

APPENDICES RESEARCH VALIDATION

Type of research : Content Analysis
 Objects : Grade VII English Worksheet Published by MGMP Pekalongan.
 Theoretical framework : Greene and Petty's (1971), Richards (2001), Prastowo (2015).

I. Theoretical Validity Instrument

The purpose of this instrument is to ensure that the analytical categories used in this study are derived from credible and relevant theories related to the evaluation of instructional materials and the characteristics of high-quality teaching materials.

No .	Theoretical Source	Main Aspect	Indicator Adopted in the Study	Relevance (√)	Comment / Theoretical Justification
1	Greene and Petty (1971)	Characteristics of High-Quality Instructional Materials	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	√	Serves as the primary analytical framework for evaluating the quality of the Grade VII English worksheet and provides the criteria used in the analysis.
2	Prastowo (2015)	Worksheet as Instructional Material	Tasks, instructions, learning activities, and structured learning experiences	√	Establishes the theoretical basis for understanding worksheets as instructional materials designed to facilitate learning and achieve educational objectives.

3	Richards (2001)	Teaching Materials	Provides the conceptual foundation regarding the functions of teaching materials in supporting learning objectives, student participation, and meaningful learning experiences.	√	Provides the conceptual foundation regarding the functions of teaching materials in supporting learning objectives, student participation, and meaningful learning experiences.
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II. Construct Validity Instrument

The purpose of this instrument is to ensure that the analytical categories employed in this study are derived from credible and relevant theoretical foundations for evaluating the quality of instructional materials. The instrument is based on Greene and Petty's (1971) criteria of high-quality instructional materials, which serve as the primary framework for analyzing the Grade VII English worksheet published by MGMP Pekalongan.

No.	Aspect Measured	Indicator	Operational Description	Relevance (√)	Researcher's Note
1	Clear Point of View	Learning outcomes, learning objectives, chapter titles, and learning focus	Identifying the presence of instructional orientation and learning direction throughout the worksheet.	√	Refers to Greene and Petty's criterion of clear instructional orientation.
2	Clarity of Concept	Material explanations, examples, dialogues, and systematic presentation of materials	Identifying whether concepts are presented clearly and systematically to facilitate students' understanding.	√	Reflects the organization and comprehensibility of learning materials.

3	Relevance to Curriculum	Alignment with learning outcomes, learning objectives, and curriculum requirements	Identifying the consistency between worksheet content and curriculum expectations for Grade VII students.	√	Ensures curriculum alignment.
4	Attractiveness	Illustrations, layouts, visual elements, design features, and learning activities	Identifying visual and instructional features that enhance students' interest and engagement.	√	Represents the attractiveness of instructional materials.
5	Motivation	Interesting topics, meaningful tasks, and relevant learning activities	Identifying elements that encourage students' participation and motivation in learning.	√	Supports learner engagement and interest.
6	Stimulation of Student Activity	Discussion activities, pair work, role-play, speaking activities, and writing activities	Identifying opportunities for active student participation in the learning process.	√	Reflects learner-centered instructional practices.
7	Illustrative Support	Pictures, tables, comic strips, infographics, and visual elements	Identifying visual supports that facilitate students' understanding of concepts and learning materials.	√	Supports comprehension through visual representation.

8	Comprehensibility	Clear instructions, understandable explanations, simple language, and appropriate level of difficulty	Identifying the extent to which the worksheet can be understood by Grade VII students.	√	Reflects language appropriateness and accessibility.
9	Support for Other Subjects	Character education, literacy, science, and environmental awareness	Identifying interdisciplinary elements integrated into English learning materials.	√	Demonstrates broader educational contribution.
10	Respect for Individual Differences	Diverse examples, inclusive representations, varied learning activities, and instructional formats	Identifying how the worksheet accommodates learner diversity and different learning preferences.	√	Reflects inclusiveness and learner diversity.

III. Methodological Validation Instrument

The purpose of this instrument is to ensure that the process of content analysis follows a systematic and transparent procedure consistent with the framework proposed by Elo and Kyngäs (2008).

Stage of Analysis	Description of Procedures	Alignment with Theory (Elo & Kyngäs, 2008)	Evidence of Implementation	Explanation / Justification
Preparation	Reading and reviewing the entire Grade VII English worksheet to identify relevant	√	Audit trail table	Ensures comprehensive understanding of the worksheet

	units of analysis.			content and accurate identification of relevant data.
Organization	Coding and classifying data based on Greene and Petty's ten characteristics of high-quality instructional materials.	√	Audit trail table	Ensures systematic categorization and consistency in the analysis process.
Interpretation	Interpreting the categorized data to identify patterns, strengths, and weaknesses of the worksheet.	√	Findings and Discussion sections	Enables meaningful interpretation of the extent to which the worksheet fulfills each evaluation criterion.
Reporting	Presenting the findings descriptively and supporting them with tables and documentary evidence.	√	Chapter IV Findings and Discussion	Ensures transparency and clarity in reporting the results of the analysis.

