstrakurikuler disekolah Alat ukur: Observasi dan catatan anekdot.

Elemen	**Sarana Prasarana**
• Membaca – memirsa	• Reading text (Buku kurikulum merdeka hal. 225-226) • Lembar kerja • Kamus Bahasa Inggris

Kegiatan Awal (15 menit)
1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin 2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/ tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya. 3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : Talking about extracurricular activities 4. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.
Kegiatan Inti (95 menit)
1. Murid mencatat dan memahami kosa kata dalam teks 2. Murid dibagi menjadi beberapa kelompok 3. Kelompok diberi teks yang telah dicetak (Lampiran 7)

4. Murid diminta untuk: a. Memahami isi teks b. Menjawab pertanyaan berdasarkan teks 5. Setelah selesai, lembar kerja di koreksi oleh kelompok lain 6. Guru membacakan jawaban yang benar 7. Guru dan murid mendiskusikan tentang cara memberi tips 8. Murid mencatat tentang jeni-jenis ekstrakurikuler disekolah
Kegiatan Penutup (10 menit)
1. Siswa menyimpulkan hasil pembelajaran pada hari ini dengan menyebutkan poin-poin yang dibahas. 2. Siswa diberikan kesempatan untuk menuliskan pertanyaan yang ingin diketahui lebih lanjut di papan tulis.

PERTEMUAN 4 (120 MENIT)

Describing a school festival

Indikator Keberhasilan	Asesmen
Mengetahui cara menggambarkan festival sekolah	Mengerjakan lembar kerja tentang festival sekolah (Buku kurikulum merdeka hal. 237) Alat ukur: Observasi dan catatan anekdot.

Elemen	Sarana Prasarana
• Menulis - mempresentasikan	• Lembar kerja • Kamus Bahasa Inggris

Kegiatan Awal (15 menit)
1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin 2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/ tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya. 3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : Describing a school festival 4. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.
Kegiatan Inti (95 menit)
1. Murid bekerja dalam kelompok 2. Murid diberikan sebuah gambar tentang festival sekolah (pameran) Lampiran 8 3. Murid memahami gambar yang telah diberikan 4. Masing-masing murid diminta untuk: a. Mengisi chart berdasarkan gambar b. Berdiskusi dalam kelompok tentang isi chart 5. Setelah selesai, akan dipilih beberapa anak untuk membacakan hasil diskusi mereka 6. Guru dan murid mendiskusikan tentang hasil pekerjaan mereka. 7. Murid mengerjakan asesemen sumatif (Lampiran 9)
Kegiatan Penutup (10 menit)
1. Siswa menyimpulkan hasil pembelajaran pada hari ini dengan menyebutkan poin-poin yang dibahas. 2. Siswa diberikan kesempatan untuk menuliskan pertanyaan yang ingin

diketahui lebih lanjut di papan tulis.

Bukittinggi, Januari 2023

Mengetahui	
Kepala SMP Negeri 2 Bukittinggi	Guru Mata Pelajaran
IRDASMAYETI, S.Pd	**TIRTA YUNANCY, S. Pd**
NIP. 196508151989032006	NIP. 197606202005012009

Appendix

KRITERIA KETERCAPAIAN TUJUAN PEMBELAJARAN (KKTP)

MATA PELAJARAN : BAHASA INGGRIS

FASE : D

KELAS/SEMESTER : VII/2

TUJUAN PEMBELAJARAN	KRITERIA KETERCAPAIAN	INTERVAL			KESIMPULAN
		0-40	41-70	71-100	
7. 6 Peserta didik mampu mengidentifikasi cara menunjukkan arah/lokasi, peserta didik menganalisa struktur teks, unsur kebahasaan dan konteks dari ragam teks yang disajikan dalam bentuk multimoda pada konteks descriptive text, peserta didik mampu mengidentifikasi kosa kata yang berkaitan dengan kegiatan ekstrakurikuler di sekolah, peserta didik mengidentifikasi kosa kata yang berkaitan dengan menggambarkan panen karya	6.1 Peserta didik layak dan cakap cara menunjukkan arah/lokasi				
	6.2 Peserta didik layak dan cakap memahami struktur teks dan unsur kebahasaan descriptive text				
	6.3 mengidentifikasi kosa kata yang berkaitan dengan kegiatan ekstrakurikuler di sekolah				
	6.4 Peserta didik layak dan cakap dalam mengidentifikasi kosa kata yang berkaitan dengan menggambarkan panen karya				

Appendix

DAFTAR NILAI

MATA PELAJARAN : BAHASA INGGRIS

KELAS/ SEMESTER : VII 7 / 2

No	NAMA SISWA	TP 7.3										TP 7.4										TP 7.5									
1	AAN SEPTIADI																														
2	ABDAN KHAIRUL AZZAM																														
3	AFKAR ADEL YASDAN																														
4	AQILA KHANZA MARITZA																														
5	BILQIES ALIFA RAMADINA																														

Appendix

CATATAN ANEKDOTAL

(NILAI SIKAP)

MATA PELAJARAN : BAHASA INGGRIS

KELAS/ SEMESTER : VII / 1

NO	HARI/TANGGAL	NAMA SISWA	BUTIR SIKAP	POSITIF/ NEGATIF	TINDAK LANJUT

Appendix

LEMBAR AMATAN

MATA PELAJARAN : BAHASA INGGRIS

KELAS/ SEMESTER : VII 7 / 2

ELEMEN / MATERI :

NO	NAMA SISWA	KETERAMPILAN YANG DIAMATI				Nilai	Keterangan
		(skor 1-4)	(skor 1-4)	(skor 1-4)	(skor 1-4)		
1	AAN SEPTIADI						
2	ABDAN KHAIRUL AZZAM						
3	AFKAR ADEL YASDAN						
4	AQILA KHANZA MARITZA						
5	BILQIES ALIFA RAMADINA						

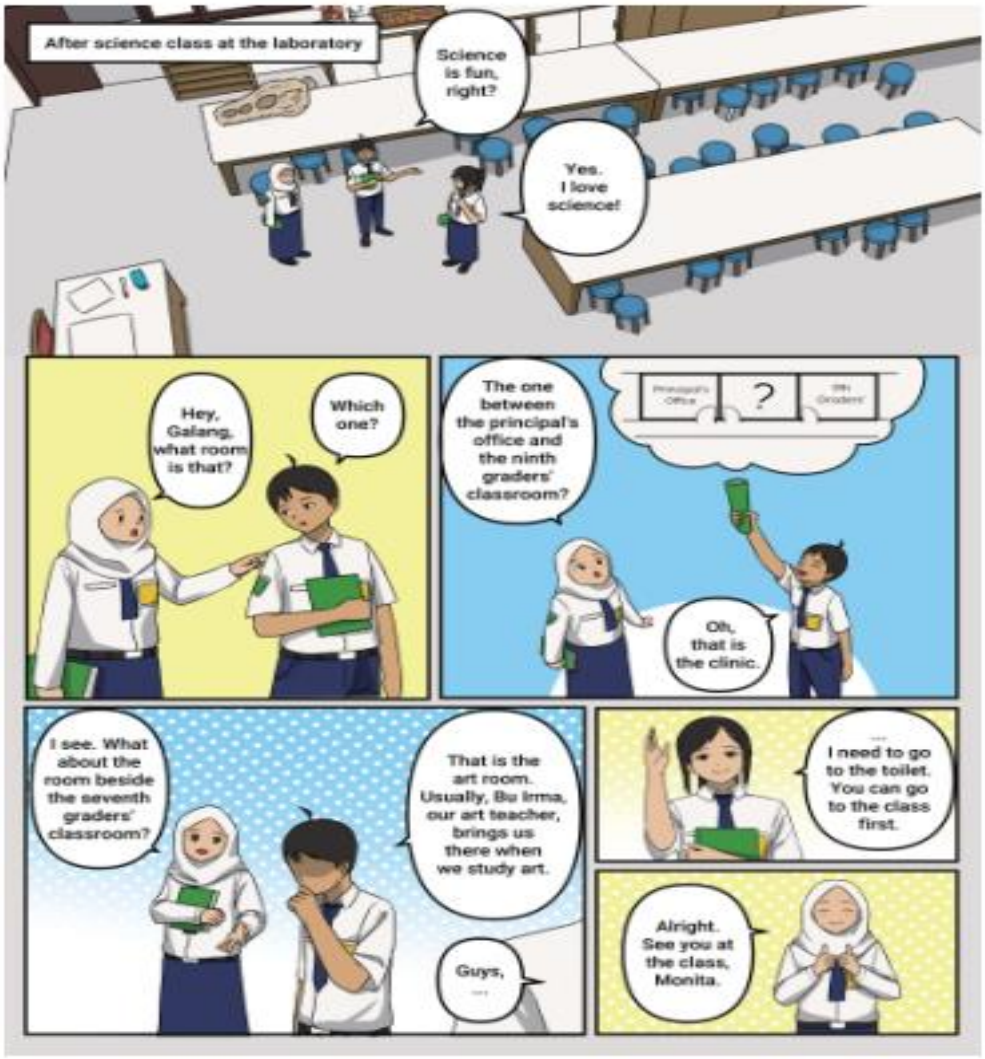
Appendix


Go round the roundabout
Don't turn right
Go over the bridge
Cross the road
Turn left
Go round the lake
Go straight on
Turn right
Don't turn left
Don't go over the bridge
Stop
Don't go straight on
Turn right at the tree
Go to the end of the path


HALL
LIBRARY
GYMNASIUM
PLAYGROUND
TOILET
ART ROOM
LABORATORY
MUSIC ROOM
CAFETERIA
CLASSROOM

Appendix Listen to the audio

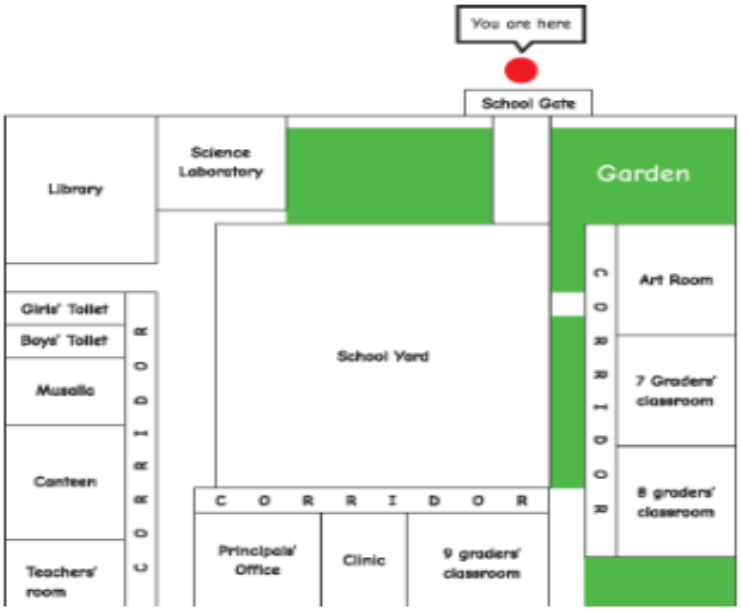
Appendix



Listen to the audio, and answer the questions!

