An Analysis the Quality Content of English Student Worksheet Used for Seventh Grade of First Semester in Sukoharjo Regency and Surakarta City ex Residency of Surakarta in the Academic Year 2021/2022

THESIS

Submitted as a Partial Requirements for the Degree of Undergraduate in English Language Education

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Wassalamu'alaikum wa rahmatullahi wa baakatuh.

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DEDICATION

This thesis is dedicated to:

Thank you to my Allah SWT.

Thank you to my beloved parents Mr. Sumardi and Mrs. Ana Ria

Thank you to my beloved sister and brother

Thank you to all my lecturer for the kindness

Thank you to my friends for your sincerities and lots of prayer in supporting the researcher make this dream come true

MOTTO

Surely. Allah doesn't change the condition of people until they change their own condition.

(Holy Qur'an Ar-Ra'd : 11)

"Whoever does good as heavy as a particle, surely he will see the reward."

(QS. az-Zalzalah: 7)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "**An Analysis the Quality Content of English Student Worksheet Used for Seventh Grade of First Semester in Sukoharjo Regency and Surakarta City ex Residency of Surakarta in the Academic Year 2021/2022**" in my real masterpiece. The things out of masterpiece in this thesis are signed by citation and referred in bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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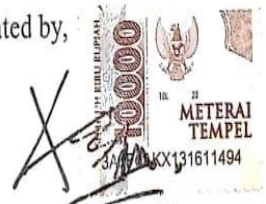

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The Researcher

Anissa Dian Rumada

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ABSTRACT

A.D, Rumada 2022. An Analysis the Quality Content of English Student Worksheet Used for Seventh Grade of First Semester in Sukoharjo Regency and Surakarta City ex Residency of Surakarta in the Academic Year 2021/2022. Thesis. English Language Education Program. Cultures and Language Faculty. Raden Mas Said State Islamic University of Surakarta.

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Keyword : Analysis, Worksheet, Curriculum 2013, Bloom's Taxonomy Revision

The objective of this research is to find out the content of English Student Worksheet appropriate with the curriculum of 2013. To find out the level of index activation student inside of worksheet. To find out the percentage practice task based on the Bloom's Taxonomy Revision.

This research is descriptive and qualitative. The subject of this research are "Inspirasi" and "Suplemen Bahan Ajar" worksheet. The technique of collecting the data, uses three techniques, they are interview, observation and documentation. Data processing in this research is divided into four phases: data collection, reduction, display, drawing conclusion, and it used data analysis to analyzing the data. Then, all the data are analyzed and concluded inductively.

The result of the data shows that the "Inspirasi" and "Suplemen Bahan Ajar" are appropriate with standard content of 2013 Curriculum. Basic competencies and indicator contained in the PERMENDIKBUD Nomor 37 Tahun 2018 and in the syllabus of MGMP have been applied. It had fulfilled the basic competencies of 2013 Curriculum, but some indicators of syllabus had unfulfilled. However, "Suplemen Bahan Ajar" worksheet also have some weakness, because it had unfulfilled in some base competencies and some indicator of 2013 Curriculum and Syllabus. The Index of student activation level "Inspirasi" had met criteria for activating students in the activity guidelines, but "Suplemen Bahan Ajar" didn't meet criteria for activating students in the activity guidelines. Both worksheets didn't meet for activating student in the picture. Otherwise, both worksheets in index of student activation in the task had met criteria for activating students. The percentage of practice task based on cognitive, affective, and psychomotor domain based on Bloom's Taxonomy Revision in both worksheet were all not proportional.

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CHAPTER I

INTRODUCTION

A. **Background of Study**.

Education is a vital necessity for a nation's progress. It proves that the nation will have great progress in many sectors when it has proper education. The best education for the student is important to comprehend the various aspect. The process to fix this concern will be easier if the students understand a foreign language, knowledge and information from another resources and that are useful for their education. The Indonesian education curriculum also covers a foreign languages, and one of which is English language. It is useful for international communication, especially in the acquisition of sciences and technologies.

The perfect English skills mastery is needed to be gained over both the oral and written forms. In addition, vocabulary and grammar are also important for the students. Through these two skills, it is possible for students to know many words as well as how to use the correct language for developing skills in English. English has four skills that must be mastered by the students and those skills are reading, writing, speaking and listening. English skills progress needs to be related to the best curriculum which is relevant to the indicators. One of the learning facilities that can help students is learning media. To support learning process, it requires good learning media which are appropriate to the learning material like a material

evaluation sheet. After students learned about the material. An enrichment evaluation is needed to find out how far students know the material that has been taught. One of the learning media that is used as an alternative is known as student worksheet.

Worksheet is a printed piece of paper that contains the information, and instructions for the performance of the students learning assignment, either theoretical or practical which refers to basic competence that students must achieve in students learning activities, (Prastowo, 2014). Another definition, worksheet is a page that contains the tasks that student have to do with instructions and settlement steps including task or activity sheet must be in accordance with basic competence to be achieved (Depdiknas, 2008). The Ministry of National Education explained that student worksheet contains assignments which is usually in the form of instructions or steps to complete tasks that must be carried out. It is one of the tools that teachers can use to increase student involvement or activities in the teaching and learning process.

According to those information, the student worksheet is a relevant sheet which is appropriate with the applicable curriculum. In addition, the student worksheet importance is still as a high priority in carrying out teaching learning activities. The student worksheet does not only provide a basic reference to student in learning, but sometime it also becomes a guidence for teachers in the learning process. As a matter of fact in the field, teachers still use the student worksheet buy from publisher and get instantly

(Pujana, Agung, and Mahadewi, 2016). Sahdan (2019) stated that the use of student worksheet is no longer required to be traded. It is stated in *Permendikbud* number 8 of 2016 concerning books used by educational units that are allowed. In another theory, the parties who have the right to stop using student worksheet is the head of the department of each region (Djibril, 2012). On the other hand, student worksheet is still widely used in various schools in the Ex residency city of the Surakarta, more precisely in the Sukoharjo regency and Surakarta city. The teachers use student worksheet because it has practical content, a lot of practice tasks and easy access to get it. Based on my pre research, concerns about some points. The first, students worksheet is still widely used in Sukoharjo regency and Surakarta city. The second, the results of the enrichment exercise are related and can affect the learning output. Those are the reasons why this research is important to do.

The teaching media in the learning process, is important and it is required and qualified as a learning resource. It should be designed and written according to rules the compilation of student worksheet shows the high tendency to use it in learning. The high frequency of student worksheet usage in any learning process must be related to the high quality content or a good learning media.

The good learning media must appropriate with curriculum and student's need (Sanjaya, 2006). The content of student worksheet must be related to the applicable curriculum. It means that the arrangement on the

content and learning materials must be appropriate with the guidelines in order to accomplish the purpose. In addition, the student worksheet must have the ability of index activation students. It means that the ability of the students can be shown by the irrepressible use to stimulate student's level of thinking. The good worksheet must have a practice task based on the Bloom's Taxonomy revision. It has a great influence on the evaluation and implementation of education because this taxonomy can help to identify thinking abilities from low to high levels. It is used to define cognitive levels in determining matter, mapping concepts in learning content. It has a role to make indicators and questions in accordance to the competencies expected from educational purpose.

The purpose of education is to maximize self-potential, cognitive abilities, and skills of students. It is in accordance with the learning objectives of curriculum 2013 that it involves critical thinking skills, problem solving, and student creativity. In addition, the taxonomy of bloom can also be used as a standard for the attainment of learning.

The researcher found out some previous studies as the source of references in this research. The first previous study was conducted by Muhammad Rahim, entitled "Content Analysis of English Student Worksheet Asprasi for twelfth Grade Student at Al-Istiqomah Islamic Boarding School Banjarmasin". The researcher chose this research because it has similarity with the research that is being carried out and that is on analyzing the content analysis of student worksheet. The first difference of

this research is the different student worksheet and School Base Curriculum (*KTSP*) curriculum. Another difference is the research used opinion of the students and teacher to analyze the quality of student worksheet. The result of the research that the content of the *LKS* book was appropriate with content standard of 2006 Curriculum because competency standard and basic competence contained in the syllabus have been applied on the material, activities and instruction in the *LKS* book. The second previous study was conducted by Marlindoaman Saragih, entitled "Analisis Lembar Kerja Siswa (LKS) Biologi di Kota Binjai yang digunakan siswa kelas VII Semester Gasal 2018/2019". The researcher chose this research because it has similarity with the research that is being carried out. The difference is that this research used different student worksheet and School Base Curriculum or (*KTSP*) curriculum. The result of this research that the suitability of 2006 Curriculum got low. For index of student activation in category activity guide got low index, in category picture and task got medium index. For the exercise question all domain got disproportionate. The new thing of this research is the difference of subject and object of the research. This research analyze English student worksheet used in Sukoharjo regency and Surakarta city based on 2013 curriculum. The difference is about curriculum, and technique analysis data. When this research is carried out under different conditions and provides information from those conditions, it can offer elements of new thing.

Based on the background of the study, the researcher tries to find out how is analysis the quality content of the English student worksheet appropriate with the 2013 curriculum, student index activation level, the percentage of practice task based on Bloom's Taxonomy Revision of English student worksheet used for seventh grade of first semester used in Sukoharjo Regency and Surakarta city in the academic year 2021/2022.

Considering with the problem above, the researcher decided to propose research with a title: **"An Analysis the Quality Content of English Student Worksheet Used for Seventh Grade of First Semester in Sukoharjo Regency and Surakarta City ex Residency of Surakarta in the Academic Year 2021/2022."**

B. Identification of the Problem.

Based on the background of the study above, the identification of problem as follows:

1. Many schools use student worksheet in the learning process.
2. Agree and disagree about the uses of worksheet
3. Some English student worksheet don't have a clear explanation in the step of activation of student.
4. The worksheet is used as exercise and evaluation sheet.

C. Limitation of the Problem.

The researcher limits the problem of the study, so it will be effective. There are many kind of English student worksheet used in many school. The focus of the research is on the quality content of the English student

worksheet used for seventh grade in Sukoharjo regency and Surakarta city. The decision was taken by considering the importance of massive used English student worksheet as one of the learning media in the school. The researcher was focused on analysis content based on 2013 curriculum, index activation student, and percentage task of Bloom's Taxonomy Revision used for seventh grade of First Semester in Sukoharjo Regency and Surakarta city in the academic year 2021/2022

D. Formulation of the Problem

Based on the identification of the problem above, the researcher formulates the research problems as follows:

1. How is the quality content of English student worksheet used for seventh grade of first semester in Sukoharjo Regency and Surakarta City in the academic year 2021/2022 appropriate with the curriculum of 2013 (K13)?
2. How is index student activation level of English student worksheet used for seventh grade of first semester in Sukoharjo Regency and Surakarta City in the academic year 2021/2022 based on index of student activation inside of student worksheet?
3. How is the percentage of practice task of English student worksheet used for seventh grade of first semester in Sukoharjo Regency and Surakarta City in the academic year 2021/2022 based on Bloom's Taxonomy Revision?

E. The Objective of Study.

Based on the question statement above, objectives of the research is as follows:

1. To analysis the quality content of English student worksheet in the 2013 curriculum.
2. To find out student activation level of English student worksheet based on index student activation inside of English student worksheet.
3. To find out the percentage of practice task of English student worksheet based on the Bloom's Taxonomy Revision.

F. The Benefit of Study.

The researcher hope that this result of the study will give benefit for:

1. Theoretical Benefit

The result of this research hopefully can enrich the describing of analysis content of English student worksheet which covers about the relevant curriculum, index activation level of student, and percentage practice task based on Bloom's Taxonomy level. The researcher hopes that the result of this study is to know the quality content of English student worksheet provided by English learning which is viewed by the corresponding 2013 curriculum, index activation level of student, and practice task of Bloom's Taxonomy, and will give a reference for the forming English student worksheet. This research is also expected to give a

profitable description for any further researchers who want to study the similar case. This study becomes helpful information and a useful reference to the next study.

2. Practical Benefit

The result of this research will give some information and knowledge about an analysis quality content of English student worksheet at seventh grade of first semester in Sukoharjo Regency and Surakarta City. The result of the study are beneficial to the researcher as an experience in how to conduct action research related to the good content of English student worksheet in the future. Hopefully for the teacher and student, the result of the study will be helpful and give more information for the other teacher to utilize of the English student worksheet which are more supportive in learning process for students. For The team of Authors and Compilers, the results of this study are expected to be a reference and advice in forming English student worksheet. For The Publisher, the results of this study are expected to be a reference and an advice for the content of English student worksheet.

G. Definition of Key Terms.

There are many terms that are involved in this research. The researcher explains some of key terms in order to avoid misunderstanding about the terms. The definition of key terms as follows:

1. The Student Worksheet.

The student worksheet is a sheet contains guidelines for student to perform assignment which includes instruction and information so that students can work independently or groups that are done in practice or application to achieve goals (Arnesti and Hamid, 2015).

2. The Curriculum of 2013.

   2013 curriculum is a curriculum that emphasizes character inside of education especially at a basic level and based on character, competence. It will be expected this nation to be a market worthy nation that can be offered to any other people in the world (Mulyasa, 2014).

3. The Index Activation Level of Student.

   The activation index of students can be obtained by comparing a sentence statement or a picture diagram or an issue that activates the student to think with an under activated statement. It can be shown how it enhances the student's level of thought (Rosalia, 2016)

4. Bloom’s Taxonomy Revision.

   The Bloom’s taxonomy revision mainly consists of curriculum, instructional design, and assessment. It's intended to make it easier for the teacher to classify the things that students should learn at the time (Rukmini, 2008)

CHAPTER II

THEORETICAL FRAMEWORK

A. Theoretical Review.

1. Review of Student Worksheet.

a. Definition of Student Worksheet.

The success of the learning activity depends largely on the quality factors, and both are internal and external factors. One of the external factors is media of learning. The use of learning media as a relation between teachers and students. Learning activities require media to deliver the material. Student worksheet is the example of the learning media that schools used to facilitate the process of learning because it already equipped with its application procedure, content of short materials, and practice task. The existence of worksheet, it said to be very helpful for teachers in providing practice task and assignments to students (Darmojo & Kaligis, 1991).

The student worksheet is the learning media of student assignment sheets that match to basic competence and contain information and instructions in the task completion either independently or group (Prastowo, 2011).

According to Trianto (2010), He said that The student worksheet is a guide for learners used to do problem solving. It contain exercise of activities to maximize students

understanding in the performance of a basic ability according to a particular achievement indicator.

According to Majid (2005), pointing on that the student's worksheet is the sheets containing the assignment to be done by learners. The student activity sheet contains instructions or steps to complete a task based on a basic competence that will be accomplished.

According to Susanto (2009), the student worksheet is such packed teaching materials that learners can study the material on their own.

From some theories above, it could be concluded that student worksheet is a sheet of material with a question and exercise to be mastered by students, and the content of the student worksheet must correspond to the basic competence.

b. Component of Student Worksheet

The student worksheet also has components. According to Prastowo (2011), there are six components to be achieved in student worksheet production:

1) Study Guide.

It contains some steps for the teacher in delivering the lesson to the student and the steps for the student in learning the lesson material.

2) Competence would be achieved.

The student worksheet contains of standards competence, basic competence, and the description of the goals.

3) Support Information.

It contains the additional information that can support the teaching material so the students will be able to master the knowledge that will be added.

4) The Practice Task.

The component of practice task is a form of duty that is given to check the ability after studying the teaching material.

5) Activity Sheets.

The activity sheet is a few steps of procedural action that students should carry out in relation to the practice.

6) Evaluation.

The components of the evaluation contain a number of questions addressed to the students to measure successfully mastered competence after following the learning process

c. The Terms of Arrangement

The good quality of the student worksheets are fulfilling of the didactic requirements, construction requirements, and technical terms (Darmojo & Kaligis, 1991):

1) Didactic Requirements

Student worksheet as one form of means of learning processing should meet the didactic requirements that must follow the effective teaching learning principles, and they are:

a) It is applicable or all students. It can be used by beginner, moderate or intelligent students.
b) It emphasize on the process for discovering concepts so the student worksheet serves as a path guide for students.
c) It has variety of stimulus through various media and opportunities for students to write, draw, discuss, use tools, and so forth which can develop moral and social communication. It is not merely to be exposed to academic facts and concepts. For this purpose it requires a form of activity that allows students to relate to others.

2) Construction Requirements

The terms of construction are the conditions related to the use of language, sentence, vocabulary, level of hardship, and clarity which in their intrinsically must be accurate in the sense of being understood by the user.

a) Using consistent language with a student's level of maturity.
b) Using a clear sentence structure.

c) Having a lesson sequence that matches the student's level of ability.

d) Providing sufficient space to allow students both to write and to draw on the student worksheet.

e) Using short and simple sentence.

f) Using more illustration than words.

g) Having a clear purpose in learning and the value of that lesson as a source of motivation.

3) Technical Terms

a) Lettering is shown by means of print, slightly larger bold for topic, it does not use more than ten words in each sentence and strives for larger font comparisons with matching pictures.

b) Picture can convey messages effectively to students.

c) There is a combination of pictures and writing.

d. The function of compiling and using student worksheet in learning process (Prastowo, 2013):

1) As teaching materials that can minimize the role of teachers, but it activates students skills.

2) As teaching materials that make it easier for students to understand.

3) As a concise and task-rich teaching material for practicing.

4) Facilitates the implementation of teaching to the students

e. The purpose of compiling and using of student worksheet in learning process (Prastowo, 2011)

1) Presenting teaching materials that make it easier for students to interact with the material provided
2) Presenting tasks that increase students' mastery of the material provided
3) Training students' learning independence
4) Making it easier for teachers to give assignments to the students

f. The benefit of worksheet according to Dhari & Haryono (1998):

1) Activating students in learning process
2) Helping students in developing concepts
3) Helping students to discover and develop their skills
4) Helping teacher in preparing lessons
5) As a guidance for teachers and students in carrying out the learning process
6) Helping students to obtain notes about concepts learned through systematic teaching learning activities

g. The profile of English Student Worksheet

The researcher used two English Student Worksheets. The first English Student Worksheet is used in Sukoharjo Regency and it is titled “Suplemen Bahan Ajar” which was published by Perusda Percada located at Jendral Sudirman st, Number 117

Sukoharjo. This English Worksheet was compiled by a team of writers consisting of: Heni Widayati, S.S., Margarita Wulandari, S. Pd., Kiki Hapsari, S. Pd., Dra. Siti Marwiyatun. The editor of this English Student Worksheet is Heni Widayani, S.S has been used for many years at many school in Sukoharjo regency because it was printed or published directly under a regional publisher of Sukoharjo for used 2013 curriculum circulation. It was used since 2018. The second English Student Worksheet is used in Surakarta City. It is at SMP Ta'mirul Islam Surakarta. Its title is "Inspirasi" which was published by private companies (PT. Warna Mukti Grafika). It is located at Embarkasi Haji KM 1 st, Gagaksipat Ngemplak Boyolali. It was written by Irham Ardiansyah. The editor is Dian Purwaningsih. This English Student worksheet has been used since 2018 when 2013 curriculum applied. Many publisher come to offer the Student Worksheet, and then the teacher sorts out which the worksheets are the best and appropriate with the syllabus, school and the student.

2. **Review of Curriculum of 2013**

   a. Definition of Curriculum of 2013

      The curriculum is dynamic in nature which always follows the changes and development of the time. The more advanced a civilization, it makes more completion. Completion of science

and technology is increasingly advanced by the international world. Indonesia will be required to compete globally, and therefore, to meet the challenge of education improvement is a must. Education needs to move forward to get better curriculum firmness and application. The curriculum is a learning design that was designed by taking considerate of various matters by the individual learning process and development (Mulyasa, 2006). The curriculum is the main educational arrangement which an education program is provided to teach learners by covering learning activities, so that students change and develop in accordance with the purpose of education and learning (Majid, 2014a).

The beginning of the 2013 lesson year in July 2013, government has decreed the implementation of the 2013 curriculum, The 2013 curriculum develops the competent-based curriculum that was initiated in 2004 and the School Base Curriculum or 2006 (*KTSP*) curriculum that included competence of attitudes, knowledge, and skills in unison (Amin, 2013). 2013 curriculum is a new policy for governments in education that is expected to answer the challenges and issues. A fundamental difference compared to the previous curriculum is the difference in the academic unit level in which the implementation of the curriculum is made at the elementary

school, junior high school, and high or vocational high school. Other changes can be seen from the 2013 curriculum concept itself which is a balance of cognitive, affective, and psychomotor aspects (Baharun, 2019). As a result of that concept, the assessment in learning must also be adjusted to the curriculum's own concepts and must be based on all three aspects.

As the above explanation, it is concluded that 2013 curriculum is a set of plans and setting on content and lesson materials and ways used as a guide to implement learning activities on the level of a school unit with the balance concept of cognitive, affective, and psychomotor aspects.

b. The Development Principles of 2013 Curriculum

2013 curriculum developments carried out by each level and education unit are based on following principles (Permendikbud, 2018):

1) The curriculum is not just a set of subjects. Subjects are just the sources of learning materials to reach some competencies.
2) The curriculum is based on the standards of graduate competence that are assigned to the unit of education, levels of education, and education programs. According to government policies on 12-years study programs, the competence as standards of graduates on which curriculum

development is based on the skills that participants should have educated after 12 years of education.

3) The curriculum is based on a competence-based curriculum model. Competence-based curriculum model is flagged by competence development of behavioral, knowledge, thinking skills, and packed psychomotor skills in various subjects.
4) The curriculum is based on principle that every attitude, skill and knowledge is defined in the curriculum forms of basic competence and it can be learned and mastered by student according to the competence-based curriculum.
5) The curriculum is developed for the opportunities for learners to develop the differences in ability and interest.
6) Curriculum must be aware of the development of science, culture, technology, and art.
7) The curriculum must be relevant to the needs of student's lives.
8) Curriculum should be directed to development process, the culture and empowerment of learners throughout their lives.
9) The curriculum is based on national interests and regional interest. These assessments are aimed at mastering and improving competence. Learning assessment instruments are instrument to know the deficiencies of each portage or a

group of trainees. These deficiencies should be quickly followed by the process of repairing flaws in aspect of results learn what one or a group of learners.

c. The Purpose of 2013 Curriculum.

The basic implications of the English curriculum development is curriculum components include the importance of formulating common goals expressed in core competence (KI) and base competence (KD). According to (Kristiawan, 2020), there are some purposes of curriculum 2013, as follow:

1) The general set of learning purposes expressed in the form of core competence (KI) and basic competence (KD) refer to the national educational purpose that put character in first place (attitude and behavior) knowledge (what is learned, knowledge is factual, conceptual, relevant, and mastered knowledge, and the ability or thinking skills of learners in depth (remembering, understanding, applying, analyzing, assessing, and creating something that are based on local religion values, beliefs and wisdom).
2) Three dimensions in those goals in the development of a language curriculum based on the systematic approach described above should be the direction in selecting and organizing teaching materials, selecting and developing

learning activities, and selecting and revising assessments both process and result of learning.

3) The relationship between components of the English curriculum must be depicted in the syllabus based on the basis used.

d. The Structure and Content of Curriculum 2013

Curriculum of 2013 is a competent-based curriculum. The competent-based curriculum is "outcomes-based curriculum" and therefore the development of the curriculum is directed at the competence attainment of graduation standard (SKL). Likewise, the assessments of learning results are measured by competence attainment. Successful regular curriculum as a competence achievement designed in paperwork curriculum by all students, the competencies for curriculum of 2013 are designed as follows (Baharun, 2019):

1) The content of the curriculum is the competence of expressed in the form of core competence (KI) of the class and further detailed in basic competence (KD) of the subjects.
2) Core competence (KI) is a numerical picture of the competence in aspect of attitude, knowledge and skills (Cognitive and psychomotor) are studied by the learners for one school, class, and subject. Core competence is the quality a learner what must

be possessed for each class through the basic competence (KD) learning that is organized in the students learning process.

3) Basic competence (KD) is the competence that students learn for a theme of elementary school and for subjects in particular class of junior high school, and high or vocational high school.
4) Core competence and basic competence in the middle education ranks prioritized the domain of attitudes while in the high secondary education ranks on intellectual (high cognitive abilities).
5) Core competence becomes the organizing elements. Basic competence is all basic competence (KD) and the learning process is developed to achieve the competence.
6) Basic competence developed is based on the accumulative principle, mutual amplification, and enrichment between subjects and ranks education (horizontal and vertical).
7) The syllabus is developed as a learning design for one theme (elementary school) or one class and one subject (junior high school, senior high school). In the syllabus list all basic competence (KD) is for the theme or subject in the class.
8) The learning design (RPP) is developed from every basic competence (KD) for those subjects and classes.

e. The Characteristic of 2013 Curriculum

The 2013 curriculum characteristics will indeed experience a lot of changes, both from elementary school to high school. Some subjects will be trimmed or eliminated. The elementary school/junior high school, and senior high school curriculum has included changes in the learning process, the number of subject, and hours of the lessons. According to Baharun (2019) There are some of the characteristics of the curriculum:

1) The curriculum of 2013 changes the standard of subject competence and replaces it with the term of core competence.
2) There are fewer subjects on the curriculum of 2013 compared to School Base curriculum or 2006 *KTSP*.
3) The curriculum of 2013 requires learning done by a thematic integrative approach.
4) The learning component which are included in curriculum of 2013 are more than School Base Curriculum or 2006 *KTSP*.
5) The curriculum of 2013 development includes syllabus, book text, and teacher manuals, and they are different than School Base Curriculum or 2006 *KTSP* that only comes down to basic competence.

f. The learning approach in Curriculum 2013

Competent-based learning approach implementation is an alternative to develop the student trough implanting characteristic needs, and learning experiences, and engaging them in learning

process to the full extent possible, in order to have a strong and adaptive personality. This is important because many students who are confused after being released from an educational institution are jobless and many are even involved in problems in society (Baharun, 2019).

Implementation of 2013 curriculum competence based learning can be done with variety of approaches. The approach includes are contextual teaching and learning approach, and scientific learning approach (Abdurrahman, 2020).

1) Contextual teaching and learning approach.

   CTL is a concept that emphasizes on the connection between the materials taught to students and its application in the real world, and encourage students to make connections between the knowledge that they have before (Sagala, 2013).

2) Scientific approach

   The scientific approach is a creativity or innovated learning that emphasizes on students's involvement in activities that enable students to actively observe, ask, try and communicate (Daryanto, 2014).

g. The assessment of Curriculum 2013

According to Sudjana (2019), assessment is the value measures on student's learning result with specific criteria. It is helpful to determine the next step, to obtain data and information

about the process, student's learning result, and to know weakness and strengths in the student learning process. It requires a process to monitor the learning activities to obtain comprehensive goal. Information in the learning activities is available which can provide a basis for decision making and improvement of the learning process and the selection of learning strategies in the next time (Fadlillah, 2014).

According to Daryanto (2014), assessment is a systematic activity involved in obtaining, analyzing and interpreting data about a continuous learning process that results in meaningful information on making a decision.

