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BY:

MUHAMMAD ALMISYAH
SIN. 11714102455

FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
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**AN ANALYSIS OF THE SEVENTH GRADE STUDENT
WORKSHEET OF ENGLISH SUBJECT AT SMPN 2
TAMBANG**



UIN SUSKA RIAU

By:

MUHAMMAD ALMIS
SIN. 11714102455

A Thesis

Submitted as partial fulfilment of the Requirements
for Bachelor Degree of English Education
(S. Pd)

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1444 H / 2023 M**

SUPERVISOR APPROVAL

The thesis “**An Analysis of the Seventh Grade Student Worksheet of English Subject at SMPN 2 Tambang**” that is written by Muhammad Almis , SIN. 11714102455. It has been approved and accepted to be examined in the final examination by the examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau, to fulfil a requirement for the award of Undergraduate Degree (S.Pd) in Department of English Education.


Pekanbaru, Jumadal Akhir, 13th, 1444 H
January, 5th 2023 M

Approved by

The Head of Department of
English Education


Dr. Faurina Anastasia, S. S, M. Hum
NIP. 198106112008012017

Supervisor


Dr. Bukhori, S. Pd. I, M. Pd
NIP. 197905122007101001



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Pekanbaru, Rabiul Awal 22th, 1444 H

October 18th, 2022 M

Examination Committee

Examiner I

Dr. Faurina Anastasia, S. S, M. Hum
NIP. 198106112008012017

Examiner II

Kurnia Budiyantri, M.Pd
NIK. 130117076

Examiner III

Mainar Fitri, M. Pd.
NIP. 198105192014112001

Examiner IV

Zelly Putriani, M.Pd
NIK. 130117078



Dean

Faculty of Education and Teacher Training

Dr. H. Kadar, M. Ag

NIP. 19650521 199402 1 001



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STATEMENT OF AUTHENTICITY

I hereby,

Name : Muhammad Almis
Student Number : 11714102455
Phone Number : 083845994696
e-mail : muhammadalmis96@gmail.com
Department : English Education
Faculty : Education and Teacher Training
University : State Islamic University Sultan Syarif Kasim Riau

Certify that skripsi entitled "Analysis of The Seventh Grade Students Worksheet of English Subject at SMPN 2 Tambang" is certainly my own work and it does not consist of other people work. I am entirely responsible for the content of this skripsi. Others opinion finding include in this skripsi are quoted in accordance with ethical standards.

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SIN11714102455

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Pekanbaru, November 29th, 2022 M
5th jumadal Awal 1444 H
The Researcher

MUHAMMAD ALMIS
SIN. 11714102455

UIN SUSKA RIAU

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ABSTARCT

Muhammad Almis (2022): Analysis of the Seventh Grade Student Worksheet of English Subject at SMPN 2 Tambang

Worksheet have an important role in the teaching and learning process to help teachers convey material to students. Therefore, teachers need to create or develop appropriate worksheets for their students with the appropriate rules according to the expert. The purpose of this research is to analyse whether the seventh grade student worksheet of SMPN 2 Tambang were appropriate or not in accordance with the opinions of experts. This research includes in qualitative researcher with document analysis as th design, the document is the worksheet of second semester of seventh grade at SMPN 2 Tambang. In this research, the research used two raters to determine whether the worksheet fulfilled the requirements of good worksheet or not. The result of analysis indicate that the student worksheet used by students at SMPN 2 Tambang is “relevant but need to revision”

ABSTRAK

Muhammad Almis (2022): Analisis Lembar Kerja Siswa Kelas VII Mata Pelajaran Bahasa Inggris di SMPN 2 Tambang

Lembar kerja memiliki peran penting dalam proses belajar mengajar untuk membantu gurur menyampaikan materi kepada siswa. Oleh karena itu, guru perlu membuat atau mengembangkan LKS yang sesuai untuk siswanya dengan kaidah yang sesuai menurut ahlinya. Tujuan dari penelitian ini adalah untuk menganalisis apakah LKS siswa kelas VII SMPN 2 Tambang sudah sesuai atau belum sesuai dengan pendapat para ahli. Penelitian ini termasuk dalam penelitian kualitatif dengan desain analisis dokumen. Dokumen tersebut adalah lembar kerja siswa semester 2 kelas VII di SMPN 2 Tambang. Dalam penelitian ini, peneliti menggunakan dua penilai untuk mengetahui apakah LKS tersebut memenuhi persyaratan LKS yang baik atau tidak. Hasil analisis menunjukkan bahwa LKS yang digunakan siswa di SMPN 2 Tambang “relevant but need to revision”

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ملخص

محمد ألميس، (2022): تحليل أوراق عمل التلاميذ للصف السابع في مادة اللغة الإنجليزية بالمدرسة المتوسطة الحكومية 2 تامبانج

تلعب أوراق العمل دورًا مهمًا في عملية التعليم والتعلم لمساعدة المعلمين على نقل المواد إلى التلاميذ. لذلك، يحتاج المعلمون إلى عمل أو تطوير أوراق عمل التلاميذ المناسبة لتلاميذهم بقواعد مناسبة وفقًا للخبراء. غرض هذا البحث تحليل ما إذا كانت أوراق عمل التلاميذ للصف السابع في مادة اللغة الإنجليزية بالمدرسة المتوسطة الحكومية 2 تامبانج مناسبة وفقًا لآراء الخبراء. تم تضمين هذا البحث في البحث النوعي مع تصميم تحليل الوثيقة. هذه الوثيقة عبارة عن ورقة عمل تلاميذ الصف السابع من الفصل الدراسي الثاني بالمدرسة المتوسطة الحكومية 2 تامبانج. في هذا البحث، استخدم الباحث مقيمين لمعرفة ما إذا كانت أوراق عمل التلاميذ تلي متطلبات أوراق عمل التلاميذ الجيدة. تظهر نتائج التحليل أن أوراق عمل التلاميذ التي يستخدمها التلاميذ بالمدرسة المتوسطة الحكومية 2 تامبانج "مناسبة ولكنها تحتاج إلى مراجعة".

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CHAPTER I INTRODUCTION

A. Background of the Problem

Teaching English has become a trend since the start of globalization era (Parupalli, 2020). Many educational institutions such as school and university have given a special place for English as one of the obligatory subjects. Besides, people began to learn English for many purposes like studying abroad, working overseas, and also teach the language. Realizing this, the educators have started their developing teaching equipment to teach English since they cannot fully rely on explanation to the students. In the process of teaching English, explanation method alone will not be enough to develop the students' English ability. Teachers will also need another thing in their teaching that can support the success rate. The one example of teaching equipment is called worksheet.

According to Helen Timperley (2007), worksheets generally are a teaching equipment that focuses on deepening the students' capabilities and knowledge beside only relying on teacher's explanation. It mostly contains exercises that aim to improve the students understanding. Nowadays, it just feels incomplete if a teacher is only teaching without the assist of worksheet because with worksheet, students can improve their understanding and teacher can monitor their improvement this makes worksheet inseparable with every teaching activity. As the development of education that keeps progressing now, it is relatively easy to find or create English worksheets



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that teachers could use in their classes. However, because of its convenience in creating and publishing one, some teachers overlook a quality standard of an English worksheet. Therefore, the quality standards of English worksheets are important with reference to the criteria worksheets put forward by experts, which are in accordance with the basic abilities of students. Previous researchers have examined several things that support the feasibility and standards of worksheets, such as researchers finding typos(e.g. Hary Setyo Nugroho (2011)) and grammatical errors in worksheets, lack of detailed explanations and pictures that will support students' understanding in studying student worksheet material(e.g. Muhammad Rahim (2016)).

The gap of this research based on some research of analysis of student worksheet showed that (Hary (2011), Gery (2020), and Marshel (2020)), LKPD used is not provide basic competence, not contains school identity and current lessons name, writing aspect conducted the typo and could not boost students' motivation to learn. Quality of the LKPD used in the learning process can be categorized as poor. In contrast to this study, the result shows that LKPD used is provide basic competence, contains school identity and current lessons name, conducted to avoid the typo, and have clear learning purpose with benefit as a source of boost for students' motivation to learn. Quality of the LKPD used in the learning process can be categorized as considered quite relevant to the requirements of a good student's worksheet proposed by the experts but needs to be revised.



Based on preliminary research at SMPN 2 Tambang, much assignment in the students worksheet is not accordance with assignments junior high school students because the level of assignments is advanced, while the students' abilities are at the basic level because English has been removed from school. the researcher found that some students has the low ability in learning English. They never learn English at the elementary school. It makes different to learn English at Junior High School, in addition the English teacher uses worksheet in English as suggested by the school. However, the student feel difficult in accomplishing the worksheet. Entitled “**Analysis of the Seventh Grade Students' Worksheet of English Subject at SMPN 2 Tambang**”

B. Identification of the Problems

Based on the phenomena in background of the problem there are some worksheets that do not match Lesson Plan (RPP) indicator, for example questions are too difficult for students whose basic level of English is weak, or instructions are too vague to understand. It's quite if a teacher does not create a worksheet that must meet the standard, students will not have it better understanding of the material taught by the teacher. In this paper, the author wants to do a worksheet analysis based on teaching materials and indicators.

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C. Limitation of the Problem

From the identification of the problem, the researcher needs to make problem more specific to be investigated, the researcher will focus on structure of worksheet of English subject. According to the problem's identification that have stated before, it is concluded that analyzing the form of worksheets

D. Formulation of the Problem

Based on the limitation, the problem can be formulated as follow:

1. How is the structure worksheet used by the English student at SMPN 2 Tambang based on the requirements proposed by the experts?

E. Objective and Significant of the Research

a. Research Objectives

The writer has an aim in conducting this study. That is:

1. To describe how the worksheet used by the English students at SMPN 2 Tambang based on the requirements proposed by the experts?

b. The Significance of the Study

1. Theoretically

Thought this research, it is expected that teachers will have benefic information and knowledge about worksheets and how to make a better English worksheet students exercise.