1. Where is the clinic?
   _____
2. Where is the art room?
   _____
3. Where is the principal's office?
   _____
4. Where is the third graders' classroom?
   _____
5. Where is the first graders' classroom?
   _____

Look at a school map at Picture 5.6.



Picture 5.6 SMP Merdeka's map

Work with a classmate. Use the school map to ask and give directions of the school buildings. <u>Your position is at the school gate</u>. Number one has been done for you. Tell it in front of the class

1. The library	
Can you show me the way to the library?	Turn right. Go straight forward. The library is beside the science laboratory.
2. The clinic	
3. The boys' toilet	
4. The musalla	
5. The science laboratory	

Appendix Read the text and answer the questions!

SMP Merdeka Basketball Club

Galang joins an extracurricular activity this semester. He is in SMP Merdeka basketball club. The name of the club is Eagle Merdeka Basketball. Their first uniform is red and their second uniform is white. The mascot of the team is an eagle.

More than 30 students are in the club. The members of the club always practice once a week with their coach. The coach calls the members of the club as eagles. The eagles always practice on Wednesdays at 3 PM at the school yard.

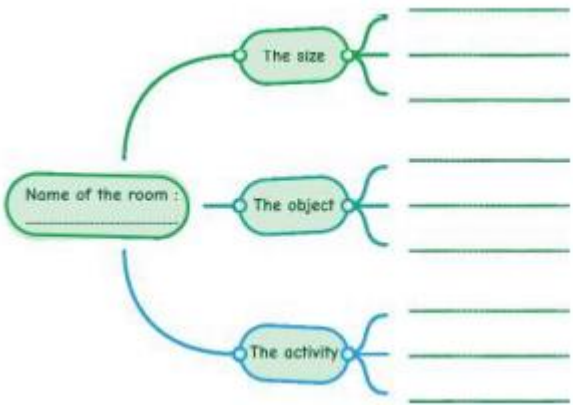
Eagle Merdeka Basketball club will join a tournament next month in Banjarbaru. They are looking for new players to join the tournament from seventh grader students. The selection for the new players is next week.

1. What kind of extracurricular activity does Galang join?
   a. sport
   b. art
   c. music
2. What is the mascot of SMP Merdeka basketball club? It is a/an ...
   a. flower
   b. animal
   c. fruit
3. How many days do SMP Merdeka basketball club members practice in a week?
   a. one
   b. two
   c. three
4. When will SMP Merdeka basketball club join the basketball tournament in Banjarbaru?
   a. next week
   b. next month
   c. next year
5. Who will join the selection for new players?
   a. seventh grader students
   b. eighth grader students
   c. ninth grader students

Appendix look at the picture it is a school exhibition



Complete the chart based on the picture!



Appendix Sumatif test

Choose the correct answer!

The text is for questions number 1-5

Today, there is a school event in SMP Merdeka. There are many competitions to join in. There is a basketball competition in the school field. There are also other competitions that are held in some classes. Galang and his friends want to join the

basketball competitions. They will compete against another class. Sinta likes to sing. She wants to join the singing competition. Her voice is so beautiful. Monita wants to join the storytelling competition. She is registering for it in the library. There is also an art exhibition. There are many handicrafts like key rings and paintings to sell. Andre wants to buy a painting. He is going to the art exhibition now.

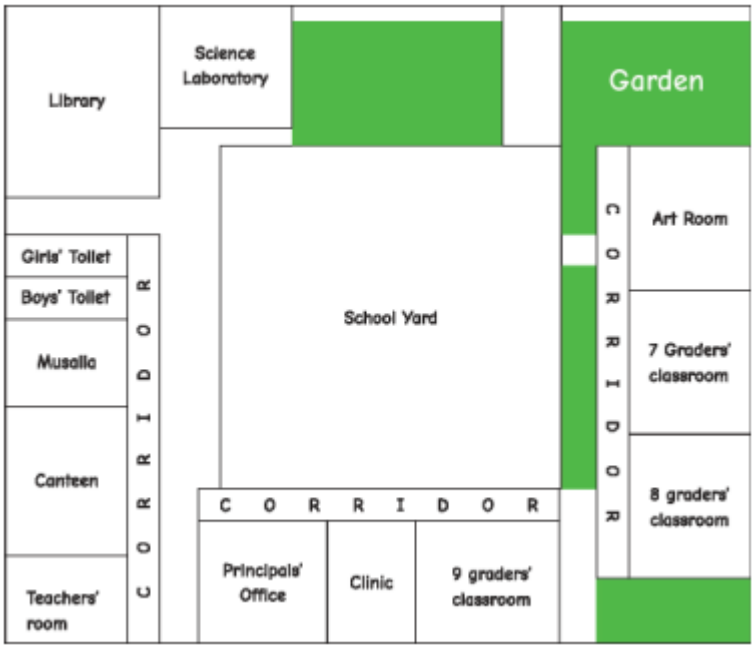
1. These are some competitions in SMP Merdeka's school event, except _____
    A. A basketball competition.
    B. A storytelling competition.
    C. A painting competition.
    D. A singing competition.
2. What competition do Galang and his friends want to join?
    A. A soccer competition.
    B. A basketball competition.
    C. A volleyball competition.
    D. A badminton competition.
3. Why does Sinta want to join the singing competition?
    A. Singing is her hobby.
    B. The competition is held in the class.
    C. The competition is held in the field.
    D. Sinta is registering for it in the library
4. What is Andre going to do?
    1. Watch the basketball competition.
    2. Register for the art exhibition.
    3. Buy a handicraft.
    4. Join the painting competition.
5. Where do competitions take place?
    A. In some classes, art exhibition, and library.
    B. In the library, the school field, and art exhibition.

C. In the art exhibition, some classes, and school field.

D. In the school ield, some classes, and library.

For numbers 6-10, complete the dialogue with appropriate words.

Use the school layout to help you complete the dialogue.



Andre : How's your first day at school?

Pipit : It' s fun, but I want to go around the school. There are many school areas that I want to

know more about.

Andre : I can show you some.

Pipit : Thank you.

Andre : You're welcome. Well, where should we start?

Pipit : There! What room is that?

Andre : That is the principal's office. It is (6) _____ to the clinic.

Pipit : How about that room (7) _____ the library?

Andre : That is the science laboratory. We always go there on Thursday for science class.

Pipit : That's interesting. By the way, (8)_____ the canteen?

Andr : The canteen is (9) _____ the mushalla and the teachers' room. There is also a school

yard (10) _____ of it. Many students play basketball there after school.

Pipit : Well, I'm quite hungry now. Should we grab something at the canteen before going home?

Andre : Okay, let's go!

Appendix Annual Program for SMPN 7 Bukittinggi

PROGRAM TAHUNAN

Satuan Pendidikan : SMP N 7 Bukittinggi

Mata Pelajaran : Bahasa Inggris

Kelas : VII

Tahun Pelajaran : 2022/2023

A. Capaian Pembelajaran Mata Pelajaran Bahasa Inggris untuk SMP Kelas VII (Fase D)

Pada akhir Fase D, peserta didik diharapkan dapat menggunakan teks lisan, tulisan dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di Fase ini. Pada buku ini, teks yang menjadi fokus adalah teks deskriptif. prosedur, dan pesan singkat. Selain itu, peserta didik dihimbau menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik juga mampu lebih memahami teks tulisan dan muncul keterampilan inferensi ketika memahami informasi tersirat. Mereka mampu menciptakan teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam dengan memahami tujuan dan pemirsa dalam penciptaannya.

B. Elemen Capaian Pembelajaran Fase D

Elemen	Deskripsi
Menyimak	Kemampuan memahami informasi, memberikan apresiasi kepada lawan bicara, dan memahami informasi yang didengar, sehingga dapat menyampaikan tanggapan secara relevan dan kontekstual. Proses yang terjadi dalam menyimak mencakup kegiatan seperti mendengarkan, mengidentiikasi, memahami, menginterpretasi bunyi bahasa, lalu memahami makna. Keterampilan menyimak juga merupakan kemampuan komunikasi nonverbal yang mencakup seberapa baik seseorang menangkap makna (tersirat dan tersurat) pada sebuah paparan lisan dan memahami ide pokok dan pendukung pada konten informasi maupun konteks yang melatari paparan tersebut (Petri, 2017).
Membaca	Kemampuan memahami, menggunakan, dan mereleksi teks sesuai tujuan dan kepentingannya, untuk mengembangkan pengetahuan dan potensi seseorang agar ia dapat berpartisipasi dengan masyarakat(OECD, 2000).
Memirsa	Kemampuan memahami, menggunakan, dan mereleksi teks visual sesuai tujuan dan kepentingannya.
Berbicara	Kemampuan menyampaikan gagasan, pikiran, serta perasaan secara lisan dalam interaksi sosial.
Menulis	Kemampuan menyampaikan. mengomunikasikan gagasan, mengekspresikan kreativitas dan mencipta dalam berbagai genre teks tertulis, dengan cara yang efektif dan dapat dipahami, serta diminati oleh pembaca dengan struktur organisasi dan unsur kebahasaan yang tepat.
Mempresentasikan	Kemampuan memaparkan gagasan secara fasih, akurat, dapat dipertanggungjawabkan dengan cara yang komunikatif melalui beragam media (visual, digital, dan audio visual), dan dapat dipahami oleh pendengar. Penyampaian dalam berbicara dan mempresentasikan perlu disusun dan dikembangkan sesuai dengan kebutuhan atau karakteristik penyimak.

