

**AN ANALYSIS OF GRADE VII ENGLISH
WORKSHEET BY MUSYAWARAH GURU
MATA PELAJARAN (MGMP) PEKALONGAN
BASED ON GREENE AND PETTY'S
CRITERIA FOR HIGH QUALITY
TEXTBOOKS**

A Thesis

Submitted in Partial Fulfillment of the Requirements for the Degree

Sarjana Pendidikan in English Education



By:

Farizzakariya

2519125

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
K.H. ABDURRAHMAN WAHID PEKALONGAN
2026**

**AN ANALYSIS OF GRADE VII ENGLISH
WORKSHEET BY MUSYAWARAH GURU
MATA PELAJARAN (MGMP) PEKALONGAN
BASED ON GREENE AND PETTY'S
CRITERIA FOR HIGH QUALITY
TEXTBOOKS**

A Thesis

Submitted in Partial Fulfillment of the Requirements for the Degree

Sarjana Pendidikan in English Education



By:

Farizzakariya

2519125

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
K.H. ABDURRAHMAN WAHID PEKALONGAN
2026**

SURAT PERNYATAAN KEASLIAN SKRIPSI

Dengan ini saya,

Nama : Farizzakariya

NIM : 2519125

Program Studi : Tadris Bahasa Inggris

Menyatakan bahwa yang tertulis dalam skripsi berjudul **“AN ANALYSIS OF GRADE VII ENGLISH WORKSHEET BY MUSYAWARAH GURU MATA PELAJARAN (MGMP) PEKALONGAN BASED ON GREENE AND PETTY’S CRITERIA FOR HIGH QUALITY TEXTBOOKS”** ini benar-benar karya saya sendiri, bukan jiplakan dari karya orang lain atau pengutipan yang melanggar etika keilmuan yang berlaku, baik sebagian atau seluruhnya. Pendapat atau temuan orang lain yang terdapat dalam skripsi ini dikutip berdasarkan kode etik ilmiah. Demikian pernyataan ini, saya buat dengan sebenar-benarnya.

Pekalongan, 2 Juli 2026

Yang membuat pernyataan



Farizzakariya

NOTA PEMBIMBING

Kepada

Yth. Dekan FTIK UIN K.H Abdurrahman Wahid

c.q. Ketua Program Studi TBIG

di Pekalongan.

Assalamu'alaikum Wr.Wb.

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi:

Nama : Farizzakariya

NIM : 2519125

Program Studi : Tadris Bahasa Inggris

Judul : **AN ANALYSIS OF GRADE VII ENGLISH WORKSHEET BY PEKALONGAN ENGLISH SUBJECT TEACHER FORUM BASED ON GREENE AND PETTY'S CRITERIA FOR HIGH QUALITY TEXTBOOKS**

Dengan ini mohon agar skripsi tersebut segera di munaqosah kan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

Pekalongan, 1 Juli 2026

Pembimbing,



Isriani Hardini, M.A., Ph.D

NIP. 198105302009012007



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI

K.H. ABDURRAHMAN WAHID PEKALONGAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Pahlawan Km. 5 Rowolaku, Kajen, Kabupaten Pekalongan 51161

Website: ftik.uingusdur.ac.id email: ftik@uingusdur.ac.id

APPROVAL SHEET

The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, confirms that the undergraduate thesis by:

Nama : **Farizzakariya**

NIM : **2519125**

Judul : **AN ANALYSIS OF GRADE VII ENGLISH WORKSHEET
BY MUSYAWARAH GURU MATA PELAJARAN (MGMP)
PEKALONGAN BASED ON GREENE AND PETTY'S
CRITERIA FOR HIGH QUALITY TEXTBOOKS**

Has been examined and approved by the panel of examiners on Friday, 10th July 2026 as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

The Examiners,

Examiner I

Fachri Ali, M.Pd.

NIP. 198901012028012 1 013

Examiner II

Rayinda Eva Rahmah, M.Pd.

NIP. 19900924202521 2 005

Pekalongan, 14th July 2026

Assigned by

The Dean of FTIK UIN K.H. Abdurrahman Wahid Pekalongan



Prof. Dr. Muhlisin, M.Ag.

NIP. 19700700199803 1 001

MOTTO

We walk the talk, not only talk the talk

“Ir. H. Joko Widodo”



ACKNOWLEDGEMENTS

In the name of Allah, the Most Gracious, the Most Merciful.