2. Practically

This research hopefully could improve teachers creativity in



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making better worksheet. The result of this study was expected to be used for the campus, especially UIN Suska Riau for the teacher. The result of this was expected to give information about analysis of the seventh grade students worksheet of English subject.

3. For other researcher

As some parts of this research still in complete, the writer hopes that other researcher can continue the research and use the result of this research as reference for future research continuation. .

F. The Definition of the Terms

In order to explain and avoid misunderstanding and misinterpretation about the title and the content of this research, the researcher defines the terms that are used in this research as follows:

1. Analysis

In general, the notion of analysis is an activity consisting of a series of activities such as; parse, distinguish, and sort things to be regrouped according to certain criteria and then look for the relationship and then interpret the meaning.

2. Students Worksheets

Students Worksheet or usually mention as LKPD is on printed teaching materials containing materials, summary and instruction for implementing a learning task must be done by students to achieve the basic competencies presented (Prastowo, 2012 : 204). Students worksheet can be designed and developed by

teachers themselves according to the materials to be delivered as support in the implementation of teaching and learning activities and help students explore independently materials and understand every theory presented by teachers so that they can achieve their learning goals.



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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

a. Student Worksheet

According to the Ministry of National Education (2008), student activity sheets (student worksheet) are sheets containing tasks that must be done by students which usually contains instructions and steps in completing tasks. Student worksheet (LKPD) is an activity sheet for students who are good at activities intra curricular and co-curricular to facilitate understanding on the learning material that can be obtained (Azhar, 1993).

According to Trianto (2009), worksheet can be in the form of a training guide for the development of aspects cognitive as well as a guide for the development of all aspects of learning in the form of an experimental guide or demonstration. Student worksheet is one of the learning resources that can be developed by educators as facilitators in learning activities. Student worksheet that compiled can be designed and developed in accordance with the conditions and the situation of learning activities that will be faced (Widjajanti, 2008:1).

Student worksheet contains good learning instructions in the form of questions and answers statements that must be made and answered by students. Student worksheet can be in the form of a guide



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that contain a set of basic activities that must be done by students to maximize their understanding in learning in an effort to build abilities in accordance with the indicators achievement of learning outcomes taken (Taufiq, 2014: 11).

In government regulation number 24 of 2007 concerning facilities and infrastructure, then Student worksheet is included in the category of facilities. Student worksheet includes facilities learning that can be used as a reference for participants' learning resources educate.

b. Types of Student Worksheet

According to Andi Prastowo (2011: 209-211), there are five types of Student worksheet commonly used by students include:

1. Student worksheet that helps students find a concept, namely:

Student worksheet which has the characteristics of first presenting a phenomena that are concrete, simple, and related to concepts learned. Based on the results of observations of a phenomena, then students are invited to construct the knowledge they have. What does this form of Student worksheet contain? that must be done by students, including doing, observe, and analyze. In the use of this type of student worksheet should be accompanied by other learning resources, such as books can be used as verification material for students. Student worksheet that helps students implement and integrate various concepts that have been found, namely



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Student worksheet which trains students to be able to apply the concepts they have learned in daily life

2. Student worksheet which functions as a learning guide, namely student worksheet which contains: questions or entries whose answers are found in the book. Participant will be able to do the student worksheet if they read books, so the main function of student worksheet is to help students memorize and understand the learning material contained in the book.
3. Student worksheet that functions as a reinforcement, namely the student worksheet that is given after students have finished studying a particular topic. Material learning is more directed at deepening and applying the material learning contained in textbooks
4. Student Worksheet which serves as a practical guide contains instructions practice to be carried out.

c. Characteristics of Student Worksheet

Generally, a good worksheet has these characteristics and they are:

1. A worksheet only consists of few pages, not even reach a dozen or a hundred pages because worksheet only focus exercising the students about the material they are currently learning and deepening their understanding.



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2. A worksheet is printed only for a specific learning material; the content should be limited to the material that students are currently learning.
3. In a worksheet, it consists of tasks such as questions (multiple choice or essay) that must be answered by students.
4. Worksheet and textbook are distinguishable, by knowing this characteristics teacher could compose a good worksheet that is not completely resembling textbook.

d. Function of Student Worksheet

Worksheet is not a mere piece of paper that contains assignment, it also has functions. according to Akhyar and Musta'in (1991) worksheet could function as: (1) student learning tool. (2) As valuable document for teacher to know students' assignment.

According to Andi Prastowo (2011: 205). Student worksheet has four functions, that is:

1. As teaching materials that can be obtained from the role of educators and optimizing the role of students in learning
2. As teaching materials that help students understand learned material
3. As teaching materials that are concise but rich in tasks help in the practice process
4. Facilitate the delivery of learning to students.

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e. The Purposes of Student Worksheet

There were at least four purposes of worksheet according to Andi Prastowo (2011:206) :

1. Providing learning material that ease the students to interact with given material.
2. Providing tasks that improve students' understanding toward given material.
3. Train the students' independence; and
4. Easy the teachers in giving assignment to students.

f. Component of Student Worksheet

The student worksheet components according to the Ministry of National Education (2008) are as follows:

- 1). title, subject, semester, and place;
- 2). study instructions;
- 3). competencies to be achieved;
- 4). indicators;
- 5). supporting information;
- 6). work tasks and steps;
- 7). assessment.

g. Benefit of Student Worksheet

The Benefits that gained by using worksheet in teaching-learning process it is not only benefitting the teacher but also the students according to Suyitno (1997:40) in Hidayat (2013):



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1. Make students more active in learning process.
2. Help students in developing concept.
3. Train students in finding and developing creative process.
4. As teacher and students' guidelines in carrying learning process.
5. Help students gain notes about learned material through learning activity.
6. Help students to add information about learned concept through systematic learning activity.

h. Criteria of Student Worksheets

There are some requirements that must be fulfilled in order to compose a good worksheet. In the creation of worksheet as a teaching material there were three requirements namely, didactic, constructional, and technical (Hendro Darmodjo and Jenny R.E Kaligis, 1992:41-46):

1) Didactic Requirements

Worksheet must fulfill the didactic requirements, which means worksheet must follow the principles of effective learning, that is:

- a) A good worksheet pay attention to difference that it can be used by every student with various skills. Worksheet can be used by students that is slow, normal, even smart in learning. Common mistake is that class are considered homogeny



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- b) Worksheet emphasizes in process to find concepts that function as guidance for students in finding information not as a tool to gives information.
- c) Worksheet have stimulus variation through various media student activity that could give opportunity to students to write, experiment, practice, etc.
- d) Worksheet develops abilities of social communication, emotional, moral, and esthetics in the students, that it is not only shown to recognize academic facts and concepts but also social and psychological skill.
- e) Students' learning experience are determined by students' personal development purpose (intellectual, emotional, etc.), not by the learning material.

2) Constructional Requirements

Worksheet must fulfill constructional requirements that are related to usage of language, sentence structure, vocabulary, and difficulties in worksheet. Those requirements are as follows:

- a. Worksheet uses language that suitable with student's maturity. Teachers shouldn't justify the language for every worksheet. They should look first at the students' maturity. For example, if a teacher makes a worksheet for

- elementary students, they shouldn't use adult language which will sounds too formal for them.
- b. Worksheet uses unmistakable sentence structure. To make a sentence unmistakable, teachers must avoid using complex sentence double negatives sentence. Using positive sentence is more preferable than negative one.
 - c. Worksheet uses appropriate order that is suitable with student's ability. A good worksheet is a worksheet that has appropriate order. It's better to start the exercise from easiest one to the difficult one rather than exercise randomly.
 - d. Worksheet avoids obvious questions. By using unobvious questions, students would have a chance to explore more and also improve more. Obvious questions would only narrow their knowledge.
 - e. Worksheet refers to standard book in limitation of student's ability. Every exercise in the worksheet should be based from standard book that being used in school or books that are easy to find and not out of their reach.
 - f. Worksheet provides enough spaces to give students more immensity to write or describe things that they want to convey. Worksheet is not only about answering questions,

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it also gives students an opportunity to express their ideas or opinion regarding to the material they have learned.

- g. Worksheet uses short and simple sentence. Long sentence could not guarantee a clear instruction but a too short sentence could also make it questionable.
 - h. Worksheet uses more illustration than words. Illustration could give students more inspiration than just a set of words; it also makes the worksheet more fun.
 - i. Worksheet can be used for students that are slow or fast in learning. Always put the students' learning ability in consideration when making a worksheet as their abilities are vary.
 - j. Worksheet must have clear learning purpose with benefit as a source of motivation. Worksheet must have a post-learning benefit to make students feel more motivated and enjoy learning process since worksheet is not only about completing given task.
 - k. Worksheet must have identity to ease the administration. Identity is important to make a worksheet distinguishable from other worksheets.
- 3) Technical Requirements
- a) Writing in worksheet are expected to pay attention with these things:



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- 1) Uses block letter and not uses Latin/roman letter.
- 2) Uses large bold letter for topic.
- 3) Uses maximum of 10 words in one line.
- 4) Uses frame to differ the imperative sentence with student's answer.

b) Illustration

Good illustration is illustration that conveys the message effectively to the worksheet users.

c) Appearance

Worksheet appearance must be well made.

G. Worksheet Structure Development

Since there is no established rule or structure for curriculum 2013 worksheet composition, teachers can only compose a worksheet based on previous curriculum's worksheet books. By knowing this fact, Indonesian Education Department had begun to issue a worksheet development to improve the current teachers' worksheet that is conveyed through a workshop program. According to the workshop document, the development is as follow:

- 1) A worksheet must be composed according to the basic competence.
- 2) Choose and write the learning objective based on lesson plan that will be applied to the worksheet.