No	Tujuan Pembelajaran	Materi	Alokasi Waktu
	Semester 1		
1.	- Peserta didik mampu Memperkenalkan diri dan orang lain - Peserta didik mampu Berbicara tentang hobi - Peserta didik mampu Menggambarkan ciri-ciri fisik dan kepribadian orang, dan - Peserta didik mampu Menggambarkan kegiatan sehari-hari mereka.	About Me	18 JP
2.	- Peserta Didik Mampu menggambarkan makanan favorit - Peserta Didik Mampu menanyakan dan memberi informasi tentang makanan - Peserta Didik Mampu mengidentifikasi alat dan bahan dalam resep, - Peserta Didik Mampu membuat urutan langkah memasak.	Culinary and Me	18 JP
3.	- Peserta didik mampu menggambarkan kamar dirumah dan hal-hal di kamar, - Peserta didik mampu berbicara tentang apa yang dilakukan dan digunakan orang untuk membersihkan rumah - Peserta didik mampu memberikan petunjuk tentang cara melakukan sesuatu	Home sweet Home	18 JP
	Semester 2		
4.	- Peserta didik mampu berbicara tentang jadwal dan mata pelajaran sekolah - Peserta didik mampu berbicara tentang tips belajar online; - Peserta didik mampu menggambarkan kebiasaan belajar seseorang.	My School Activities	27 JP
5.	- Peserta didik mampu meminta dan memberi petunjuk - Peserta didik mampu berbicara tentang kegiatan ekstrakurikuler - Peserta didik mampu menggambarkan festival sekolah.	This is My School	27 JP

	Cadangan		
	Jumlah Jam Pelajaran		108JP

Mengetahui
Kepala SMP Negeri 7 Bukittinggi

ALEXANDRA M., S.Pd .
NIP. 197408282003121004

Bukittinggi, Juli 2023
Guru Mata Pelajaran

SITI MASITAH, S.Pd., M.Pd.
NIP. 197301091998022004

`

Appendix 5 Surat permohonan Validasi

PERMOHONAN VALIDASI

Kepada Yth.

Bapak/ Ibu :

Di Tempat

Assalamu'alaikum Wr. Wb

Saya yang bertanda tangan di bawah ini :

Nama	: Anwar Liwaul Ikhsan
NIM	: 2320028
Fakultas/ Prodi	: FTIK/ PBI
Judul Skripsi	: A Content Analysis of 7th grade English Student Worksheet in 'Buku Interaktif Bahasa Inggris Untuk SMP/MTS kelas 7b Kurikulum Merdeka' at SMPN 7 Bukitinggi"
Pembimbing	: Dr. Absharini Kardena, M.Pd

Dengan ini mengajukan permohonan kepada Bapak/ Ibu, sekiranya Bapak/Ibu berkenan untuk memberikan *Judgement*, saran, serta masukan mengenai instrument penelitian saya.

Demikianlah permohonan ini diajukan kepada Bapak/ Ibu, sekiranya Bapak/ Ibu dapat mengabulkannnya. Atas pertimbangan Bapak/ Ibu, saya mengucapkan terima kasih.

Mengetahui,
Ketua Prodi

Merry Prima Dewi, M.Pd
NIP. 198403152015032003

Bukittinggi,15 Agustust 2024
Pemohon,

Anwar Liwaul Ikhsan
NIM. 2320028

Appendix 6 Surat pernyataan Validasi

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Syahrul, M.Pd.

Jabatan : Dosen

Dengan ini menyatakan bahwa mahasiswa yang bernama Anwar Liwaul Ikhsan dengan nim 2320023 dengan judul "A Content Analysis of 7th grade English Student Worksheet in 'Buku Interaktif Bahasa Inggris Untuk SMP/MTS kelas 7b Kurikulum Merdeka' at SMPN 7 Bukitinggi" benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 19 Agustus2024
Validator

Syahrul, M.Pd.
NIP:

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Muthia Rahman, M.Pd.

Jabatan : Dosen PBI

Dengan ini menyatakan bahwa mahasiswa yang bernama Anwar Liwaul Ikhsan dengan nim 2320023 dengan judul "A Content Analysis of 7th grade English Student Worksheet in 'Buku Interaktif Bahasa Inggris Untuk SMP/MTS kelas 7b Kurikulum Merdeka' at SMPN 7 Bukitinggi" benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 29 Agustus2024
Validator



NIP:

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Loli Safitri, M.Pd.

Jabatan : Dosen PBI

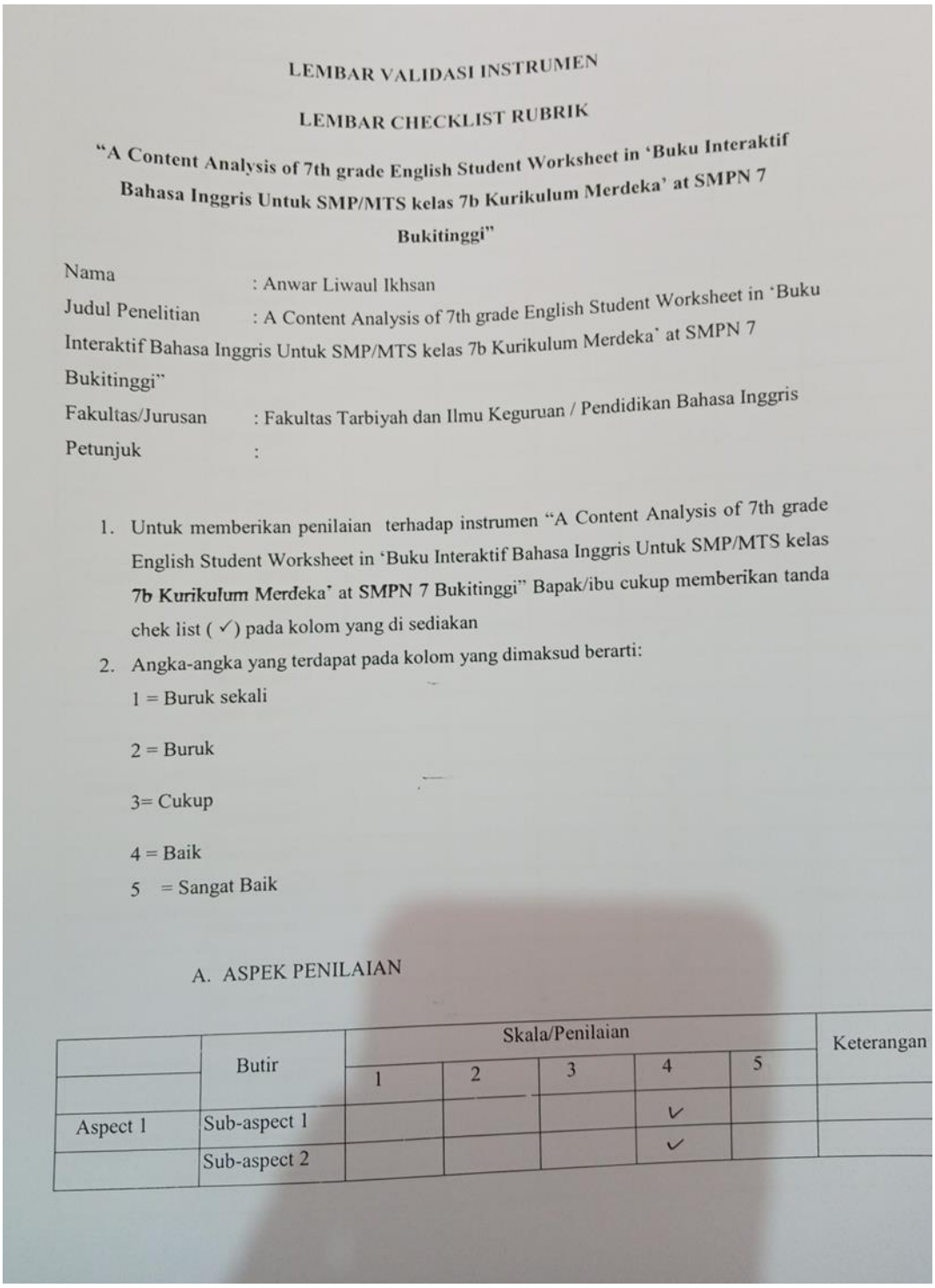
Dengan ini menyatakan bahwa mahasiswa yang bernama Anwar Liwaul Ikhsan dengan nim 2320023 dengan judul "A Content Analysis of 7th grade English Student Worksheet in 'Buku Interaktif Bahasa Inggris Untuk SMP/MTS kelas 7b Kurikulum Merdeka' at SMPN 7 Bukitinggi" benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Loli Safitri, M.Pd
Bukittinggi, 26 Agustus2024
Validator
NIP:

Appendix 7 Hasil Validasi

A. Validator 1



LEMBAR VALIDASI INSTRUMEN

LEMBAR CHECKLIST RUBRIK

"A Content Analysis of 7th grade English Student Worksheet in 'Buku Interaktif Bahasa Inggris Untuk SMP/MTS kelas 7b Kurikulum Merdeka' at SMPN 7 Bukitinggi"

Nama : Anwar Liwaul Ikhsan

Judul Penelitian : A Content Analysis of 7th grade English Student Worksheet in 'Buku Interaktif Bahasa Inggris Untuk SMP/MTS kelas 7b Kurikulum Merdeka' at SMPN 7 Bukitinggi"