From the foregoing, it can be concluded that assessment is the process of continuous information gathering of measurements, interpreting, decrypting, and interpreting the results of learning during the learning process for making a decision in the next time. In 2013 curriculum, it requires to use authentic assessments to measure student's learning. An authentic assessment is a significant measurement of students learning for the realm of attitude skill and knowledge (Hosnan, 2014). When applying the assessments to know the results and achievements of the students learning, teachers apply the criteria with the knowledge construction, and observe, when applying this assessment to know the results and achievements of a

student's learning, the teacher apply the criteria with the knowledge construction, the observation trial and values outside the school.

From that definition, it can be concluded that authentic assessment is the evaluation process to measure the student's learning outcomes that include the realm of attitude, knowledge and learning outcomes. Authentic assessment is the evaluation process to measure student learning outcomes that included the realm of attitude, knowledge and learning outcomes.

The following are the techniques and instruments of assessment in the curriculum of 2013 it is grouped into the three:

1) The attitude assessment.

   An attitude assessment is made through observation, self – assessment, peer assessment and journal. The object of judgment is on the realm of conduct involving receiving attitudes, responding to attitudes, appreciating values, feeling values and taking values (Hosnan, 2014).

2) The knowledge assessment

   The assessment of the knowledge is a scam relating to cognitive competence. The aim of learning result is on thinking ability which involves remembering, understanding, applying, analyzing, evaluating and creating. The aim of learning by the teachers is scholarship, procedural, and metacognitive, there are instrument of the assessment:

a) Written test instruments are multiple choice, stuffing, short answers, true-false, match-making, and essay.

b) Verbal test instruments consist of some questions.

c) Assignment instruments of homework or projects need to be done individually or in groups (Fadlillah, 2014).

3) The assessment of skills competence

Assessment related to student competence in following the learning process, Targeted learning outcomes are abstract skills in the form of the ability to observe, ask questions, gather information/try, reason/negotiate, and communicate. Attitude assessments carried out through performance, project, and portfolio assessment (Daryanto, 2014).

3. Content of Worksheet Based on 2013 Curriculum**.**

The content of worksheet must relevant to the core competence, basic competence and indicator which accomplish in 2013 curriculum that must be achieved by students.

a. Core Competence.

Core competencies are designed along with the increasing age of students in a certain class. It is designed three aspects which are aspects of attitude, aspects of knowledge and skills to improving student's abilities in learning. Through the core competencies, various vertical integration basic competence in

different classes can be maintained. Formulation of core competencies as follow:

1) Core competency 1, for the spiritual competencies.
2) Core competency 2, for the social competencies.
3) Core competency 3, for the knowledge competencies.
4) Core competency 4, for skills competencies.

b. Basic Competence.

Basic competencies is a standard for developing basic materials, learning activities, and graduate competence standards for assessment. It was formulated to achieve core competencies. Basic competency formulation are developed by taking into account the characteristics, and abilities of students by the characteristics of the subject. According to Majid (2014) he stated that basic competence contains content or competencies consisting of attitudes, knowledge, and skills that originate from core competencies that must be mastered by students.it will ensure the learning outcomes don't stop with knowledge, rather it must proceed to skills and lead to attitudes. In this research used basic competence in the knowledge and skills for seventh grade of first semester according to *Permendikbud*.

Table 2.1

Core and Basic Competence based on *Permendikbud.*

Kompetensi Inti (Pengetahuan)	***Kompetensi Inti (Keterampilan)***

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata	*4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori*
Kompetensi Dasar	***Kompetensi Dasar***
3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berppamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapinya, sesuai dengan kontels penggunaanya	*4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf dan menanggapinya dengan memperhtikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks*
3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi	*4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi*

terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya.	*terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks*
3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya	*4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks*
3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari- hari, sesuai dengan konteks penggunaannya.	*4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur*

	kebahasaan yang benar dan sesuai konteks

c. Indicator.

According to Prastowo (2014) he stated, that Indicators are markers for achieving specific basic competencies that can be used as a measure to determine the achievement of learning objectives. It formulated with operational verbs that can be measured and made into assessment instruments. For competencies that require mastery of concepts and principles, use appropriate and different operational or procedural abilities. Indicators become operational reference for basic competence and learning assessment. In this research use indicators from syllabus of *MGMP* to analyze the data. It was attached to the appendix.

4. Review of Index Activation Level of Student

a. Definition of Index Activation Level of Student.

The activation index of students is obtained by comparing active statements with students which less active statements, the statement is usually a sentence, picture, diagram, or problem (Widodo, 1993). The abilities of student worksheet for enabling student activation can be shown through the ability of the student worksheets which trigger the student's level of thinking when

they use it. The student activation index has several principles, According to (Rosalia, 2016), which are:

1) Motivation.

   As an incentive for the student to evoke positive motives that are within the student.

2) Context.

   Be able to discern what feelings, knowledge, skills student have.

3) The socialization.

   Trains the student to able to work with other student and to be able to work in groups on a project.

4) The individualization.

   Trains and channels skills of students.

5) The founding.

   As a means to the students to discover, process, explore sciences and discover new knowledge from their research.

6) The problem solving.

   Provides incentive for students to look at, formulate problems and the extent of student's ability to act and strive to solve them.

b. The Category of Index Activation Level of Student

According to Widodo (1993), the student activation index consist of three categories, which are:

1) The activation index of student to the student worksheet assessment category in activity guidelines. Activity guidelines enable students in the following criteria:
    a) The activity guidelines which invite the students to experiment by making design experiments, presenting data, and drawing conclusion and communicating the result on their own.
    b) The activity guidelines which invite the students to experiments by designing a predetermined experiment and representing data and then drawing conclusions.
    c) The activity guidelines which invite the students to experiment on predetermined design experiments, presenting data and then drawing conclusions and presenting the result.
    d) The activity guidelines which invite the students to experiment with predetermined design experiments, presenting data and then drawing conclusions with no direction to communicate them.

    The activity guidelines index that less activate students include:

    a) The activity guidelines which simply invite students to experiment with predetermined design experiments

without any withdrawal of conclusions and outcomes of communication processes.

b) The activity guidelines which simply invite students to do activities with predetermined experimental designs.

c) The activity guidelines which do not direct students to experiment, provide only data that others observed.

d) The activity guidelines which only direct students to dig up information from the text.

2) The student activation index on the student worksheet picture or diagram assessment category enables the students to use the data to do learning activities. The picture category and diagram under activates the student are the picture that serve as an illustration.

3) The study-activation index of the question assessment category that activates students has the following criteria:

a) The question of the dig.

The question is intended to give more understanding to the pattern of thought already mastered by the student and the required answers that students use their knowledge.

b) The question of problem solving.

The answers are supposed to solve problems.

The category of questions for low students are the following criteria:

a) The factual questions.

Asking what is observed and the relationship of one object to another. The answer to the question is available from the text or the material summary.

b) The informative questions.

Asking of the terms, answers questions with the definitions (Widodo, 1993).

5. Review of Percentage Practice Task Based on Bloom's Taxonomy Revision.

a. The Concept of Bloom's Taxonomy Revision

Taxonomy comes from the Greek "Taxis" which means arrangement and "Nomos" means science. Taxonomy is a classification system on basic principles or rules. Taxonomy means a hierarchical classification of something or principles underlying classification or may also mean the study of classification. Taxonomy is a type of classification system that is based on scientific research data on things classified in a system. The taxonomy concept of bloom was developed in 1956 by Benjamin Samuel Bloom and his friends. The term s then used by Benjamin Samuel Bloom (an educational psychologist who conduct research and development in the

learning process of thinking ability). Bloom was born on February 21, 1913 in Lansford, Pennsylvania, and obtained a doctorate in education from the University of Chicago in interregional education activist and has successfully made major changes in the education system in India. He built the International Association for the Evaluation of Educational Achievement, the IEA and developing the program of Measurement, Evaluation, and Statistical Analysis (MESA) in University of Chicago. At the end of his life, Bloom served as a chairman of Research and Development Committees of the College Entrance Examination Board and The President of The American Educational Research Association. He passed away in 13 September 1999 (Akademi, 2019). As the mass advances of time, cognitivist flow psychologist fix in cognitive improvements in Bloom's taxonomy. Revision was made only in the cognitive domain by using verbs and the result are published in 2001 under the name of the Taxonomy Bloom's Revision (Effendi, 2017).

The taxonomy classifies the objectives or purpose of education into three domains: the cognitive, affective, and psychomotor. There are Bloom's taxonomy classification according to (Arikunto, 2009).

1) Cognitive domains.

Cognitive domains are re-divided into more detail based on hierarchies, or a classification of perceived faculties that deal with aspects of knowledge, reasoning, or thought. Bloom divides cognitive domains into six levels or categories which are:

a) Knowledge (C1)

   Knowledge is the most basic aspect, it includes memories of things that have been learned and stored away in the memory. This memorized was extracted at the time of need through recall or recognition. The abilities are to recognize and remember terms, definitions, facts, ideas, sequences, methodology, basic principles, and so on. Memorizing becomes a major prerequisite to understand the comprehension.

b) Comprehension (C2)

   At this level, someone has the ability to grasp meaning about the things learned. The ability to outline the content of the subject to alter the data presented in one form or another.

c) Application (C3)

   It is the ability to apply a code or method to deal with a concrete or real, new case or problem. The ability to select, choose, and apply ideas, methods procedures,

formulas, theories and so forth is important appropriately to new situations and apply them properly.

d) Analysis (C4)

At the analysis level, students are required to break the complex information into small sections and connect them with other information. It is the ability to detail an entity into the parts so that overall structure or organization can be properly understood.

e) Evaluation (C5)

Students are required to give an assessment of a situation of circumstances, statements, or concepts based on critically particular and can be a countable for opinion by specific criteria.

f) Create (C6)

Students are required can produce essays, theories, classifications, proposals, scientific writings, and creation.

Table 2.2

Cognitive Domain

Category	Keywords verbs

Remembering	Defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.
Understanding	Comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives an example, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates
Applying	Applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses
Analyzing	Analyzes, breaks, down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates
Evaluating	Appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports
Creating	Categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges,

	reconstructs, revises, rewrites, summarizes, tells, writes

2) Affective Domains.

The affective domains are a state of emphasis on feelings, emotions, and reactions that are different from reasoning. It pertains to emotional aspects, such as feelings, interest, attitudes, obedience to morals and so forth, which would relate to emotional response to duty (Akademi, 2019). This domain division is arranged by Bloom along with David Krathwol, and among other things:

a) Receiving (A1)

It is a question that exposes one's intellectual capacity to listen attentively such as to an explanation given by a teacher. A willingness to be aware of the importance of learning, manifest sensitivity to human needs and social issues, well accepting phenomena of class habits or activities is needed.

b) Responding (A2)

It is a question that requires intellectual ability to a degree that involves a willingness to observe actively and participate in an activity. This is expressed in

response to stimulus presented, involving approval, willingness, and satisfaction.

c) Valuing (A3)

It is a question that reveal intellectual ability in showing a deep confidence, democracy in something and self-propping in own right. Appreciating sensitivity, knowledge in daily life, problems solving, and the formation of an attitude are the scope

d) Organization (A4)

It is a question that reveals the intellectual ability to recognize the balance between freedom and democratic responsibility. Ability forms a value system as a guide and grip in living with confidence and care, can solve problem, understand and accept limitations.

e) Characterization (A5)

It is question that reveals the intellectual capacity to internalize the value of life and thus belonging to one (internalization) become a real and clear grip on governing their own life. It has a value system that controls its process and thus characterizes its life-style. This ability is expressed in living arrangements in various areas such as sufficient time spent on study or work assignments (Akademi, 2019).

Table 2.3

Affective Domain

Category	Keywords verb
Receiving Phenomena	Uses, asks, describes, listens, attentive, follows, acknowledge, identifies
Responding	Writes, tells, answers, performs, helps, discusses, assists, greets, practice
Valuing	Joins, shares, studies, forms, explain, appreciates, demonstrate, initiates, cherish
Organization	Compares, relates, synthesizes, combines, arranges, completes, organizes, defends, explains
Characterization	Influences, listens, acts, revises, practices, serves, solves, qualifies, verifies

3) Psychomotor Domains.

The psychomotor domain is owned by most of us it connects motor activity with physical and athletic insertion, but many other subjects, such as hand writing and word processing also require movement. According to Suyono (2016), following the details of the psychomotor domains, among others are as follows:

a) Perception (P1)

It is question to unlock the ability to use sensory cues to guide metrics activities for the use of senses as stimulation to select gesture for translation.

b) Set (P2)

It is question to unlock the ability to prepare something or to place itself in the beginning of a physical, mental, and emotional preparedness movement for activity.

c) Guided Response (P3)

It is question that reveal the ability to perform a movement according to the example set. An early stage in learning complex skills include imitation and experimental movements.

d) Mechanical Response (P4)

It is questions that reveals the ability to make a move without regard for the example given because they have been trained sufficiently to be convincing and capable.

e) Complex Response (P5)

It is question that reveals ability to perform movements or skills composed of multiple stages smoothly, correctly, and efficiently. The skillful motoric movement consists of complex movement patterns.

Table 2.4

Psychomotor Domain

Category	Keywords verb
Perception	Choose, describes, detects, differentiates, distinguishes, identifies, isolates, relates, observes, feels, hear, separate, ouches.
Set	Begin, displays, explain, moves proceeds, shows, states, volunteer, set, begins
Guided response	Copies, traces, react, reproduce, responds, follows
Mechanism response	Builds, mixes, organizes, manipulative, assembles, calibrates, constructs, measures, dismantles, displays, dissects
Complex response	Builds, mixes, organizes, manipulative, assembles, calibrates, constructs, measures, dismantles, displays, dissects. NOTE: The keywords are the same as Mechanism, but will have adverbs, or adjectives that indicate the performance is quicker, better, more accurate
Adaption	Adjust, rearranges, changes, alters, adapts, reorganizes, revises
Creativity	Originates, builds, combines, constructs, creates, designs, arranges, makes, modifies

6. Profile of Ex Residency of Surakarta

Areas of ex-Residency of Surakarta cover Surakarta City, Boyolali Regency, Sukoharjo Regency, Wonogiri Regency, Karanganyar Regency, Sragen Regency,and Klaten Regency. In the past, it was a concept of cooperation between these regions that had been pioneered, which was coordinative, so that the areas of the Ex-residency of Surakarta were a socio-economic, culturally, political, and geographically united before. The area of ex-residency of Surakarta coverage is 5.720,00 km, consisting of Surakarta city 44, 04 km, Boyolali Regency 1/1025,05 km, Sukoharjo Regency 466,66 km, Wonogiri Regency 1.822,36 km, Karanganyar Regency 773,78 km, Sragen Regency 941,55 km, and Klaten Regency 656,66 km (Ayu, 2018).

B. Previous Related Study

Some writers have conducted the research about analysis content of student worksheet. Therefore, the researcher tried to find out some previous researches related to this study that can be described as follows:

The first research was conducted by Muhammad Rahim, entitled "Content Analysis of English Student Worksheet Aspirasi for Twelfth Grade Students at Al-Istiqomah Islamic Boarding School Banjarmasin". The objective of this research was analyzing the content of the ASPIRASI LKS Book: Bahasa Inggris untuk SMA/SMK Kelas XII Semester1 at Al-Istiqomah Islamic Boarding School Banjarmasin. The aim was to analyze

appropriate student worksheet with School Base Curriculum or 2006 *KTSP* and the opinion of teacher and student about this LKS book. The researcher used descriptive qualitative method to analyze all data. To collect data, the researcher used two techniques, they were documentary and interview. Processing the data were into three phases; collecting, reviewing, and analyzing. The result finding of this research was that competency standard and basic competence contained in the syllabus had been applied on the material, activities, and instruction in the worksheet. It indicates that content of the worksheet is appropriate with standard content of School Base Curriculum or 2006 *KTSP* curriculum. Another result the worksheet also had some weakness it was lack of detailed explanation and pictures that would support the understanding of students in learning materials of worksheet.

The second previous study was conducted by Marlindoaman Saragih, entitled "Analisis Lembar Kerja Siswa (LKS) Biologi di Kota Binjai yang digunakan siswa kelas VII Semester Gasal 2018/2019". This research used the qualitative and descriptive method to analyze the data. This research aimed to know the quality content of student worksheet "IPA Biologi". This research used documentation technique for gathering instrument and the sampling of this research was the purposive sampling. The result of this research that the suitability of 2006 Curriculum got low. For index of student activation in category activity guide got low index, in

category picture and task got medium index. For the exercise question all domain got disproportionate

The third research was conducted by Kadek Yati Fitria Dewi, entitled "An Analysis of English Worksheet Entitled "MAESTRO" Used to Teach Elementary School Students Grade Five". The objectives of this research was analyzing the drawbacks found in the English student worksheet entitled "Maestro". It dealt with face validity and content validity. This research used a qualitative research design, and used documentary analysis method to collect the data. This research used some phases of data analysis by Miles and Hubberman (1984). The result of the research finding due to the validity. There were many errors presented about the overuse or the inappropriate usage of auxiliary verb, spelling, and punctuation. The validity showed that the materials did not help learners to feel at ease because they did not take into account that learners were different in learning styles it did not give chances to use the target language to achieve communicative purposes.

The fourth previous research was conducted by Ita Fitriah Ningsih, entitled "Analisis Kualitass Isi pada Lembar Kerja Siswa (LKS) Biologi SMA X Semester Ganjil Berbasis Kurikulum 2013". The difference of this research was the object. This research is analyzed the content of student worksheet of IPA used in tenth grade in Jember Regency. The aim of this research was to know the quality content of student worksheet of IPA used in tenth grade in Jember Regency based on the level of precision concept.

The content of the student worksheet was appropriate with the curriculum, fittings component, quality of multiple choice and quality of language using formula of fry chart.

The fifth previous research was conducted by Nely Dikha Rosalia, entitled "Analisis Kualitas Isi Lembar Kerja Siswa (LKS) IPA Biologi kelas VIII Semester II yang Digunakan di Karesidenan Surakarta Tahun Ajaran 2015/2016". The objectives of this research was to analyze the quality content of "IPA Biologi" Student worksheet (LKS) used for eight grade semester 1 in karesidenan city of Surakarta. This research used the qualitative and descriptive method to analyze the data. This research aimed to know the quality content of student worksheet "IPA Biologi". This research used documentation technique for gathering instrument and the sampling of this research was the purposive sampling.

Table 2.5

The similarities and differences of thesis

Name and Title	Similarity	Difference
Muhammad Rahim. "Content Analysis of English Student Worksheet Aspirasi for Twelfth Grade Students at Al-Istiqomah Islamic Boarding School Banjarmasin".	This thesis has similar case was on analyzing of the content of student	Muhammad Rahim's thesis has different subject of research and 2006 curriculum and used interview to collect the data, while this thesis use 2013 Curriculum and used data analysis to analyze the data.

Marlindoaman Saragih "Analisis Lembar Kerja Siswa (LKS) Biologi di Kota Binjai yang digunakan siswa kelas VII Semester Gasal 2018/2019."	This thesis has similar case was on analyzing of the content of student worksheet.	Marlindoaman Saragih's thesis has different subject of research and used 2006 curriculum, while this thesis used 2013 Curriculum.
Kadek Yati Fitria Dewi "An Analysis of English Worksheet Entitled "MAESTRO" Used to Teach Elementary School Students Grade Five".	This thesis has similar case was on analyzing of the content of student worksheet.	Kadek Yati Fitria's research aimed at analyzing drawbacks include the content validity and face validity,
Ita Fitriah Ningsih, entitled "Analisis Kualitass Isi pada Lembar Kerja Siswa (LKS) Biologi SMA X Semester Ganjil Berbasis Kurikulum 2013".	The similarities between the research above and the researcher research is analyzing quality content of student worksheet, the analyzing method. The appropriate with the curriculum based on curriculum 2013. This research used qualitative descriptive method to analyze the data.	Ita Fitriah Ningsih's thesis aimed of knowing the quality content of student worksheet (LKS) of IPA used in tenth grade in Jember Regency judging by the level of precision of concept the content of student worksheet appropriate with the curriculum, component fittings, quality of multiple choice and quality of language using formula of fry chart.

Nely Dikha Rosalia. "Analisis Kualitas Isi Lembar Kerja Siswa (LKS) IPA Biologi kelas VIII Semester II yang Digunakan di Karesidenan Surakarta Tahun Ajaran 2015/2016".	This thesis has similar case was on analyzing of the content of student worksheet.	Nely Dikha Roalia's thesis has different subject of research and used 2006 curriculum, while this thesis used 2013 Curriculum. The class grade in that research was eight grade of second semester while this research analyzed the seven grade of first semester, and applicable curriculum of the research above was 2006 *KTSP* curriculum, while this research used 2013 curriculum.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Related to the problem of this research, this study uses descriptive qualitative research. According to Creswell (2017) qualitative research begins with assumptions and use of theoretical frameworks that declare the study of research problems addressing the meaning individuals or groups ascribe to a social or a human problem. According to Punaji Setyosari in Samsu (2017) the descriptive research aims to explain or describe a situation, events, objects, whether people or everything related with variables that can be explained both in numbers and in words. In this descriptive qualitative research, the researcher intended to examine the condition of materials that are provided in English student worksheet and took the source of the data from English student worksheet, and then analyze, interpret, and report the data.

B. Research Setting

1. Setting of place

   Researcher took Sukoharjo Regency and Surakarta city. Based on the pre-research in these place, many schools still used student worksheet as the learning media in the learning process. It is important to know the content quality of English student worksheet.

2. Setting of time

Researcher conducted this research from the Pre-research on October 2021, writing proposal on November 2021 - May 2022. Proposal seminar on June 2022. Finish report of thesis on July 2022 - October 2022.

C. Research Instrument

Research instrument is a tool used to collect data. In this research, the researcher is the main instrument and the main part in qualitative research. The researcher has some roles as data collector, data interpreter, and research result reporter during the research process. For the additional instrument, the researcher used some instruments of table data analysis, there are as follows:

1. Table of data analysis to measure the appropriate level content of English Student Worksheet (LKS) based on curriculum of 2013.

Instrument to measure the appropriate level content of English Student Worksheet, it is took from Base Competence in the curriculum of 2013 and indicator from syllabus.

2. Table of data analysis to measure the index student activation level on English Student Worksheet.

Instrument is used to measure three object, there are parts of activity guide, picture, and practice task. The data from worksheet would be compared and analysed based on the indicator of activate student aspect

with less student activating aspect presented by Widodo (1993) in (Rosalia, 2016).

3. Table of data analysis to measure the practice task percentage of English Student Worksheet based on Bloom's Taxonomy Revision.

   a. Table of data analysis to measure practice task percentage based on cognitive domain.

      This instrument is intended for all practice task. The step taken is to match the task with the criteria of level task based on cognitive aspect.

   b. Table of data analysis to measure practice task percentage based on affective domain.

      This instrument is intended for all practice task. The step taken is to match the task with the criteria of level affective aspect (Suyono, 2016).

   c. Table of data analysis to measure practice task percentage based on psychomotor domain.

      This instrument is intended for all practice task. The step taken is to match the task with the criteria of level task based on psychomotor aspect (Suyono, 2016).

D. Technique of Collecting Data

The researcher used three types of methods in collecting data, they are as follows;

1. Interview.

   Interview are used as data collection techniques when researchers want to do a preliminary study to find issues to investigate, or to find

more information as well as the data from deeper respondents for the research (Sugiyono, 2013). The purpose of the interview is to present the construction when in a context of personal, events, activities, organizations, feelings, motivations, responses, or perception. Levels, and form engagement to consulate various things. In this study, researcher asks to the teachers and students about the uses of worksheet at school in Sukoharjo regency and Surakarta City. Almost of the school in Sukoharjo Regency uses "Suplemen Bahan Ajar", because that worksheet was published under regional publishers of Sukoharjo Regency. Otherwise, almost of the school in Surakarta city use worksheet from various private publishers, based on considering about these many of worksheet, the researcher took "Inspirasi" worksheet for the subject of study.

2. Observation.

   Sutristo Hadi in Sugiyono (2013) stated that, observation is a complex process, a process that structured from various biological and psychological processes. The most important things are the process of observation and memorizing. The data of this study were collected through several steps of observation. First, the researcher read entire student worksheet of the source data then observed the indicator used inside the student worksheets after that the researcher compared it to the indicator in 2013 curriculum and analyzeed it with formula of data analysis. Second, the researcher read entire student

worksheets, and observed the activating and less activating index student activation level were found in every task and analyzed it with formula of data analysis. Third, the researcher read entire student worksheet, and observed the practice task. It was found in every chapter, and categorized it based on Bloom's Taxonomy Revision and analyzed it with formula of data analysis.

3. Documentation

This research used documentation technique to collecting data. According to Herdiansyah (2010), the documentation method is one of the data collection methods qualitatively by viewing or analyzing documents that made by subject of himself or by others. Documentation is a way to collect the data and information from books, archives, documents, writings, numbers or pictures in the form of reports that can supporting the research (Sugiyono, 2015). The researcher used syllabus of 2013 curriculum, and English student worksheets.

E. Data and Source of the Data

This research took the data and source of the data based on English Student Worksheets as follows:

Table 3.2
Data and source of the Data

No	Data	Source of the data
1.	The appropriate English Student Worksheet with the 2013 Curriculum	

		1. Student Worksheet (LKS) "Suplemen Bahan Ajar"
2.	Index Student Activation	
3,	Percentage of practice task of Bloom's Taxonomy Revision	2. Student Worksheet "Insipirasi"

F. Subject and Object of this research.

1. Subject

Subjects of this research are English Student Worksheets used in Sukoharjo Regency and Surakarta City based on curriculum of 2013. The first worksheet is entitled "Inspirasi", which is used in schools in Surakarta City. It was composed by Irham Ardiansyah and published by private companies, PT. Warna Mukti Grafika. The publisher is located at Embarkasi Haji KM 1 St. Gagaksipat Ngemplak, Boyolali. The second worksheet is entitled "Suplemen Bahan Ajar", which is used in school in Sukoharjo Regency. It was composed by Heni Widiyanti, S. S, Margarita Wulamdari S. Pd, Kiki Hapsari S. Pd, Dra. Siti Marwiyatun and published by Perumda Percada. Under a regional publisher of Sukoharjo. It is located at St. Jendral Sudirman No.117, Gabusan Jombor, Bendosari, Sukoharjo.

2. Object

Object of this research is the quality content of English student worksheet the first is appropriateness of English student worksheet based on 2013 curriculum and *MGMP* syllabus. The second is the data

index activation student in activity guidelines, picture and exercise task inside of English student worksheet. The third is the practice task percentage based on Bloom's taxonomy revision.

G. Technique of Analysis Data.

1. Data Processing

   To process the data validity and reliability of this research, the researcher used triangulation techniques. According to Miles and Huberman (1994) there are three current flows of activity to analyze the data. They are data reduction, data display, and conclusion drawing or verification.

   a. Data Collection

      The obtained data from the field which are quite various in number needs to be recorded carefully and in detail. Reducing data means summarizing, choosing the main data, focusing on the important data. Collecting all data is needed for this research.

   b. Data Reduction

      The classified/ reduced data make it easier for researcher because it provide a clear picture and info.

   c. Data Display

      Furthermore, after reducing the data, it is to display the data. Presentation of the data can be done in the form of brief descriptions, charts, and the other types.

   d. Conclusion Drawing.