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- 3) Writes the worksheet's title that simply describes the content of worksheet for students.
- 4) Writes objective (not exactly the same as learning objectives)
- 5) Writes basic theory that underlies students to interact with learning source.
- 6) Writes tools and materials needed along with the details.
- 7) Writes activity steps sequentially.
- 8) Writes instruction for students to write observation result.
- 9) Writes insight questions that must be answered by students to ease them in summarizing.
- 10) Writes instruction for students to summarize

B. Relevant Researches

The researchers that relevant with worksheet analysis, first *Hots Analysis of Questions In English Student's Worksheet by Martiana Rina (2020)*. This research aims to know HOTS implementation in student's worksheet and the teacher's strategy in using the student's worksheet. The researcher used the descriptive qualitative method to analyze the data. The researcher takes the primary data from the English student's worksheet grade XA Students Academic Year 2019/2020. The analysis of HOTS based on Bloom's Taxonomy revised. The researcher interviewed to know the teacher's strategy in using the student's worksheet. The results of this research showed that the total of HOTS



questions in the student's worksheet just 17% and the teacher's strategy in using student's worksheet are used other sources to support the learning process, sorts out the materials that are appropriate with the ability level of the students, attend training and are active in the MGMP, and self-developed the materials.

The second is An Analysis of The Writing Skill in English Students' Worksheet Used by Eighth Grade Students at SMPN 22 Surakarta by Hary Setyo Nugroho (2011) The final project is written based on the job training which has been done SMP N 22 Surakarta. This report analyzes the writing skill in students' worksheet for eighth grade students. In analyzing the students' worksheet, the writer used two strategies. There are reading the whole parts and having reference to Priyanto's material development. By using the first strategy, reading the whole parts, the writer found mistyping and grammatical errors in the students' worksheet. The second strategy is by having reference to Priyanto's material development. The six indicators used by the writer are relevant to the curriculum and syllabus, scaffolding, well-linked with one another, has good instructions, attractive, flexible/more activities. By doing the study, the writer knew about the materials inside the students' worksheet whether it is good or not. The writer also knew how to analyze the students' worksheet and how to choose a good students' worksheet for the students. To improve the quality in choosing the students' worksheet, the writer gives suggestions to the school institution and the teacher to pay more attention in evaluating the appropriation of the students'

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worksheet and more selective in choosing the students' worksheet. The writer also gives suggestion to the publisher to recheck the contents before publishing the students' worksheets.

The third is Content Analysis of English Student Worksheet Aspirasi For Twelfth Grade Students at Al-Istiqomah Islamic Boarding School Banjarmasin by Muhammad Rahim (2016). The object of this research is content of the Aspirasi LKS book, Bahasa Inggris untuk SMA/MA Kelas XII Semester 1 at Al Istiqomah Islamic Boarding School Banjarmasin. To collect the data, the writer uses two techniques, they are documentary and interview.

Data processing in this research is divided into three phases: collecting, reviewing and analyzing. Then, all the data are analyzed descriptively and qualitatively and concluded inductively. The result of this research states that the content of the LKS book is appropriate with content standard of Curriculum 2006 because competency standard and basic competence contained in the syllabus have been applied on the material, activities and instructions in this LKS book. However, the LKS book also have some weakness, they are lack of detailed explanation and pictures that will support the understanding of students in learning the materials of LKS book.

The fourth is Using Worksheets to Teach English Speaking Skill by Widiani Trisnaningsih (2015). This research aimed at analyzing 1) effectiveness of using students' worksheets in increasing English speaking skill; and 2) efficiency of using worksheets in speaking instruction. It was a quantitative research using quasi experimental non-equivalent control group



design. The sampling method was non probability sampling using purposive sampling. The instruments used were speaking test to analyze the students' speaking skill, or the effectiveness of using worksheet on the other words; and questionnaire to analyze the efficiency in terms of students' learning result, learning effort, and teaching time. The findings showed that the worksheets were effective in increasing students' speaking skill ($0.00 < 0.05$). The effectiveness was seen from both linguistic aspects (ideas, pronunciation, vocabularies, and grammar) and sociolinguistic aspects. The use of worksheets was also found efficient in increasing learning result, learning effort, and the use of instruction time. Needless to say, there are still some suggestions need considering for better treatment in the future.

The last is Students' Perception towards the Use of Worksheet as Helping Tools in Semantics Class by Sri Damayanti (2020). The writer set the problem of this research such as how is the students' perception toward the use of worksheet as helping tools in semantics class? and what are the advantages of using a worksheet? The aim of this study is to describe the students' perception of the use of worksheets as helping tools in semantics class and to find the advantages of using it. The subject of this research is the fifth-semester students in the English Department at the University of Cokroaminoto Palopo. The method of this study is a descriptive study. The procedures of collecting data are giving questionnaires and interviews and then the writer analyzed the data by adopting Matthew B. Miles and A. Michael Huberman's pattern. There were three steps; data reduction, data

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display, and conclusion. After that, the writer tabulated the gained data in making the description of the data. The result of this study shows; (1) Students are giving positive and good perception on the use of worksheet as helping tools in semantics class and (2) The advantage of using the worksheet as helping tools in teaching semantics are; it helped the students in understanding the question and answering the question easily, it also helped them in remembering the past material by using the worksheet. So, it can be concluded that the use of worksheets as helping tools in semantics class got a positive response from the students.

In this research the writer will examine the construction requirements, where previous researchers have examined several things that support the feasibility and standards of the worksheets, such as the researchers found typos and grammatical errors in the worksheets, the lack of detailed explanations and pictures that will support students' understanding in studying the worksheets material.

C. Conceptual Framework

Conceptual framework is a preliminary model of a problem in research and the relationship of the variables studied. The purpose of the conceptual framework is to guide and synthesize or direct research, as well as guidelines for analysis and an intervention (Swarjana, 2012). Jonathan H. Turner (2001) in Sociological Theory Handbook stated that the conceptual framework be used to facilitate and bridge the movement of people and social structure, understanding life social, determine the variation of social structure and

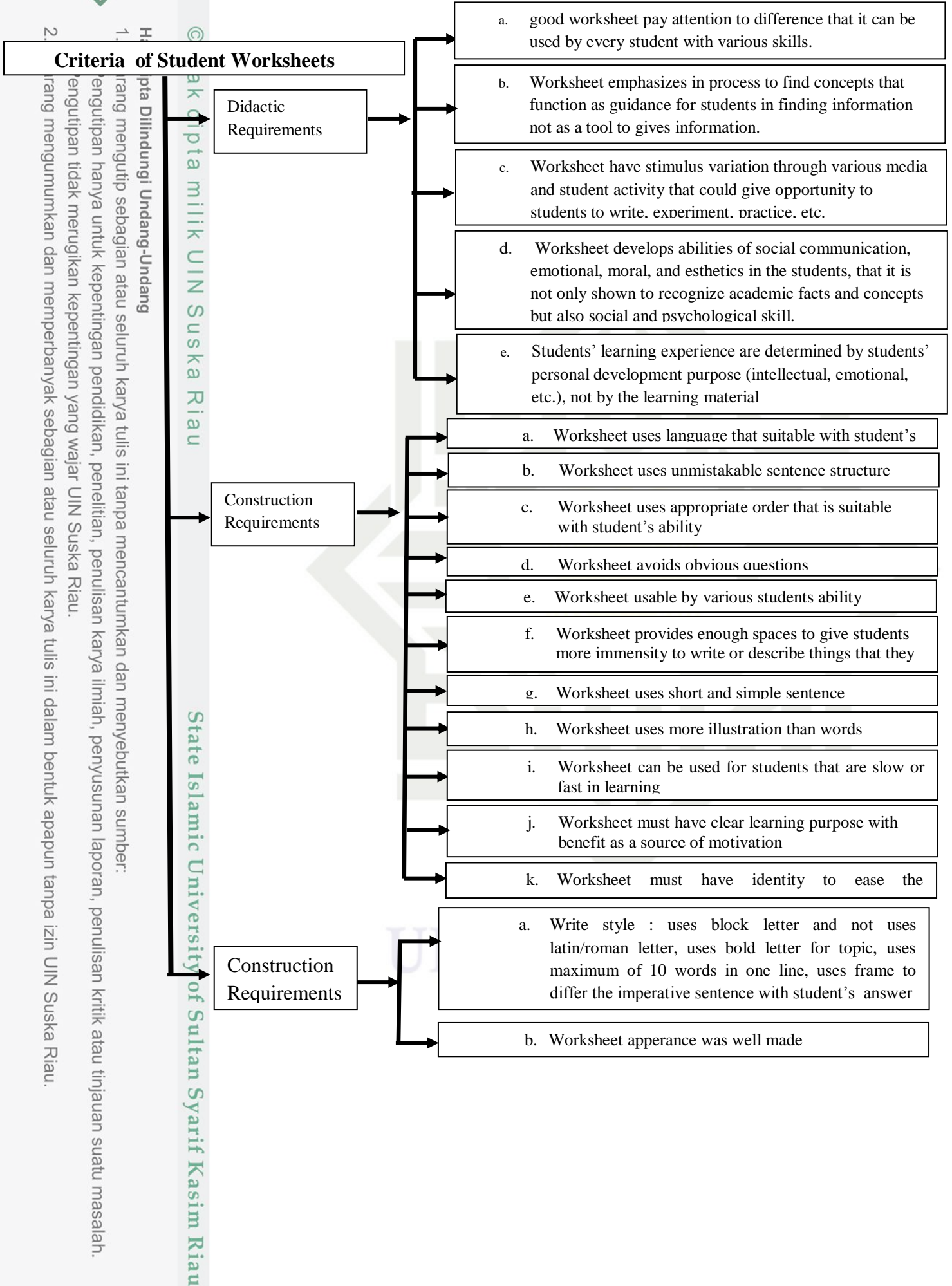


personal and relationship variations among these variations. Klaus Krippendorff (2004) in Content Analysis: An Introduction to Its The methodology states that the framework Conception is a goal and a process content analysis. conceptual framework serves three purposes, namely prescriptive, analysis, and metrology. Objective prescriptive to guide conceptualization and research design.