IV. Theoretical Triangulation Instrument

The purpose is to enhance the credibility and interpretive depth of the research by ensuring that the findings are interpreted through relevant theoretical perspectives concerning teaching materials, worksheets, and the evaluation of high-quality instructional materials.

Theory / Framework	Purpose / Alignment	Evidence / Application
Richards (2001) – Teaching Materials Theory	Used to explain the functions of teaching materials in providing language input, learning activities, and	Applied in Chapter IV (Discussion) to interpret findings related to learning objectives, student motivation,

	opportunities for interaction that support the achievement of learning objectives.	learning activities, and comprehensibility of the worksheet.
Prastowo (2015) – Worksheet Theory	Provided the framework for understanding worksheets as instructional materials containing tasks, instructions, and learning activities designed to facilitate learning and achieve educational objectives.	Applied in Chapter IV (Discussion) to interpret findings related to learning activities, task organization, instructions, and student participation in the worksheet.
Greene and Petty (1971) – Characteristics of High-Quality Instructional Materials	Served as the primary framework for evaluating instructional materials through ten characteristics of high-quality teaching materials.	Applied in Chapter IV (Findings and Discussion) to analyze and interpret the extent to which the Grade VII English Worksheet published by MGMP Pekalongan reflects the characteristics of high-quality instructional materials.

Validation Notes

This validation instrument ensures the theoretical and methodological soundness of the research through the following aspects:

1. Alignment of multiple theories. The analysis integrates the perspectives of teaching materials (Richards, 2001), worksheets as instructional materials (Prastowo, 2015), and the characteristics of high-quality instructional materials (Greene and Petty, 1971). The integration of these theoretical perspectives strengthens the theoretical foundation and interpretive depth of the study.
2. Systematic analytical procedure. Each stage of content analysis, including preparation, organization, interpretation, and reporting, follows the framework proposed by Elo and Kyngäs (2008). The analytical process is documented through coding, categorization, and audit trail records to ensure transparency and consistency.
3. Credibility through triangulation. The use of theoretical

triangulation, methodological transparency, and systematic data analysis enhances the trustworthiness and credibility of the research findings. The integration of multiple theoretical perspectives allows the findings to be interpreted from complementary viewpoints and supports a more comprehensive evaluation of the worksheet.

References

- 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*. Boston: Allyn and Bacon.
- 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.

AUDIT TRAIL TABLE

Location	Meaning Unit	Indicator	Category
Chapter 1 – About Me	The chapter title 'About Me' is presented at the beginning of the chapter.	Chapter title	Clear Point of View
Chapter 1 – About Me	Learning outcomes are explicitly stated before the learning activities.	Learning outcomes	Clear Point of View
Chapter 1 – About Me	Learning objectives are presented to inform students of the competencies to be achieved.	Learning objectives	Clear Point of View
Chapter 1 – About Me	The learning materials focus on introducing oneself and others.	Learning focus	Clear Point of View
Chapter 2 – My Favorite Things	The chapter title clearly identifies the theme of the chapter.	Chapter title	Clear Point of View
Chapter 3 – My Living Environment	The chapter title introduces the overall theme of the chapter.	Chapter title	Clear Point of View
Chapter 3 – Procedure Text	The worksheet provides explanations of procedure text, including its definition, generic structure, language features, examples, and follow-up activities.	Material explanations	Clarity of Concept
Chapter 3 – Procedure Text	Learning materials are organized from explanation to example and practice activities.	Systematic presentation of materials	Clarity of Concept
Chapter 1 – Unit 1	The learning materials focus on self-introduction	Alignment with Grade VII curriculum	Relevance to Curriculum

	through personal information such as name, origin, residence, hobby, pastime, and family.	competencies	
Chapter 1 – Unit 1	The worksheet presents greetings, responses, and expressions used in daily communication.	Alignment with learning objectives	Relevance to Curriculum
Chapter 1 – Unit 1	The learning activities provide opportunities for students to introduce themselves and use greeting expressions in meaningful contexts.	Alignment with learning outcomes	Relevance to Curriculum
Chapter 2 – My Favorite Food	The worksheet combines illustrations, vocabulary lists, classification tables, and various activity formats within a structured page layout.	Layout, visual appearance, and variety of learning activities	Attractiveness
Chapter 2 – My Favorite Food	The worksheet presents pictures of foods and beverages accompanied by matching, categorizing, and completion activities.	Illustrations and design	Attractiveness
Chapter 3 – My House Chores	The worksheet presents learning materials related to household chores and daily responsibilities that are closely connected to students' everyday experiences.	Materials relevant to students' daily lives	Motivation