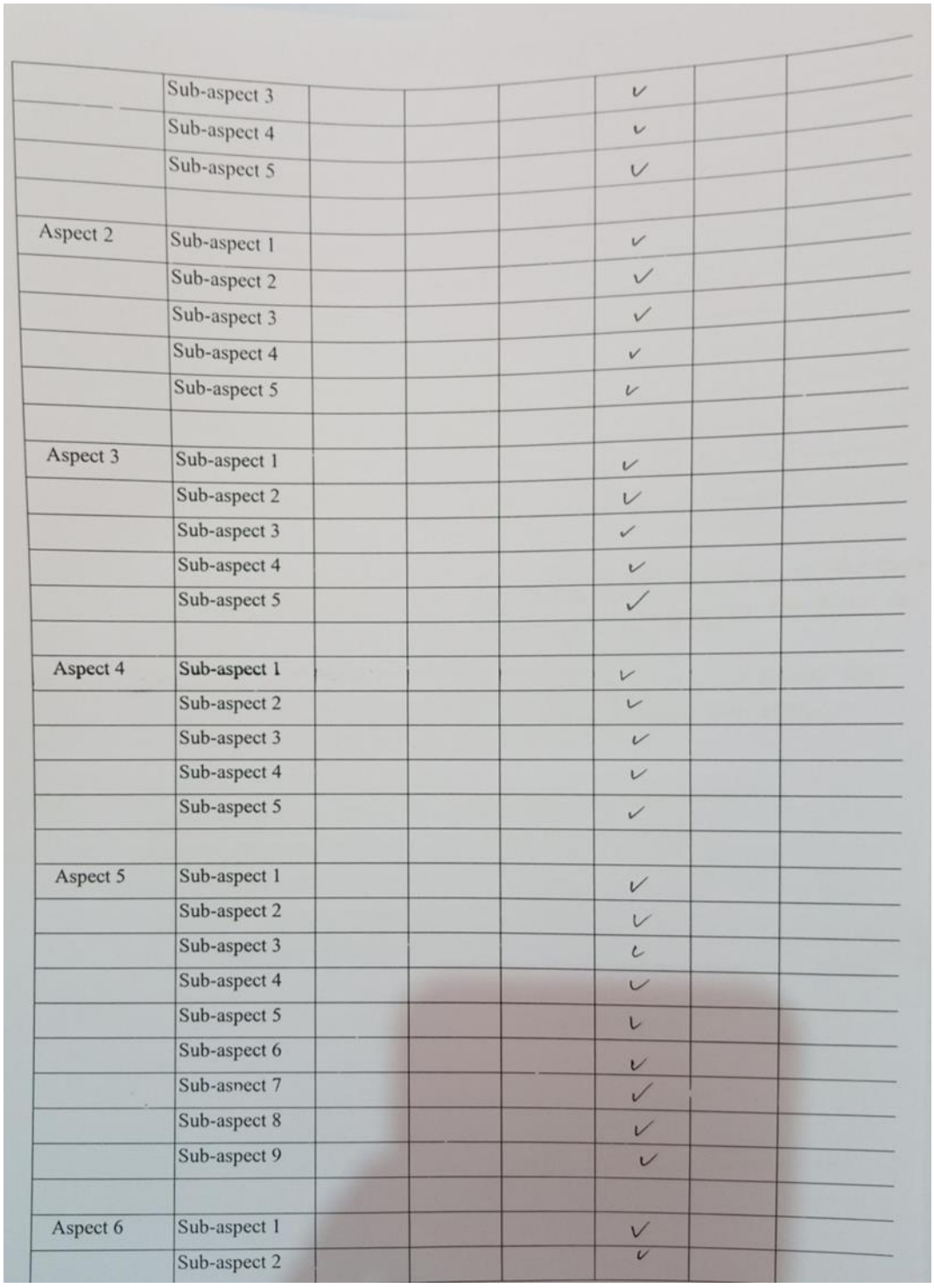
Fakultas/Jurusan : Fakultas Tarbiyah dan Ilmu Keguruan / Pendidikan Bahasa Inggris

Petunjuk :

1. Untuk memberikan penilaian terhadap instrumen "A Content Analysis of 7th grade English Student Worksheet in 'Buku Interaktif Bahasa Inggris Untuk SMP/MTS kelas 7b Kurikulum Merdeka' at SMPN 7 Bukitinggi" Bapak/ibu cukup memberikan tanda chek list (✓) pada kolom yang di sediakan
2. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
   1 = Buruk sekali
   2 = Buruk
   3= Cukup
   4 = Baik
   5 = Sangat Baik

A. ASPEK PENILAIAN

	Butir	Skala/Penilaian					Keterangan
		1	2	3	4	5	
Aspect 1	Sub-aspect 1				✓		
	Sub-aspect 2				✓		



	Sub-aspect 3				✓		
	Sub-aspect 4				✓		
	Sub-aspect 5				✓		
Aspect 2	Sub-aspect 1				✓		
	Sub-aspect 2				✓		
	Sub-aspect 3				✓		
	Sub-aspect 4				✓		
	Sub-aspect 5				✓		
Aspect 3	Sub-aspect 1				✓		
	Sub-aspect 2				✓		
	Sub-aspect 3				✓		
	Sub-aspect 4				✓		
	Sub-aspect 5				✓		
Aspect 4	Sub-aspect 1				✓		
	Sub-aspect 2				✓		
	Sub-aspect 3				✓		
	Sub-aspect 4				✓		
	Sub-aspect 5				✓		
Aspect 5	Sub-aspect 1				✓		
	Sub-aspect 2				✓		
	Sub-aspect 3				✓		
	Sub-aspect 4				✓		
	Sub-aspect 5				✓		
	Sub-aspect 6				✓		
	Sub-aspect 7				✓		
	Sub-aspect 8				✓		
	Sub-aspect 9				✓		
Aspect 6	Sub-aspect 1				✓		
	Sub-aspect 2				✓		

Aspect 7	Sub-aspect 1				✓		
	Sub-aspect 2				✓		
	Sub-aspect 3				✓		
	Sub-aspect 4			✓			
	Sub-aspect 5						
	Sub-aspect 6						
Aspect 8	Sub-aspect 1		✓				
	Sub Aspect 2		✓				
	Sub aspect 3		✓				
	Sub aspect 4		✓				
	Sub Aspect 5		✓				

check its relevant

Another aspects :
- alignment with curriculum standards
- variety of task types
- engagement with multiple language skills.
- etc.

B. KOMENTAR/ SARAN

I recommend revisiting the indicators used in the checklist for analyzing the content of the students' worksheets. These indicators should be carefully considered to ensure they align with the objectives of the research. Additionally, it's crucial that the researcher explicitly refers to and grounds these indicators in relevant theoretical frameworks that underpins this study.

Kesimpulan:

Berdasarkan penilaian tersebut, mohon validator untuk memberikan kesimpulan dengan melingkari salah satu nomor sesuai dengan pendapat validator.

1. Valid untuk diuji coba tanpa revisi.
2. Valid untuk diuji coba dengan revisi sesuai saran.
3. Tidak/belum valid untuk diujicobakan

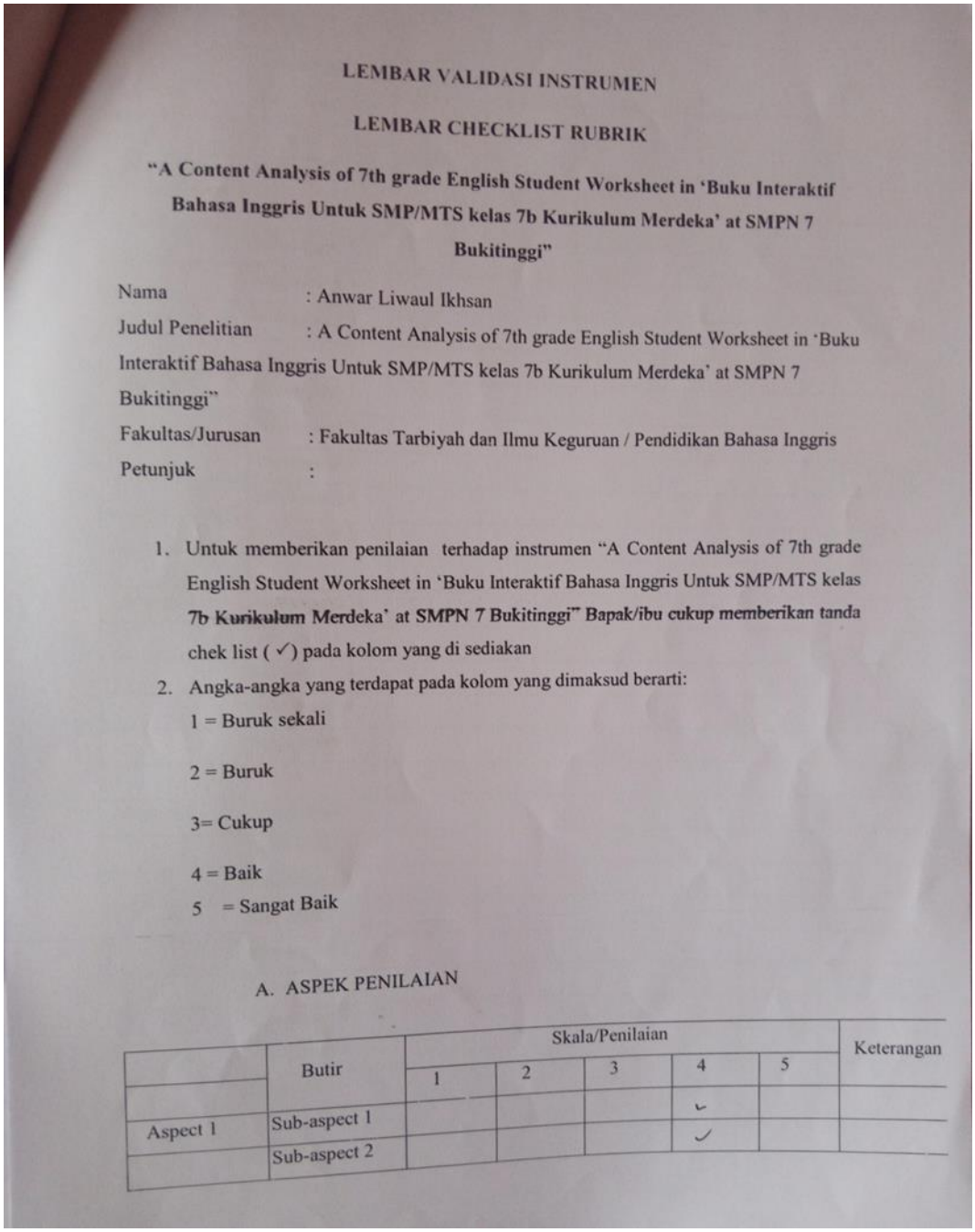
Bukittinggi, 26 - 8 - 2024

Validator

Loli Safitri, M.Pd

NIP.