The last step is drawing conclusions and verification. After reducing and displaying the data, the next thing is to draw conclusion and verify the data that have been processed previously

2. Data Analysis

Researcher used descriptive technique to analyze the data, while to determine the status of the content Student Worksheet. It is carried out qualitative technique. Previously, the data were analyzed by table data analysis to show the result in percentage and number.

a. The appropriate level of the English Student Worksheet with curriculum of 2013.

The step is used to know the appropriate level of the English Student Worksheet with curriculum of 2013 in a relation between the student worksheet content with the basic competencies inside curriculum of 2013 and indicator of the Syllabus. After that is scoring. Score 1 is for student who can fulfill the listed basic competencies and indicators. The data were previously analyzed by the Percentage Interval technique with use formula, there are:

$$PI = \frac{\sum Base\ Competence\ inside\ or\ indicator\ of\ Student\ Worksheet}{\sum Base\ Competence\ or\ indicator\ inside\ of\ Curriculum} \times 100\%$$

Through the calculation of Percentage Interval can be interpreted the percentage and then adjusted to standards used for determine conformity obtained was adapted from the percentage classification for scale of five by Nurgiyantoro (1955). The classification, there are:

Percentage	Category
85% – 100%	Very Suitable
75% -84%	Suitable
60% - 74%	A quite suitable
40% - 59%	Not Suitable
0% - 39%	Very unsuitable

b.Index activation level of student.

According to Widodo (1993), the activation index level of can be calculated by the formula:

$$Activation\ Indexs = \frac{\text{Activating Activity Guide}}{Less\ Activity\ Guide}$$

Data analysis used in the activation index level of student consist of three part, and there are the assessment of the activity guide, the assessment of diagram or picture, and assessment of the practice task.

1) Assessment of activity guide.

It is use formula:

$$Activation\ Indexs = \frac{(a) + (b) + (c) + (d)}{(e) + (f) + (g) + (h)}$$

Description:

a. The activity guidelines invite the students to experiment, present data, draw conclusion and communicate the result on their own.
b. The activity guidelines invite the students to experiment by designing a predetermined experiments, representing data, and then drawing conclusions.
c. The activity guidelines invite the students to experiment on predetermined design experiments, present data, draw conclusions, and communicate the result.
d. The activity guidelines invite the students experiment with predetermined design experiments, present data, and then draw conclusions.
e. The activity guidelines simply invite the students to experiments with predetermined design experiments without any withdrawal of conclusions and outcomes communication processes.
f. The activity guidelines simply invite the students to do activities with predetermined experimental designs.
g. The activity guidelines do not direct the students to do experiment, provide the data only that others observe.
h. The activity guidelines only instruct students to dig up information from the text.

2). Assessment of picture or diagram.

It is used a formula:

$$Activation\ Indexs = \frac{(a)}{(b)}$$

Description:

a. The score from frequency based on category picture or diagram is the active student.

b. The score from frequency based on category picture or diagram is the passive student.

3). Assessment of practice task.

It is used a formula:

$$Activationn\ Indexs = \frac{(a) + (b)}{(c) + (d)}$$

Description:

a. The question of the excavation is the question intended to give more understanding to the pattern of thought which are already mastered by the student, and the answers required students to use their knowledge.

b. The question is about problem solving, and the answer of the question is supposed to solve the problems.

c. The factual questions asked what is observed and the relationship of one object to another, and the answer of the question is available from the text or the material summary.

d. The informative questions asks of the terms and the answer of the questions is definitions.

The result of the data for category above were be analyzed based on the criteria, there is:

Score	Category
1,50	High
0,40-1,50	Medium
0.00-0,40	Low

c. Percentage practice task based on Bloom's Taxonomy Bloom

The step taken is to separate the questions based on the categories that have been determined with following provisions:

1) Cognitive domain.

Category C1: Knowledge

Category C2: Comprehension

Category C3: Application

Category C4: Analysis

Category C5: Evaluation

Category C6: Creation

The data were previously analyzed using the Descriptive Percentage

(DP) technique by Ali (1985) the formula is:

$$DP = \frac{Number\ of\ Question\ at\ a\ certain\ level \times 100\%}{The\ Total\ Number\ of\ Question}$$

The practice task level is proportional if it has a close percentage to the normal curve. The percentage range for each level of questions to approach the normal curve is as follows:

C1= ±12, 5%

C2= ± 17, 5%

C2= ± 20 %

C4= ± 20 %

C5= ± 17, 5 %

C6= ± 12, 5%

2) Affective domain

Category A1: Receiving

Category A2: Responding

Category A3: Valuing

Category A4: Organization

Category A5: Characterization

The practice task level is proportional if it has a close percentage to the normal curve, and the percentage range are as follows:

A1= ± 17, 5 %

A2= ± 20 %

A3= ± 25 %

A4= ± 20 %

A5= ± 17, 5%

3) Psychomotor domain

Category P1: Perception

Category P2: Set

Category P3: Guided Response

Category P4: Mechanical Response

Category P5: Complex Response

The practice task level is proportional if it has close percentage to the normal curve, and the percentage range are as follows:

P1= $\pm$ 17, 5 %

P2= $\pm$ 20 %

P3= $\pm$ 25 %

P4= $\pm$ 20 %

P5= $\pm$ 17, 5 %

H. The Trustworthiness of the Data

To prove and show the validity and reliability of this research, the researcher used triangulation techniques to validate the data. The purpose of triangulation is to check the relevant data by comparing the collected data with other sources or using multiple datasets, methods, theories and investigators to address a research question (Carter et al., 2014). This research used triangulation theories and expert judgements.

Theories triangulation mean that the researcher used the different theories to analyze and interpret data with this type of triangulation,

different theories can assist the researcher in supporting or refuting findings (Budiastuti et al., 2018).

The researcher also use expert judgements to validation this research. The researcher asked for help from English Education Department lecturers to validate the data. The researcher conducted an expert judgement to Mr. Muh. Husin Al Fatah, M.Pd. The researcher also asked for help from English Letters Department lecturers to validate the grammar. The researcher conducted an expert proof reader to Mr. Dwi Cahyono, M. Pd.

CHAPTER IV

FINDING AND DISCUSSION

The researcher presents the research finding and discussion used to answer the research question which have been observed and analyzed.

A. Research Findings

The data of this research examined several things related to content of the worksheet. It was included among other things like the suitability of the contents of English student worksheets used for seventh grade of first semester in Sukoharjo regency and Surakarta city in the academic year 2021/2022. It is appropriate with curriculum of 2013, the index activation student, and the level of practice task based on taxonomy Bloom Revision. The following are data of English student worksheet analyzed:

Table 4.1

The List of English Student Worksheet used for Seventh Grade of First Semester in Sukoharjo Regency and Surakarta city ex Residency of Surakarta in the academic year 2021/2022

No	English Student Worksheet	Curriculum	Author	Publisher
1	Inspirasi	Curriculum of 2013	Irham Ardiansyah	PT. Warna Mukti Grafika

2	Suplemen Bahan Ajar	Curriculum of 2013	Heni Widayani, S.S Margarita Wulandari, S. Pd Kiki Hapsari, S. Pd Dra Siti Marwiyatun	Perumda Percada

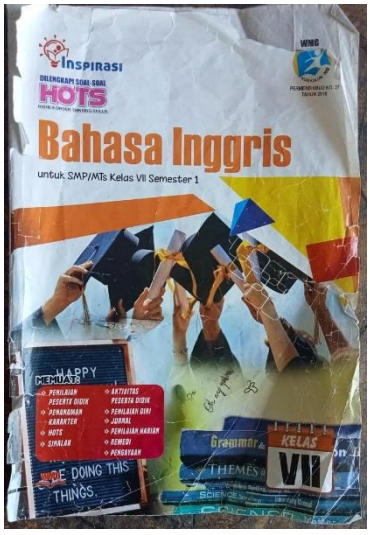

Figure 4.1 Front cover of "Inspirasi" Worksheets

Figure 4.2 Back cover of"Inspirasi" worksheets

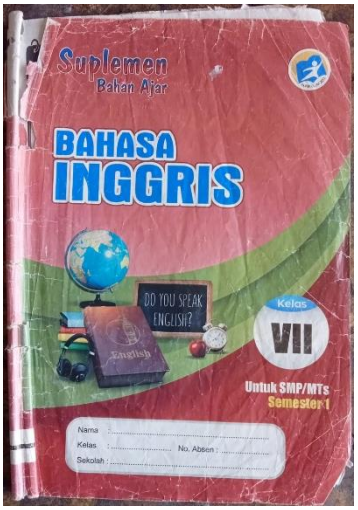

Figure 4.3 Front cover of "Suplemen Bahan Ajar" worksheets

Figure 4.4 Back cover of "Suplemen Bahan Ajar" worksheets

According on the table 4.1, there are two English student worksheets used in seventh grade of first semester in academic year 2021/2022 as the data sources in this study. The "Inspirasi" worksheet is used at schools in Surakarta city while "Suplemen Bahan Ajar" worksheet is used at school in Sukoharjo regency. Both of English student worksheet were analyzed to determine the content quality to the suitability of the 2013 curriculum, index activation of student, and the practice task based on Bloom's taxonomy revision. There are the description and analysis.

1. The description of the research

a. Content quality of English student worksheet which is appropriate to curriculum of 2013

It is to find out the suitability of the content of worksheet based on curriculum 2013. The first, researcher did the observation to the worksheets and studies related documents by the basic competencies of

the Minister of Education and Culture, then compared them with data inside of the worksheet. The second, researcher did the observation to the worksheets and studies related document by the syllabus. Then, after data collection and data reduction, the data result analyses were obtained from the calculation of the formula. The data displayed on the table and gave a description and analysis. According on the data collection activities, the researcher obtained the following research findings:

1) Basic Competencies

Data description of the suitability of the content English Student worksheet based on curriculum of 2013 can be seen on table 4.2.

Table 4.2

Suitability results of the English student worksheet with the curriculum 2013

English Student Worksheet	**Score**	**Maximum Score inside Curriculum 2013**	**Percentage (%)**
Intensif	8	8	100
Suplemen Bahan Ajar	6	8	75

*complete data at the appendix

According to table 4.2, “Intensif” worksheet gets 8 points out of core maximum inside of 2013 curriculum and it had 100 percent of suitability the contents of the worksheet with 2013 curriculum. The second worksheets “Suplemen Bahan Ajar”, gets 6 points out of 8 points maximum score inside 2013 curriculum and it had 75 percent of suitability the content of the worksheet with curriculum of 2013.

2) Indicator

According to the data collection activities, the researcher obtained the following research findings: Data description of the suitability of the content English Student worksheet based on curriculum of 2013 can be seen on table 4.3

Table 4.3

Suitability result of English student worksheet with the syllabus

English Student Worksheet	Score	Maximum Score	Percentage (%)
Inspirasi	22	29	80, 76
Suplemen Bahan Ajar	18	29	61, 53

*Complete data at appendix

According to the table 4.3, “Intensif” worksheets get 22 points out of 29 points maximum score inside syllabus and it had 80, 76 percent of suitability the content of the worksheet with syllabus. The second worksheets, “Suplemen Bahan Ajar” gets 18 points out of 29 points maximum score inside the syllabus and it had 61, 53 percent of suitability the content of the worksheet with syllabus.

b. Index of student activation level of English student worksheet

The data description and analyses of the student activation level index of the student worksheet covers three categories which are: index student activation of activity guidelines, picture, task, Categories student activity guidelines on student worksheet generally serves to make it easier for student to understand the material or activity that are carried out within. According to the function of the student activation index, it is divided into two kinds which are the activated activity guidelines and less activated activity guidelines.

1) The data of index activation students in the activity guideline category

The data of the frequency occurrence of the student activity guide category is divided into two kinds which are the category of instruction that activated students (a, b, c, d) and the category of instructions that didn’t activate students (e, f, g, h). The analysis were obtained from the calculation of the formula between the

activate instruction and the less activate instruction. The data description of index activation of student in the activity guide category can be seen on table 4.4.

Table 4.4

Index student activation in activity guide category

English Student Worksheet	Activity Guide	The frequency of occurrence of student activation index in the student activity guide								Index
		a	b	c	d	e	f	g	h	
Inspirasi	55	4	1	8	3	9	16	0	14	0,41
Suplemen Bahan Ajar	70	1	0	5	9	13	13	0	29	0,27

*complete data at the appendix

According to the table 4.4, the data description frequency of occurrence (e, f, and h) were found a lot in both of analyzed English student worksheets. The worksheet “Intensif” had 55 activity guidelines such as the dominant clues that did not activate, among other were found 9 pieces of point (e), 16 pieces of point (f) and 14 pieces of point (h). Furthermore, the worksheet “Suplemen Bahan Ajar” had 70 pieces activity guidelines, such as the dominant clues that did not activate, among others were found 13 pieces for each other of point (e) and (f) and 29 pieces of point (h). The active activity guidelines point (a, c, d), they were found many things in

English student worksheet “Inspirasi” than English student worksheet “Suplemen Bahan Ajar”. In the “Inspirasi” worksheet, activity guidelines for activating clues were found 4 pieces of point (a),1 pieces of point (b), 8 pieces of point (c), and 3 pieces of point (d).

Furthermore, the worksheet “Suplemen Bahan Ajar” was found 1 pieces of point (a), 5 pieces point (c), 9 pieces of point (d), and not found point (b). Otherwise, point (g) in both of worksheets were not found. Otherwise, it showed that the activity guidelines category found inside of worksheet “Inspirasi” was at an index of 0, 41 and the “Suplemen Bahan Ajar” worksheet was at an index 0, 27

2) The data of index student activation in the picture category

The data frequency of occurrence of picture category are divided into two kinds which are the category of picture that activate students (a) and the category that does not activate student (b). The data description of index activation of picture category can be seen on table 4.5.

Table 4.5

Index student activation in the picture category.

English Student Worksheet	The Picture Inside of	The frequency of occurrence of	Index

	English Student Worksheet	activation student index in picture		
		a	b	
Inspirasi	38	0	38	0
Suplemen Bahan Ajar	57	2	55	0,037

*complete data at appendix

According to the table 4.5, the data description frequency occurrence of activating picture categories were 38 pictures. It was not found activating picture inside of "Inspirasi" worksheet, and it had 0 index. Otherwise, inside of "Suplemen Bahan Ajar" worksheet the frequency occurrence of activating picture were 57 pictures. It only found 2 pieces, and it had 0, 037 index.

3) The data of index student activation in the exercise task category activity

The data frequency of occurrence task category are divided into two kinds which are the category of task that activate student. It consists of the type of excavation question (a), and type of problem solving question (b). While the category of task that does not active the student consists of two types of factual question (c) and informative question (d). The data description of index activation student in practice task category can be seen on the table 4.6.

Table 4.6

Index student activation in exercise task assessment.

English Student Worksheet	Question Task	The frequency of occurrence of activation student in question task				Index
		a	b	c	d	
Inspirasi	561	171	135	215	40	1,2
Suplemen Bahan Ajar	498	102	109	287	0	0,73

* complete data on appendix

According to the table 4.6, the data description of frequency occurrence of task assessment category are divided into two kinds. The first is the tasks which activate students that have types of excavation question (a), and type of problem solving question (b). The category of task that does not activate the student are like type factual question (c) and informative question (d). The frequency occurrence of the excavation question (a) and the problem solving question (b) were found more in English student worksheet "Inspirasi" than in English student worksheet "Suplemen Bahan Ajar", while the frequency of factual question was found more in English student worksheet "Suplemen Bahan Ajar" than "Inspirasi" worksheets. The frequency of informative question has only found in "Inspirasi" worksheets.

According to the data explanation above, it meant that the "Inspirasi" worksheet has the 562 questions, and the most commonly found were 215 pieces of factual questions (c). However, it was also found 171 pieces of excavation questions, 135 pieces of problem solving (b), and 40 pieces of informative questions (d). The "Suplemen Bahan Ajar" worksheet has 498 questions, and the most commonly found were 287 pieces of factual questions (c), 102 pieces of excavation question (a), and 109 pieces of problem solving questions (b), and there were not available the informative question in the worksheets. It shown that "Inspirasi" worksheet had 1, 2 index and "Suplemen Bahan Ajar" had 0, 73 index.

c. The percentage practice task of English stud guidelines category worksheet based on Bloom's Taxonomy Revision

According to the Taxonomy Bloom's Revision, the practice task is divided into three categories of domain which are cognitive, affective, and psychomotor domain. According theories to the following data description of level practice task from the three domains based on Bloom's taxonomy revision, there are as follows;

1) Data of Cognitive domain

According to the category, cognitive domain is divided into six which are: Remembering (C1), Understanding (C2), Applying (C3), Analyzing (C4), Evaluating (C5), and Creating (C6).

Table 4.7

The level task category of Cognitive domain.

Student Worksheet	Task	Frequency and percentage (%) of occurrence of the practice task					
		C1	C2	C3	C4	C5	C6
Proportional		12,5%	17,5 %	20%	20%	17,5 %	12,5 %
Inspirasi	609	201(33,09)	89(14,61)	117(19,21)	67(12,47)	61(10,01)	65(10,67)
Suplemen Bahan Ajar	587	220(37,48)	62(10,60)	115(18,90)	49(8,40)	99(16,90)	42(7,16)

* Complete data at appendix

According to the table 4.7, the data description of the percentage level category C1 in the “Intensif” worksheet reached 33, 09%, and “Suplemen Bahan Ajar” worksheet reached 37, 48%. The percentage of practice task level category (C2) reached 14, 61%, level (C3) reached 19, 21%, level (C4) reached 10, 01%, level (C6) reached 10, 67%, and the each level most commonly found in the “Inspirasi” worksheet. Then, Percentage level found in

"Suplemen Bahan Ajar" worksheet level category (C2) reached 10, 61%, level (C3) reached 18, 90%, level (C4) reached 8, 40%, and level (C6) reached 7, 16%. Percentage level of practice task category (C5) reached 16, 90% most commonly found in "Suplemen Bahan Ajar" worksheet, then "Intensif" worksheet reached 10, 01% of level (C5).

2) Data of Affective domain

According to the category of affective domain, it is divided into five which are: Receiving (A1), Responding (A2), Valuing (A3), Organization (A4), and Characterization (A5).

Table 4.8

The level task category of Affective domain.

Student Worksheet	Task	Frequency and percentage (%) occurrence of the practice task				
		A1	A2	A3	A4	A5
Proportional		17.5 %	20%	25%	20%	17,5 %
Inspirasi	78	3(0,4 9)	37(6,0 7)	31(5,0 9)	20(3,2 8)	6(0,9 8)
Suplemen Bahan Ajar	58	14(2, 38)	20(3,4 0)	23(3,9 1)	0	1(0,1 7)

* Complete data at appendix

According to the table 4.8, the data description found that practice task in all worksheets were dominated by the level of category (A2) and (A3), which were in “Intensif” worksheet reached 6, 07% and 5, 09% and “Suplemen Bahan Ajar” worksheet reached 3,91%. The percentage task category (A1) was the most common in the “Suplemen Bahan Ajar” with the percentage 2, 38% than “Inspirasi” worksheets reached 0, 49%. The percentage practice task category level (A4) reached 3, 28%, level (A5) reached 0, 98% and most commonly found in “Inspirasi” than (A5) in the “Suplemen Bahan Ajar” which reached 0, 17%.

3) Data of Psychomotor domain

According to the category of psychomotor domain, it is divided into five which are Perception (P1), Set (P2), Guided Response (P3), Mechanism Response (P4), and Complex Response (P5).

Table 4.9

The level task category of psychomotor domain

Student Worksheet	Task	Frequency and Percentage (%) occurrence of practice task				
		P1	P2	P3	P4	P5
Proportional		17,5%	20%	25%	20%	17,5%
Inspirasi	20	5(0,82)	12(1,97)	0	0	3(0,49)
Suplemen Bahan Ajar	21	7(1,19)	13(2,21)	0	0	1(0,17)

*The data can be seen on appendix

According to table 4.9, the data description data of task in affective domain were found measly. It meant that practice task category of level (P1) reached 1, 19%, level (P2) reached 2, 21%, and those were the most commonly found in the "Suplemen Bahan Ajar" than "Inspirasi" worksheets. It had percentage in a category of level (P1) reached 0, 82%, level (P2) reached 1, 97%. The practice task category of Guided Response (P3), and Mechanic Response (P4) was not found in a both of worksheets. Practice task category of level (P5) reached 0, 49% most commonly found in "Inspirasi" worksheets than "Suplemen Bahan Ajar" worksheet percentage level in category of level (P5) reached 0, 17%.

2. The analysis of the research

a. Quality content of English student worksheet which is appropriate with curriculum of 2013

1) Basic competencies

The analyses results were obtained between the basic competencies found in the worksheet divided by the number of basic competencies in 2013 curriculum. After that, the percentage results were categorized into five criteria, and they are: perfect suitable, suitable, a quite suitable, not suitable, and worst

According to the description on table 4.2, these result analyzed was found that "Inspirasi" worksheet was into "Perfect

Suitability" category level because it was in the range of 85%-100%. While the "Suplemen Bahan Ajar" worksheet was into "Suitable" category level because it was in the range of 75%-84%.

Therefore, "Inspirasi" worksheet had "perfect suitability" because all of basic competencies inside 2013 Curriculum were found inside the worksheet. It showed that the worksheet had a high level of suitability with the basic competencies. While in the "Suplemen Bahan Ajar" worksheet had "suitable" of suitability because it was found 6 basic competencies out of all basic competencies inside of 2013 curriculum. It showed that the worksheet still had shortcomings because it hadn't reached the maximum score available. It was presented that the percentage of "Inspirasi" worksheet had higher suitability with the basic competencies than "Suplemen Bahan Ajar" worksheet.

2) Indicator

The analyze result were obtained from the calculation of the formula between the indicator found in the worksheet divided by the number of indicator inside of the syllabus. After that, the percentage results were categorized into five criteria, namely: perfect suitable, suitable, a quite suitable, not suitable, and very unsuitable. According to the description above, the analyses result, were found that "Inspirasi" worksheet got into "Suitable"

category level because it was in the range of 75%-84%. While the second worksheet "Suplemen Bahan Ajar" got into "a quite suitable" category level because it was in the range of 60%-74%.

Therefore, the "Inspirasi" worksheets had "suitable" because it was found 22 indicators in worksheet out of all indicators inside of the syllabus. While in "Suplemen Bahan Ajar", it was found 18 indicators in worksheet out of all indicators inside of the syllabus. It showed the both of worksheets still had shortcomings, because it hadn't reached the maximum score available. Nevertheless, it was shown that "Inspirasi" worksheet had higher suitability with the syllabus than "Suplemen Bahan Ajar" worksheet.

b. Index student activation level of English student worksheet

1) The data of index students activation in the activity guidelines category

The analysis result were obtained from the calculation of the formula between the activate instruction (a, b, c, d) divided by the less activate instruction (e, f, g, h). After that, the results were categorized into three categories such as: high, medium, and low. From the data description on table 4.4, the analyses result found that "Inspirasi" worksheet got into "Medium" category index because it was in the range 0, 40- 1, 50. Meanwhile the "Suplemen Bahan Ajar" worksheet got into "Low" category index because it

was in the range 0, 00- 0, 40. It indicated that the less activity guidelines were found repeatedly than activate guidelines in a both of worksheet. The “Suplemen Bahan Ajar” worksheet didn’t have point (b). Both worksheet didn’t have point (g) and dominant by less activity guided by point (f) and point (h). Nevertheless, this study presented that “Inspirasi’ worksheet had higher index than “Suplemen Bahan Ajar”.

2) The data of index students activation in the picture category

The analyses result were obtained from the calculation of the formula between the activate instruction (a) divided by the less activate instruction (b). After that, the results were categorized into three categories such as: high, medium, and low. According to the data description on table 4.5, the analyses found that both worksheet got into “low” category index, because it was in the range of 0, 00- 0, 40. It indicated that the less activating pictures were still repeatedly found than activating picture in both of worksheet. Both worksheet were dominated by point (b). Nevertheless, this study stated that “Suplemen Bahan Ajar” worksheet had higher index than “Inspirasi” Worksheet.

3) The data of index students activation in exercise task category

The analyses result were obtained from the calculation of the formula between the activate instruction (a, b) divided by the less activate instruction (c, d). After that, the results were categorized

into three categories such as: high, medium, and low. According to the data description on table 4.6, the analyses result found that both worksheet got into “medium” category index in the task category because it was in the range 0, 40 - 1, 50. Both worksheet reached medium index. Even though, there were still found many less activity task than activate task. Both of worksheet were dominated by factual question (c), and informative question (d) wasn’t found in the “Suplemen Bahan Ajar”. Nevertheless, this study stated that “Inspirasi” worksheet had higher index than “Suplemen Bahan Ajar”

c. The percentage practice task of English student worksheet based on Bloom’s Taxonomy Revision

1) Cognitive domain

The analyses result were obtained from the calculation of the formula between number of question at a certain level divided by the total number of question inside of worksheet. After that, the percentage results were categorized into the “Normal Curve“. According to the data description on table 4.7, the analyses found that the percentage level cognitive domain in the both of worksheet were not proportional. The result indicated that the percentage of levels of both were in level C1, C2, C3, C4, C5, and C6 didn’t reach the “Normal Curve” because the practice task in

cognitive domain in both of worksheets were dominated by the level of (C1).

2) Affective domain

The analyses result were obtained from the calculation of the formula between number of questions at a certain level divided by the total number of questions inside of the worksheet. After that, the percentage results were categorized into the "Normal Curve". According to the data description on table 4.8, the result analyses of this study showed that the percentage level affective domain in both worksheet were not proportional. It indicated that the percentage levels of A1, A2, A3, A4, and A5 in both worksheet didn't reach the "Normal Curve" because they were dominated by level of A3, and the level (A4) were not found in the "Suplemen Bahan Ajar" worksheet. Otherwise, except level (A1), the level (A2), (A3), (A4), and (A5) were found in the "Inspirasi Worksheet"

3) Psychomotor domain

The analyses result are obtained from the calculation of the formula between number of questions at a certain level divided by the total number of questions inside of the worksheet. After that, the percentage results were categorized into the "Normal Curve". According to the data description on table 4.9, the analyses results found that the percentage level of psychomotor

domain in both worksheet were not proportional. It indicated that the percentage level of P1, P2, P3, P4, and P5 in the both of worksheet didn't reach the "Normal Curve". Both worksheet were dominant in level (P2). Otherwise, level (P3) and (P4) were not found in both worksheet. Nevertheless, except level (P5), the level (P1) and (P2) were dominant found in "Suplemen Bahan Ajar" worksheet.