All praise and gratitude are devoted to Allah SWT for His endless mercy, blessings, and guidance, which have enabled me to complete this thesis as one of the requirements for obtaining a Bachelor's degree in English Education. Every challenge and difficulty throughout this academic journey has become a valuable lesson that strengthened my perseverance and faith. I would like to express my sincere gratitude to:

1. My beloved parents, for their unconditional love, endless prayers, sacrifices, patience, and unwavering support throughout my life. Their encouragement has always been my greatest source of strength.
2. Mrs. Isriani Hardini, M.A., Ph.D., my thesis supervisor, for her patience, valuable guidance, constructive suggestions, and continuous support throughout the completion of this research.
3. Mr. Fachri Ali, M.Pd., and Mrs. Rayinda Eva Rahmah, M.Pd., my thesis examiners, for their valuable feedback, insightful suggestions, constructive criticism, and thoughtful recommendations during Thesis examination, which have greatly contributed to the improvement of this thesis.
4. All lecturers of the English Education Department, Faculty of Tarbiyah and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan, for sharing their knowledge, guidance, and inspiration during my academic journey.
5. All authors, researchers, and scholars whose books, journal articles, and previous studies have provided valuable references and insights for the completion of this research.
6. Lastly, I would like to thank myself for never giving up despite every challenge and obstacle throughout this journey. This thesis represents not only the completion of my academic responsibility but also a reminder that perseverance, patience, faith in Allah SWT, and continuous effort can lead to meaningful achievements.

ABSTRAK

Bahan ajar memiliki peran penting dalam mendukung pembelajaran bahasa Inggris di tingkat sekolah menengah pertama. Di antara berbagai bahan ajar tersebut, Lembar Kerja Siswa (LKS) yang dikembangkan oleh Musyawarah Guru Mata Pelajaran Bahasa Inggris Pekalongan banyak digunakan sebagai sumber belajar pendamping. Namun, LKS yang diproduksi secara lokal masih jarang dievaluasi menggunakan kerangka teori yang diakui secara luas, sehingga menimbulkan pertanyaan mengenai kualitas instruksionalnya. Penelitian ini bertujuan untuk menganalisis LKS Bahasa Inggris kelas VII yang diterbitkan oleh Musyawarah Guru Mata Pelajaran Bahasa Inggris Pekalongan berdasarkan kriteria buku teks berkualitas yang dikemukakan oleh Greene dan Petty. Penelitian ini menggunakan desain penelitian deskriptif kualitatif dengan metode analisis isi. LKS tersebut dianalisis berdasarkan sepuluh karakteristik yang diajukan oleh Greene dan Petty, yang meliputi kejelasan konsep, kesesuaian dengan kurikulum, kemampuan memotivasi siswa, dukungan ilustrasi, serta penghargaan terhadap perbedaan individu. Hasil penelitian ini diharapkan dapat mengungkap sejauh mana LKS tersebut mencerminkan karakteristik bahan ajar yang berkualitas serta memberikan masukan untuk perbaikan materi pembelajaran. Secara teoretis, penelitian ini memberikan kontribusi terhadap kajian evaluasi bahan ajar, sedangkan secara praktis penelitian ini berkontribusi pada pengembangan bahan pembelajaran bahasa Inggris yang diproduksi secara lokal.

Kata Kunci: *evaluasi lembar kerja siswa, Greene dan Petty, kriteria buku teks.*

ABSTRACT

Instructional materials play a crucial role in supporting English language learning at the junior high school level. Among these materials, student worksheets (Lembar Kerja Siswa) developed by Pekalongan English Subject Teacher Forum are widely used as supplementary teaching resources. However, locally produced worksheets are rarely evaluated using established theoretical frameworks, which raises questions regarding their instructional quality. This study aims to analyze a Grade VII English worksheet published by MGMP Pekalongan based on Greene and Petty's criteria for high-quality textbooks. The research employed a qualitative descriptive design using content analysis. The worksheet was examined according to ten characteristics proposed by Greene and Petty, including clarity of concept, curriculum relevance, student motivation, illustrative support, and respect for individual differences. The findings are expected to reveal the extent to which the worksheet reflects the characteristics of high-quality instructional materials and to provide insights for material improvement. This study contributes theoretically to instructional material evaluation and practically to the development of locally produced English learning.