Analytical goals to facilitate critical inquiry and comparison content analysis. There uses triangulation instrument that is covering the list of assessments in form of table designed based on Darmodjo and Kaligis's theory of worksheet's requirements and basic worksheet structure issued by Education Department. the assessments are:Hendro Darmodjo and Jenny R.E Kaligis, 1992:41-46): construction requirement which has thecriteria such as:

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CHAPTER III

RESEARCH METHOD

This chapter would discuss the methods used by researchers in conducting research. Consists of several sub-chapters, namely research approaches, types of research, data sources, data collection techniques, and data analysis techniques

A. Research Design

Comprehensively, the method in this research is qualitative research because the data of this research are basically non-numeric data (Hamid Patilima,2010:5). This application is also on the main reason that the qualitative analysis approach involves developing categorical data, allocate the original data units to the appropriate categories, recognize relationships within and between data categories, development and testing hypothesis to produce reasonable conclusions according to Rachmat Kriyantono (2006), “qualitative research aims to explain the phenomena deeply through deep data collection. Furthermore, related to this context, descriptive analysis also does the same thing to monitor all data and determine meaningful concepts from they. In other words, the descriptive analysis operation in this study practically related to grounded theory, the main purpose of which is to produce comprehensive explanation of phenomena based on reality (Nazir,1988).



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B. Time and Location of the Research

This research would be conducted at SMPN 2 Tambang on May 2022, it is located at Rimba Panjang, Kec. Tambang, Kab. Kampar, Riau.

C. Subject and Object of the Research

The object of this research is the second semester students' worksheets in English lessons and the subject of this research is the seventh grade of SMPN 2 Tambang

D. Technique of Data Collection

The data would collected through document analysis as the data collection method, according to Administration Methods (2010), “Document analysis was a form of qualitative research in which documents were interpreted by the writer to give voice and meaning around an assessment topic.” It could be implied that document analysis is conducted by researcher to gain more proof in proving a particular phenomenon. Triangulation is also necessary to be conducted by the writer to keep the data validity, the triangulation steps are consisting of:

1) Consulting with the Expert

This step is conducted to gain approbation from the expert, in other words a lecturer in UIN Suska Riau for the research instrument that used in this study.

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2) Finding supplementary data

It is necessary for the writer to gain supplementary data from school officers in other words, the headmaster or vice headmaster of curriculum. This step is carried in order to improve the instrument and data's validation.

This study uses triangulation instrument (Yulianto Kamaludin Zaky ; 2017) that is covering the list of assessments in form of table designed based on Darmodjo and Kaligis's, theory of worksheet's requirements and basic worksheet structure issued by Education Department. the assessments are: Table 3.1 Triangulation instrument

NO	Aspect	Result	
		Rater I	Rater II
1.	Didactic	1. Provide clear instruction for each tasks	
		2. Giving students more explanation opportunity	
		3. Developing student social and psychological skills	
	Construction	1. Uses language that is suitable with student maturity	
		2. Uses unmistakable sentence	
		3. Uses appropriate exercise order (easy to difficult)	
		4. Avoid too open questions	
		5. Uses short and simple sentence	



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		6. Useable by various student's ability
		7. Uses illustrations more than words
		8. Have clear learning purpose with benefit as a source of motivation
		9. Contains school's identity and current lesson's name
		10. Indicators are relevant with the basic competence
		11. Provide enough space to give students more immensity to write or describe things that they want to convey
3.	Technical	<ol style="list-style-type: none"> 1. Write style : uses block letter and not uses latin/roman letter, uses bold letter for topic, uses maximum of 10 words in one line, uses frame to differ the imperative sentence with student's answer 2. Worksheet appearance was well made
		Total

Weight rating: 0 = Doesn't contain the proposed requirement; 1 = Almost contains the proposed requirement; 2 = Contains the proposed requirement. Final Score explanation for the Value:

- 34 = relevant; this means the worksheet is already relevant with the requirements and don't need any revision.*
- 20-33 = relevant but needs revision; this indicates the worksheet is good but some revisions are necessary to improve the worksheet's quality.*
- 11-19 = must be revised; this could be implied the worksheet must be revised thoroughly before applied in class.*
- 0-10 = irrelevant; unfortunately, the worksheet regarded as doesn't meet the requirements and therefore must be remade.*



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In this study, the data are taken from second semester worksheets composed by an English language student in SMPN 2 Tambang from class VII.

E. Technique of Data Analysis

In this case, some procedures of analyzing data done by writer are specifically divided in several phases as follows:

1. Identify the Properness in the English Worksheets

Basically, primary data of English worksheets' teaching materials and indicators gained by worksheet study is identified in order to obtain several types of the properness. The properness examined in the worksheet study are fundamental and commonly found in every worksheet study such as how many components in the worksheet that follow the requirements. This identification process of the worksheets' properness is involving the theory explained in the previous chapter.

2. Convert the Properness into Two Aspects of Teaching Materials and Indicators

As the properness examined are based on teaching materials and indicators, the main process of this phase is categorizes all the properness in terms of teaching materials and indicators. The aspects examined from the teaching materials and indicators are how the

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worksheets are composed, how relevant are them with the current curriculum and how suitable are them for students with various skill.

3. Evaluation

In this phase, the properness in English worksheet basically will be compared with the requirements of proper worksheet proposed by experts. The process is used to explain types and criteria. So, the last step of this phase is transformation and reconstruction the properness suggestion of English worksheet into proper and qualified worksheet that also matches with requirements proposed by experts to the English teacher.

4. Raise the General Theory by Conducting Inductive Process

The final phase in analyzing data is fulfilling the inductive process, which implicates determining the key ideas. In this research, inductive process is directed to raise a concept that generally explains the factual phenomena regarding the qualification of the used worksheet in SMPN 2 Tambang.

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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions from the research. Based on research results related to how the shape and relevance of student worksheet used by SMPN 2 Tambang students are in accordance with the needs of student worksheets proposed by experts. It also provides suggestions related to improvement of student worksheets and further study outside the scope of this research.

A. Conclusion

Based on the results of the study, it can be stated that the worksheet used by class VII students of SMPN 2 Tambang is considered quite relevant to the requirements of a good student's worksheet proposed by the experts but needs to be revised in order to increase the potential of the student's worksheet in helping students deepen their knowledge.

B. Suggestion

At the end of the study, the author hopes that this research can contribute to the readers, and to the students' level and there are some suggestions that are expected to improve the quality of the student's worksheet:

Author of worksheet, the author needs to revise the worksheet based on the guidelines proposed by the experts.

For teachers, Teachers should know more about the requirements of good worksheets proposed by experts so that teachers can improve the teaching and learning process.

For school, Due to the lack of information regarding the requirements for a good worksheet, it is suggested to the school to provide a workshop to assist teachers in delivering the worksheet used by students.

For other researchers, Hopefully the next researcher can follow up this analysis by exploring the quality of other English worksheets so that the quality of the worksheets used by students continues to develop better.

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No	Aspect		Result	
			Rater I	Rater II
1	Didactic	1. Provide clear instruction for each tasks		
		2. Giving students more explanation opportunity		
		3. Developing student social and psychological skills		
2	Construction	1. Uses language that is suitable with student maturity		
		2. Uses unmistakable sentence		
		3. Uses appropriate exercise order (easy to difficult)		
		4. Avoid too open questions		
		5. Uses short and simple sentence		
		6. Useable by various students ability		
		7. Uses illustrations more than words		
		8. Have clear learning purpose with benefit as a source of motivation		
		9. Contains school's identity and current lesson's name		
		10. Provide basic competence		
		11. Indicators are relevant with the basic competence		
		12. Provide enough space to give students more immensity to write or describe things that they want to convey		
3	Technical	1. Write style : uses block letter and not uses latin/roman letter, uses bold letter for topic, uses maximum of 10 words in one line, uses frame to differ the imperative sentence with student's answer		
		2. Worksheet appearance was well made		
Total				

Weight rating: 0 = Doesn't contain the proposed requirement; 1 = Almost contains the proposed requirement; 2 = Contains the proposed requirement. Final Score explanation for the Value:

- 34 = relevant; this means the worksheet is already relevant with the requirements and don't need any revision.*
- 20-33 = relevant but needs revision; this indicates the worksheet is good but some revisions are necessary to improve the worksheet's quality.*
- 11-19 = must be revised; this could be implied the worksheet must be revised thoroughly before applied in class.*
- 0-10 = irrelevant; unfortunately, the worksheet regarded as doesn't meet the requirements and therefore must be remade.*



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Score of seventh grade student worksheet

No	Worksheet	Value		Description	
		Rater 1	Rater 2	Rater 1	Rater 2
1	it's a Beautiful Day	27	28	Relevant but needs revision	Relevant but needs revision
2	We Love What We Do	28	28	Relevant but needs revision	Relevant but needs revision
3	I'm Proud of Indonesia	32	27	Relevant but needs revision	Relevant but needs revision
4	That's What Friends are Supposed to Do	29	27	Relevant but needs revision	Relevant but needs revision