B. Discussion

In this section, data would be presented to determine the quality of the worksheets obtained from the analysis of student worksheets which includes: (1). Suitability contents of the worksheet based on 2013 curriculum. (2) The student activation index inside of worksheet includes the student activation of activity guidelines, pictures, and task. (3) Percentage level of practice task based on Taxonomy Bloom's Revision. It was accordance to the theory from Prastowo (2011), about component of student worksheet consists of: 1) Study Guide, 2) Competence would be achieved, 3) Support information, 4) The practice task, 5) Activity sheets, and 6) Evaluation. It had been explained before, this research used observation and documentation for technique of collected the data. To support this research, sequentially the results of the research data analysis focused of the problem as follows:

1. The Quality Content of English Student Worksheet based on Curriculum of 2013.

Student worksheet is one of the learning media used to support learning process. It is in accordance to the definition of worksheet by Prastowo that student worksheet was the learning media of student assignment and instructions in the task completion either independently or group (Prastowo, 2011). One of them is English learning. The existence of worksheet, it said to be very helpful for teachers in providing practice task and assignments to students (Darmojo & Kaligis, 1991). It is also accordance to the function and purpose of the worksheet arrangement (Prastowo, 2011). Student worksheets as enrichment sheets, contain a lot of questions to practice level of thinking and to know material that has been learn by the students. In English student worksheet, student can exercise their speaking, writing, listening, and reading skill which are in accordance to the achievement of core competence and basic competencies of curriculum 2013 (Permendikbud, 2018). It is not only based on what student learned, but also students want to achieve certain values like spiritual and social values, knowledge and skill competencies.

To know the quality content of the English student worksheet, the content of English student worksheet is adjusted to basic competence as a measure of corresponding criteria. It was analyzed by basic competence as benchmark suitability criteria. The basic competences analyzed by the reference from *PERMENDIKBUD Nomor 37 Tahun 2018 Tentang Kompetensi Inti dan Kompetensi Dasar Pelajaran pada Kurikulum pada Pendidikan Dasar dan Pendidikan Menengah*. Basic competencies consist

of cognitive, affective, and psychomotor knowledge that are based on core competencies that must be mastered by the students. Furthermore, the content analysis based on indicators are derivatives of basic competencies. Therefore, it is important to know the suitability of the contents of the worksheets with the applicable curriculum. The analysis of the basic competence and indicator can be explained on the next part.

a. Base competence

According to the data in table 4.2, the "Inspirasi" worksheet had 100% suitability percentage with the 2013 curriculum. According to Nurgiyantoro (1995), the percentage between 85%-100% was categorized as very suitable. Meanwhile, the "Suplemen Bahan Ajar" worksheet had a percentage of basic competencies suitability with the 2013 curriculum as much as 75%. According to Nurgiyantoro (1995), the percentage between 75%-84% was categorized as suitable. In line with previous studies by Ningsih (2021) and Rahim (2016) regarding to the analysis of the quality of the worksheets, where the results of the research on the level of suitability with basic competencies had high result. It was shown that the content of the worksheets must be adjusted to basic competencies as a benchmark for the criteria suitability. In line with Sanjaya (2006), he stated that the good learning media must appropriate with curriculum and student's need. It means that the contents of both worksheets are in accordance with the basic competencies in the applicable curriculum.

According to previous study by Ningsih (2021), basic competency is important because it contains a number of abilities that must be mastered by students. It consists of elements for thinking ability which is very important because it was a reference for compiling indicators in a lesson. The suitability of the content in the worksheet is very important to know because it must be presented the criteria to the purpose of 2013 curriculum which expressed in core competencies and base competencies that must be mastered by student (Kristiawan, 2020).

b. Indicator

According to the data presented in table 4.3, for suitability based on indicators, the result was different from the percentage of suitability with basic competencies and it was a very suitable category. The “Inspirasi” worksheet had 80, 76 percent of suitability indicators to the syllabus. According to Nurgiyantoro (1995), the percentage of 75%-84% is categorized as suitable. From the 26 indicators of the syllabus, the “Inpirasi” worksheet showed 21 indicators.

On the other hand, the”Suplemen Bahan Ajar” worksheets had 61, 53 percent of suitability to the syllabus. According to Nurgiyantoro (1995), the percentage of 60%-74% is categorized as quite suitable. From the 26 indicators of the syllabus, the “Suplemen Bahan Ajar” worksheet showed 16 indicators.

In agreement with the earlier research by Rosalia (2016) although getting a pretty high percentage, it was a pity because the absence of

some indicators expected to be met by the worksheets, it reduced the opportunities for students to improve and gain essential basic knowledge to apply in English learning process. Indicator is useful for knowing the attainment the purpose of learning (Rasyid et al., 2021). This is also in line that learning indicators play a role in realizing a learning process so that learning objectives are achieved in desired time (Ernawati & Saftri, 2018). Indicators also serve as guidelines and implementing the assessment of learning outcomes, this is important because the position of the worksheets are as one of the learning media that serve as an enrichment or evaluation sheet.

It is also in accordance to the benefits of comprise worksheets according to Dhari & Haryono (1998), it is to check the students level of understanding the material that has been presented. In additional benefit, it is to check the level of understanding, development, and application from the students.

2. Index Student Activation of English student worksheet.

The main benefit of student worksheets is to activate students during the learning process. Some parts which need some attention regarding to the level of activation are the activity guidelines, pictures, and practice tasks. According to Widodo (1993) the student activation index was less than 0, 04. It was low because it was authoritarian, and provided little challenge to the student. The student activation index range 0, 04 to 1, 50 is moderate

because it has fulfilled the principles of student activation. The more activation index is categorized as high activation index.

a. Index of students activation of activity guidelines.

Activity guidelines are very important parts of this worksheet, and they give guidelines the students in carrying out an activity or experiment. In line with Prastowo (2013), one of the functions of the worksheet is as alternative for the teacher to give direct instruction or introduce an activity or tell how the process of activity is done. In this case, it can be expected to activate students in learning activities.

According to the table 4.4, the "Inspirasi" had 0, 35 index, while the "Suplemen Bahan Ajar" had 0, 27 index. Both of worksheets had low index. Accordance to Widodo (1993), the magnitude of the student activation index between 0, 00 – 0, 40 range is low. Generally, the question inside of the both worksheet did not activate the students, because most of them were informative and factual question. In line with the previous study by Rosalia (2016), it was shown the index results were low. It was categorized as the activity guidelines found in the both of worksheet didn't meet the student's activation principles.

The principles activation of the student according to Samana, inside of Rosalia (2016), include the principles of motivation, the principles of context, the principles of socialization, and the principles of learning while working and the principle of finding.

The principle of motivation acts as a prompting or as a motivator to the student can rise or be magnify. This guidelines can present a different challenges for students by training the students to carry out experimental activates, and the examples is practicing the procedure text. These challenges will indirectly motivate the student to gain learning experiences and find knowledge independently.

The principle of context is to investigate the knowledge, feelings, skills, attitudes, and knowledge that students already have. This was indicated by the ability of students to carry out experimental activities and teachers could assess the knowledge, skills, attitudes and knowledge that students already have.

The principle of socialization, students are expected to work together with their colleagues. This was shown by the way they socialized with their groups, expressed opinions, discussed to find common ground from several different and complementary thoughts.

The principle of learning while working, functions to channel and train students work abilities. It was indicated by a goal that the students work or carry out their activities skillfully, diligently, and accurately.

The principle of finding, is the opportunity for students to seek and find vibrations of thoughts, feelings, and hearts so the students can process their experiences. It was shown by students investigating and generating new knowledge through their own discovery efforts.

The principle of problem solving, is to give encouragement to students, to look at the problems, construct it and make efforts to solve the extent of students abilities.

The activity guidelines found in the “Inspirasi” worksheet were dominated by point (f) which was inactivity guide that only asked students to experiment with a predetermines experimental design. It was 16 data. This didn’t fulfill the principle of student activation because it only asked the students to do something without any deep thought. Furthermore, the activity guidelines found in “Suplemen Bahan Ajar” were dominated by point (h) which was an activity guide that only instructed the students to explore information in the text. It was 29 data. This also didn’t met the principle of student activation because it asked the students to read information without any deep thought by students (Anggraini, 2006).

Guidelines for activates like this didn’t stimulate students to make their own learning designs according to their creativity into the activities or experiments. In line with previous study by Rosalia (2016) it made passive student and didn’t help student to present the data from their learning outcomes, push them to draw conclusions and communicate it in front of the class. From what has been learned, it should can be absorbed properly and practiced to the fullest. In accordance to the 2013 curriculum, students are required to be independent, active, and creative in the learning process. It is in accordance with the learning principles as

outlined in the standard process (Permendikbud, 2016). This is also in contrary to the didactic requirements, namely emphasizing the process of finding concepts so that the worksheets serve as guides for students to find out (Darmojo& Kaligis, 1991)

b. Index student activation of picture

The pictures inside worksheets also need to be considered because they have a big role in making it easier for students to understand a concept or thing that are rarely even encountered before. The picture that activate students are pictures that can make student use data or activity design. While pictures that are less activate are picture that only serve as illustrations or serve as learning materials (Widodo, 1993).

According to table, 4.5 the “Inspirasi” worksheet got an index of 0 because none of the pictures was activating students. All pictures found served only as illustrations without encouraging students to design activities or use the data. In accordance to Widodo (1993), the index of 0, 00- 0, 40 is categorized as low index.

Meanwhile, the “Suplemen Bahan Ajar” worksheet obtained 0, 037 index. In ccordance to Widodo (1993) the index 0, 00-0, 40 is categorized in the low index. In this worksheet, there were pictures that activate found only 2 pictures and more picture are only for illustration. Based on the data, both worksheet had low indexes. Even though they had low indexes, the both worksheets had met the construction requirements, like using more illustration than words. Also met the technical requirements,

namely there is a combination of pictures and writing (Darmogo & Kaligis, 1991).

c. Index student activation of practice task

Practice task is included in the form of excavation questions and problem solving question. Excavation questions are questions aimed to better understand the mindset that has been mastered by students, and the answer require students to use their knowledge in new situations. While problem solving questions are questions with answer that expect students to solve problem (Widodo, 1993)

Practice task didn't activate students if they were factual and informative questions. A factual question is a question that asks what observed from the relationship between an object to another object. The answer of the questions was directly obtained by students from there or summary of the material. Informative questions are questions that ask the meaning of term and answer it in the form of the definition (Widodo, 1993).

According to the table 4.6, both worksheets had medium index because "Inspirasi" worksheet obtained 1, 2 index. Meanwhile, the index of "Suplemen Bahan Ajar' obtained 0, 73. According to Widodo (1993), the index ranges from 0, 40 to 1, 40 is categorized as medium. In general, the question found in both worksheets were questions that doesn't activate students, because most of them are factual and informative questions. It is an accordance with Rosalia (2016) that factual and

informative question caused students to be passive in the learning process, and it tent to memorize definitions or term in books and rarely explain it in their own. This made students just match the questions with the answer from the text, it didn't in accordance with the principle of finding and problems solving. The principle of finding is to give student opportunity to look and find the vibrations of their thoughts, feeling, and hearts so that students can process their experiences. While the principle of problem solving is encouraging student to see the problem and make effort to fix it (Widodo, 1993).

It's better if the worksheets are reproduced with exercise questions that are excavation and problem solving. Excavation questions are in accordance to the principles of student activation, it is the principle of context where these questions create an understanding of students' knowledge of concepts mastered by students and apply them in new situations. Meanwhile, the problem solving questions are in accordance with the principle of student activation, and it is the principles of problem solving (Samana, inside of Rosalia, 2016).

3. Percentage of Practice Task based on Taxonomy Bloom's Revision.

A good worksheets can become a media to improve the quality of the students and as an assessment media to the extent of student's knowledge and understanding of the material which was learnt through training the practice task in the worksheets. Therefore the question of worksheets must have good quality. According the question level of Taxonomy Bloom's

Revision, it is easier to process the assessment of the student. In the other words, practice task can be used as a means to find out whether or not learning has been achieved or learning objectives (Rukmini, 2008). Analysis of the level of practice questions can be useful to find out how much the demands of practice task and the proportion of practice task in testing student's abilities.

a. Cognitive Domain

The percentage of practice task based on cognitive domain is proportional if it approaches the "normal curve" with the percentage range for each level are C1 = 12, 5%, C2 = 17, 5%, C3 = 20%, C4 = 20%, C5 = 17, 5%, C6 = 12, 5% (Anggraini, 2006). When referring to the percentage, the highest number were the level of questions of C3 and C4 while the lowest level were C1 and C6.

According to the table 4.7, the result of the analysis of both worksheets were disproportionate. Prastowo (2014) said that, worksheets have benefit of presenting of assignment that increase mastery of the material given. Based on the explanation, the worksheets turned out to be contradictory because the frequency of occurrence of the level of questions was disproportionate. It was because the both worksheets showed the percentage level of C1 and it was very high. Widayanti (2009) said that, the highest level of C1 tent to provide opportunities for students to memorize concepts and reduce student's opportunities to practice solving problems in the higher level. It made the role of student

worksheets were decreased, because the role of worksheets as an enrichment media that acts as a toll to measure understanding, development, and application of previously studied material (Syariffudin, 1996).

b. Affective Domain

The percentage of practice task based on affective domain is proportional if it approaches the "Normal Curve" with the percentage range for each level which consists of A1 = 17, 5%, A2 = 20%, A3 = 25%, A4 = 20%, A5 = 17, 5% (Anggraini, 2006). When it was referring to the percentage, the highest number was the level of question A3, and it was followed by A2 and A4, then the least were A1 and A5.

According on table 4.8, the result of the analysis of the two worksheets are disproportionate. It was because the number of levels effective questions in the both of worksheets shows that the percentage of levels A1 to A5 didn't approached the "normal curve". The "Inspirasi" worksheet the highest number were A2, A3, A4, and then at least A5 and A1. While the "Suplemen Bahan Ajar" worksheet the highest number found were A3, A2, A1, A5, and there was not found A4 level.

Affective ability is difficult to translate into questions, therefore it was more appropriate to observe it directly because it relates to the students behavior. However, it is still necessary to have affective questions in the worksheet. One of the assessment activities that can help students and teachers to see and know the result of student's learning is

self-assessment activity. In this part, students assess themselves by the provided format, indirectly the output of this activity raises the value of being honest, responsible, and confident (Muslich, 2014). This self-assessment is able to develop student's metacognitive thinking because it can stimulate students to examine and think critically about their learning process, this can encourage students to be independent and increase their motivation (Willey & Gardner 2008).

c. Psychomotor Domain

The percentage of practice task based on psychomotor domain is proportional if it approaches the "Normal Curve" with the percentage range for each level, are P1 = 17, 5%, P2 = 20%, P3 = 25%, P4 = 20%, P5 =17, 5% (Anggraini, 2006). When it was referring to the percentage, the highest number was the level of question P3, it was followed by A2 and A4. Then the least were A1 and A5.

According to the table 4.9, the result of the analysis of both worksheets were disproportionate. It was because the number of levels of psychomotor domain in both worksheet showed that the percentage of levels P1 to P5 didn't approached the "Normal Curve". Even though, in "Inspirasi" worksheet, the percentage of P2 level was at most 1, 97%, and it was followed by P1, and P5. In the "Suplemen Bahan Ajar" worksheet, the percentage P2 got 2, 21% and it was followed by P1, and P5. The level P3 and P4 weren't found in both worksheets. The both of worksheet hadn't been able to provide psychomotor assessment, like the

assessment of students skills. From the learning objectives, a skill is produced. Skill in here are more related to the output of skills or skills that are more complex, like practicing public speaking skills by paying attention to gesture, mimic, intonation, or pronunciation (Nurwati, 2014).

From this result of analysis the Quality Content of English student worksheet used for Seventh Grade of First Semester in Sukoharjo Regency and Surakarta City in the Academic Year 2021/2022, the researcher concluded that “Inspirasi” worksheet and “Suplemen Bahan Ajar” worksheet from suitability of content met the suitability with 2013 curriculum. Even thought it was in accordance with the applicable curriculum, there are still many things that need attention from the authors to make improvements to the contents of the worksheets. The things that need to be improved are the student activation of student guidelines, picture and task. Another is the level of questions based on taxonomy bloom’s revision which consists of cognitive, psychomotor and affective domain. Even though both worksheet have met the good worksheet terms, and there are didactic, technical, and construction terms. The researcher also stated that in generally, “Insipirasi” worksheet was better in some part than “Suplemen Bahan Ajar”.

CHAPTER 5

CONCLUSION AND SUGESTION

This chapter deals with the conclusion to answer the problem statement in chapter 1 and also gives the suggestion that is related to the implementation.

A. Conclusion

Based on research finding and discussion that have been written by researcher in the previous chapter, in this chapter, the researcher conveys the conclusion of the research:

1. The quality content of English Student Worksheet

Based on the study of analyzing the quality content of English student worksheet used for seventh grade of first semester in Sukoharjo Regency and Surakarta City in the academic year 2021/2022. Researcher can concluded that the "Inspirasi" worksheet and "Suplemen Bahan Ajar" are appropriate with standard content of Curriculum 2013 because basic competencies and indicator contained in the *PERMENDIKBUD Nomor 37 Tahun 2018 Tentang Kompetensi Inti dan Kompetensi Dasar Pelajaran pada Kurikulum pada Pendidikan Dasar dan Pendidikan Menengah* and in the syllabus of *MGMP* have been applied. It had fulfilled the basic competencies of 2013 curriculum, but some indicators of syllabus had unfulfilled. However, "Suplemen Bahan Ajar" worksheet has some weakness because it had unfulfilled in some basic competencies and some indicators of the syllabus

2. The index student activation level of English Student Worksheet

Based on the study analysis index student activation level of English student worksheet. The researcher concluded that the Index of student activation level, "Inspirasi" worksheet had met criteria for activating students in the activity guidelines obtained 0, 41 index and got into category medium. Otherwise, "Suplemen Bahan Ajar" didn't meet criteria for activating students in the activity guidelines obtained 0, 27 index and got into category low. Both worksheet didn't meet criteria for activating students in the picture because got info category low, "Insipirasi" worksheet obtained 0 index and "Suplemen Bahan Ajar" obtained 0, 037 index. Otherwise the index of student activation in the task had met criteria for activating students, "Inspirasi" worksheet obtained 1, 2 index. Otherwise, "Suplemen Bahan Ajar" worksheet obtained 0, 73 index.

3. The percentage practice task of English Student Worksheet

Based on the study analysis percentage task of English student worksheets. The researcher concluded that the percentage of practice task based on cognitive, affective, and psychomotor domain based on taxonomy bloom's revision in both worksheet were all not proportional.

B. Suggestion

Based on the result of this research, the research would like to give some suggestion that might be useful for everyone who read this study. The researcher would like to give several suggestions to help improving the quality of

worksheet. The suggestions for English teacher and further researcher are as follows:

1. For the teacher

   The teacher needs to seek out the compatibility of the worksheet and matched it with curriculum. The appropriateness of worksheet is important and teacher must select the worksheets which have a good activation student and have a proportional questions in taxonomy. A good quality of worksheets in teaching learning process, hopefully have a great outcomes for learning process. In the future, teachers can make a worksheet by themselves, because teachers are who know well the needed sheet of their students.

2. For the next researcher

   The further researchers are expected to analyzed other aspect of content in English worksheet. So it can be used as a reference for improving and developing the worksheet made by teachers, *MGMP*, and publishers,

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APPENDICES

INSTRUMENT OF THE RESEARCH

APPENDIX 1

Data Recap Table 1: Profile of English Student Worksheet used in Sukoharjo Regency and Surakarta City ex Residency of Surakarta

No	Student Worksheet	Curriculum	Composer	Publisher
1	Inspirasi	K13	- Irham Ardiansyah	PT. Warna Mukti Grafika
2	Suplemen Bahan Ajar	K13	- Heni Widayani, S.S - Margarita Wulandari, S.Pd - Kiki Hapsari, S.Pd - Dra Siti Marwiyatun	Perumda Percada

APPENDIX 2

Data Recap Table 2: Content of English student worksheet used for seventh grade of first semester in Sukoharjo Regency and Surakarta City ex Residency of Surakarta in the academic year 2021/2022 appropriate with the curriculum of 2013 (Base Competencies)

Kompetensi Dasar	LKS Inspirasi		LKS Suplemen Bahan Ajar	
	relevant	Irrelevant	relevant	irrelevant
3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berppamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapinya, sesuai dengan kontels penggunaanya	1		1	
3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya.	1		1	
3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya	1		1	
-3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta	1		1	-

informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari- hari, sesuai dengan konteks penggunaannya.				
4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf dan menanggapinya dengan memperhtikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.-	1		1	
4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	1		1	-
4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	1		0	1
4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	1		0	1
SCORE	8	0	6	2

APPENDIX 3

Data Analysis: Content of English student worksheet used for seventh grade of first semester in Sukoharjo Regency and Surakarta City ex Residency city of Surakarta in the academic year 2021/2022 appropriate with the curriculum of 2013

Percentage Interval	Criteria
85% - 100%	Very Suitable
75% - 84%	Suitable
60% - 74%	A quite suitable
40$ - 59%	Not Suitable
0% - 39%	Very unsuitable

1. English Student Worksheet "Inspirasi" (PT. Warna Mukti Grafika)

   $DP = \frac{\sum Score\ Obtained}{\sum Maximum\ Szore} \times 100\%$

   $DP = \frac{8}{8} \times 100\% = 100\%$

   According to the data, the results showed that the level of suitability reached 100%. It was in the range of 85%-100% in the category of **very suitable.**

2. English Student Worksheet "Suplemen Bahan Ajar" (Perumda Percada)

   $DP = \frac{\sum Score\ Obtained}{\sum Maximum\ Szore} \times 100\%$

   $DP = \frac{6}{8} \times 100\% = 75\%$

   According to the data, the results showed that the level of suitability reached 75%. It was in the range of 75%-84% in the category of **suitable.**

APENDIX 4

Data Recap Table 3: Content of English student worksheet used for seventh grade of first semester in Sukoharjo Regency and Surakarta City ex Residency of Surakarta in the academic year 2021/2022 appropriate with curriculum of 2013 (Indicator Suitability)

No	Kompetnsi Dasar	Indikator dalam kurikulum 2013	LKS Inspirasi		LKS Suplemen Bahan Ajar	
			Skor	Letak dalam LKS	Skor	Letak dalam LKS
Chapter 1						
1	3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapinya, sesuai dengan konteks penggunaanya	3.1.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis dengan teman dan guru	1	3 - 18	1	3 - 20
2		3.1.2 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis dengan memberi dan meminta informasi terkait dengan teks interaksi interpersonal.	1	3 - 18	1	3 - 20
3	4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menagnggapinya dengan memperhatikan fungsi social, struktur teks, dan unsur	4.1.1 Menyajikan informasi terkait fungsi sosial, struktur teks dan unsur kebahasaan yang diperoleh dari teks interaksi interpersonal.	1	3, 4, 5, 7, 8, 10, 12, 15, 16, 17, 18	1	3 - 20
4		4.1.2 Mendiskripsikan secara lisan, pendek dan sederhana dengan memberi dan meminta informasi terkait dengan interaksi interpersonal	1	6, 10, 11, 12. 13	1	3, 5, 6

5	kebahasaan yang benar dan sesuai konteks	4.1.3 Menulis deskripsi pendek dan sederhana dengan meminta dan memberi informasi terkait dengan teks interaksi interpersonal	1	4, 5, 6, 10, 11, 12, 13, 14, 16, 17, 18	1	4, 6. 7, 20
6		4.1.4 Melakukan percakapan pendek dan sederhana dengan meminta dan memberi informasi terkait dengan teks interaksi interpersonal	1	3, 4, 5, 6, 7, 8, 10, 12, 13, 14	1	3, 5, 6
Chapter 2						
7	3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga, pronoun)	3.2.1 Mengidentifikasi ungkapan yang digunakan untuk memperkenalkan jati diri	1	20, 22, 23,	1	23, 24, 26, 28, 29
8		3.2.2 Mengidentifikasi fungsi social teks lisan dan tulis untuk memperkenalkan jati diri	1	20 - 30	1	22 - 29
9		3.2.3 Mengidentifikasi ungkapan yang digunakan untuk menyatakan Hobi dan kegemaran	0	-	1	31, 33
10		3.2.4 Mengidentifikasi ungkapan untuk menyatakan anggota keluarga	0	-	1	34, 35, 36
11	4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana dengan memperhatikan funsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.2.1 Melakukan percakapan interpersonal untuk meminta dan member informasi terkait jati diri, hobi, kegemaran dan anggota keluarga kegiatan terintegrasi menyimak, membaca, berbicara, dan menulis dengan percaya diri	1	22, 26, 30	1	22, 23, 24, 25 ,27, 28, 29 , 36
Chapter 3						

12	3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, buan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal dan tahun, sesuai dengan konteks penggunaanya (Perhatikan kosa kata terkait angka kardinal dan ordinal)	3.3.1 Mengidentifikasi ungkapan yang digunakan untuk menyebutkan nama hari, waktu, tanggal bulan dan tahun dalam bahasa Inggris	1	36,37,39,41,43,45,46	1	44,48,49,50,51,52,53, 55,56,57
13		3.3.2 Memahami penggunaan cardinal number dan ordinal number	1	36	1	49, 50
14		3.3.3 Menyebutkan nama waktu dalam angka, tanggal, dan tahun	1	37, 38, 39, 42	1	44, 48
15	4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.3.1 Melakukan tindak tutur menyebutkan nama hari ,bulan, nama waktu dalam hari, waktu dalam angka, tanggal, tahun	1	40, 41	1	45, 48, 53
16		4.3.2 Menyusun agenda harian berdasarkan waktu	1	41,42	1	43, 59
Chapter 4						
17	3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait	3.4.1 Mengidentifikasi benda-benda yang ada didalam ruangan kelas	1	48-51	0	-
18		3.4.2 Mengidentifikasi ruangan atau gedung yang adda disekolah	1	48-51	0	-
19		3.4.3 Mengidentifikasi benda-benda yang ada didalam tas	1	48, 49	0	-

20	nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari- hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular)	3.4.4 Mengidentifikasi bagian-bagian rumah	1	50-51	0	-
21		3.4.5 Mengidentifikasi benda-benda yang ada didalam bagian-bagian rumah	0	-	0	-
22		3.4.6 Mengidentifikasi binatang dan tumbuhan yang ada di rumah dan di sekolah	0	-	0	-
23	4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.4.1 Menyebutkan jumlah benda yang ada didalam kelas	1	49	0	-
24		4.4.2 Menyebutkan jumlah benda yang ada di dalam tas.	1	49	0	-
25		4.4.3 Melakukan percakapan sesuai struktur teks nama benda, binatang dan bangunan publik berdasarkan jumlah, bentuknya dan letaknya yang dekat dengan kehidupan siswa sehari-hari.	1	49	0	-
26		4.4.4 Menggambar dan menceritakan benda-benda yang ditemui di sekitar siswa sehari-hari	0	-	0	-
SCORE			21	-	16	-

APPENDIX 5

Data Analysis: Content of English student worksheet used for seventh grade of first semester in Sukoharjo Regency and Surakarta City ex Residency city of Surakarta in the academic year 2021/2022 appropriate with the curriculum of 2013 (Indikator)