B. Validator 2



LEMBAR VALIDASI INSTRUMEN

LEMBAR CHECKLIST RUBRIK

"A Content Analysis of 7th grade English Student Worksheet in 'Buku Interaktif Bahasa Inggris Untuk SMP/MTS kelas 7b Kurikulum Merdeka' at SMPN 7 Bukitinggi"

Nama : Anwar Liwaul Ikhsan

Judul Penelitian : A Content Analysis of 7th grade English Student Worksheet in 'Buku Interaktif Bahasa Inggris Untuk SMP/MTS kelas 7b Kurikulum Merdeka' at SMPN 7 Bukitinggi"

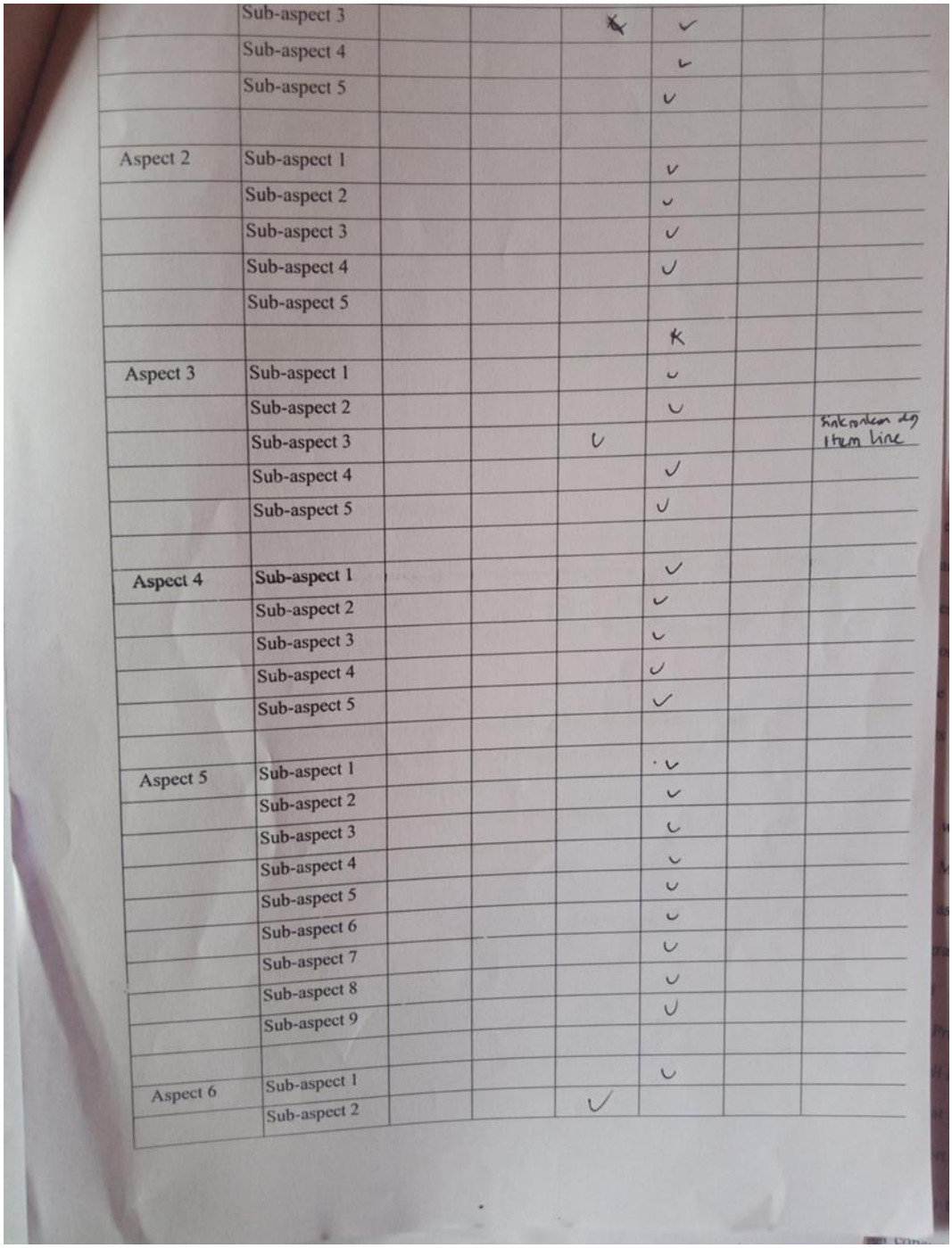
Fakultas/Jurusan : Fakultas Tarbiyah dan Ilmu Keguruan / Pendidikan Bahasa Inggris

Petunjuk :

1. Untuk memberikan penilaian terhadap instrumen "A Content Analysis of 7th grade English Student Worksheet in 'Buku Interaktif Bahasa Inggris Untuk SMP/MTS kelas 7b Kurikulum Merdeka' at SMPN 7 Bukitinggi" Bapak/ibu cukup memberikan tanda chek list (✓) pada kolom yang di sediakan
2. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
   1 = Buruk sekali
   2 = Buruk
   3= Cukup
   4 = Baik
   5 = Sangat Baik

A. ASPEK PENILAIAN

	Butir	Skala/Penilaian					Keterangan
		1	2	3	4	5	
Aspect 1	Sub-aspect 1				✓		
	Sub-aspect 2				✓		



	Sub-aspect 3			✗	✓		
	Sub-aspect 4				✓		
	Sub-aspect 5				✓		
Aspect 2	Sub-aspect 1				✓		
	Sub-aspect 2				✓		
	Sub-aspect 3				✓		
	Sub-aspect 4				✓		
	Sub-aspect 5						
					✗		
Aspect 3	Sub-aspect 1				✓		
	Sub-aspect 2				✓		
	Sub-aspect 3			✓			Sinkronisera dig i tiden line
	Sub-aspect 4				✓		
	Sub-aspect 5				✓		
Aspect 4	Sub-aspect 1				✓		
	Sub-aspect 2				✓		
	Sub-aspect 3				✓		
	Sub-aspect 4				✓		
	Sub-aspect 5				✓		
Aspect 5	Sub-aspect 1				✓		
	Sub-aspect 2				✓		
	Sub-aspect 3				✓		
	Sub-aspect 4				✓		
	Sub-aspect 5				✓		
	Sub-aspect 6				✓		
	Sub-aspect 7				✓		
	Sub-aspect 8				✓		
	Sub-aspect 9						
					✓		
Aspect 6	Sub-aspect 1			✓			
	Sub-aspect 2						

Aspect 7	Sub-aspect 1				✓		
	Sub-aspect 2				✓		
	Sub-aspect 3				✓		
	Sub-aspect 4				✓		
	Sub-aspect 5				✓		
	Sub-aspect 6				✓		
Aspect 8	Sub-aspect 1				✓		
	Sub Aspect 2			✓			
	Sub aspect 3				✓		
	Sub aspect 4				✓		
	Sub Aspect 5				✓		

B. KOMENTAR/ SARAN

1. Secara umum ok
2. Use English Completely, exp. ~~n~~ - Instruction → Petunjuk
3. You do not need to try out, if it had been validated and you just compiled ~~anda~~ item from the source.

~~Kesimpulan~~:

Berdasarkan penilaian tersebut, mohon validator untuk memberikan kesimpulan dengan melingkari salah satu nomor sesuai dengan pendapat validator.

1. Valid untuk diuji coba tanpa revisi.
2. Valid untuk diuji coba dengan revisi sesuai saran.
3. Tidak/belum valid untuk diujicobakan

Bukittinggi, 2024

Validator

Syahril, M.Ed

NIP.

C. Validator 3

LEMBAR VALIDASI INSTRUMEN

LEMBAR CHECKLIST RUBRIK

"A Content Analysis of 7th grade English Student Worksheet in 'Buku Interaktif Bahasa Inggris Untuk SMP/MTS kelas 7b Kurikulum Merdeka' at SMPN 7 Bukitinggi"

Nama : Anwar Liwaul Ikhsan

Judul Penelitian : A Content Analysis of 7th grade English Student Worksheet in 'Buku Interaktif Bahasa Inggris Untuk SMP/MTS kelas 7b Kurikulum Merdeka' at SMPN 7 Bukitinggi"