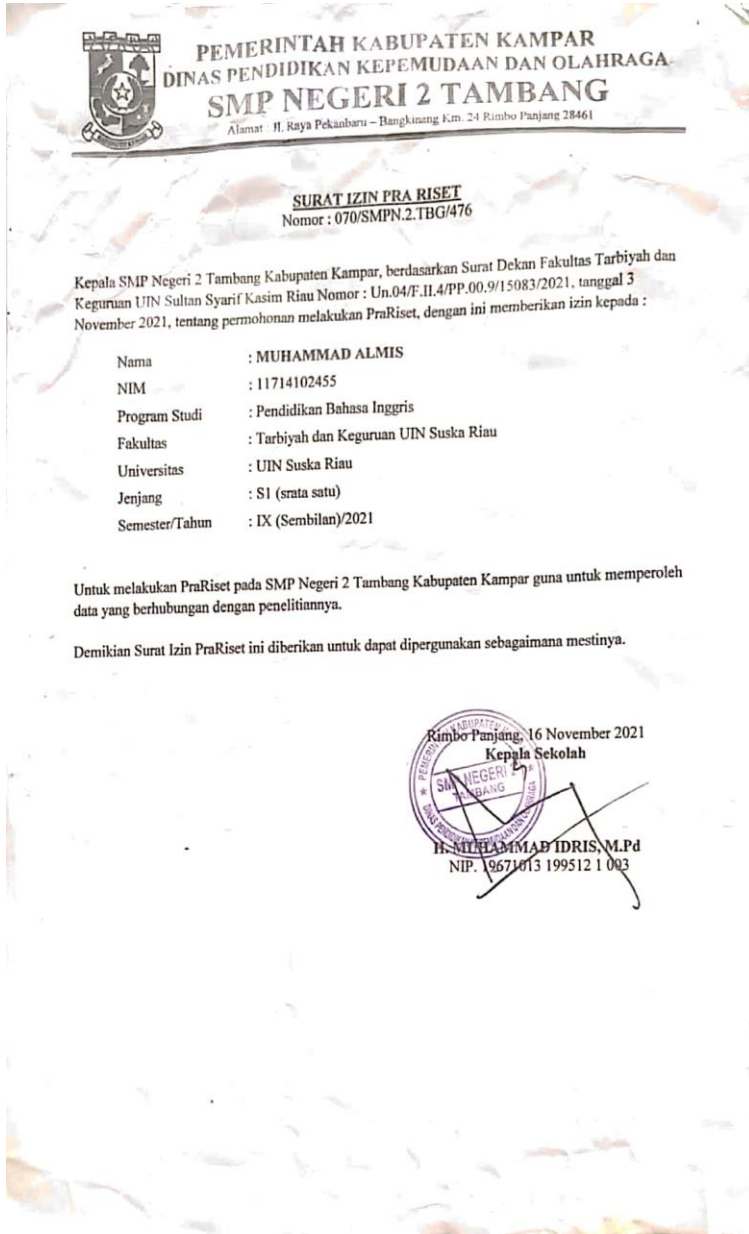
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Pekanbaru, 18 Februari 2022 M

Nomor : Un.04/F.11/PP.00.9/2044/2022
Sifat : Biasa
Lamp : 1 (Satu) Proposal
Hal : **Mohon Izin Melakukan Riset**

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : MUHAMMAD ALMIS
NIM : 11714102455
Semester/Tahun : X (Sepuluh)/ 2022
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : Analysis of The Seventh Grade Students Worksheet of English Subject at SMPN 2 Tambang

Lokasi Penelitian : SMPN 2 Tambang

Waktu Penelitian : 3 Bulan (18 Februari 2022 s.d 18 Mei 2022)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Dr. H. Kadar, M.Ag. #
NIP.19650521 199402 1 001

Tembusan :
Rektor UIN Suska Riau

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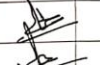




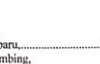
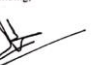
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Alamat : J. H. R. Sudirman Km. 16 Tampar. Pekanbaru Riau 28293 P.O. BOX 1068 Telp. (0756) 7277337 Fax. (0756) 211329

**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing :
 - a. Seminar usut Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Dr. Bakhuri, S. Pd. I. M. Pd
 - a. Nomor Induk Pegawai (NIP) : 197905122007101001
3. Nama Mahasiswa : Muhammad Almis
4. Nomor Induk Mahasiswa : 11714102455
5. Kegiatan :


No	Tanggal Konsultasi	Materi Bimbingan	TanMa Tangan	Keterangan
1	12 Mei 2022	Bimbingan kestruktur		
2	18 Mei 2022	Bimbingan kestruktur		
3	05 Juli 2022	Bimbingan Bab 4 dan 5		
4	20 Juli 2022	Bimbingan Bab 4 dan 5		
5	23 Juli 2022	Bimbingan Bab 4 dan 5		
6	03 Agustus 2022	Bimbingan Bab 4 dan 5		
7	12 Agustus 2022	Approved for mumpagasta		

Pekanbaru.....2022
Pembimbing,

Dr. Bakhuri, S. Pd. I. M. Pd
NIP. 197905122007101001



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**LAMPIRAN BERITA ACARA
UJIAN PROPOSAL**

Nama	MUHAMMAD ALMIS
Nomor Induk Mahasiswa	11714102455
Hari/ Tanggal	Selasa / 28 Desember 2021
Judul Proposal Penelitian	ANALYSIS of the Seventh Grade students Worksheet of English Subject at SMPN 2 Tambang


NO	URAIAN PERBAIKAN
1.	Explore the students difficulties in accomplishing the worksheets.
2.	Add information about related researches dealing with your research.
3.	Insert indicator of proper teaching material in your problem
4.	Revise the research method

Pengji I



Dr. Fauziah A. M. Huda

Pekanbaru,
Pengji II



Kurnia Budiyanti, M. Pd

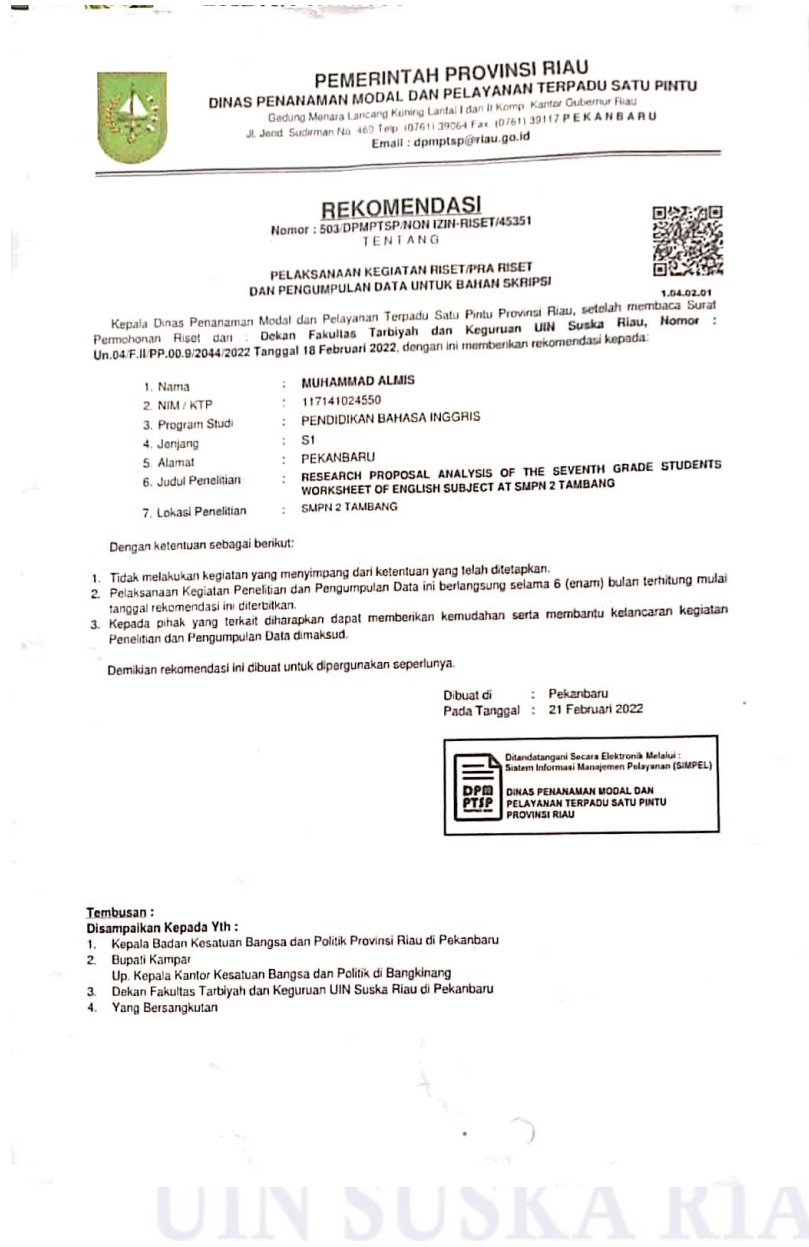
Note:
Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing

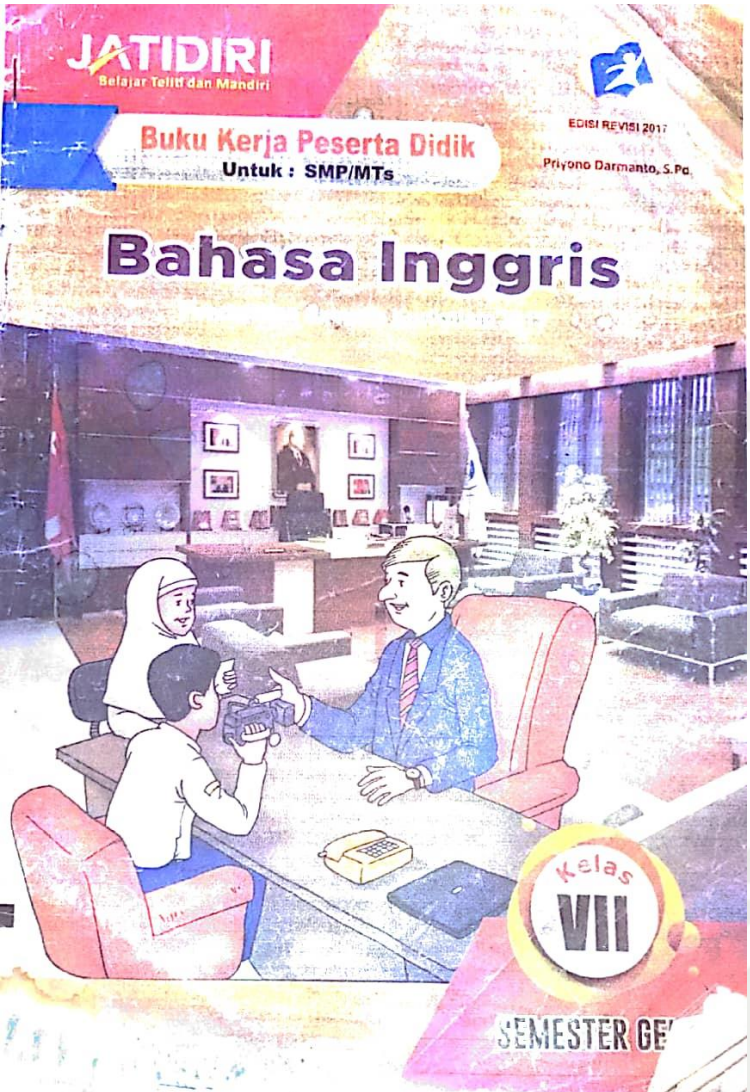




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Chapter
1

It's a Beautiful Day!