Keywords: *worksheet evaluation, Greene and Petty, textbook criteria*

TABLE OF CONTENTS

[_Toc235059133](#)

A Thesis	i
SURAT PERNYATAAN KEASLIAN SKRIPSI	ii
NOTA PEMBIMBING	iii
MOTTO	v
ACKNOWLEDGEMENTS	vi
ABSTRAK.....	vii
ABSTRACT.....	viii
TABLE OF CONTENTS.....	ix
CHAPTER I INTRODUCTION.....	1
1.1 Research Background	1
1.2 Significances of the Research	4
1.3 Formulation of the Problem	5
1.4 Operational Definitions	5
CHAPTER II LITERATURE REVIEW	6
2.1 Theoretical Framework.....	6
2.2 Previous Studies	8
2.3 Conceptual Framework	10
CHAPTER III RESEARCH METODHOLOGY	12
3.1 Research Design.....	12
3.2 Data Source	13
3.3 Data Trustworthiness	14
3.4 Data Collection.....	15
3.5 Data Analysis	15
CHAPTER IV FINDINGS AND DISCUSSION.....	19
4.1 Findings.....	19
4.1.1 Clear Point of View	20
4.1.2 Clarity of Concept.....	22
4.1.3 Relevance to Curriculum.....	25
4.1.2 Attractiveness	33
4.1.5 Motivation.....	38
4.1.6 Stimulation of Student Activity.....	43
4.1.7 Illustrative Support	47
4.1.8 Comprehensibility	57
Table 4.8 Findings on Comprehensibility	57

4.1.9	Support For Other Subject.....	61
4.1.10	Respect for Individual Difference	66
4.2	Discussion	71
4.2.1	Clear Poin of View	72
4.2.2	Clarity of Concept	74
4.2.3	Relevance to Curriculum	76
4.2.4	Attractivenes	79
4.2.5	Motivation.....	82
4.2.6	Stimulation of Student Activity.....	84
4.2.7	Illustrative Support.....	88
4.2.8	Comprehensibility	90
4.2.9	Support for Other Subject.....	94
4.2.10	Respect to Other Subject	97
CHAPTER V CONCLUSION		103
5.1	Summary of the Finding.....	103
5.2	Recommendation	105
5.3	For Woreksheet Writer and Curriculum Developer	106
5.4	For Future Research	106
REFERENCES.....		107
APPENDICES RESEARCH VALIDATION		109
I.	Theoretical Validity Instrument.....	109
II.	Construct Validity Instrument.....	110
III.	Methodological Validation Instrument	112
IV.	Theoretical Triangulation Instrument	113
Validation Notes.....		114
References		115
AUDIT TRAIL TABLE.....		116
A.	General Description:.....	123
B.	Chapters Analyzed:	123
C.	Visual Composition:.....	123

CHAPTER I

INTRODUCTION

1.1 Research Background

Instructional materials are fundamental components in the process of English language teaching at the junior high school level. According to Jack C. Richards (2001), “instructional materials generally serve as the basis for much of the language input that learners receive and the language practice that occurs in the classroom.” They function not only as sources of content but also as structured guides that shape classroom interaction, learning activities, and students’ engagement. In addition, Tomlinson (2011) argues that instructional materials should facilitate language learning by exposing students to meaningful language use and interactive activities. Among various instructional materials used in Indonesian schools, student worksheets (Lembar Kerja Siswa) developed by English Subject Teacher Forum (Musyawarah Guru Mata Pelajaran) are widely utilized as supplementary learning resources.

Although English Subject Teacher Forum worksheets are designed to support curriculum implementation and address local educational needs, their quality may vary. Unlike nationally published textbooks that typically undergo formal review and editorial processes, locally produced worksheets are often distributed without systematic evaluation based on established theoretical frameworks. According to Cunningsworth (1995), teaching materials should correspond to

learners' needs and support learning objectives effectively. Similarly, Hutchinson and Torres (1994) state that textbooks and supplementary materials play an important role in shaping the teaching-learning process and influencing classroom practice. Consequently, questions may arise regarding their pedagogical quality, clarity of concept, student engagement, and overall instructional effectiveness.

Material evaluation is therefore essential. According to Henry Guntur Tarigan and Djago Tarigan (2009), "textbook analysis is necessary to ensure that instructional materials align with curriculum objectives, present accurate content, and use appropriate language for learners." Evaluation helps determine whether materials function effectively as tools for learning rather than merely collections of exercises. In line with this view, McGrath (2002) emphasizes that material evaluation enables educators to identify the strengths and weaknesses of instructional resources before they are implemented in classrooms. Furthermore, Ellis (1997) explains that systematic evaluation is important to determine whether teaching materials fulfill learners' needs and instructional goals.

Although Greene and Petty's framework was originally designed for textbook evaluation, its criteria remain applicable to other instructional materials, including worksheets. Worksheets serve similar instructional functions: presenting materials, guiding activities, and assessing understanding. Therefore, applying this framework to

evaluate an Pekalongan English Subject Teacher Forum produced worksheet is theoretically justified. According to Prastowo (2015), worksheets are designed to assist students in understanding learning materials independently through guided exercises and structured activities. Moreover, Widodo (2006) states that well-designed teaching materials can increase student participation and improve learning effectiveness in language classrooms.