1. English Student Worksheet "Inspirasi" (PT. Warna Mukti Grafika)

   $DP = \frac{\sum Score\ Obtained}{\sum Maximum\ Szore} \times 100\%$

   $DP = \frac{21}{26} \times 100\% = 80, 76\%$

   According to the data, the results showed that the level of suitability reached 80, 76%. It was in the range of 75%-84% in the category of **suitable.**

Percentage Interval	Criteria
85% - 100%	Very Suitable
75% - 84%	Suitable
60% - 74%	A quite suitable
40$ - 59%	Not Suitable
0% - 39%	Very unsuitable

2. English Student Worksheet "Suplemen Bahan Ajar" (Perumda Percada)

   $DP = \frac{\sum Score\ Obtained}{\sum Maximum\ Szore} \times 100\%$

   $DP = \frac{16}{26} \times 100\% = 61,53\%$

   According to the data, the results showed that the level of suitability reached 61, 53%. It was in the range of 60%-74% in the category of **a quite suitable.**

APPENDIX 6

Data Recap Table 4: Activation index level of student category assessment of activity guidelines

No	Indicator of student activation based on category assessment activity guide	LKS Inspirasi	LKS Suplemen Bahan Ajar
	Activity instructions that activate students		
a	The activity guidelines which invite the students to experiment, presenting data, and drawing conclusion and communicating the result on their own	4	1
b	The activity guidelines which invite the students to experiments by designing a predetermined experiments and representing data and then drawing conclusions	1	0
c	The activity guidelines which invite the students to experiment on predetermined design experiments, presenting data and then drawing conclusions and presenting the result	8	5
d	The activity guidelines which invite the students to experiment with predetermined design experiments, presenting data and then drawing conclusions.	3	9
Less Activity Guide			
e	The activity guidelines which simply invite students to experiments with predetermined design experiments without any withdrawal of conclusions and outcomes communication processes	9	13
f	The activity guidelines which simply invite students to do activities with predetermined experimental designs.	16	13
g	The activity guidelines which do not direct students to experiment, provide the data only that others observed.	0	0
h	The activity guidelines which only direct students to dig up information from the text	14	29
SCORE		55	70

APPENDIX 7

Data Analysis: Activations index level of student category of activity guide

1. English Student Worksheet "Inspirasi" (PT. Warna Mukti Grafika)

$$Activation\ Indexs = \frac{(a)+(b)+(c)+(d)}{(e)+(f)+(g)+(h)}$$

$$Activation\ Indexs = \frac{(4)+(1)+(8)+(3)}{(9)+(16)+(0)+(14)} = 0{,}41$$

Score	Category
1, 50	High
0, 40- 1, 50	Medium
0, 00- 0, 40	Low

According to the data, the results showed that the level index activation student category of activity guide reached 0, 35. It was in the range of 0, 00-0, 40 in the category of **medium.**

2. English Student Worksheet "Suplemen Bahan Ajar" (Perumda Percada)

$$Activation\ Indexs = \frac{(a)+(b)+(c)+(d)}{(e)+(f)+(g)+(h)}$$

$$Activation\ Indexs = \frac{(1)+(0)+(5)+(9)}{(13)+(13)+(0)+(29)} = 0{,}27$$

According to the data, the results showed that the level index activation student category of activity guide reached 0, 27. It was in the range of 0, 00-0, 40 in the category of **low.**

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APPENDIX 8

Data Recap Table 5: Activation index level of student category of picture or diagram

No	Indicator of student activation based on category assessment of picture or diagram	LKS Inspirasi	LKS Suplemen Baan Ajar
	Activity instructions that activate student		
a	The score from frequency based on category picture or diagram which are activating student	0	2
Less Activity Guide			
b	The score from frequency based on category picture or diagram which are less activating student	38	55
SCORE		38	57

APPENDIX 9

Data analysis: Activation index level of student category picture or diagram

1. English Student Worksheet "Inspirasi" (PT. Warna Mukti Grafika)

$Activation\ Indexs = \frac{(a)}{(b)}$

$Activation\ Indexs = \frac{(0)}{(38)}$ =0

Score	Category
1, 50	High
0, 40- 1, 50	Medium
0, 00- 0, 40	Low

According to the data, the results showed that the level index activation student category of activity guide reached 0. It was in the range of 0, 00-0, 40 in the category of **low.**

2. English Student Worksheet "Suplemen Bahan Ajar" (Perumda Percada)

$Activation\ Indexs = \frac{(a)}{(b)}$

$Activation\ Indexs = \frac{(2)}{(54)}$ = 0.037

According to the data, the results showed that the level index activation student category of activity guide reached 0, 037. It was in the range of 0, 00-0, 40 in the category of **low.**

APPENDIX 10

Data recap table 6: Activation index level of student category assessment of practice task

No	Indicators of student activation based on category assessment of practice task	LKS Inspirasi	LKS Suplemen Bahan Ajar
	Activity instruction that activate student		
a	The excavation question intended to give more understanding to the pattern of thought already mastered by the student and the required answers students use their knowledge	171	102
b	The question of problem solving, the answer of the question are supposed to solve problems.	135	109
Less activity guide			
c	The factual questions, asking what is observed and the relationship of one object to another, the answer of the question is available from the text or the material summary	215	287
d	The informative questions, asking of the terms, the answer of the questions with the definitions.	40	0
SCORE		561	498

APPENDIX 11

Data analysis: Activation index level of student category assessment of practice task

1. English Student Worksheet "Inspirasi" (PT. Warna Mukti Grafika)

   $Activation\ Indexs = \frac{(a)+(b)}{(c)+(d)}$

   $Activation\ Indexs = \frac{(171)+(135)}{(215)+(40)} = 1{,}2$

   According to the data, the results showed that the level index activation student category of activity guide reached 1,2. It was in the range of 0, 40 – 1, 50in the category of **medium.**

Score	Category
1, 50	High
0, 40- 1, 50	Medium
0, 00- 0, 40	Low

2. English Student Worksheet “Suplemen Bahan Ajar” (Perumda Percada)

$Activation\ Indexs = \frac{(a)+(b)}{(c)+(d)}$

$Activation\ Indexs = \frac{(102)+(109)}{(114)+(0)} = 0{,}73$

According to the data, the results showed that the level index activation student category of activity guide reached 0, 73. It was in the range of 0, 0, 40- 1, 50 in the category of **medium.**

APPENDIX 12

Data recap table 7: Percentage practice task level category cognitive domain

No	Practice task level	LKS Inspirasi		LKS Suplemen Bahan Ajar	
		∑	DP (%)	∑	DP (%)
1	Knowledge (C1) The questions that reveal aspects of memory, a rote without having to internalize the meaning and deeper understanding, concerning the meaning/terms, definitions, concepts, formulas and statements of laws	201	33,03%	220	37,48%
2	Comprehension (C2) The questions that reveal aspects of understanding in the form of the ability to translating, interpreting, and expressing	89	14,61$	62	10,60%
3	Application (C3) The question that reveal the application of a principle or generalization, namely the ability of abstraction used in a new situation	117	19,21%	115	18,90%
4	Analysis (C4) The questions that reveal about analysis, that are the ability to break a message into elements, then it becomes clear and the relationship between ideas can be stated explicitly.	67	12,47%	49	8,40%
5	Synthesis (C5)	61	10,01%	99	16,90%

	The questions that reveal the ability to assembling parts, elements or components to form something completely				
6	Evaluation (C6) The questions that reveal the ability to make a judgment on values, proposals, ideas work, problem solving, methods, materials, and so on	65	10,67%	42	7,16%
SCORE		609	100%	587	100%
DESCRIPTION NOTE		Disproportionate		Disproportionate	

APPENDIX 13

Data recap table 8: Percentage practice task level category affective domain

No	Practice task level	LKS Inspirasi		LKS Suplemen Bahan Ajar	
		∑	DP (%)	∑	DP (%)
1	Receiving (A1) The question that exposes one's intellectual capacity to .listen attentively, such as to an explanation given by a teacher. Awareness, willingness to hear, selected attention	3	0,49%	14	2,38%
2	Responding (A2) The question that requiring intellectual ability to a degree that involve a willingness to observe actively and participate in an activity Active participation on the part of the learners, attend and react to a particular phenomenon. L earning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding	37	6,07%	20	3,40%
3	Valuing (A3)	31	5,09%	23	3,91%

	The Question that reveal intellectual ability in showing a deep confidence, democracy in something and self-propping in own right. Appreciating sensitivity, knowledge in daily life, problems solving, and the formation of an attitude, worth or value a person attaches to a particular object, phenomenon, or behavior.				
4	Organization (A4) Organizes values into priorities by contrasting different values, resolving conflicts between them and creating an unique value system	20	3,28%	0	0
5	Characterization (A5) Has a value system that controls their behavior. The behavior is pervasive, consistent, predicable, and most important characteristic of the learner	6	0,98%	1	0,17%
SCORE		97	15, 91%	58	9,86%
DESCRIPTION NOTE		Disproportionate		Disproportionate	

APPENDIX 14

Data recap table 9: Percentage practice task level category psychomotor domain

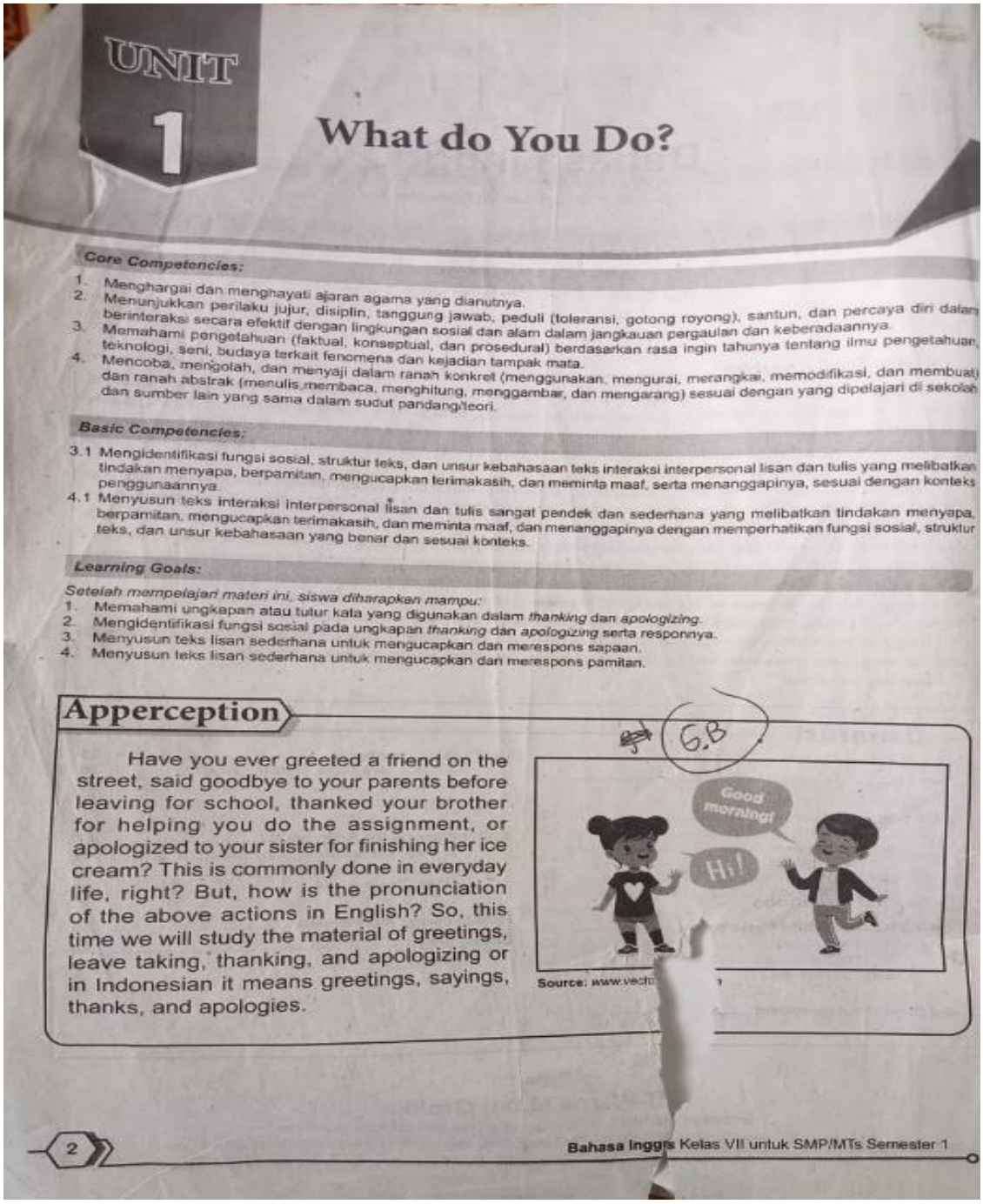
No	Practice task level	LKS Inspirasi		LKS Suplemen Bahan Ajar	
		∑	DP (%)	∑	DP (%)
1	Perception (P1) The questions to reveal students' abilities in imitating motion precisely or something ready made	5	0,82%	7	1,19%
2	Set (P2) The question to Knows and acts upon a sequence of steps in a manufacturing process. Recognize one's abilities and limitations. Shows desire to learn a new process	12	1,97%	13	2,21%

3	Guided Response (P3) The attempt question. The early stages in learning a complex skill that includes imitation and trial and error.	0	0,49%	0	2,30%
4	Mechanical Response (P4) The question that reveal Learned responses have become habitual and the movements can be performed with some confidence and proficiency.	0	0	0	o
5	Complex Response (P5) The question that reveal The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly	3	0,49%	1	0,17%
SCORE		20	3,28%	21	5,57%
DESCRIPTION NOTE		Disproportionate		Disproportionate	

APPENDIX 15

Documentation of suitability English Student Worksheet "Inspirasi" based on curriculum 2013

Chapter 1



UNIT 1

What do You Do?

Core Competencies:

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis,membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Basic Competencies:

3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapinya, sesuai dengan konteks penggunaannya.

4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Learning Goals:

Setelah mempelajari materi ini, siswa diharapkan mampu:

1. Memahami ungkapan atau tutur kata yang digunakan dalam *thanking* dan *apologizing*.
2. Mengidentifikasi fungsi sosial pada ungkapan *thanking* dan *apologizing* serta responnya.
3. Menyusun teks lisan sederhana untuk mengucapkan dan merespons sapaan.
4. Menyusun teks lisan sederhana untuk mengucapkan dan merespons pamitan.

Apperception

Have you ever greeted a friend on the street, said goodbye to your parents before leaving for school, thanked your brother for helping you do the assignment, or apologized to your sister for finishing her ice cream? This is commonly done in everyday life, right? But, how is the pronunciation of the above actions in English? So, this time we will study the material of greetings, leave taking, thanking, and apologizing or in Indonesian it means greetings, sayings, thanks, and apologies.

Source: www.vecto

Chapter 2

UNIT 2

May I Introduce Myself?

Core Competencies:

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis,membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Basic Competencies:

3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga; *pronoun* (*subjective, objective, possessive*)).

4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

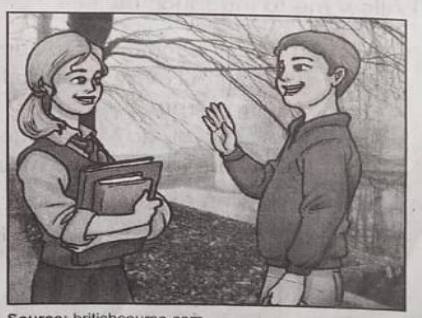
Learning Goals:

Setelah mempelajari materi ini, siswa diharapkan mampu:

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks memperkenalkan diri sendiri.
2. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks memperkenalkan orang lain.
3. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan teks memperkenalkan diri sendiri.
4. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan teks memperkenalkan orang lain.

Apperception

We all want to make a good first impression when we meet somebody new. Knowing how to introduce yourself well is a great way to achieve this. Here we'll learn all the phrases you need to know to begin an introduction, start conversations, and make sure you stay in touch with someone afterwards. Beginning an introduction is important when you meet somebody new. It is the first chance to get to know somebody and for them to get to know you. Furthering a conversation, after you learn somebody's name, it's a good idea to get to know them more. Ending an introduction, when your first conversation with somebody comes to an end, there are many different ways you can say goodbye to them.



Source: britishcourse.com

Chapter 3

UNIT 3

What Time is It?

Core Competencies:

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis,membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Basic Competencies:

3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal).

4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

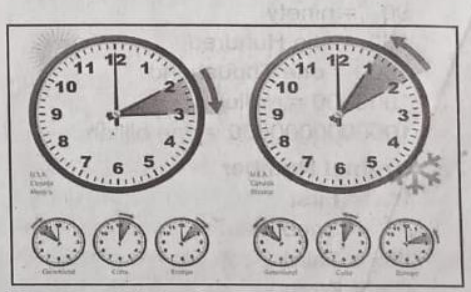
Learning Goal:

Setelah mempelajari materi ini, siswa diharapkan mampu:

1. Mengidentifikasi fungsi sosial teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta informasi terkait waktu sesuai dengan konteks penggunaannya.
2. Menyusun teks interaksi transaksional lisan sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait waktu dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
3. Mengidentifikasi struktur teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta informasi terkait waktu sesuai dengan konteks penggunaannya.
4. Menyusun teks tulis sangat pendek dan sederhana yang melibatkan informasi terkait waktu, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
5. Mengidentifikasi unsur kebahasaan teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta informasi terkait waktu sesuai dengan konteks penggunaannya.

Apperception

Time is an important thing in our life. Time is the first creation of god. So, we have a great relationship with time. Our daily activity is set by time. Time also have a strong relationship with numbers. But, can we express a time and number correctly? In this chapter, we will learn them all!



Source: *www.britannica.com*

GB

Chapter 4

UNIT 4

Where is the Bedroom?

Core Competencies:

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis,membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Basic Competencies:

3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular)

4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

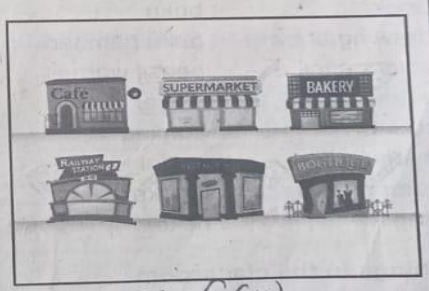
Learning Goals:

Setelah mempelajari materi ini, siswa diharapkan mampu:

1. Mengidentifikasikan fungsi-fungsi sosial, struktur teks dan unsur-unsur bahasa dalam memberi dan menanyakan informasi yang berkaitan dengan nama dan jumlah binatang, benda-benda dan bangunan publik yang sangat akrab dengan kehidupan sehari-hari siswa.
2. Menyusun kalimat secara sederhana dalam menanyakan dan memberi informasi yang berkaitan dengan nama dan jumlah binatang, benda-benda dan bangunan publik yang sangat akrab dengan kehidupan sehari-hari siswa.

Apperception

We spend most of our time for working or doing our routines. All people are nowadays getting busier and busier. They can make us tired and boring. We need something to relax. We can go to certain public places for recreation. They are museum, zoo, beach, mount, movie, shopping center, etc. We may choose ones we like.



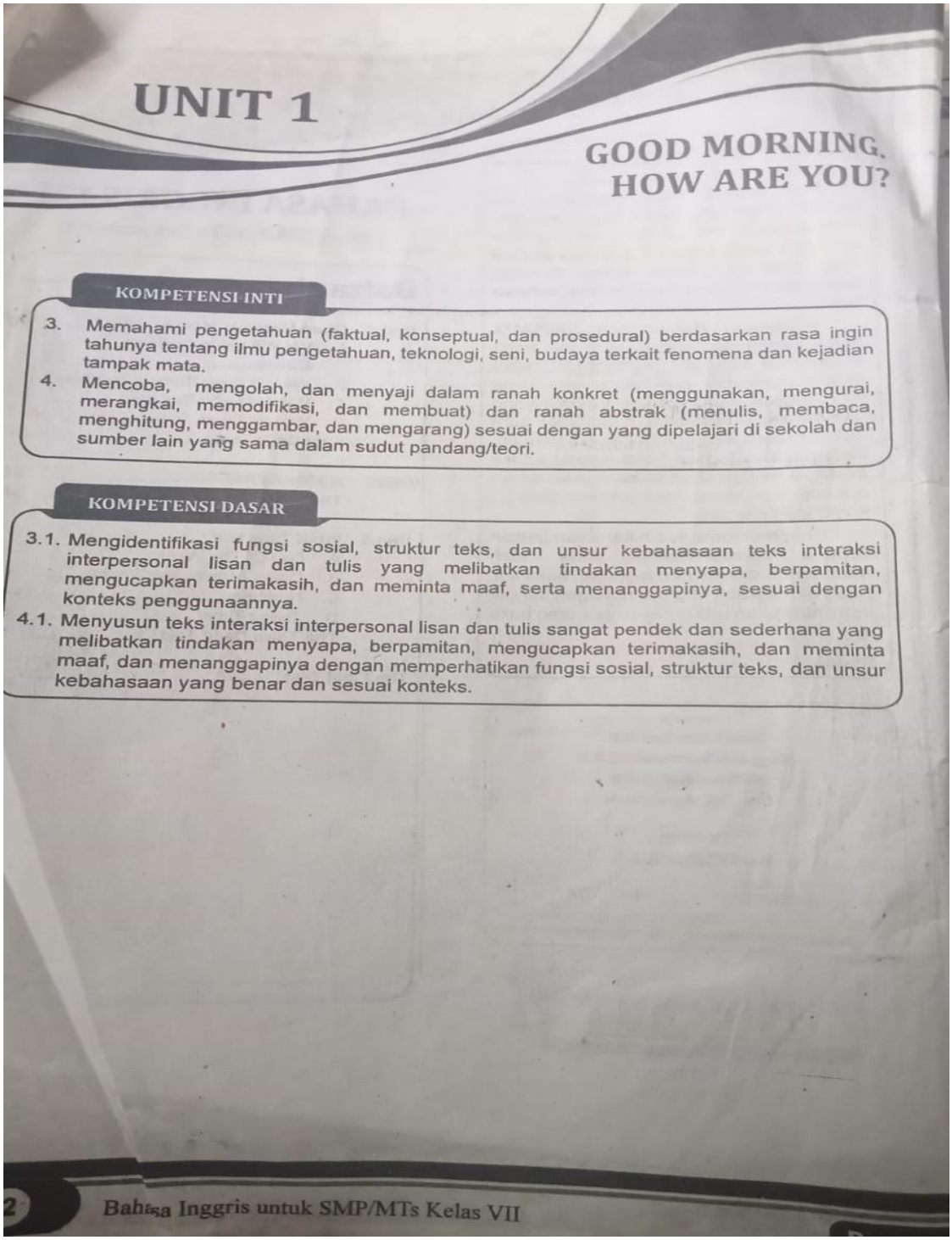
Source: *www.123rf.com*

In this chapter, we are going to learn public places. A public place is a place that is generally open and accessible to people. Roads (including the pavement), public squares, parks and beaches are typically considered public space. To a limited extent, government buildings which are open to the public, such as public libraries are public spaces, although they tend to have restricted areas and greater limits upon use.

Appendix 16

Documentation of suitability English Student Worksheet "Suplemen Bahan Ajar" based on curriculum 2013

Chapter 1



UNIT 1

GOOD MORNING, HOW ARE YOU?

KOMPETENSI INTI

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

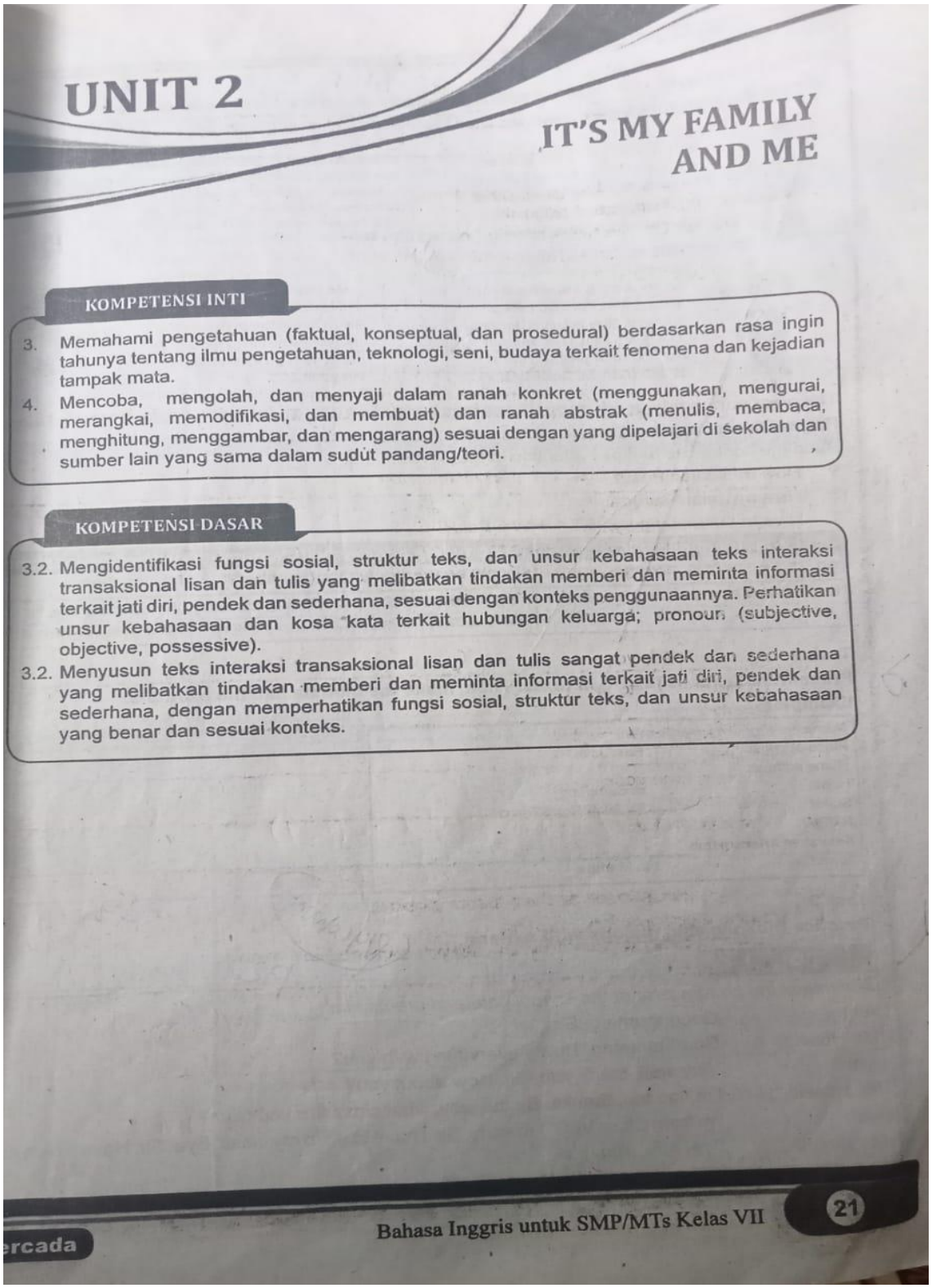
KOMPETENSI DASAR

3.1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapinya, sesuai dengan konteks penggunaannya.