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

- 3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan be, adjective)
- 4.5 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

Learning purpose

By learning this chapter, students will be able to

1. comprehend adjectives in the English language, and
2. describe objects with the correct adjectives.


Indicators

1. Understand the role of adjectives in a sentence.
2. Compose sentences with correct adjectives.

Apperception

Ketika kita ada sesuatu yg hanya bisa dirasakan kita
 When we have something that we can only feel, we usually use the adjective. Look at the sentence "It is a beautiful day. Adjective is a word we use to describe the noun. So, by saying It is a beautiful day, we describe about the day. Besides describing about what we feel, we can also use adjective to describe something else, like appearance, habit, characteristic, etc.

In this chapter, we will learn about adjective, from forming it in the four aspect (listening, speaking, reading and writing), we will also learn the role adjective in sentences. So, let's learn this chapter.



Source: https://media.swncdn.com/cms/CROSSCARDS/34129-ccc_HaveBeautifulDay500w.tn.jpg
 Pictures a beautiful day

2
Bahasa Inggris/VII/Genap



Hak Cipta Dilindungi Undang-Undang

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Chapter

2

kita menyukai yang kita lakukan

We Love What We Do

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

- 3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan langkah laku/tindakan/ fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense)
- 4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait langkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Learning purpose

By learning this chapter, students will be able to :

- 1 tell the habits of animal, or human's occupation, also
- 2 make English sentences using declarative and simple present tense


Indicators

1. Identify the people's job or profession.
2. Make a sentences that are related to human's habit and profession.

Apperception

A job is an activity, often regular and often performed in exchange for payment. Many people have multiple jobs (e.g., parent, homemaker, and employee). A person can begin a job by becoming an employee, volunteering, starting a business, or becoming a parent. The duration of a job may range from temporary (e.g., hourly odd jobs) to a lifetime (e.g., judges).

Job is one of the human's habit. Besides discussing about human's occupation, we will also learn about animal's habit. Examples of animal's habit are the birds that chirp, the cats that eat fish, etc. We use declarative and simple present tense to describe all of them. So, let's learn this chapter happily.



Source: <https://www.english-learn-online.com/wp-content/uploads/jobs-occupations.jpg>
Various kinds of work

16

Bahasa Inggris/VII/Genap

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Chapter
3

I'm Proud of Indonesia

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

- 3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.7 Teks deskriptif
- 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.
- 4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

Learning purpose

- By learning this chapter, students will be able to :
- 1 identify the social function, generic structure, and language features of descriptive text, and
 - 2 make a proper English descriptive text.

Indicators

- 1 Identify the elements of descriptive text.
- 2 Identify the language feature of descriptive text.
- 3 Making a good descriptive text.

Apperception

Have you ever gone to the Klayar Beach? Can you describe it? Klayar beach is located in Pacitan, East Java. The beach is so awesome. You can do many things in that beach. One of the thing you would like to do in Klayar Beach is making a sand castle. It is an awesome thing that you can go to Klayar Beach and play sand there.

Based on the text above, we just read a descriptive text. Descriptive text is a text we use to describe something, some place, or someone. That seems similar to the report text, isn't it? However, there is a difference between descriptive and report text. While we write report text in an objective way, we write descriptive text in a subjective way. What are the details about descriptive text? Let's learn this chapter deeper for more information.



Source: <https://www.traveling.net/pantai-klayar/>

Klayar Beach

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Chapter

4

That's What Friends are Supposed to Do

Kompetensi Inti

1. Memahami pengetahuan (fakta, konsep, dan prosedural) berdasarkan rasa ingih dirinya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
2. Menelaah, 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

- 1.1 Menunjukkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs
- 4.7 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs

Learning purpose

By learning this chapter, students will be able to:

1. learn the element of the song
2. analyze the elements of the song
3. sing an English song in a proper ways, and
4. analyze the English lyrics

Indicators


1. Know the elements of the song
2. Memorize the favorite songs
3. Sing the English song correctly
4. Analyze the meaning behind the song

Apperception

Perkenalan dan hal yang penting & kreatif

Friendship is the thing that colors our life. Friendship can help us to be a better person. By asking our friend's help, we can face our problems. In short, friendship is an important thing in our life.

There are many things to express our sense of friendship. One of them is through song. Song is one of the most used cultural product. By learning about song, we can express ourselves in a creative ways. Besides that, song can be used to learn about foreign languages. So, without further ado, let's learn this chapter happily!



Source: <https://www.freepik.com/free-photo/vector/music>

Bahasa Inggris/VII/Genap



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Rater : Kurnia Budiyanti, M.Pd
 Chapter : 1
 Page : 2 - 15

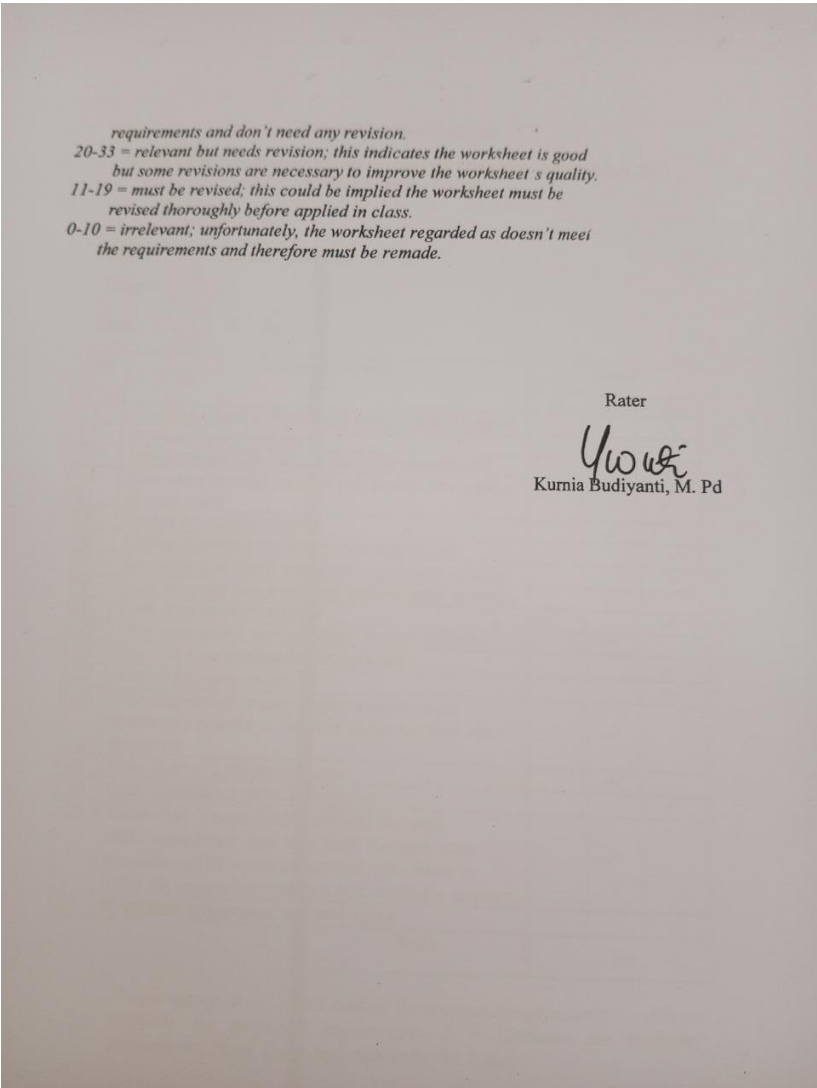
No	Assessed Aspects	Result		
		0	1	2
1	Contains school's identity and current lesson's name			✓
2	Provides basic competence			✓
3	Indicators are relevant with the basic competence			✓
4	Have clear learning purpose with benefit as a source of motivation			
5	Usable by various students		✓	
6	Giving students more exploration opportunity			✓
7	Developing students' social and psychological skills			✓
8	Uses language that is suitable with students' maturity		✓	
9	Uses unmistakable sentence			✓
10	Uses appropriate exercise order (easy to difficult)		✓	
11	Provides clear instruction for each tasks		✓	
12	Avoids too open questions			✓
13	Provides enough spaces to give students more immensity to write or describe things that they want to convey		✓	
14	Uses short and simple sentence		✓	
15	Uses illustrations more than words			✓
16	Write style : (uses block letter and not uses latin/roman letter, uses bold letter for topic, uses maximum of 10 words in one line, uses frame to differ the imperative sentence with student's answer)		✓	
17	Worksheet appearance was well made			✓
Total				34

Weight rating: 0 = Doesn't contain the proposed requirement; 1 = Almost contains the proposed requirement; 2 = Contains the proposed requirement. Final Score explanation for the Value:

34 = relevant; this means the worksheet is already relevant with the

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Rubric Worksheet Analysis

“Buku Kerja Peserta Didik Bahasa Inggris Pendekatan Saintek Kurikulum 2013
Kelas 7 Semester Genap”

Rater : Kurnia Budiyanti, M.Pd

Chapter : 2

Page : 16 - 30

No	Assessed Aspects	Result		
		0	1	2
1	Contains school's identity and current lesson's name			✓
2	Provides basic competence			✓
3	Indicators are relevant with the basic competence			✓
4	Have clear learning purpose with benefit as a source of motivation			✓
5	Usable by various students		✓	
6	Giving students more exploration opportunity			✓
7	Developing students' social and psychological skills			✓
8	Uses language that is suitable with students' maturity		✓	
9	Uses unmistakable sentence			✓
10	Uses appropriate exercise order (easy to difficult)		✓	
11	Provides clear instruction for each tasks			✓
12	Avoids too open questions			✓
13	Provides enough spaces to give students more immensity to write or describe things that they want to convey		✓	
14	Uses short and simple sentence		✓	
15	Uses illustrations more than words			✓
16	Write style : (uses block letter and not uses latin/roman letter, uses bold letter for topic, uses maximum of 10 words in one line, uses frame to differ the imperative sentence with student's answer)		✓	
17	Worksheet appearance was well made			✓
Total			28	