In the context of English language instruction in Grade VII classrooms in Pekalongan, worksheets developed by the English Subject Teacher Forum are routinely integrated into weekly lesson plans as Lembar Kerja Siswa to support core textbook materials. English teachers in several junior high schools within the Pekalongan district report that these worksheets are used for in-class exercises, pair work activities, reinforcement of vocabulary and grammar, and as formative assessment tools to monitor student progress. Because these practice materials are locally produced rather than centrally reviewed, their quality and consistency can vary across schools, which underscores the need for systematic evaluation within the actual teaching context of Grade VII learners.

This study aims to analyze the Grade VII English worksheet published by MGMP Pekalongan based on Greene and Petty's criteria. The findings are expected to reveal the extent to which the worksheet reflects the characteristics of high-quality instructional materials and to

provide insights for future improvement.

1.2 Significances of the Research

1. Theoretical use

This research contributes to the field of instructional material evaluation by applying Greene and Petty's classical framework to locally developed worksheets. It also expands discussion on textbook evaluation within the context of English language teaching at the junior high school level.

2. Empirical use

This findings provide empirical evidence regarding the quality of the Grade VII English worksheet published by MGMP Pekalongan. The results may serve as documented data for further academic research on material evaluation.

3. Practical use

This study may serve as a reference for MGMP Pekalongan in evaluating and improving the quality of its English worksheets. It may also support teachers in using locally developed instructional materials more effectively in classroom practice.

1.3 Formulation of the Problem

Based on the background above, the research question is "What characteristics of high-quality textbooks, as defined by Greene and Petty, are reflected in the Grade VII English worksheet published by MGMP Pekalongan?" this question guides the analysis and limits the scope of the study to the identification and interpretation of the ten criteria within the worksheet content.

1.4 Operational Definitions

To avoid misunderstanding the terms in this research, the researcher provides some definitions related to the research as follows:

1. Worksheet : A printed instructional material developed by MGMP Pekalongan.
2. Hight Quality Textbook : A systematic of the worksheet's content using qualitative content analysis to determine the presence or absence of the ten critaria.
3. MGMP : The local teacher's association responsible for developing the worksheet analyzed in this study.

CHAPTER V

CONCLUSION

5.1 Summary of the Finding

The present study aimed to analyze the quality of the Grade VII English worksheet published by MGMP Pekalongan based on Greene and Petty's (1971) criteria of high-quality instructional materials. The analysis focused on ten characteristics, namely clear point of view, clarity of concept, relevance to curriculum, attractiveness, motivation, stimulation of student activity, illustrative support, comprehensibility, support for other subjects, and respect for individual differences.

The findings revealed that the worksheet demonstrates a clear point of view through the consistent presentation of learning outcomes, learning objectives, chapter titles, and learning topics. The worksheet also fulfills the criterion of clarity of concept by presenting learning materials systematically through explanations, examples, dialogues, and learning activities that facilitate students' understanding. In addition, the materials were found to be relevant to the curriculum as they are aligned with the learning outcomes, learning objectives, and competencies expected for Grade VII students. The analysis further showed that the worksheet fulfills the criteria of attractiveness and motivation. Various illustrations, visual elements, layouts, and learning activities contribute to the attractiveness of the instructional

materials, while familiar topics and meaningful activities support students' learning motivation. Furthermore, the worksheet stimulates student activity through discussion activities, pair work, role-play activities, speaking activities, and writing activities, although group work and project-based activities were not identified in the materials. With regard to illustrative support, the worksheet incorporates pictures, tables, comic-strip illustrations, infographics, and other visual elements that facilitate students' comprehension of the learning materials. However, photographs and diagrams were not identified in the worksheet. The findings also indicate that the worksheet fulfills the criterion of comprehensibility through the use of clear instructions, understandable explanations, simple language, and learning activities that are appropriate for Grade VII students. The worksheet also demonstrates support for other subjects through the integration of character education, literacy, science, and environmental awareness. In addition, respect for individual differences is reflected through the provision of diverse learning activities, inclusive representations, varied examples, and multiple instructional formats that accommodate different learning preferences and learner characteristics.

Based on the findings, the Grade VII English worksheet published by MGMP Pekalongan reflects the ten characteristics of high-quality instructional materials proposed by Greene and Petty

(1971). Although several indicators were not identified in certain criteria, the worksheet generally demonstrates the characteristics expected of quality instructional materials and provides appropriate learning support for Grade VII English language learning.