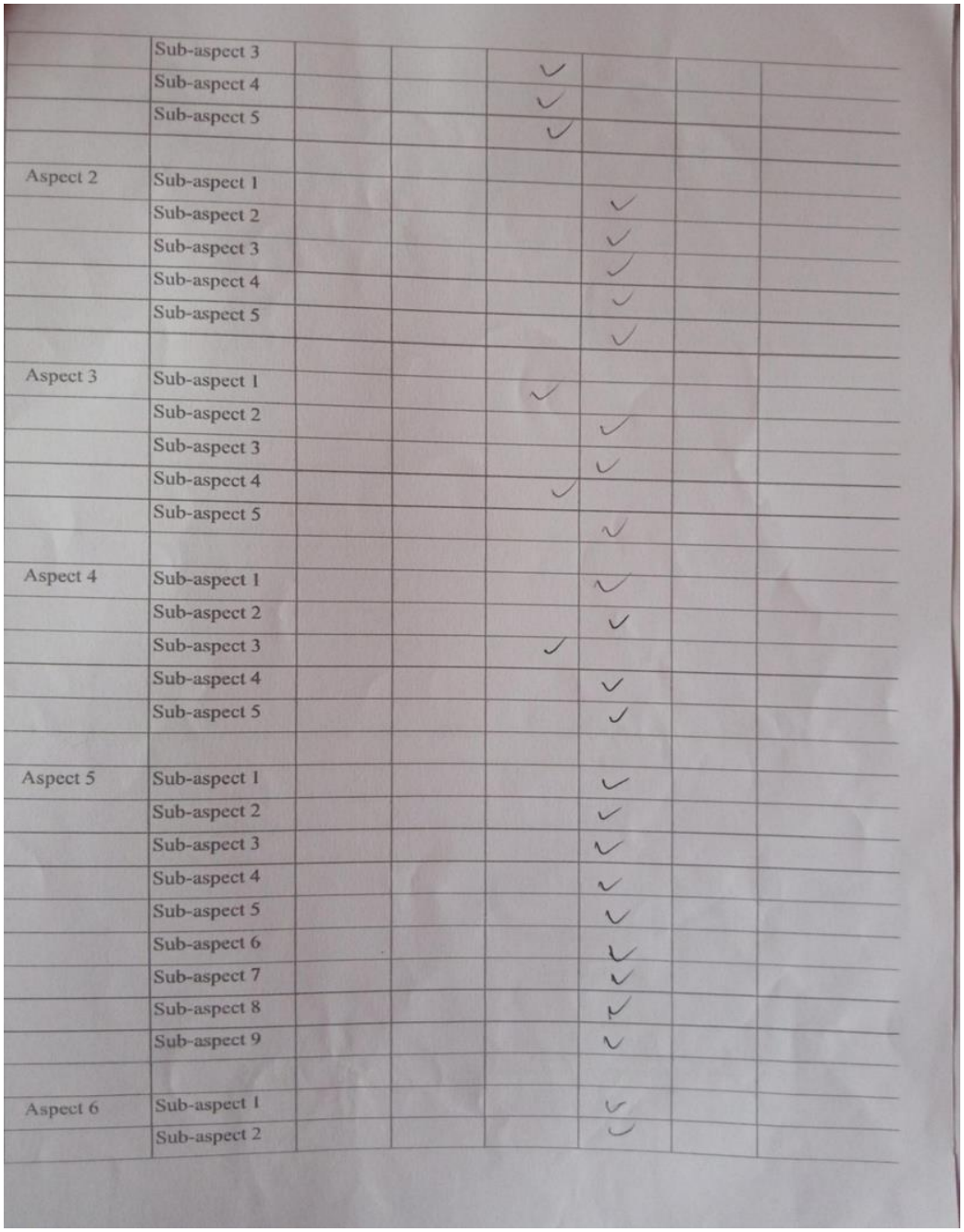
Fakultas/Jurusan : Fakultas Tarbiyah dan Ilmu Keguruan / Pendidikan Bahasa Inggris

Petunjuk :

1. Untuk memberikan penilaian terhadap instrumen "A Content Analysis of 7th grade English Student Worksheet in 'Buku Interaktif Bahasa Inggris Untuk SMP/MTS kelas 7b Kurikulum Merdeka' at SMPN 7 Bukitinggi" Bapak/ibu cukup memberikan tanda chek list (✓) pada kolom yang di sediakan
2. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
   1 = Buruk sekali
   2 = Buruk
   3= Cukup
   4 = Baik
   5 = Sangat Baik

A. ASPEK PENILAIAN

	Butir	Skala/Penilaian					Keterangan
		1	2	3	4	5	
Aspect 1	Sub-aspect 1				✓		
	Sub-aspect 2				✓		



	Sub-aspect 3			✓			
	Sub-aspect 4			✓			
	Sub-aspect 5			✓			
Aspect 2	Sub-aspect 1						
	Sub-aspect 2				✓		
	Sub-aspect 3				✓		
	Sub-aspect 4				✓		
	Sub-aspect 5				✓		
					✓		
Aspect 3	Sub-aspect 1			✓			
	Sub-aspect 2				✓		
	Sub-aspect 3				✓		
	Sub-aspect 4			✓			
	Sub-aspect 5				✓		
Aspect 4	Sub-aspect 1				✓		
	Sub-aspect 2				✓		
	Sub-aspect 3			✓			
	Sub-aspect 4				✓		
	Sub-aspect 5				✓		
Aspect 5	Sub-aspect 1				✓		
	Sub-aspect 2				✓		
	Sub-aspect 3				✓		
	Sub-aspect 4				✓		
	Sub-aspect 5				✓		
	Sub-aspect 6				✓		
	Sub-aspect 7				✓		
	Sub-aspect 8				✓		
	Sub-aspect 9				✓		
Aspect 6	Sub-aspect 1				✓		
	Sub-aspect 2				✓		

Aspect 7	Sub-aspect 1				✓					
	Sub-aspect 2				✓					
	Sub-aspect 3				✓					
	Sub-aspect 4				✓					
	Sub-aspect 5				✓					
	Sub-aspect 6				✓					
Aspect 8	Sub-aspect 1									
S	Sub Aspect 2									
	Sub aspect 3									
	Sub aspect 4									
	Sub Aspect 5									

B. KOMENTAR/ SARAN

The instrument can be used & well constructed.

Kesimpulan:

Berdasarkan penilaian tersebut, mohon validator untuk memberikan kesimpulan dengan melingkari salah satu nomor sesuai dengan pendapat validator.

1. Valid untuk diuji coba tanpa revisi.
2. Valid untuk diuji coba dengan revisi sesuai saran.
3. Tidak/belum valid untuk diujicobakan

Bukittinggi, 29 August 2024

Validator

Muthia Rahman, M.Pd

NIP.

ASPEC	Sub-	4	4	4	3	3	3	9	12	0.75	VALID

T 3	aspect 1										
	Sub-aspect 2	5	4	4	4	3	3	10	12	0.833333	VALID
	Sub-aspect 3	5	4	3	4	3	2	9	12	0.75	VALID
	Sub-aspect 4	4	4	4	3	3	3	9	12	0.75	VALID
	Sub-aspect 5	5	4	4	4	3	3	10	12	0.833333	VALID
ASPECT 4	Sub-aspect 1	5	4	4	4	3	3	10	12	0.833333	VALID
	Sub-aspect 2	5	4	4	4	3	3	10	12	0.833333	VALID
	Sub-aspect 3	4	4	4	3	3	3	9	12	0.75	VALID
	Sub-aspect 4	5	4	4	4	3	3	10	12	0.833333	VALID
	Sub-aspect 5	5	4	4	4	3	3	10	12	0.833333	VALID
ASPECT 5	Sub-aspect 1	5	4	4	4	3	3	10	12	0.833333	VALID
	Sub-aspect 2	5	4	4	4	3	3	10	12	0.833333	VALID
	Sub-aspect 3	5	4	4	4	3	3	10	12	0.833333	VALID
	Sub-aspect 4	5	4	4	4	3	3	10	12	0.833333	VALID
	Sub-aspect 5	5	4	4	4	3	3	10	12	0.833333	VALID
	Sub-aspect 6	5	4	4	4	3	3	10	12	0.833333	VALID
	Sub-aspect 7	5	4	4	4	3	3	10	12	0.833333	VALID
	Sub-aspect 8	5	4	4	4	3	3	10	12	0.833333	VALID
	Sub-aspect 9	5	4	4	4	3	3	10	12	0.833333	VALID
ASPECT 6	Sub-aspect 1	5	4	4	4	3	3	10	12	0.833333	VALID
	Sub-aspect 2	5	4	3	4	3	2	9	12	0.75	VALID
ASPEC	Sub-	5	4	4	4	3	3	10	12	0.83333	VALID

T 7	aspect 1								3	
	Sub-aspect 2	5	4	4	4	3	3	10	12	0.833333	VALID
	Sub-aspect 3	5	4	4	4	3	3	10	12	0.833333	VALID
	Sub-aspect 4	5	4	4	4	3	3	10	12	0.833333	VALID
	Sub-aspect 5	5	3	4	4	2	3	9	12	0.75	VALID

Appendix 8 Instrument for Student Worksheet Standardized

A. Sebelum validasi

Checklist Rubrik Penilaian Student Worksheet

Petunjuk:

1. This rubric checklist is filled out by researchers and experts to assess the quality of the content in the "Interactive English Book for Junior High School/Madrasah Tsanawiyah (MTS) Merdeka Curriculum" LKS.
2. Check (√) the "yes" column in the table if the LKS contains the specified items and the “No” Column in the table if there isn’t contains the specified items.

Examiner biodata:

Name:

Status:

Aspect	Sub aspect	Yes	No
e. Content	1. The activity sheets are free from conceptual, factual, and typographical errors.		
	2. The activities align with the stated objectives.		
	3. The activities and instructions are clear and focused.		
	4. The activities are appropriate for the age, culturally relevant, and sensitive to gender.		
	5. The most essential learning competency (MELC) is addressed.		
f. Utilization	1. Instructions are clear and concise.		
	2. Directions are clearly written.		
	3. The worksheet aids in understanding concepts.		
	4. It provides direct knowledge for clear understanding.		
	5. It offers routine activities while completing the worksheets.		
g. Comprehensivenes	1. The Learning Activity Sheets are easy		

	to study with.		
	2. New concepts are easily understood.		
	3. Work is completed on time.		
	4. Instructions are followed accurately.		
	5. Concepts taught are fully understood.		
4. Appeal	1. The activity sheets are well-presented.		
	2. They are free from errors and misspelled words.		
	3. Words are readable and legible.		
	4. There are no superimpositions.		
	5. The worksheets are appealing and motivating		
5. Construction and language	1. Activities are sequenced from simple to challenging.		
	2. Statements and phrases are coherent and within the context of the MELC.		
	3. Sentence length is suitable for the learners.		
	4. Vocabulary and word choice are appropriate for the target learners.		
	5. Words are correctly spelled.		
	6. Punctuation is correctly used.		
	7. Rules on capitalization and hyphenation are observed.		
	8. Ideas are logically sequenced.		
	9. Headings or titles are appropriate to the content.		
6. Image/illustration	1. Illustrations or images are suitable for the learners' age, context, setting, and experience.		
	2. Illustrations or images are clear and not pixelated.		
7. Design and layout	1. The activity sheets have a proper layout.		
	2. Questions and tasks are clearly labeled with numbers or letters.		
	3. Fonts are easy to read and are of standard size.		
	4. Space is provided for learners' names, grade levels, dates, and scores.		
	5. Standard icons are used.		