Weight rating: 0 = Doesn't contain the proposed requirement; 1 = Almost contains the proposed requirement; 2 = Contains the proposed requirement. Final Score explanation for the Value:

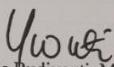
34 = relevant; this means the worksheet is already relevant with the

Hak Cipta Dilindungi Undang-Undang

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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0-10 = irrelevant; unfortunately, the worksheet regarded as doesn't meet the requirements and therefore must be remade.*

Rater


Kurnia Budiyantri, M. Pd

Hak Cipta Dilindungi Undang-Undang

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Rubric Worksheet Analysis
 “Buku Kerja Peserta Didik Bahasa Inggris Pedekatan Saintek Kurikulum 2013
 Kelas 7 Semester Genap”

Rater : Kurnia Budiyanti, M. Pd
 Chapter : 3
 Page : 31 - 46

No	Assessed Aspects	Result		
		0	1	2
1	Contains school's identity and current lesson's name			✓
2	Provides basic competence			✓
3	Indicators are relevant with the basic competence			✓
4	Have clear learning purpose with benefit as a source of motivation			✓
5	Usable by various students			✓
6	Giving students more exploration opportunity			✓
7	Developing students' social and psychological skills			✓
8	Uses language that is suitable with students' maturity			✓
9	Uses unmistakable sentence			✓
10	Uses appropriate exercise order (easy to difficult)		✓	
11	Provides clear instruction for each tasks			✓
12	Avoids too open questions			✓
13	Provides enough spaces to give students more immensity to write or describe things that they want to convey			✓
14	Uses short and simple sentence			✓
15	Uses illustrations more than words			✓
16	Write style : (uses block letter and not uses latin/roman letter, uses bold letter for topic, uses maximum of 10 words in one line, uses frame to differ the imperative sentence with student's answer)		✓	
17	Worksheet appearance was well made			✓
Total				

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Rater


Kurnia Budiyanti, M. Pd



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Rubric Worksheet Analysis

"Buku Kerja Peserta Didik Bahasa Inggris Pedekatan Saintek Kurikulum 2013
Kelas 7 Semester Genap"

Rater : Kurnia Budiyanti, M.Pd
Chapter : 4
Page : 47 - 63

No	Assessed Aspects	Result		
		0	1	2
1	Contains school's identity and current lesson's name			✓
2	Provides basic competence			✓
3	Indicators are relevant with the basic competence			✓
4	Have clear learning purpose with benefit as a source of motivation			✓
5	Usable by various students		✓	
6	Giving students more exploration opportunity			✓
7	Developing students' social and psychological skills			✓
8	Uses language that is suitable with students' maturity		✓	
9	Uses unmistakable sentence			✓
10	Uses appropriate exercise order (easy to difficult)		✓	
11	Provides clear instruction for each tasks			✓
12	Avoids too open questions			✓
13	Provides enough spaces to give students more immensity to write or describe things that they want to convey		✓	
14	Uses short and simple sentence			✓
15	Uses illustrations more than words			✓
16	Write style : (uses block letter and not uses latin/roman letter, uses bold letter for topic, uses maximum of 10 words in one line, uses frame to differ the imperative sentence with student's answer)		✓	
17	Worksheet appearance was well made			✓
Total				

Weight rating: 0 = Doesn't contain the proposed requirement; 1 = Almost contains the proposed requirement; 2 = Contains the proposed requirement. Final Score explanation for the Value:

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Rater


Kurnia Budiyanti, M. Pd



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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Rubric Worksheet Analysis
 "Buku Kerja Peserta Didik Bahasa Inggris Pedekatan Saintek Kurikulum 2013
 Kelas 7 Semester Genap"

Rater : Dedi Wahyudi, M.Pd
 Chapter : I
 Page : 2 - 15

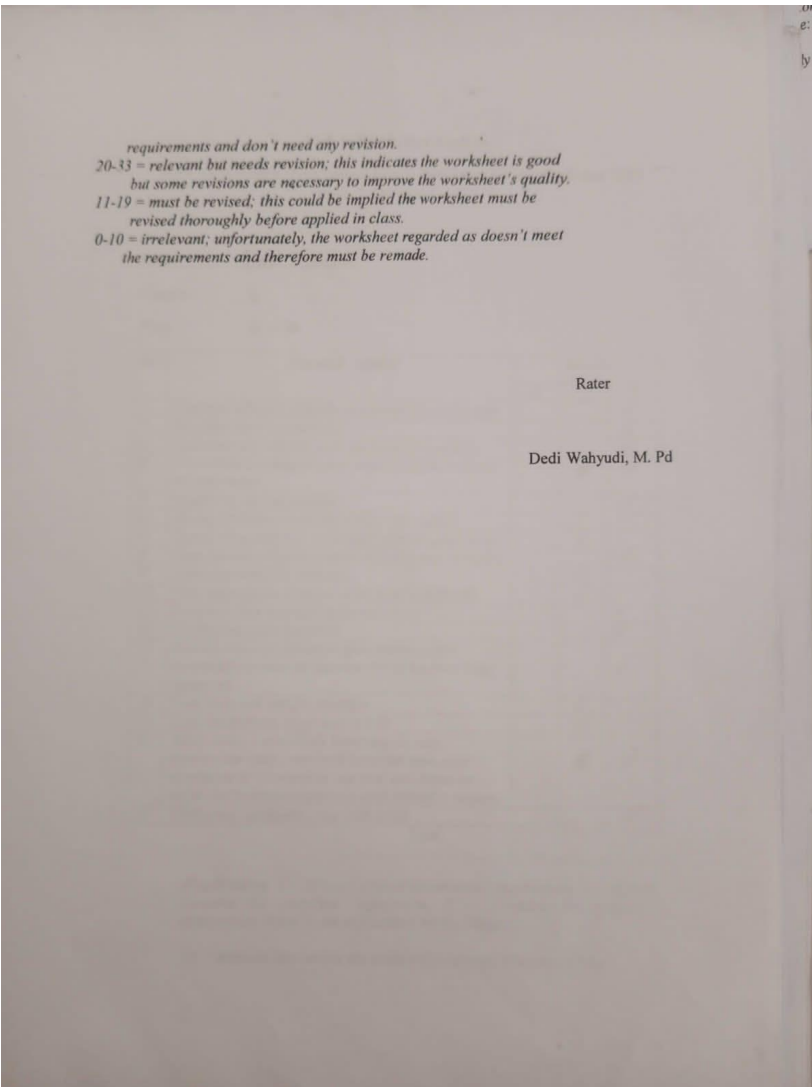
No	Assessed Aspects	Result		
		0	1	2
1	Contains school's identity and current lesson's name			✓
2	Provides basic competence			✓
3	Indicators are relevant with the basic competence		✓	
4	Have clear learning purpose with benefit as a source of motivation			✓
5	Usable by various students			✓
6	Giving students more exploration opportunity			✓
7	Developing students' social and psychological skills		✓	
8	Uses language that is suitable with students' maturity			✓
9	Uses unmistakable sentence		✓	
10	Uses appropriate exercise order (easy to difficult)		✓	
11	Provides clear instruction for each tasks			✓
12	Avoids too open questions			✓
13	Provides enough spaces to give students more immensity to write or describe things that they want to convey			✓
14	Uses short and simple sentence		✓	
15	Uses illustrations more than words		✓	
16	Write style : (uses block letter and not uses latin/roman letter, uses bold letter for topic, uses maximum of 10 words in one line, uses frame to differ the imperative sentence with student's answer)			✓
17	Worksheet appearance was well made			✓
Total				

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Rubric Worksheet Analysis

“Buku Kerja Peserta Didik Bahasa Inggris Pendekatan Saintek Kurikulum 2013
Kelas 7 Semester Genap”

Rater : Dedi Wahyudi
Chapter : II
Page : 16 - 30

No	Assessed Aspects	Result		
		0	1	2
1	Contains school's identity and current lesson's name			✓
2	Provides basic competence			✓
3	Indicators are relevant with the basic competence			✓
4	Have clear learning purpose with benefit as a source of motivation		●	✓
5	Usable by various students			✓
6	Giving students more exploration opportunity		✓	
7	Developing students' social and psychological skills		✓	
8	Uses language that is suitable with students' maturity			✓
9	Uses unmistakable sentence		✓	
10	Uses appropriate exercise order (easy to difficult)		✓	
11	Provides clear instruction for each tasks			✓
12	Avoids too open questions			✓
13	Provides enough spaces to give students more immensity to write or describe things that they want to convey			✓
14	Uses short and simple sentence		✓	
15	Uses illustrations more than words		✓	
16	Write style : (uses block letter and not uses latin/roman letter, uses bold letter for topic, uses maximum of 10 words in one line, uses frame to differ the imperative sentence with student's answer)		●	✓
17	Worksheet appearance was well made			✓
Total				

Weight rating: 0 = Doesn't contain the proposed requirement; 1 = Almost contains the proposed requirement; 2 = Contains the proposed requirement. Final Score explanation for the Value:

Hak Cipta Dilindungi Undang-Undang

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Rater

Dedi Wahyudi, M. Pd



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Rubric Worksheet Analysis

"Buku Kerja Peserta Didik Bahasa Inggris Pedekatan Saintek Kurikulum 2013
Kelas 7 Semester Genap"