4.1. Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

2 Bahasa Inggris untuk SMP/MTs Kelas VII

Chapter 2



UNIT 2

IT'S MY FAMILY AND ME

KOMPETENSI INTI

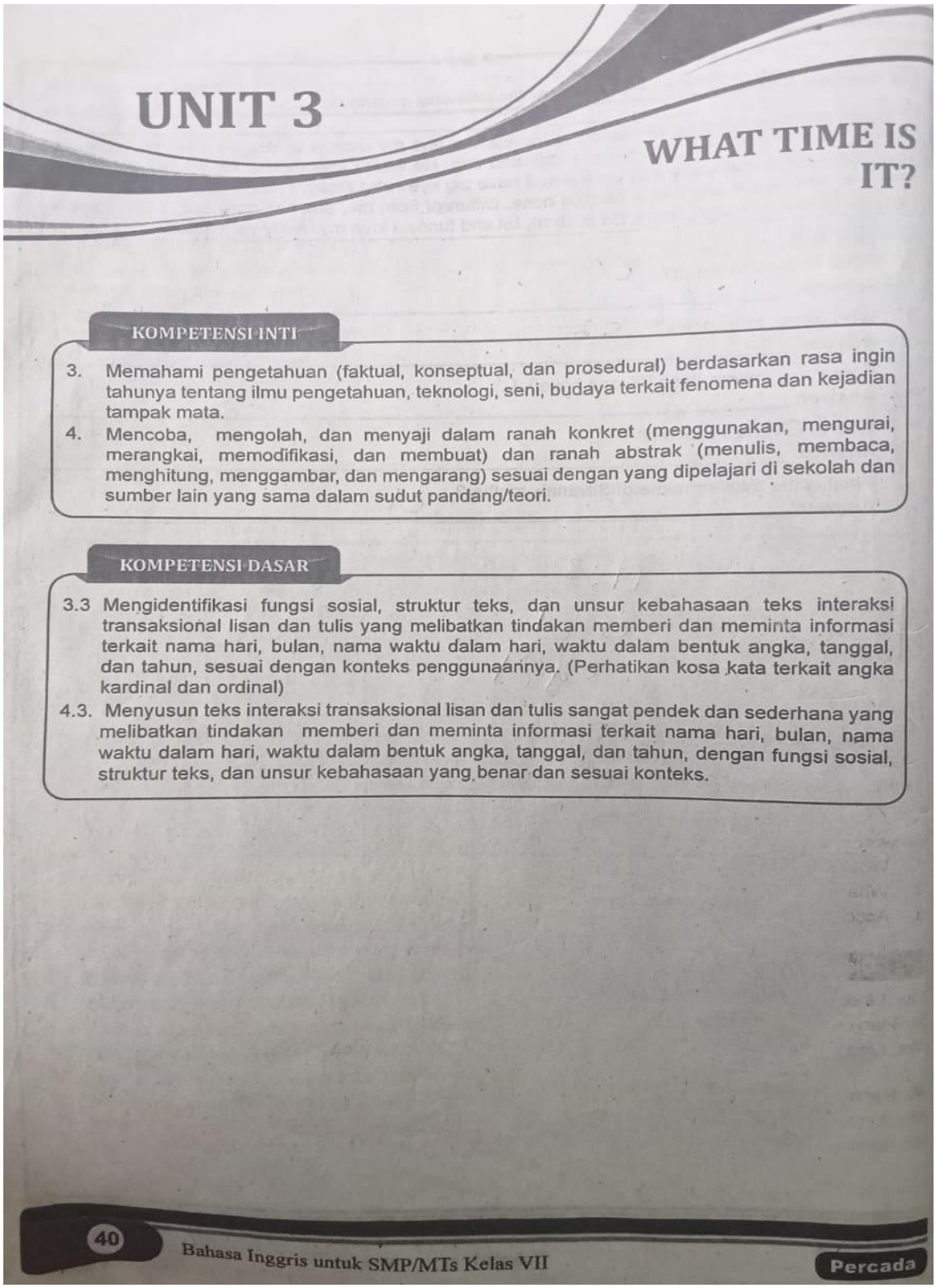
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

KOMPETENSI DASAR

3.2. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga; pronoun (subjective, objective, possessive).

3.2. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Chapter 3



UNIT 3

WHAT TIME IS IT?

KOMPETENSI INTI

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

KOMPETENSI DASAR

3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)

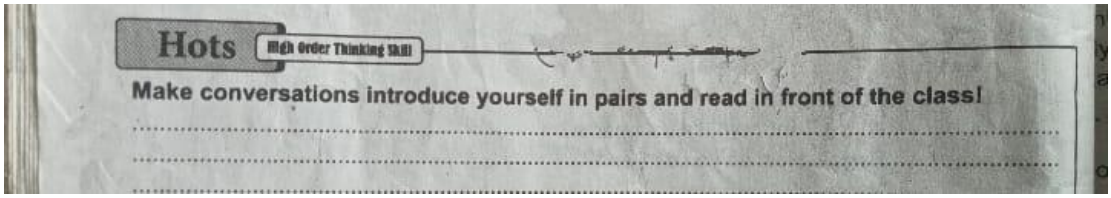
4.3. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

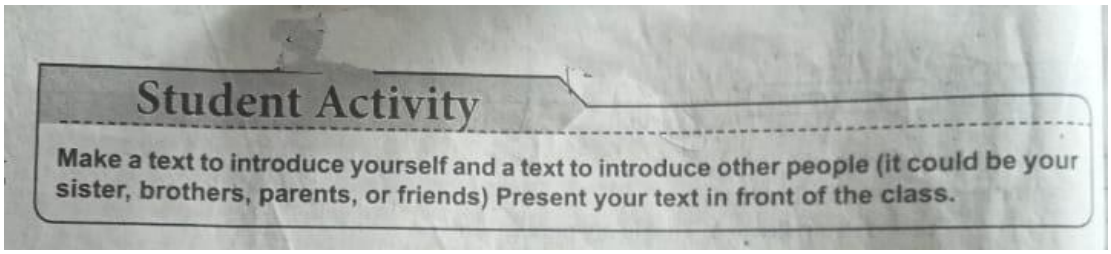
APPENDIX 17

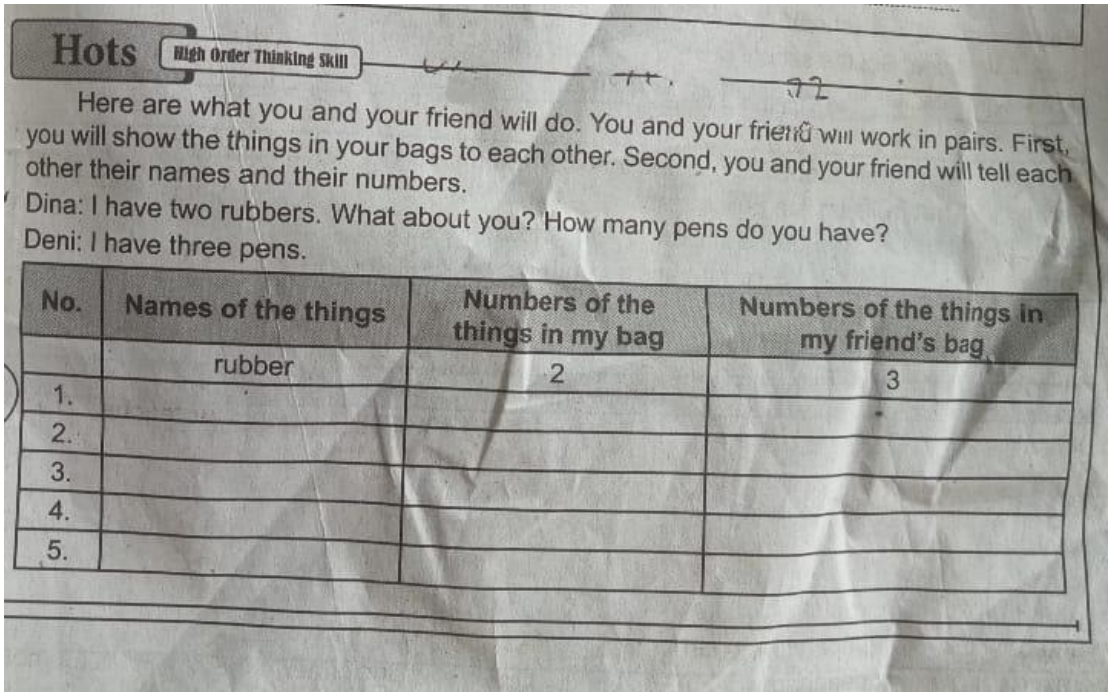
Activation Student of "inspirasi" Worksheet

ACTIVITY GUIDE

Activating Activity Guide







Arrange these jumbled words into good sentences!

1. a - library - is - There - school - at - my.
   Answer: .....
2. a lot of - are - books - There - the - library - in.
   Answer: .....
3. a librarian - is - There - library - the - in.
   Answer: .....
4. clean - the - He - and tidy - keeps - library.
   Answer: .....
5. go - the - to - library - We - break time - during - the.
   Answer: .....

Less Activating Activity Guide

Task 2

Complete this dialogues.

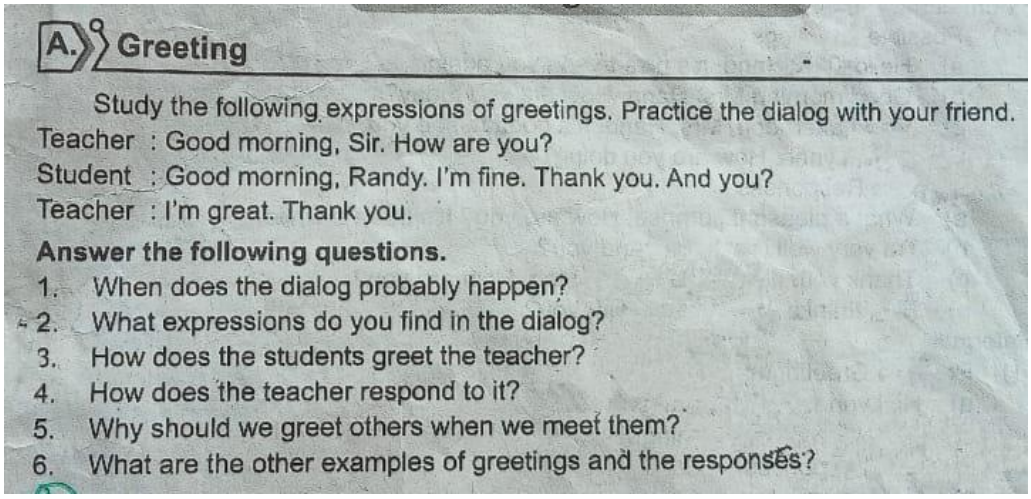
1. Beno : Hello, ... Beno. What's your name?
   Bagas : ... Bagas. How do you do Beno?
   Beno : ... Bagas.
2. Santi : ... I'm Santi. Who is it?
   Bunga : ... Bunga, your classmate.
   Santi : ... Bunga?
   Bunga : Very well, thanks.
3. Romy : Hello, Dody! How ...?
   Dody : ..., thank you. And you?
   Romy : ...., too.

Task 2

Listen and repeat after your teacher. Then, answer the questions that follow!

In Didi's classroom.

Fara : How many tables are there in your classroom?
Didi : There are twenty.
Fara : Are they new?
Didi : One is new and the others are not.



A. Greeting

Study the following expressions of greetings. Practice the dialog with your friend.

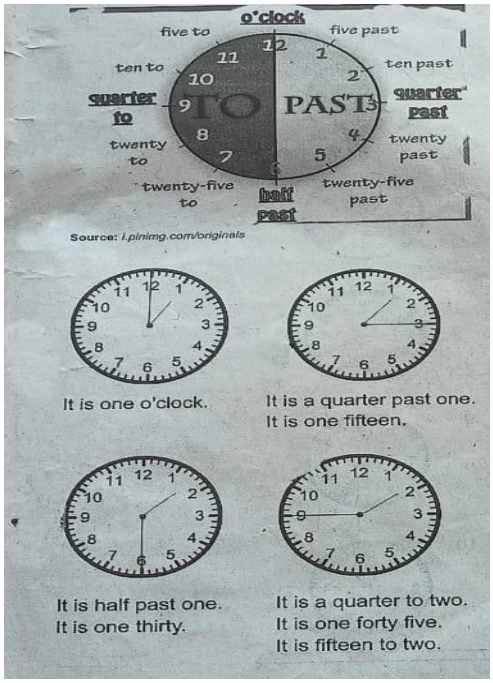
Teacher : Good morning, Sir. How are you?
Student : Good morning, Randy. I'm fine. Thank you. And you?
Teacher : I'm great. Thank you.

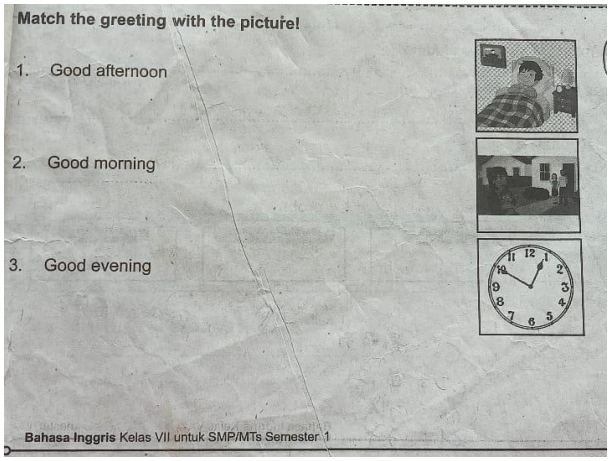
Answer the following questions.

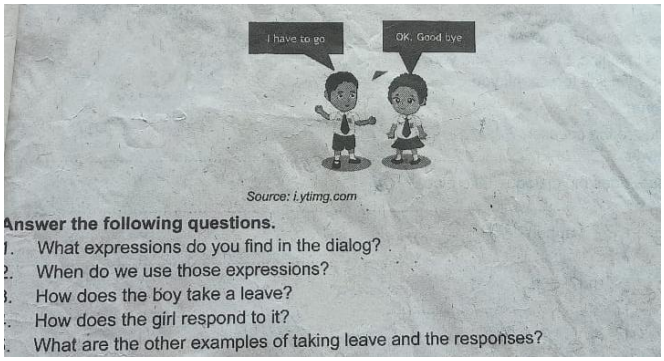
1. When does the dialog probably happen?
2. What expressions do you find in the dialog?
3. How does the students greet the teacher?
4. How does the teacher respond to it?
5. Why should we greet others when we meet them?
6. What are the other examples of greetings and the responses?

PICTURE

Picture or Diagram which are Less Activating Student







PRACTICE TASK

Activating Task

2. When do we use those expressions?

3. What are the other examples of taking leave and the responses?

4. Are they friend?
Answer: .....

2. What is Dika's purpose by saying "Good night"?
3. Do you think that Dika and Rena have known one another? Write down your reasor
4. What will Dika probably say if he meets Rena at 6 p.m.?

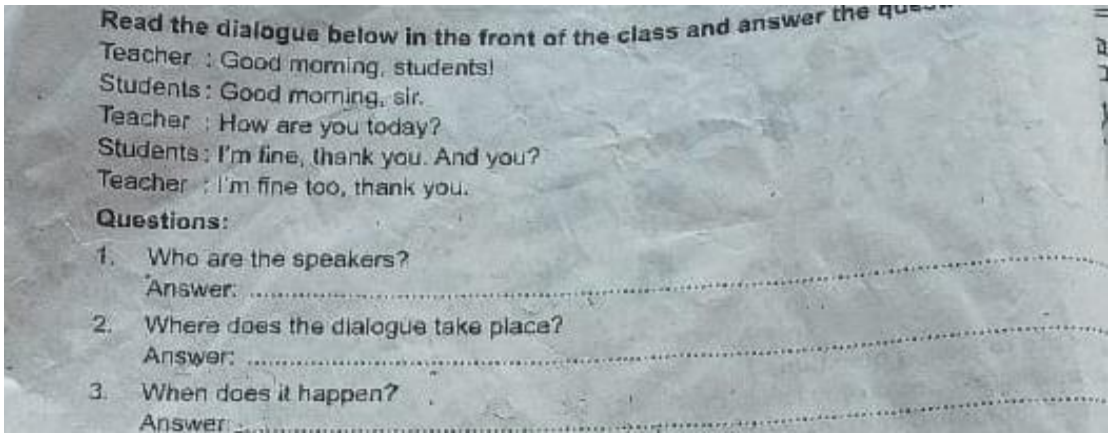
Arrange the words into good sentence!

1. is name brother's Paul Her.
Answer: .....
2. is engineer. an John
Answer: .....
3. name My husband's Johansson. Is
Answer: .....
4. my class. are in twelve There students
Answer: .....
5. at is the the letter. of My new address top
Answer: .....
6. years old. am I twenty-five
Answer: .....
7. from are Venezuela. We
Answer: .....
8. is name Anton I'm My and a student.
Answer: .....
9. book this my is.
Answer: .....
10. nice It's day today. a
Answer: .....

9. Arrange these sentences into a good dialogue!
   a. How much is the rice?
   b. Twenty thousand rupiahs a sack.
   c. Yes, we have a lot.
   d. Do you have meat?

   Answer: .....

Less Activating Task



Read the dialogue below in the front of the class and answer the qu

Teacher : Good morning, students!
Students : Good morning, sir.
Teacher : How are you today?
Students : I'm fine, thank you. And you?
Teacher : I'm fine too, thank you.

Questions:

1. Who are the speakers?
   Answer: .....
2. Where does the dialogue take place?
   Answer: .....
3. When does it happen?
   Answer: .....

8. a. The shop sells book, magazine, and novel is ..
   b. The shop sells vegetables is ....

   Answer: .....

1. a. The shop sells bread, cake, and drinks is ....
   b. The shop sells roses, jasmine, and orchid is ....
   c. The shop sells salmon, tuna, and kakap is ....

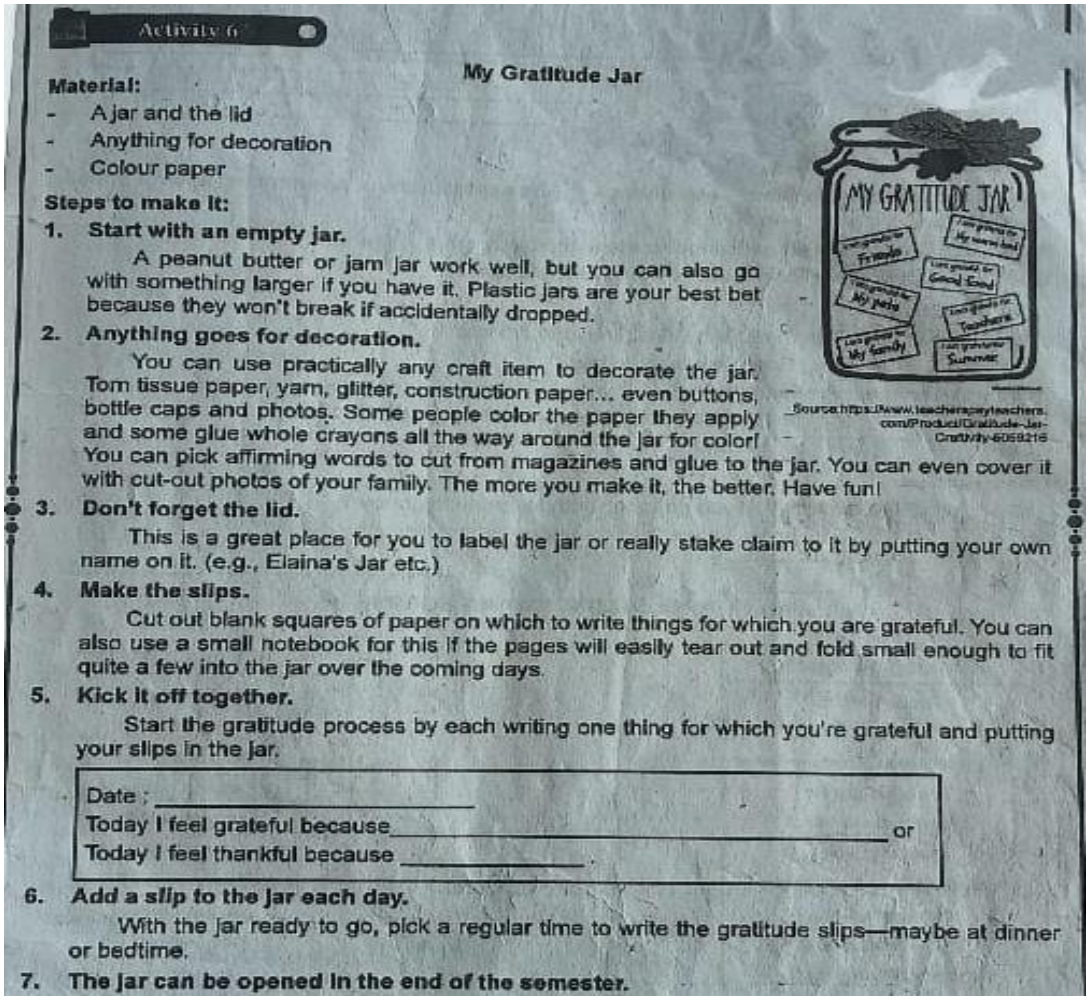
   Answer: .....

APPENDIX 18

Activation Student of "Suplemen Bahan Ajar" Worksheet

ACTIVITY GUIDE

Activating Activity Guide



Activity 6

My Gratitude Jar

Material:

- A jar and the lid
- Anything for decoration
- Colour paper

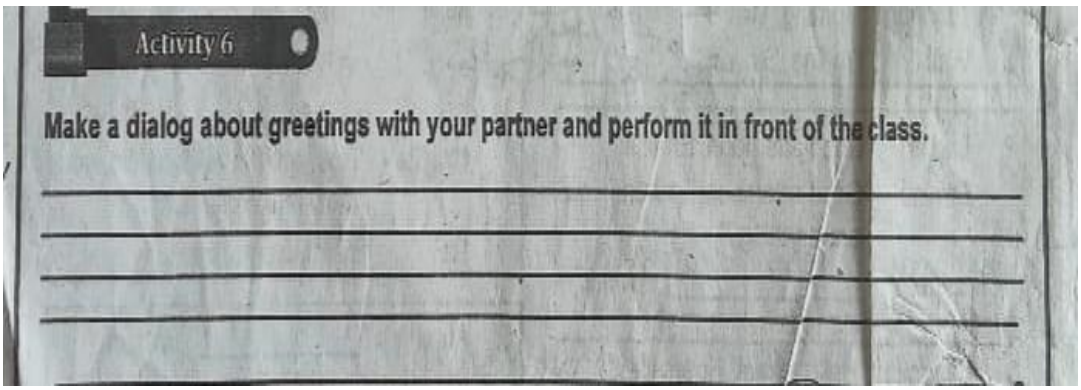
Source:https://www.teacherspayteachers.com/Product/Gratitude-Jar-Craftivity-6059215

Steps to make it:

1. **Start with an empty jar.**
   A peanut butter or jam jar work well, but you can also go with something larger if you have it. Plastic jars are your best bet because they won't break if accidentally dropped.
2. **Anything goes for decoration.**
   You can use practically any craft item to decorate the jar. Torn tissue paper, yarn, glitter, construction paper... even buttons, bottle caps and photos. Some people color the paper they apply and some glue whole crayons all the way around the jar for color! You can pick affirming words to cut from magazines and glue to the jar. You can even cover it with cut-out photos of your family. The more you make it, the better. Have fun!
3. **Don't forget the lid.**
   This is a great place for you to label the jar or really stake claim to it by putting your own name on it. (e.g., Elaina's Jar etc.)
4. **Make the slips.**
   Cut out blank squares of paper on which to write things for which you are grateful. You can also use a small notebook for this if the pages will easily tear out and fold small enough to fit quite a few into the jar over the coming days.
5. **Kick it off together.**
   Start the gratitude process by each writing one thing for which you're grateful and putting your slips in the jar.

Date : _____
Today I feel grateful because _____ or
Today I feel thankful because _____ .

6. ***Add a slip to the jar each day.***
   With the jar ready to go, pick a regular time to write the gratitude slips—maybe at dinner or bedtime.
7. **The jar can be opened in the end of the semester.**



Activity 6

Make a dialog about greetings with your partner and perform it in front of the class.

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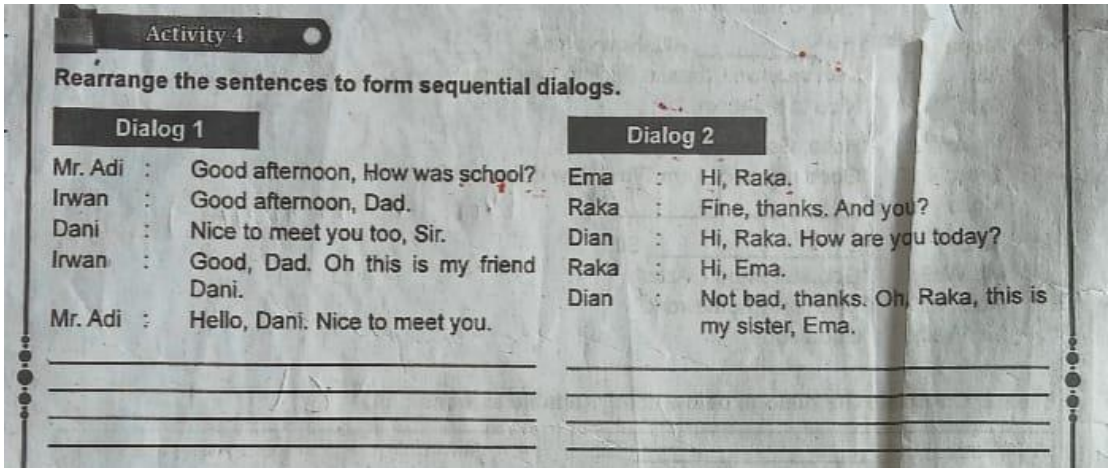


Activity 4

Rearrange the sentences to form sequential dialogs.

Dialog 1

Mr. Adi : Good afternoon, How was school?
Irwan : Good afternoon, Dad.
Dani : Nice to meet you too, Sir.
Irwan : Good, Dad. Oh this is my friend Dani.
Mr. Adi : Hello, Dani. Nice to meet you.