	6. The activity sheets can be created, stored, edited, and printed easily on a computer.		

Bukittinggi, 2024

Examiner

B. Setelah validasi

Checklist Rubrik Student Worksheets appropriatenes Instruction:

1. This rubric checklist is filled out by researchers and experts to assess the quality of the content in the "Interactive English Book for Junior High School/Madrasah Tsanawiyah (MTS) Merdeka Curriculum" LKS.
2. Check (√) the "yes" column in the table if the LKS contains the specified items and the “No” Column in the table if there aren’t contains the specified items.

Name:

Status:

Aspect	Sub aspect	Yes	No
1. Content	1.The worksheet has no mistakes in ideas, facts, or spelling.		
	2. The tasks match the learning goals.		
	3. The activities and instructions are clear and easy to follow.		
	4. The activities are suitable for the students’ age, culture, and gender.		
	5. The worksheet focuses on the main essential learning skill (MELC).		
2. Utilization	1. Instructions are clear and concise.		
	2. Directions are clearly written.		
	3. The worksheet aids in understanding concepts.		
	4. It provides direct knowledge for clear understanding.		
	5. It offers routine activities while completing the worksheets.		
3.Comprehensivenes	1. The Learning Activity Sheets are easy		

	to study with.		
	2. New concepts are easily understood.		
	3. Work is completed on time.		
	4. Instructions are followed accurately.		
	5. Concepts taught are fully understood.		
4. Appeal	1. The activity sheets are well-presented.		
	2. They are free from errors and misspelled words.		
	3. Words are readable and legible.		
	4. There are no superimpositions.		
	5. The worksheets are appealing and motivating		
5. Construction and language	1. Activities are sequenced from simple to challenging.		
	2. Statements and phrases are coherent and within the context of the MELC.		
	3. Sentence length is suitable for the learners.		
	4. Vocabulary and word choice are appropriate for the target learners.		
	5. Words are correctly spelled.		
	6. Punctuation is correctly used.		
	7. Rules on capitalization and hyphenation are observed.		
	8. Ideas are logically sequenced.		
	9. Headings or titles are appropriate to the content.		
6. Image/illustration	1. Illustrations or images are suitable for the learners' age, context, setting, and experience.		
	2. Illustrations or images are clear and not pixelated.		
7. Design and layout	1. The activity sheets have a proper layout.		
	2. Questions and tasks are clearly labeled with numbers or letters.		
	3. Fonts are easy to read and are of standard size.		
	4. Space is provided for learners' names, grade levels, dates, and scores.		
	5. Standard icons are used.		

Sources: Clarise Dayo lauren, L.P.T (2022)

Bukittinggi, 2024

Assesor

Appendix 9 Surat pernyataan Assesor

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Muthia Rahman, M.Pd

Jabatan : Dosen

Dengan ini menyatakan bahwa Saya telah mengisi Checklist Rubrik untuk evaluasi LKS Bahasa Inggris untuk SMP/MTs kelas 7B Intan Pariwara dalam penelitian mahasiswa yang bernama Anwar Liwaul Ikhsan dengan nim 2320023 berjudul "A Content Analysis of 7th grade English Student Worksheet in 'Buku Interaktif Bahasa Inggris Untuk SMP/MTS kelas 7b Kurikulum Merdeka' at SMPN 7 Bukitinggi".

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 11 /10 2024

Assesor

Muthia Rahman, M.Pd

NIP:

Appendix 10 Lembar Evaluasi Assesor

Checklist Rubrik Student Worksheets Appropriatenes

Instruction:

1. This rubric checklist is filled out by researchers and experts to assess the quality of the content in the "Interactive English Book for Junior High School/Madrasah Tsanawiyah (MTS) Merdeka Curriculum" Students worksheet.
2. Check (√) the "yes" column in the table if the worksheet contains the specified items and the "No" Column in the table if there aren't contains the specified items.

Name:

Status:

Aspect	Sub aspect	Yes	No
1.Content	1. The worksheets are free from conceptual, factual, and typographical errors.		✓
	2. The activities align with the stated objectives.	✓	
	3. The activities and instructions are clear and focused.		✓
	4. The activities are appropriate for the age, culturally relevant, and sensitive to gender.	✓	
	5. CP,TP, ATP is appropriates	✓	
2.Utilization	1. Instructions are clear and concise.		✓
	2. Directions are clearly written.		✓
	3. The worksheet aids in understanding concepts.	✓	
	4. It provides direct knowledge for clear understanding.		✓
	5. It offers routine activities while completing the worksheets.	✓	
3.Comprehensivenes	1. The Learning Activity Sheets are easy to study with.		✓
	2. New concepts of language skills in worksheet are easily understood.		✓
	3. Works are given with appropriate periodes.		✓

	4. Instructions are followed accurately.		✓
	5. Concepts taught are fully understood.		✓
4. Appeal	1. The worksheets are well-presented with variety task types	✓	
	2. They are free from errors and misspelled words.	✓	
	3. Words are readable and legible.	✓	
	4. There are no superimpositions.	✓	
	5. The worksheets are appealing and motivating		✓
5. Construction and language	1. Activities are sequenced from simple to challenging.		✓
	2. Statements and phrases are coherent and within the context of the Curriculum standard for the level	✓	✓
	3. Sentence length is suitable for the learners.	✓	
	4. Vocabulary and word choice are appropriate for the target learners.	✓	
	5. Words are correctly spelled.	✓	
	6. Punctuation is correctly used.		✓
	7. Rules on capitalization and hyphenation are observed.	✓	
	8. Ideas are logically sequenced.	✓	
	9. Headings or titles are appropriate to the content.	✓	
6. Image/illustration	1. Illustrations or images are suitable for the learners' age, context, setting, and experience.	✓	
	2. Illustrations or images are clear and not pixelated.		✓
7. Design and layout	1. The activity sheets have a proper layout.		✓
	2. Questions and tasks are clearly labeled with numbers or letters.		✓
	3. Fonts are easy to read and are of standard size.	✓	
	4. Space is provided for learners' names, grade levels, dates, and scores.		✓
	5. Standard icons are used.	✓	
	Total		

Checklist Rubrik Student Worksheets Appropriatenes

Instruction:

1. This rubric checklist is filled out by researchers and experts to assess the quality of the content in the "Interactive English Book for Junior High School/Madrasah Tsanawiyah (MTS) Merdeka Curriculum" Students worksheet.
2. Check (√) the "yes" column in the table if the worksheet contains the specified items and the "No" Column in the table if there aren't contains the specified items.

Name:

Status:

Aspect	Sub aspect	Yes	No
1.Content	1. The worksheets are free from conceptual, factual, and typographical errors.		✓
	2. The activities align with the stated objectives.	✓	
	3. The activities and instructions are clear and focused.	✓	
	4. The activities are appropriate for the age, culturally relevant, and sensitive to gender.		✓
	5. CP,TP, ATP is appropriates	✓	
2.Utilization	1. Instructions are clear and concise.	✓	
	2. Directions are clearly written.	✓	
	3. The worksheet aids in understanding concepts.	✓	
	4. It provides direct knowledge for clear understanding.	✓	
	5. It offers routine activities while completing the worksheets.	✓	
3.Comprehensivenes	1. The Learning Activity Sheets are easy to study with.		✓
	2. New concepts of language skills in worksheet are easily understood.		✓
	3. Works are given with appropriate periodes.	✓	

	4. Instructions are followed accurately.	✓	
	5. Concepts taught are fully understood.		✓
4. Appeal	1. The worksheets are well-presented with variety task types	✓	
	2. They are free from errors and misspelled words.	✓	
	3. Words are readable and legible.	✓	
	4. There are no superimpositions.	✓	
	5. The worksheets are appealing and motivating		✓
5. Construction and language	1. Activities are sequenced from simple to challenging.	✓	
	2. Statements and phrases are coherent and within the context of the Curriculum standard for the level	✓	
	3. Sentence length is suitable for the learners.		✓
	4. Vocabulary and word choice are appropriate for the target learners.	✓	
	5. Words are correctly spelled.	✓	
	6. Punctuation is correctly used.	✓	
	7. Rules on capitalization and hyphenation are observed.	✓	
	8. Ideas are logically sequenced.	✓	
	9. Headings or titles are appropriate to the content.	✓	
6. Image/illustration	1. Illustrations or images are suitable for the learners' age, context, setting, and experience.	✓	
	2. Illustrations or images are clear and not pixelated.		✓
7. Design and layout	1. The activity sheets have a proper layout.		✓
	2. Questions and tasks are clearly labeled with numbers or letters.	✓	
	3. Fonts are easy to read and are of standard size.	✓	
	4. Space is provided for learners' names, grade levels, dates, and scores.		✓
	5. Standard icons are used.	✓	
	Total		

Sources: Clarise Dayo lauren, L.P.T (2022)

Bukittinggi, 2024

Assesor

Siti Masitah, S.Pd., M.Pd.