Rater : Dedi Wahyudi
Chapter : III
Page : 31 - 46

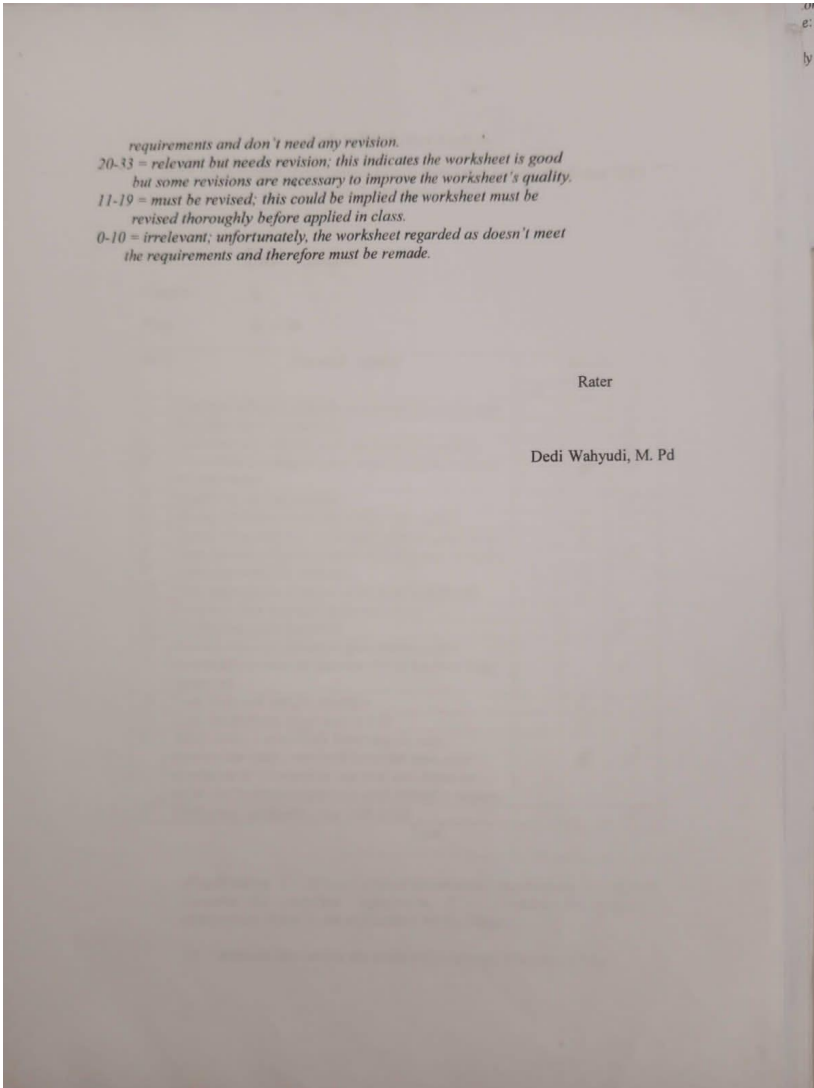
No	Assessed Aspects	Result		
		0	1	2
1	Contains school's identity and current lesson's name			✓
2	Provides basic competence			✓
3	Indicators are relevant with the basic competence		✓	
4	Have clear learning purpose with benefit as a source of motivation			✓
5	Usable by various students			✓
6	Giving students more exploration opportunity		✓	
7	Developing students' social and psychological skills		✓	
8	Uses language that is suitable with students' maturity			✓
9	Uses unmistakable sentence		✓	
10	Uses appropriate exercise order (easy to difficult)		✓	
11	Provides clear instruction for each tasks		✓	✓
12	Avoids too open questions			✓
13	Provides enough spaces to give students more immensity to write or describe things that they want to convey			✓
14	Uses short and simple sentence		✓	
15	Uses illustrations more than words		✓	
16	Write style : (uses block letter and not uses latin/roman letter, uses bold letter for topic, uses maximum of 10 words in one line, uses frame to differ the imperative sentence with student's answer)			✓
17	Worksheet appearance was well made			✓
Total				

Weight rating: 0 = Doesn't contain the proposed requirement; 1 = Almost contains the proposed requirement; 2 = Contains the proposed requirement. Final Score explanation for the Value:

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Rubric Worksheet Analysis
 "Buku Kerja Peserta Didik Bahasa Inggris Pedekatan Saintek Kurikulum 2013
 Kelas 7 Semester Genap"

Rater : Dedi Wahyudi
 Chapter : IV
 Page : 47-69

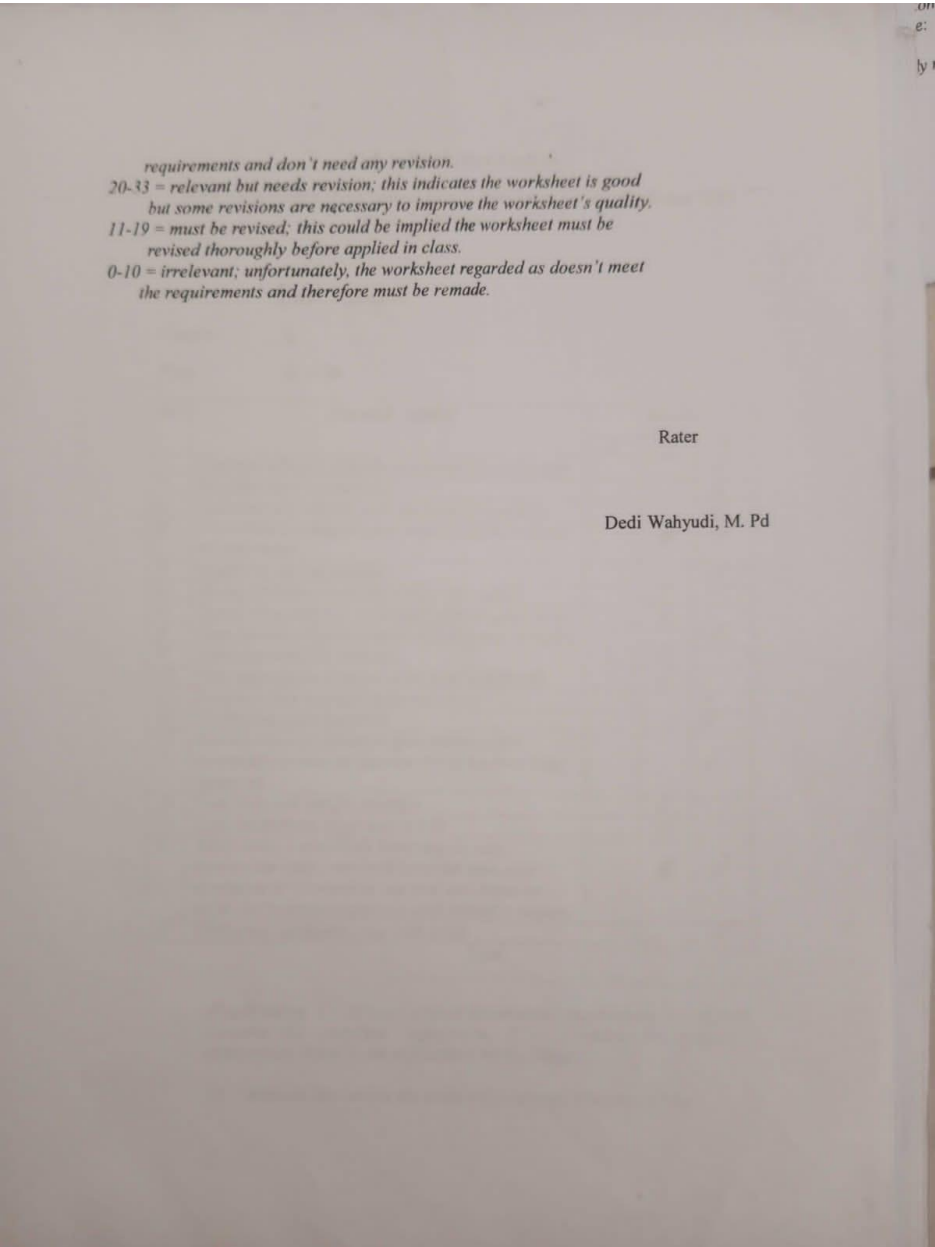
No	Assessed Aspects	Result		
		0	1	2
1	Contains school's identity and current lesson's name			2
2	Provides basic competence			2
3	Indicators are relevant with the basic competence		✓	
4	Have clear learning purpose with benefit as a source of motivation			2
5	Usable by various students			2
6	Giving students more exploration opportunity		✓	
7	Developing students' social and psychological skills		✓	
8	Uses language that is suitable with students' maturity			2
9	Uses unmistakable sentence		✓	
10	Uses appropriate exercise order (easy to difficult)		✓	
11	Provides clear instruction for each tasks			2
12	Avoids too open questions			2
13	Provides enough spaces to give students more immensity to write or describe things that they want to convey			2
14	Uses short and simple sentence		✓	
15	Uses illustrations more than words		✓	
16	Write style : (uses block letter and not uses latin/roman letter, uses bold letter for topic, uses maximum of 10 words in one line, uses frame to differ the imperative sentence with student's answer)			2
17	Worksheet appearance was well made			2
Total				

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Muhammad Almis was born on November, 10th 1998 in Koto Tuo, Kampar. He is the son of Mr. Hamidi Z and Mrs. Siti Mayuna, he has three brothers name Parmadi, Haidi M.Pd and Muhammad Thoib S.Pd. He graduated from State Elementary School 013 Koto Kampar and continued his study at Junior High School 2 XIII Koto Kampar then he continued to Senior High School 1 Batu Besurat in 2014 and graduated in 2017. In 2017, he was accepted become of the students in English Education Department, Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau Pekanbaru. On July 2020, he was doing KKN-DR (Kuliah Kerja Nyata Dari Rumah) in Koto Tuo Barat. Then he was doing Pre-Service Teacher Training Practice at Vocational High School Multi Mekanik Masmur, Pekanbaru. Finally, he followed Final Examination for her Undergraduate Degree in English Education and her thesis entitled “Analysis of the Seventh Grade Students Worksheet of English Subject at SMPN 2 Tambang”

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