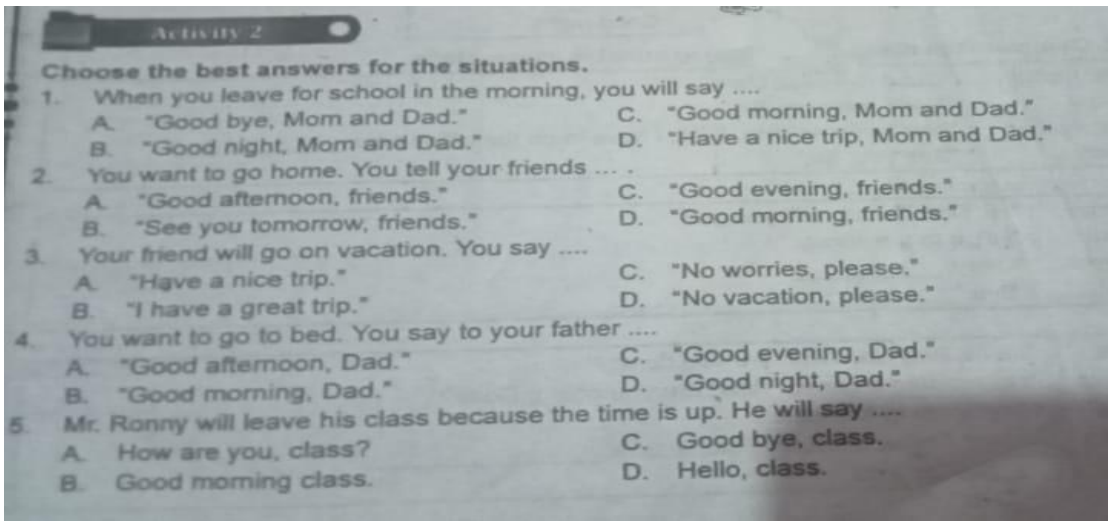
_____
_____
_____
_____

Dialog 2

Ema : Hi, Raka.
Raka : Fine, thanks. And you?
Dian : Hi, Raka. How are you today?
Raka : Hi, Ema.
Dian : Not bad, thanks. Oh, Raka, this is my sister, Ema.

_____
_____
_____
_____

Less Activating Guide



Activity 2

Choose the best answers for the situations.

1. When you leave for school in the morning, you will say ....
   A. "Good bye, Mom and Dad."
   B. "Good night, Mom and Dad."
   C. "Good morning, Mom and Dad."
   D. "Have a nice trip, Mom and Dad."
2. You want to go home. You tell your friends ... .
   A. "Good afternoon, friends."
   B. "See you tomorrow, friends."
   C. "Good evening, friends."
   D. "Good morning, friends."
3. Your friend will go on vacation. You say ....
   A. "Have a nice trip."
   B. "I have a great trip."
   C. "No worries, please."
   D. "No vacation, please."
4. You want to go to bed. You say to your father ....
   A. "Good afternoon, Dad."
   B. "Good morning, Dad."
   C. "Good evening, Dad."
   D. "Good night, Dad."
5. Mr. Ronny will leave his class because the time is up. He will say ....
   A. How are you, class?
   B. Good morning class.
   C. Good bye, class.
   D. Hello, class.

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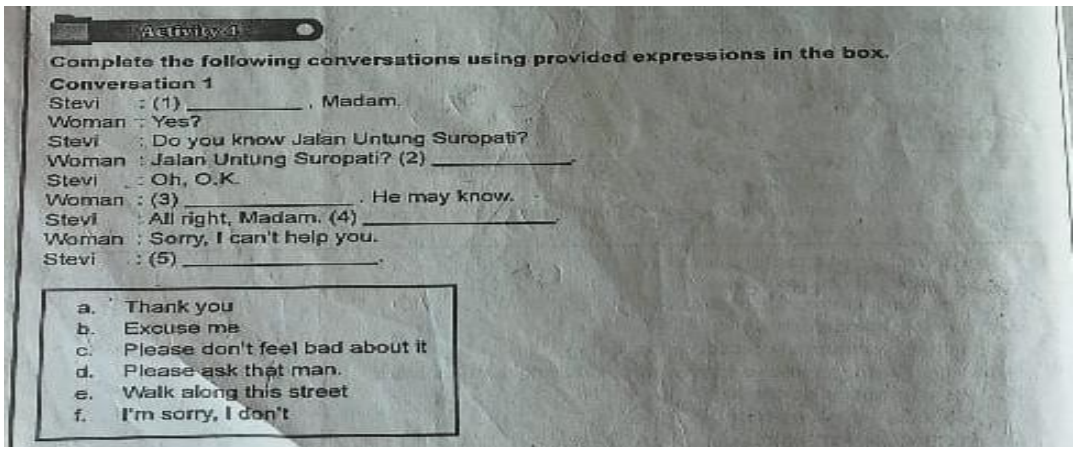


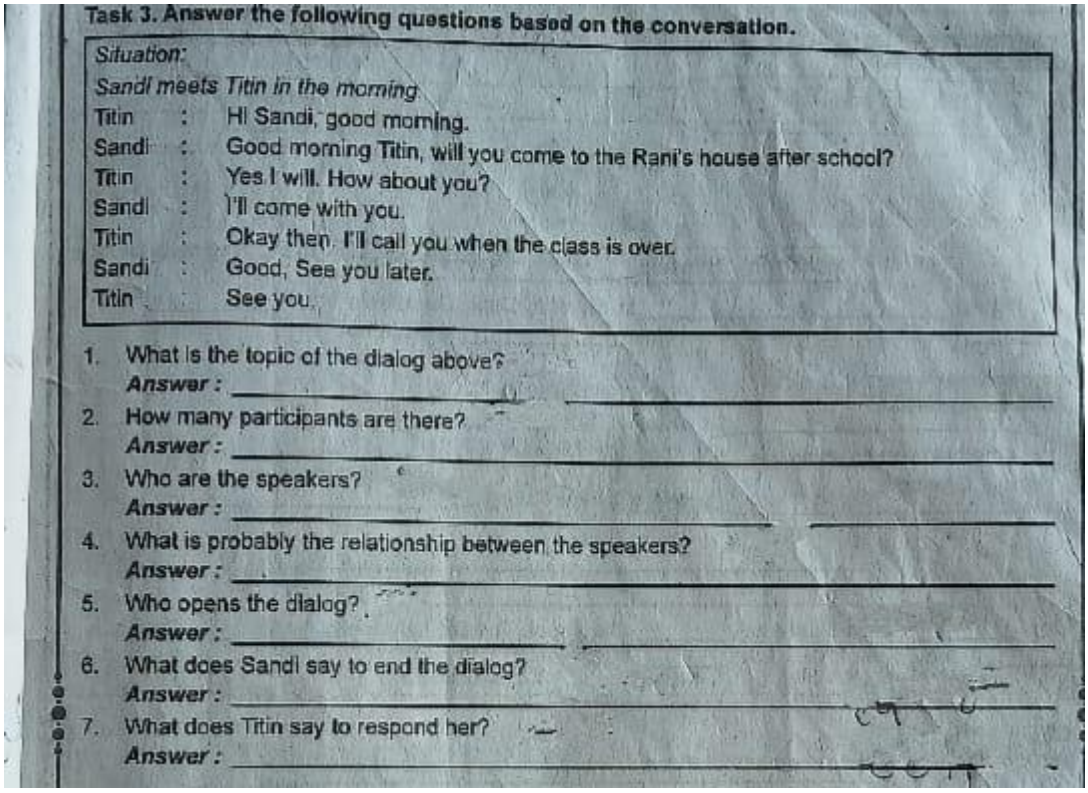
Activity 4

Complete the following conversations using provided expressions in the box.

Conversation 1

Stevi : (1) _____ , Madam.
Woman : Yes?
Stevi : Do you know Jalan Untung Suropati?
Woman : Jalan Untung Suropati? (2) _____.
Stevi : Oh, O.K.
Woman : (3) _____ . He may know.
Stevi : All right, Madam. (4) _____.
Woman : Sorry, I can't help you.
Stevi : (5) _____.

a. Thank you
b. Excuse me
c. Please don't feel bad about it
d. Please ask that man.
e. Walk along this street
f. I'm sorry, I don't



Task 3. Answer the following questions based on the conversation.

Situation:

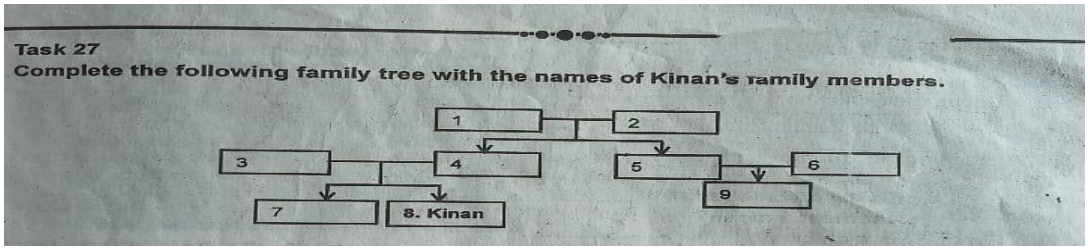
Sandi meets Titin in the morning

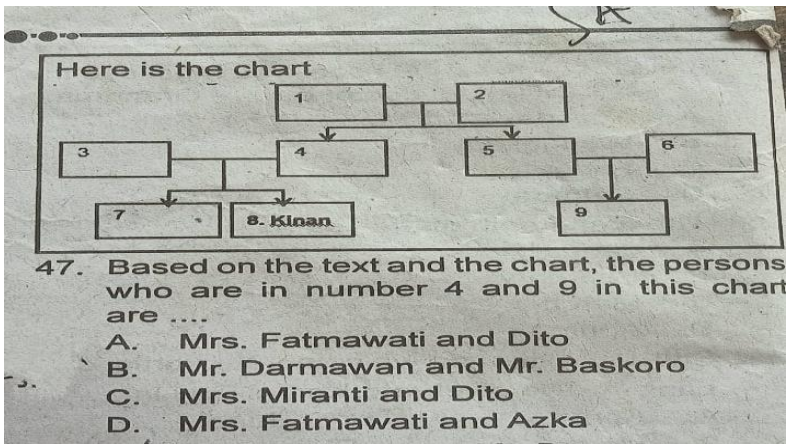
Titin : Hi Sandi, good morning.
Sandi : Good morning Titin, will you come to the Rani's house after school?
Titin : Yes I will. How about you?
Sandi : I'll come with you.
Titin : Okay then. I'll call you when the class is over.
Sandi : Good, See you later.
Titin : See you.

1. What is the topic of the dialog above?
   Answer : _____
2. How many participants are there?
   Answer : _____
3. Who are the speakers?
   Answer : _____
4. What is probably the relationship between the speakers?
   Answer : _____
5. Who opens the dialog?
   Answer : _____
6. What does Sandi say to end the dialog?
   Answer : _____
7. What does Titin say to respond her?
   Answer : _____

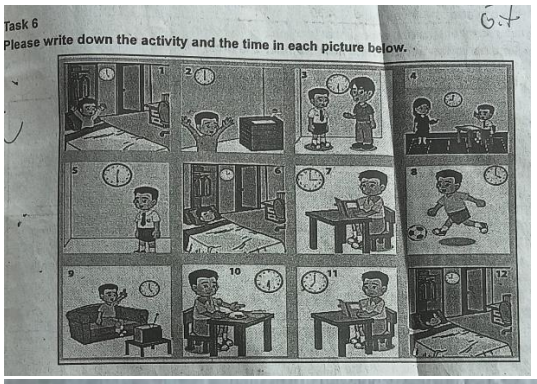
PICTURE

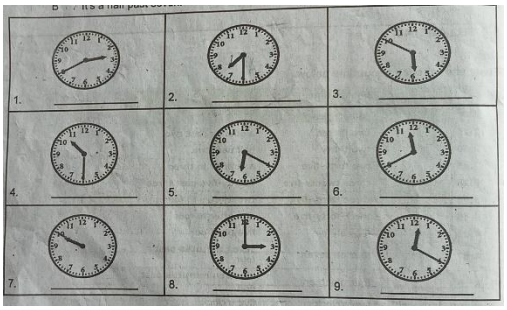
Picture or Diagram which are Activating Student





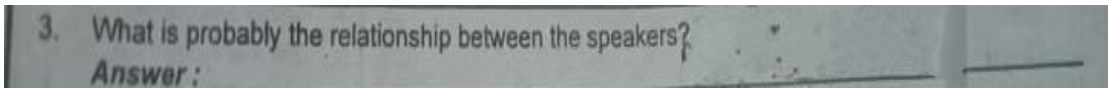
Picture or Diagram which are Less Activating Student

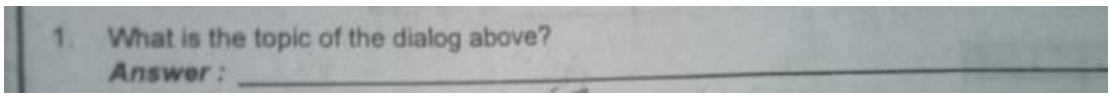


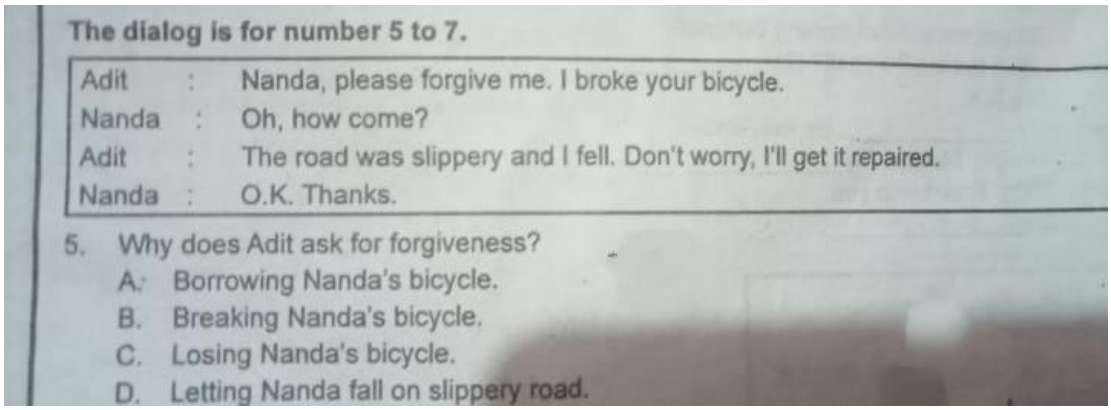


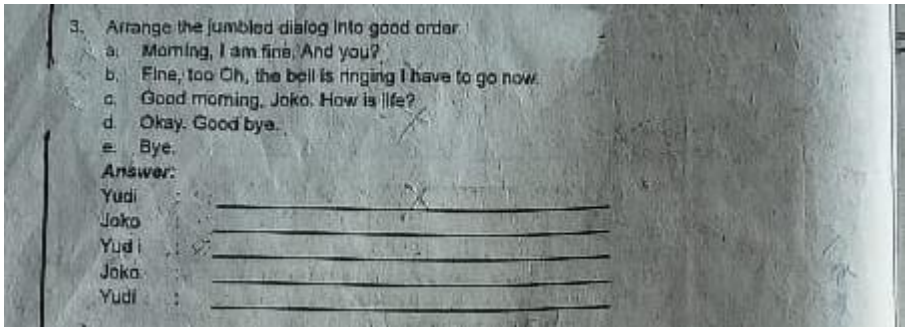
PRACTICE TASK

Activating Task







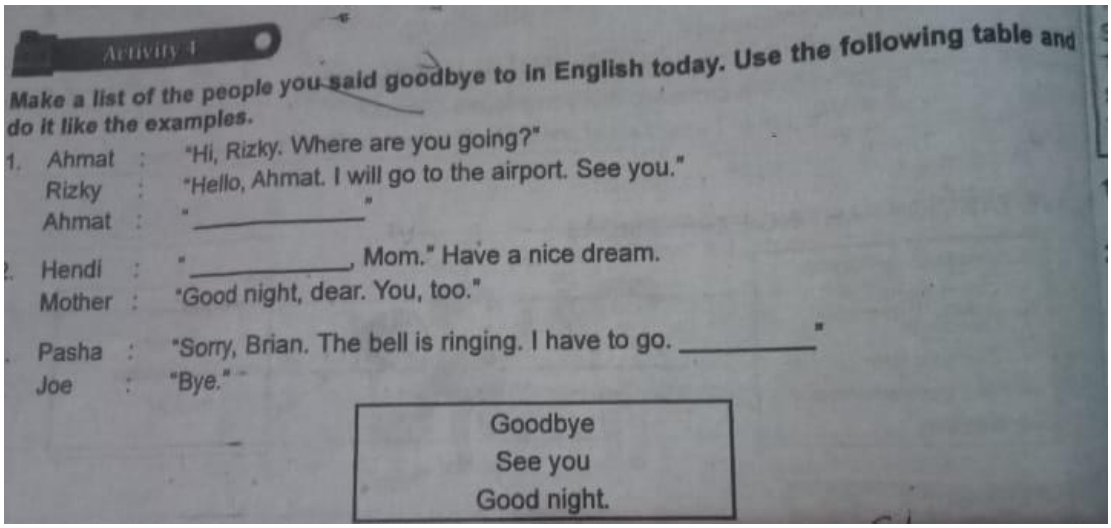


3. Arrange the jumbled dialog into good order.
   a. Morning, I am fine. And you?
   b. Fine, too Oh, the bell is ringing I have to go now.
   c. Good morning, Joko. How is life?
   d. Okay. Good bye.
   e. Bye.

Answer:

Yudi : _____
Joko : _____
Yudi : _____
Joko : _____
Yudi : _____

Less Activating Task

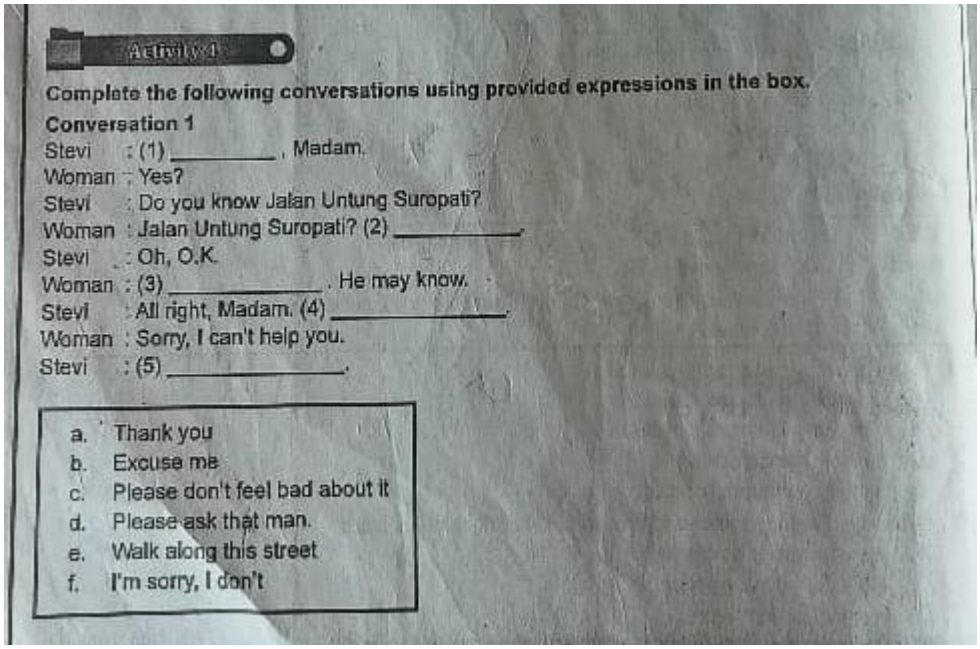


Activity 1

Make a list of the people you said goodbye to in English today. Use the following table and do it like the examples.

1. Ahmat : "Hi, Rizky. Where are you going?"
   Rizky : "Hello, Ahmat. I will go to the airport. See you."
   Ahmat : "_____"
2. Hendi : "_____, Mom." Have a nice dream.
   Mother : "Good night, dear. You, too."
3. Pasha : "Sorry, Brian. The bell is ringing. I have to go. _____"
   Joe : "Bye."

Goodbye
See you
Good night.



Activity 4

Complete the following conversations using provided expressions in the box.

Conversation 1

Stevi : (1) _____, Madam.
Woman : Yes?
Stevi : Do you know Jalan Untung Suropati?
Woman : Jalan Untung Suropati? (2) _____.
Stevi : Oh, O.K.
Woman : (3) _____. He may know.
Stevi : All right, Madam. (4) _____.
Woman : Sorry, I can't help you.
Stevi : (5) _____.

a. Thank you
b. Excuse me
c. Please don't feel bad about it
d. Please ask that man.
e. Walk along this street
f. I'm sorry, I don't

APPENDIX 19

Practice Task of "Inpirasi" worksheet based on Bloom's Taxonomy Revision

COGNITIVE DOMAIN

The question of C1

1. Eriol : Hello, Mey….?
Mey : Hi, I'm fine thank you
A. Good morning
B. Nice to meet you
C. How are you?
D. See you later
(Chapter 1, Daily Assessment, page 15)

2. Boy : I'm sorry I lost your book
Woman : ----------
A. Good bye
B. See you
C. No problem
D. You're wellcome
(Chapter 1, Daily Assessment, page 15)

3. Boy : How are you ?
Girl : ----------
A. In Bangkok
B. My name is
C. I'm 18
D. I'm good
(Chapter 1, Daily Assessment, page 15)

The question of C2

1. In the school canteen

   Dion : Good morning, I'm Dionisius. Call me Dion.

   Gani : ----------

2. In the classroom
   Deni : Hi, Dion.
   Dion : ----------
   Deni : How are you?
   Dion : ----------
   Deni : Nice to meet you
   (*Chapter 1, Task 2, page 5)*

The question of C3

1. Situation: You meet your friend of yours, Baskara in the street.
   You ; ----------
   Baskara : ----------
   You : ----------
   Baskara : ----------
2. Situation: You meet your engish teacher, Mr. Firdaus, in a book store. Its 4 p.m
   You : ----------

Mr. firdauus : ----------
You : ----------
Mr. firdauus : ----------
You : ----------
Mr. firdauus : ----------
You : ----------
(Chapter 1, page 6)

The question of C4

1. A: Good morning. Rasty.
   B: Hi, Sanu
   Answer: ----------
2. A: Hi, How are you Sarah?
   B: I am fine thanks.
   Answer: ----------
3. A: How do you do, Mr. Andi?
   B: How do you do
   Answer: ----------
   (Chapter 1, page 9)

The question of C5

1. My school is SMP Pancasila. What does the word "My" refers to?
2. The students have to participate on extracurricular "have to" means …
3. They want some meals and drink. The word "they" refers to..
   (Chapter 3, Daily Assessment, page 45)

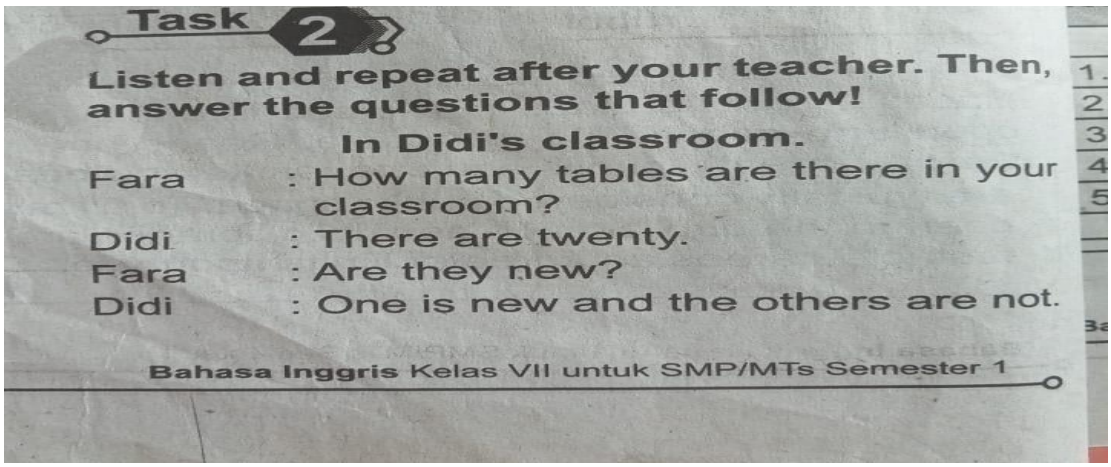
The question of C6

Make expressions of apologizing based on the following situations, then practice in pairs:

1. You are introducing with someone, and you forget her/his name, you want to ask again.
2. Someone is stepping on your foot
   (Chapter 1, page 14)

AFFECTIVE DOMAIN

A1


Task 2

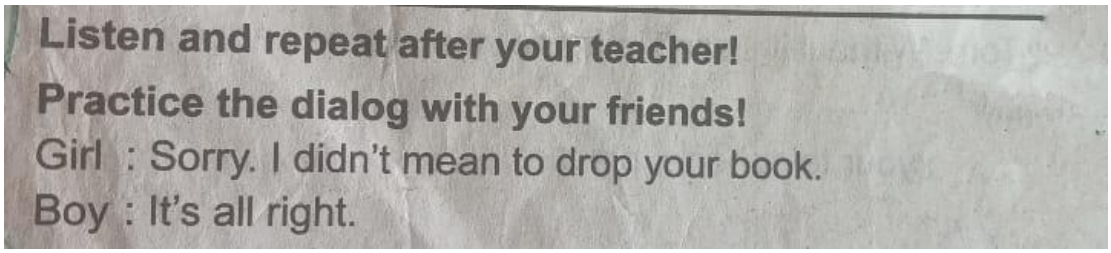
Listen and repeat after your teacher. Then, answer the questions that follow!

In Didi's classroom.

Fara : How many tables are there in your classroom?
Didi : There are twenty.
Fara : Are they new?
Didi : One is new and the others are not.

Bahasa Inggris Kelas VII untuk SMP/MTs Semester 1

A2

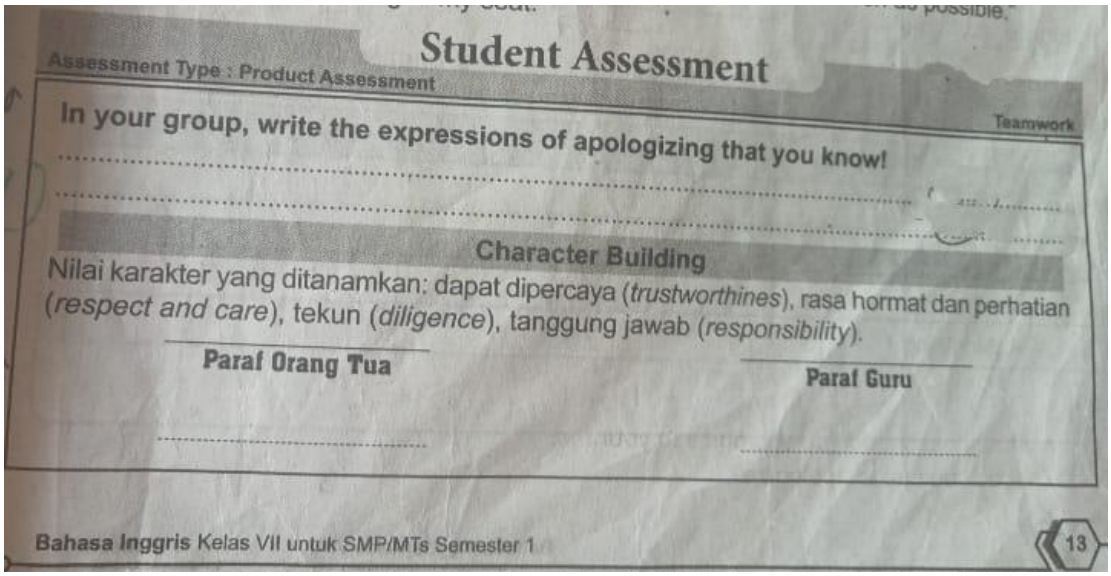


Listen and repeat after your teacher!