5.2 Recommendation

Based on the findings of this study, several recommendations are proposed. For material developers, particularly MGMP Pekalongan, it is recommended to enrich future worksheet revisions by incorporating more varied visual supports and collaborative learning activities. For teachers, the worksheet may be used as a supporting instructional material while being supplemented with additional activities that encourage student interaction and participation. For future researchers, further studies may examine other English instructional materials or investigate the implementation of worksheets in classroom settings using different evaluation frameworks.

Based on the findings of this study, teachers may use the worksheet as a learning resource in teaching English to Grade VII students because it reflects the characteristics of high-quality instructional materials proposed by Greene and Petty. To provide more varied learning experiences, teachers are also encouraged to incorporate collaborative activities, such as group work and project-based tasks, which were not identified in the worksheet.

5.3 For Worksheet Writer and Curriculum Developer

Based on the findings of this study, textbook writers and curriculum developers are encouraged to consider the characteristics of high-quality instructional materials proposed by Greene and Petty when developing English learning materials. In addition, greater attention may be given to the inclusion of varied visual supports and collaborative learning activities, such as group work and project-based tasks, to provide more engaging and student-centered learning experiences while maintaining alignment with curriculum objectives and students' learning needs.

5.4 For Future Research

Future researchers are encouraged to investigate English worksheets developed by other institutions or for different grade levels in order to provide a broader understanding of the quality of instructional materials. Further studies may also compare the results of material evaluation using Greene and Petty's criteria with other evaluation frameworks to obtain more comprehensive findings.

REFERENCES

- Bowen, G. A. (2009). *Document analysis as a qualitative research method*. Qualitative Research Journal, 9(2), 27–40.
- Cunningsworth, A. (1995). *Choosing your coursebook*. Oxford: Heinemann.
- Ellis, R. (1997). *The empirical evaluation of language teaching materials*. ELT Journal, 51(1), 36–42.
- Elo, S., & Kyngäs, H. (2008). *The qualitative content analysis process*. Journal of Advanced Nursing, 62(1), 107–115.
- Greene, H. A., & Petty, W. T. (1971). *Developing language skills in the elementary schools*. Allyn and Bacon.
- Hsieh, H. F., & Shannon, S. E. (2005). *Three approaches to qualitative content analysis*. Qualitative Health Research, 15(9), 1277–1288.
- Hutchinson, T., & Torres, E. (1994). “*The textbook as agent of change*.” ELT Journal, 48(4), 315–328.
- John W. Creswell. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Thousand Oaks, CA: Sage Publications.
- Klaus Krippendorff. (2013). *Content Analysis: An Introduction to Its Methodology* (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Mandala, D. D., & Sukartono. (2023). Greene and Petty’s criteria: The quality of Grade II students’ theme 4 books. *Jurnal Imiah Pendidikan dan Pembelajaran*, 7(1), 103–111.
- Matthew B. Miles, A. Michael Huberman, & Johnny Saldaña. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). Thousand Oaks, CA: Sage Publications.
- McGrath, I. (2002). *Materials evaluation and design for language teaching*. Edinburgh: Edinburgh University Press.
- McMillan, J. H., & Schumacher, S. (2010). *Research in education: Evidence-based inquiry* (7th ed.). Pearson.

- Muslich, M. (2010). *Text book writing: Dasar-dasar pemahaman, penulisan, dan pemakaian buku teks*. Yogyakarta: Ar-Ruzz Media.
- Norman K. Denzin, & Yvonna S. Lincoln. (2011). *The Sage Handbook of Qualitative Research* (4th ed.). Thousand Oaks, CA: Sage Publications.
- Prastowo, A. (2015). *Panduan kreatif membuat bahan ajar inovatif*. Yogyakarta: Diva Press.
- Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press.
- Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge University Press.
- Sugiyono. (2018). *Metode Penelitian Kualitatif, Kuantitatif, dan R&D*. Bandung: Alfabeta.
- Susilawati, M. (2022). An evaluation of English textbook entitled “Kiddie 1” for kindergarten in English Study Centre. *International Undergraduate Conference on English Education*, 1(1), 163–168.
- Tarigan, H. G., & Tarigan, D. (2009). *Telaah buku teks Bahasa Indonesia*. Angkasa
- Tomlinson, B. (2011). *Materials development in language teaching* (2nd ed.). Cambridge: Cambridge University Press.
- Widodo, H. P. (2006). “*Approaches and procedures for teaching grammar.*” *English Teaching: Practice and Critique*, 5(1), 122–141.
- Yvonna S. Lincoln, & Egon G. Guba. (1985). *Naturalistic Inquiry*. Beverly Hills, CA: Sage Publications.