Nip. 197301091998022004

Appendix 11 Kelas VII 1

NO	Nilai atau Score	Nama Siswa	Kelas
1	45 / 100	A.FAREL PRATAMA SAPUTRA	VII.1
2	40 / 100	ALFADHIL DE OLIVEY	VII.1
3	80 / 100	Andika Pratama	VII.1
4	75 / 100	ASYIFA ALKHAIRA	VII.1
5	45 / 100	AULIA RAHMADANI	VII.1
6	70 / 100	AUREL SYAFITRI	VII.1
7	70 / 100	CAMALUDDIN MAHMUD S	VII.1
8	55 / 100	DHAFA HARNES	VII.1
9	45 / 100	DIKA SEPTIADI GUNAWAN	VII.1
10	70 / 100	FAIQAH HAKIM	VII.1
11	30 / 100	FAUZAN FEBRIAN	VII.1
12	75 / 100	FAUZI AKRAM	VII.1
13	45 / 100	FELICIA ANGELICA RAJAGUKGUK	VII.1
14	60 / 100	HUSNA NADIRA	VII.1
15	60 / 100	IBNU KANZ MUZAKKY	VII.1
16	80 / 100	IMAM HABIBI	VII.1
17	80 / 100	Keneisha Khalfani	VII.1
18	65 / 100	KENZIE ARYASATYA HERMANTO	VII.1
19	60 / 100	LUTHFI AHMAD DZAKIY	VII.1
20	65 / 100	M.ABDUL.GANI	VII.1
21	35 / 100	MUHAMMAD RIFQI HANAFI	VII.1
22	60 / 100	MUHAMMAD ZIKRA	VII.1
23	50 / 100	Najwatul hamdi	VII.1
24	45 / 100	NAYLA AZKIA PUTRI	VII.1
25	70 / 100	PUTRI KYRANI	VII.1
26	45 / 100	REVAND FERNANDES SORYADI	VII.1
27	70 / 100	SHANIA FARAQUEEN	VII.1
28	60 / 100	SITI ZAHRA HUWAIDA	VII.1
29	55 / 100	TIRTA OZORA YONATA	VII.1
30	100 / 100	VELLYNT EZYTHA AL MAHIRA	VII.1
31	95 / 100	ZARRAH ASISAH	VII.1

Appendix 12 Kelas VII 2

NO	Nilai atau Score	Nama Siswa	Kelas
1	65 / 100	ADIT ZIANDRA DAISA	VII.2
2	45 / 100	AGIVA ADITYA VEGA	VII.2
3	30 / 100	ALVINO YURI PRATAMA	VII.2
4	30 / 100	ALVIRA SYAHRANI	VII.2
5	30 / 100	Amanda Luthfifah Umay	VII.2
6	70 / 100	AURA LATISHA NAHDIWA	VII.2
7	70 / 100	BEBY SYAKIRA AYUMI	VII.2
8	65 / 100	BUNGA FLORENZA SANOS	VII.2
9	60 / 100	Deru elang perkasa	VII.2
10	45 / 100	Diki satria	VII.2
11	70 / 100	DWI APRILLIANI PUTRI	VII.2
12	55 / 100	Fahmi idris	VII.2
13	60 / 100	FAKHIRA DZIKRA KHAIRANI	VII.2
14	65 / 100	Fina Okta Nadilla	VII.2
15	60 / 100	HASBIBULLAH	VII.2
16	25 / 100	haykal rafael betri	VII.2
17	45 / 100	hunnaifa zahwa fakhrun	VII.2
18	60 / 100	IRFAN MAULANA	VII.2
19	75 / 100	Jesica Sabrina	VII.2
20	90 / 100	KENZIE ADELIO OZORA	VII.2
21	80 / 100	Khaira feriqa	VII.2
22	50 / 100	KHOLILULLAH	VII.2
23	35 / 100	M.ARYAGUNA A.A	VII.2
24	25 / 100	MARCEL OBAMA	VII.2
25	65 / 100	MUHAMMAD HANIF	VII.2
26	35 / 100	MUHAMMAD KENZHI IRAWAN	VII.2
27	40 / 100	Muhammad lingga	VII.2
28	50 / 100	REYZA RAIHANUL SIDDIQ	VII.2
29	50 / 100	SALMIRA	VII.2
30	80 / 100	SALSABIL EDLIM	VII.2
31	100 / 100	SHAQILA BERLIANTI	VII.2
32	70 / 100	Silvia april yani	VII.2

Appendix 13 Kelas VII 3

NO	Nilai atau Score	Nama Siswa	Kelas
1	70 / 100	Abiiyan rizki wardhana	VII.3
2	65 / 100	AHMAD FAIZ AL CHAIRY	VII.3
3	65 / 100	ALIFAH HAFIZAH ZAHIRA	VII.3
4	70 / 100	Alifi sri andini	VII.3
5	70 / 100	ALVINO	VII.3
6	90 / 100	AQIILLA FITRIA	VII.3
7	70 / 100	ARKAN TORES AL JABAR	VII.3
8	60 / 100	AURA HALBY ARASHY	VII.3
9	30 / 100	CHIKA SYAQILLA PUTRI	VII.3
10	40 / 100	ERLANG BINTANG PERMANA	VII.3
11	70 / 100	FAIZA ELWAN	VII.3
12	65 / 100	FASYILLA PUTRI RAHMADHANI	VII.3
13	50 / 100	FHAREZ BINTANG MAULANA	VII.3
14	35 / 100	GHAVA REVALDO FITRAH	VII.3
15	60 / 100	GRECETIANS NARASKY HIA	VII.3
16	75 / 100	HELMA FADLIILAH	VII.3
17	80 / 100	INDAH NURHASANAH	VII.3
18	65 / 100	KHADIJAH NABILA PUTRI	VII.3
19	70 / 100	LA QEYSHA KIMIKO	VII.3
20	60 / 100	LABIB ATHALLAH	VII.3
21	25 / 100	MUHAMMAD ASRAF SHAPUTRA	VII.3
22	15 / 100	MUHAMMAD IRFAN	VII.3
23	60 / 100	MUTIA SALSABILA	VII.3
24	55 / 100	RAFFA MAULANA RAFIF	VII.3
25	45 / 100	RENDY KURNIAWAN	VII.3
26	65 / 100	RESIVA JUSRI	VII.3
27	80 / 100	RIFQY FADHLUR RAHMAN	VII.3
28	40 / 100	ROXES BRILIANTAMA PUTRA	VII.3
29	35 / 100	SATRIA JUANDA	VII.3
30	60 / 100	Sri Ramadhani	VII.3
31	75 / 100	SYAQILA NUR YASMIN.	VII.3
32	40 / 100	UMMUL KHAIRINA	VII.3

Appendix 14 Kelas VII 4

NO	Nama atau Score	Nama Siswwa	Kelas
1	65 / 100	Abubu Anpu Tsabit	VII.4
2	65 / 100	ADITHYA ALEXSANDER SIHALOHO	VII.4
3	40 / 100	ALDO	VII.4
4	100 / 100	ALFATH HAQIQI	VII.4
5	50 / 100	ALVIAN YULVA	VII.4
6	50 / 100	ALYA NAFISAH EFENDI	VII.4
7	70 / 100	Asheldastya Aleandra	VII.4
8	100 / 100	ASYIFA GUFARI	VII.4
9	25 / 100	AZRIEL MUBARAKH	VII.4
10	65 / 100	Clarissa Syazia	VII.4
11	40 / 100	FIKRI KHAIRUDDIN	VII.4
12	30 / 100	Gaza Algafi	VII.4
13	55 / 100	Gian Iqbal Abiya	VII.4
14	95 / 100	JIHAN FIDI CALLYSTA	VII.4
15	75 / 100	Jumadi Riswando	VII.4
16	80 / 100	KEZIA APRILIA P	VII.4
17	20 / 100	MARSEL FERNANDO GULTOM	VII.4
18	50 / 100	Muhammad Daffa	VII.4
19	60 / 100	MUTIA SYAKILA	VII.4
20	80 / 100	NADIRA HAYYURIEL DIVANYA	VII.4
21	75 / 100	RADELLA JELITA	VII.4
22	70 / 100	RAFFA NURANI PUTRA	VII.4
23	55 / 100	RAHMAD DZIKRI ALFANDI	VII.4
24	25 / 100	RAYSA TUL HUSNA	VII.4
25	80 / 100	SHERIN ELIA NANDA	VII.4
26	50 / 100	SYAFA NAJWA HELENCYA	VII.4
27	30 / 100	Zhifara adiora putri	VII.4

Appendix 15 Kelas VII 5

NO	Nilai atau Score	Nama Siswa	Kelas
	50 / 100	ADINDA MUTIARA HAFIS	VII.5
	55 / 100	ALISSA VANIA	VII.5
		Ameera sakinah	VII.5
	80 / 100	Amelia Rizky Eka Putri	VII.5
		AULIA AGNI AZZAHRA	VII.5
		DAVIT FERLIANO	VII.5
	40 / 100	Fajri agus ibrahim	VII.5
	65 / 100	Febrika afriani	VII.5
	20 / 100	HAEKAL JULIO PRATAMA	VII.5
	40 / 100	HAZIQ MAULANA	VII.5
	75 / 100	indah safa ramadhan	VII.5
	80 / 100	jefania aurelyn	VII.5
	55 / 100	KENZIE GHAISAN NAUFFAL	VII.5
	95 / 100	KHAFIFAH MADINA ASSHAUFAH	VII.5
		Khalifah rafa ananta	VII.5
	95 / 100	MUHAMMAD DODI	VII.5
	60 / 100	MUHAMMAD FADLAN	VII.5
	50 / 100	MUHAMMAD REHAN SAPUTRA	
	0 / 100	Muhammad Rino Saputra	VII.5
	70 / 100	MUHAMMAD ZIKRI	VII.5
	65 / 100	MUTIARA TUL HUSNA	VII.5
	65 / 100	NAFIL DHAMAIR HAKIM	VII.5
	95 / 100	Owen Parsaoran Hasudungan Nainggolan	VII.5
	25 / 100	RAFID WAHYU ALGANO	VII.5
	55 / 100	RANGGA FIRMAN PRATAMA	VII.5
	20 / 100	ravel zidano	VII.5
	35 / 100	Revan Arkana	VII.5
	40 / 100	ROY DENSUS CLAUDIUS SIHALOHO	VII.5
	65 / 100	SAKHILA OKTALIANA PUTRI	VII.5
	70 / 100	SHIFATU FADHILAH	VII.5
	90 / 100	TIARA AYU LESTARI	VII.5
		VAREL MAULANA	VII.5