Practice the dialog with your friends!

Girl : Sorry. I didn't mean to drop your book.

Boy : It's all right.



Student Assessment

Assessment Type : Product Assessment

Teamwork

In your group, write the expressions of apologizing that you know!

.....

.....

Character Building

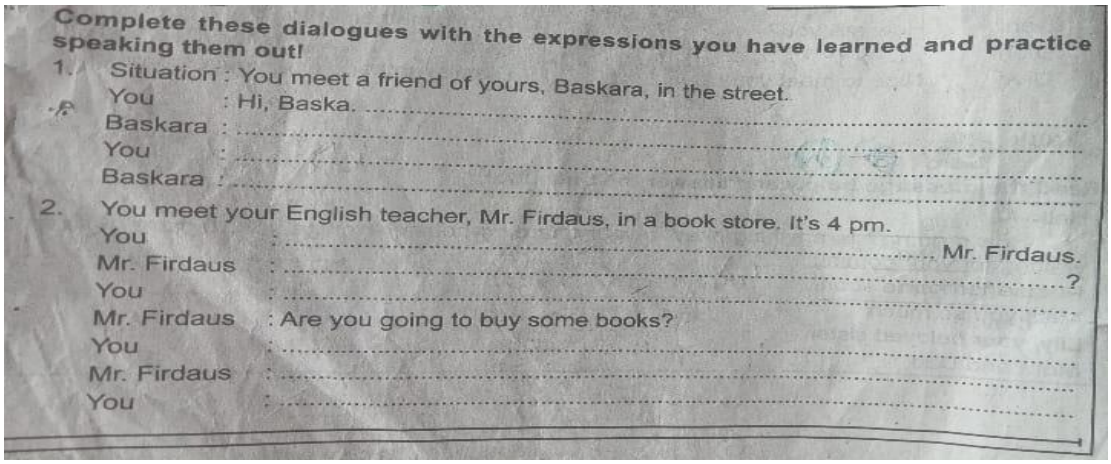
Nilai karakter yang ditanamkan: dapat dipercaya (*trustworthines*), rasa hormat dan perhatian (*respect and care*), tekun (*diligence*), tanggung jawab (*responsibility*).

Paraf Orang Tua **Paraf Guru**

.....

Bahasa Inggris Kelas VII untuk SMP/MTs Semester 1 13

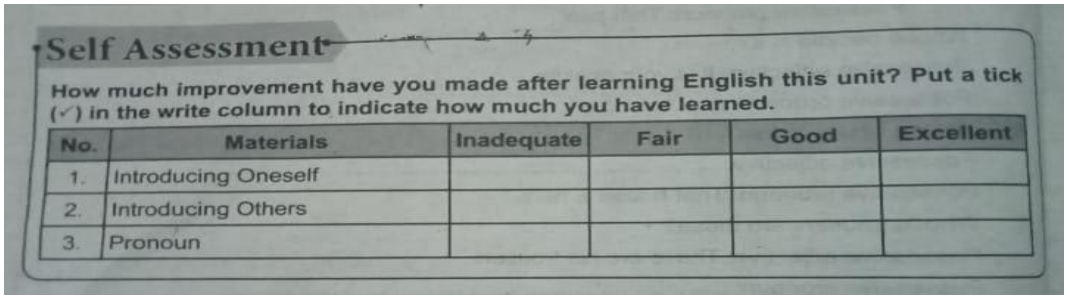
A3



Complete these dialogues with the expressions you have learned and practice speaking them out!

1. Situation : You meet a friend of yours, Baskara, in the street.
   You : Hi, Baska. .....
   Baskara : .....
   You : .....
   Baskara : .....
2. You meet your English teacher, Mr. Firdaus, in a book store. It's 4 pm.
   You : ..... Mr. Firdaus.
   Mr. Firdaus : .....?
   You : .....
   Mr. Firdaus : Are you going to buy some books?
   You : .....
   Mr. Firdaus : .....
   You : .....

A4

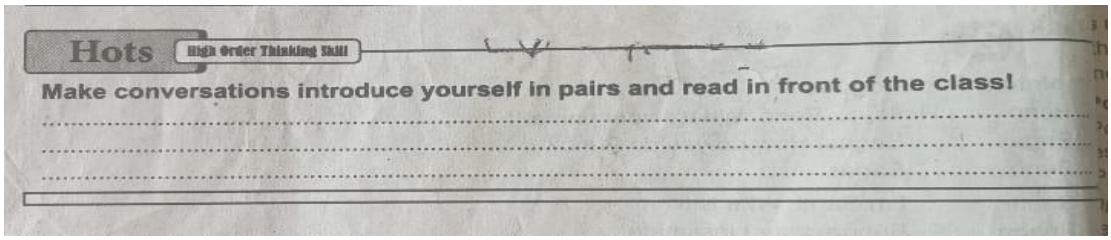


Self Assessment

How much improvement have you made after learning English this unit? Put a tick (✓) in the write column to indicate how much you have learned.

No.	Materials	Inadequate	Fair	Good	Excellent
1.	Introducing Oneself				
2.	Introducing Others				
3.	Pronoun				

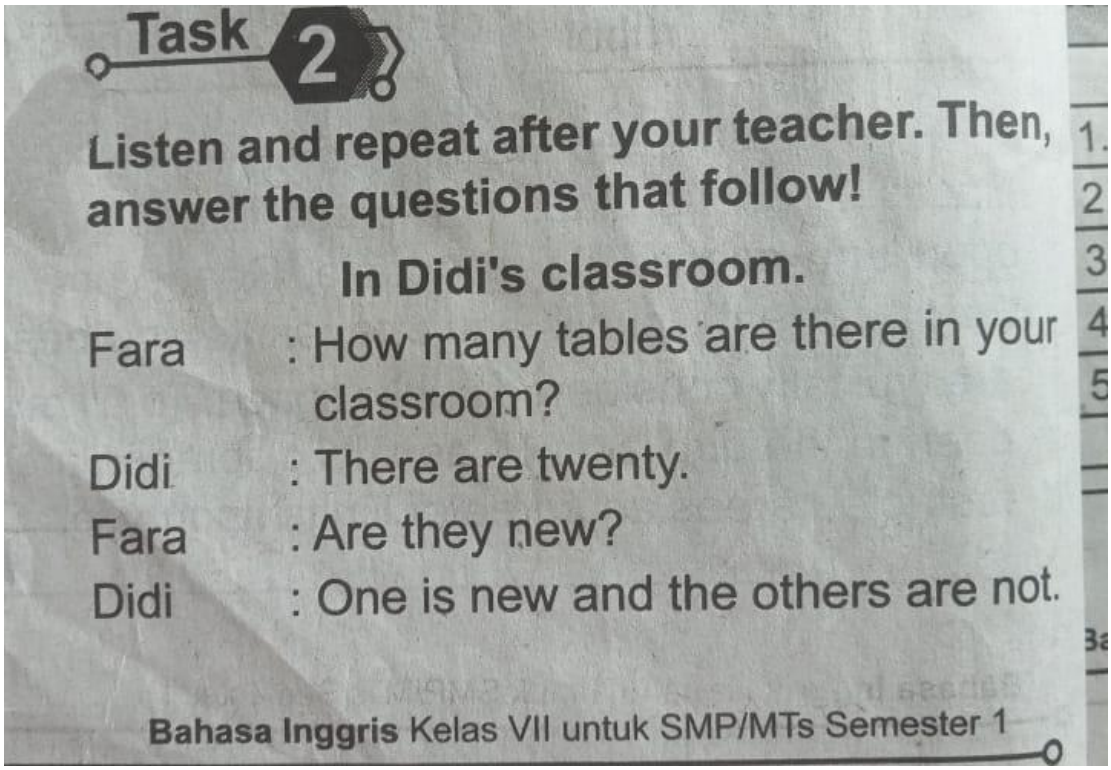
A5


Hots High Order Thinking Skill

Make conversations introduce yourself in pairs and read in front of the class!

PSYCHOMOTOR DOMAIN

P1


Task 2

Listen and repeat after your teacher. Then, answer the questions that follow!

In Didi's classroom.

Fara : How many tables are there in your classroom?

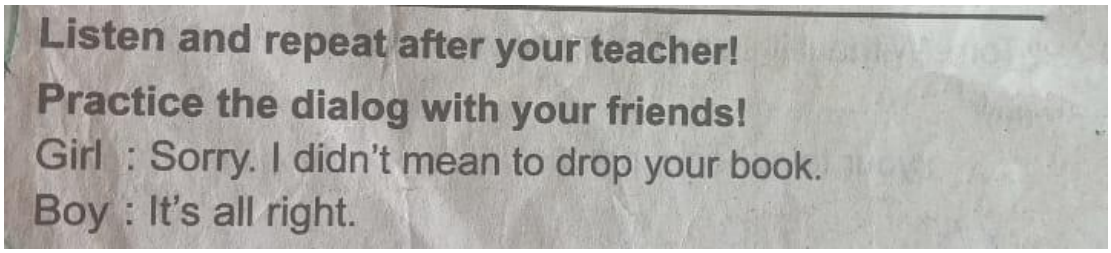
Didi : There are twenty.

Fara : Are they new?

Didi : One is new and the others are not.

Bahasa Inggris Kelas VII untuk SMP/MTs Semester 1

P2


Listen and repeat after your teacher!

Practice the dialog with your friends!

Girl : Sorry. I didn't mean to drop your book.

Boy : It's all right.

P5

Student Activity

Make a text to introduce yourself and a text to introduce other people (it could be your sister, brothers, parents, or friends) Present your text in front of the class.

APPENDIX 20

Practice Task of "Suplemen Bahan Ajar" worksheet based on Bloom's Taxonomy Revision

COGNITIVE DOMAIN

The question of C1

3. Doni : How is life?
Dita : ----------
A. The day is fine
B. You are welcome
C. Today is Wednesday
D. Fine, How about You?
(Chapter 1, first daily test, (A) read the dialog and choose the best response, page 18)

4. Boy : How do you do, Mrs Taylor?
Woman : ----------
A. How do you do, Nick?
B. I'm fine. Thank you
C. You are very kind
D. Sit down here
(Chapter 1, first daily test, (A) read the dialog and choose the best response, page 18)

5. Boy : How are you doing, Ana?
Girl : ----------
A. I'm happy to know it
B. I live on Jl. Setiabudi
C. Very well, thanks
D. Where do you live?
(Chapter 1, first daily test, (A) read the dialog and choose the best response, page 18)

The question of C2

Zaky : Do you know our new friend, Kristina?

Kamil : No. I was absent yesterday

Zaky : She's beautiful, she comes from Bandung.

Kamil : is she fair and tall?

Zaky : Yes, she is. Besides, she has a long hair

Kamil : Does she have a blue bag and black shoes?

Zaky : Yes, how do you know that?

Kamil : She is my neighbor

` Who is Kristina?

A. She is Kamil's neighbor

B. She is Kamil's new friend

C. She is my new neighbour

D. She is Zaky's neigbour and Jak's new friend

(Chapter 2, the second daily test, (A) Choose the best answer by crossing A, B, C, or D, page 37)

The question of C3

1. Father : "Aulia. Did you break the glass?"
   Aulia : "Yes. I did ----------"
   Father : "That's quite all right"
   (Chapter 1, Activity 5, complete the dialog below using suitable expressions, page 17)

2. Mother : "Have you bought some sugar?"
   Fikri : "---------- Mom I forgot"
   Mother : "Never Mind"
   (Chapter 1, Activity 5, complete the dialog below using suitable expressions, page 17)

3. Marlin : "Did you see my novel?"
   Galih : "---------- I lost it yesterday"
   Marlin : "That's okay"
   (Chapter 1, Activity 5, complete the dialog below using suitable expressions, page 17)

The question of C4

Adit : Nanda, please forgive me. I broke your bicycle.

Nanda : Oh, how come?

Adit : The road was slippery and Ifell. Don't worry, I'll get it repaired.

Nanda ; O.K. Thanks

1. Why does Adit ask forgiveness?
   A. Borrowing Nanda's bicycle
   B. Breaking Nanda's bicycle
   C. Losing Nanda's bicycle
   D. Letting Nanda fall on slippery road
2. Adit says, "Nanda, please forgive me." What does he express?
   A. He expresses gratitude
   B. He asks for information
   C. He gives information
   D. He apologizes for doing something wrong
   (Chapter 1, Activity 1, page 15)

The question of C5

1. "She keeps ***them*** on special shelves in her room" the underline word refers to?
   A. Dolls
   B. Family
   C. Shelves
   D. Tomi, Nia, and Tio
   (The final test, number 16, page 61)

2. "***They*** have only one son, he is Dito." What does the word "They" refer to?

   A. Mr. and Mrs. Darmawan

   B. Mr. and Mrs. Baskoro

   C. Azka dan Kinan

D. Mr. and Mrs Bagas

(The final test, number 49, page 64)

The question of C6

1. Make a dialog using based on situation below.

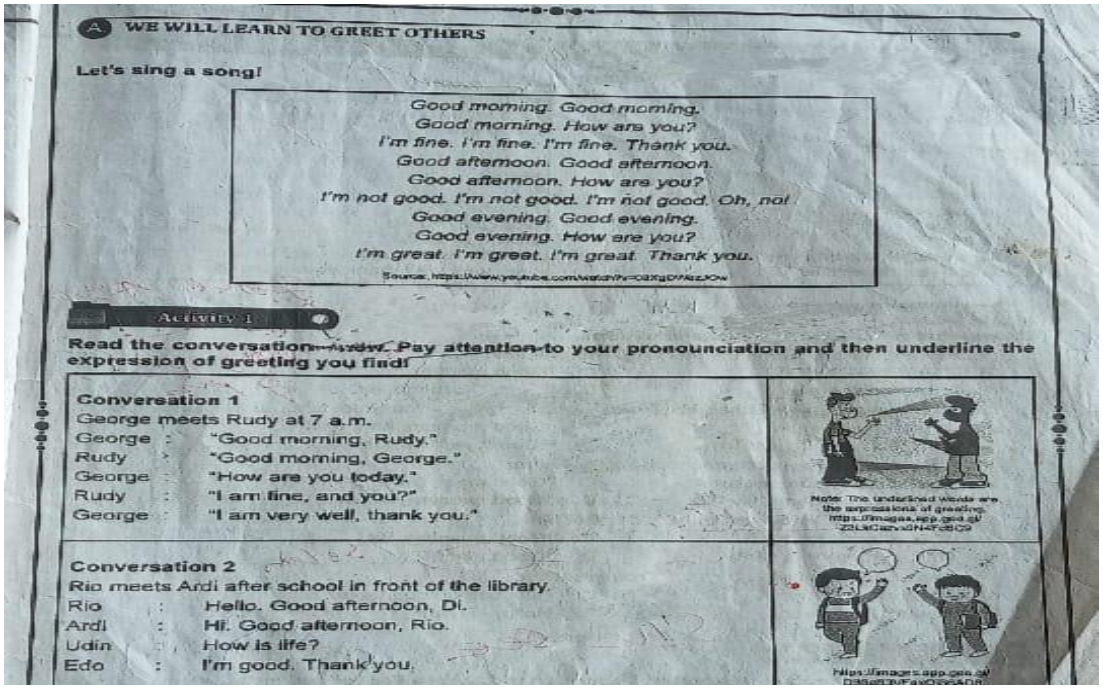
   A. You meet your teacher at 7 p.m.

   B. You forgot to bring your friend's novel you borrowed last week.

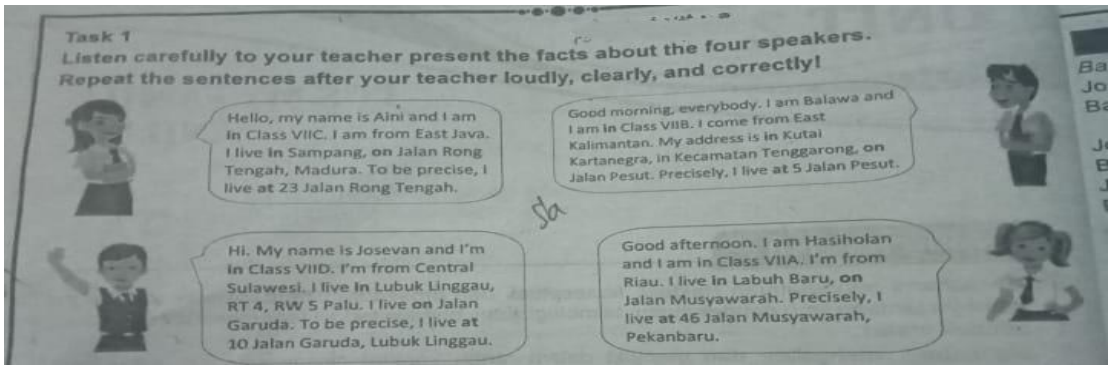
   (First daily test, essay, number 5, page 20)

AFFECTIVE DOMAIN

A1



A2



A3

Activity 3

Make a list of the people you said goodbye to in English today. Use the following table and do it like the examples.

No.	Who?	What time?	What did you say?	Responses
1.	Noval	1.15 p.m	See you later, Bondan.	See you.
2.	Mrs. Julia	1.20 p.m	Goodbye, Mrs. Julia.	Bye.
3.				
4.				

A5

Activity 6

My Gratitude Jar

Material:

- A jar and the lid
- Anything for decoration
- Colour paper

Source:https://www.teacherspayteachers.com/Product/Gratitude-Jar-Craftivity-6059216

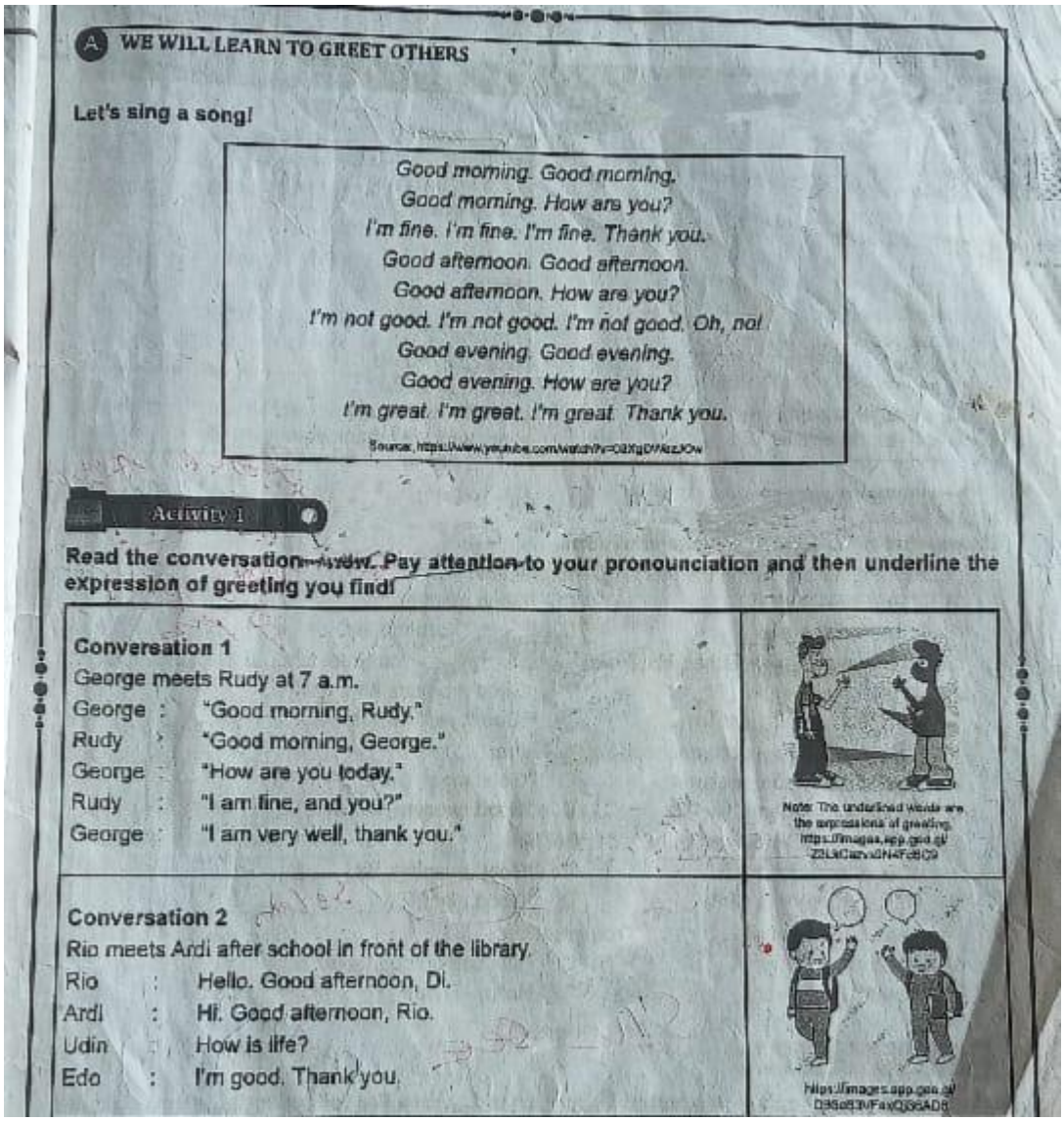
Steps to make it:

1. **Start with an empty jar.**
   A peanut butter or jam jar work well, but you can also go with something larger if you have it. Plastic jars are your best bet because they won't break if accidentally dropped.
2. **Anything goes for decoration.**
   You can use practically any craft item to decorate the jar. Torn tissue paper, yarn, glitter, construction paper... even buttons, bottle caps and photos. Some people color the paper they apply and some glue whole crayons all the way around the jar for color! You can pick affirming words to cut from magazines and glue to the jar. You can even cover it with cut-out photos of your family. The more you make it, the better. Have fun!
3. **Don't forget the lid.**
   This is a great place for you to label the jar or really stake claim to it by putting your own name on it. (e.g., Elaina's Jar etc.)
4. **Make the slips.**
   Cut out blank squares of paper on which to write things for which you are grateful. You can also use a small notebook for this if the pages will easily tear out and fold small enough to fit quite a few into the jar over the coming days.
5. **Kick it off together.**
   Start the gratitude process by each writing one thing for which you're grateful and putting your slips in the jar.

   Date : _____
   Today I feel grateful because _____ or
   Today I feel thankful because _____ .
6. **Add a slip to the jar each day.**
   With the jar ready to go, pick a regular time to write the gratitude slips—maybe at dinner or bedtime.
7. **The jar can be opened in the end of the semester.**

PSYCHOMOTOR DOMAIN

P1



A WE WILL LEARN TO GREET OTHERS

Let's sing a song!

Good morning. Good morning.
Good morning. How are you?
I'm fine. I'm fine. I'm fine. Thank you.
Good afternoon. Good afternoon.
Good afternoon. How are you?
I'm not good. I'm not good. I'm not good. Oh, no!
Good evening. Good evening.
Good evening. How are you?
I'm great. I'm great. I'm great. Thank you.

Source: https://www.youtube.com/watch?v=0BXtgDPAezQ

Activity 1

Read the conversation below. Pay attention to your pronounciation and then underline the expression of greeting you find!

Conversation 1

George meets Rudy at 7 a.m.

George : "Good morning, Rudy."
Rudy : "Good morning, George."
George : "How are you today."
Rudy : "I am fine, and you?"
George : "I am very well, thank you."

Note: The underlined words are the expressions of greeting.
https://images.app.goo.gl/ZZLkiCarvdDN4Fc8C9

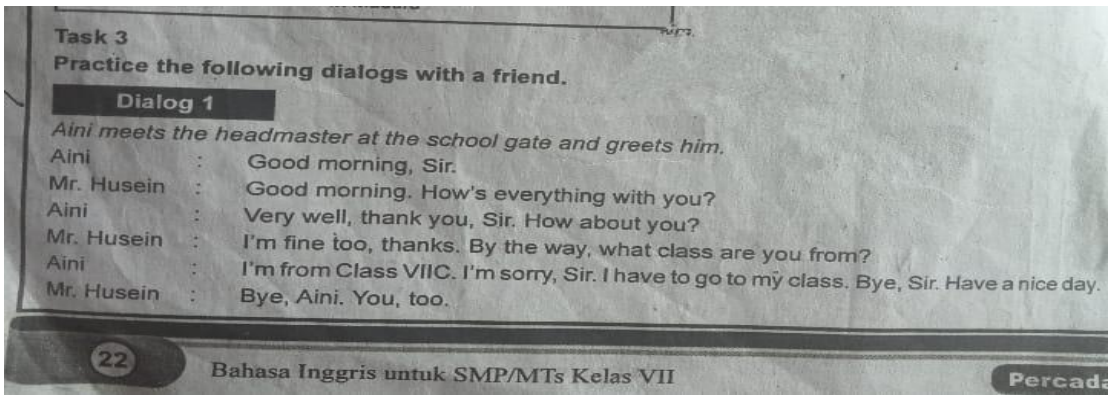
Conversation 2

Rio meets Ardi after school in front of the library.

Rio : Hello. Good afternoon, Di.
Ardi : Hi. Good afternoon, Rio.
Udin : How is life?
Edo : I'm good. Thank you.

https://images.app.goo.gl/D9Sd53VFaxQQGAD8

P2



Task 3

Practice the following dialogs with a friend.

Dialog 1

Aini meets the headmaster at the school gate and greets him.

Aini : Good morning, Sir.
Mr. Husein : Good morning. How's everything with you?
Aini : Very well, thank you, Sir. How about you?
Mr. Husein : I'm fine too, thanks. By the way, what class are you from?
Aini : I'm from Class VIIC. I'm sorry, Sir. I have to go to my class. Bye, Sir. Have a nice day.
Mr. Husein : Bye, Aini. You, too.

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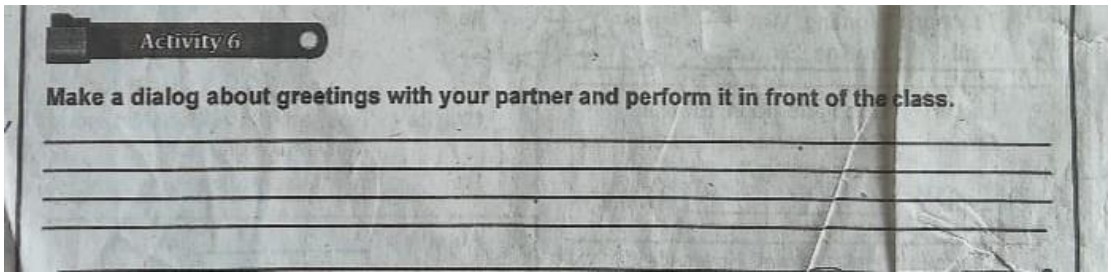
P5



Activity 6

Make a dialog about greetings with your partner and perform it in front of the class.

ANISSA DIAN RUMADA

Student

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I am starting fnb business in pastry

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2018-2020