Chapter 3 – Let's Clean Up!	The worksheet provides meaningful activities and reading materials about household chores, cleanliness, and waste management.	Meaningful tasks and interesting topics	Motivation
Chapter 1 – Expressions of Greeting	Illustrations of students are used to support the presentation of greeting expressions and social interactions.	Pictures	Illustrative Support
Chapter 1 – Expressions of Greeting	Tables are used to organize greetings, responses, and examples systematically.	Tables	Illustrative Support
Chapter 1 – Dialogue Activity	Comic-strip illustrations are provided to visualize conversations and communicative situations.	Comic strips	Illustrative Support
Chapter 2 – My Favorite Snack	Pictures of food and beverages are used to support vocabulary learning and contextual understanding.	Pictures	Illustrative Support
Chapter 3 – Procedure Text	Visual step-by-step illustrations accompany the procedure text to facilitate comprehension of the process.	Infographics	Illustrative Support
Chapter 3 – Parts of the House	A visual representation of a house is provided to support students' understanding of house-related vocabulary.	Visual elements	Illustrative Support

Chapter 3 – Let's Clean Up!	Visual representations of organic and non- organic waste bins are used to support environmental awareness materials.	Pictures	Illustrative Support
Chapters 1– 3	Instructions such as "Read the dialogue", "Answer the questions", "Complete the table", and "Match the pictures with the words" are consistently provided.	Clear instructions	Comprehensibility
Chapter 1	Greetings, self- introduction, hobbies, and describing people are presented using familiar vocabulary and simple sentence patterns.	Simple language	Comprehensibility
Chapter 2	Food, beverages, tastes, and textures are introduced through familiar vocabulary and contextual activities	Simple language	Comprehensibility
Chapters 1– 3	Learning materials are supported by dialogues, examples, vocabulary lists, illustrations, tables, and guided exercises	Understandable explanations	Comprehensibility

Chapters 1–3	Activities progress from vocabulary introduction and examples to independent exercises and communicative tasks	Appropriate level of difficulty	Comprehensibility
Chapter 1	Greeting, self-introduction, and introducing others activities promote politeness, respect, self-confidence, and appropriate social interaction	Character education	Support for Other Subjects
Chapter 1	Dialogues, descriptive texts, and reading comprehension activities develop reading and communication skills	Literacy	Support for Other Subjects
Chapter 2	Materials related to food, beverages, tastes, and textures introduce basic concepts related to food characteristics and sensory experiences	science	Support for Other Subjects
Chapter 2	The procedure text "First Aid for Wound" introduces basic health and first-aid knowledge	Science	Support for Other Subjects

Chapter 2	Procedure texts and reading activities develop students' ability to read and interpret procedural information	Literacy	Support for Other Subjects
Chapter 3	The "Let's Clean Up!" section promotes environmental responsibility and awareness of waste management	Environmental awareness	Support for Other Subjects
Chapter 3	The "Let's Clean Up!" section promotes environmental responsibility and awareness of waste management	Environmental awareness	Support for Other Subjects
Chapter 3	Descriptive texts, dialogues, and procedure-text activities support literacy development	Literacy	Support for Other Subjects
Chapters 1–3	Self-introduction activities, introducing others activities, dialogue practices, reading tasks, vocabulary exercises, and writing activities provide opportunities for both independent and collaborative learning	Individual and group activities	Respect for Individual Differences
Chapter 1	Various hobbies, physical characteristics, and personal descriptions are	Diverse examples	Respect for Individual Differences

	presented through vocabulary and descriptive activities		
Chapter 1	The descriptive text about Made, a wheelchair basketball player, represents an individual with a physical disability in a positive and empowering way	Inclusiveness	Respect for Individual Differences
Chapters 1–3	Pictures, tables, dialogues, descriptive texts, procedure texts, vocabulary exercises, reading activities, speaking activities, and infographics are used throughout the worksheet	Opportunities for different learning preferences	Respect for Individual Differences

DESCRIPTION OF THE TEXTBOOK

Title	: Diktat Pembelajaran Bahasa Inggris untuk MTS Kelas VII
Publisher	: Musyawarah Guru Mata Pelajaran Bahasa Inggris Pekalongan
Year of Publication	: 2025
Level	: Junior High School / Madrasah Tsanawiyah Grade VII
Total Chapters	: 3 Chapter
Total Pages	: 52 Paged

A. General Description:

The instructional material analyzed in this study is *Diktat Pembelajaran Bahasa Inggris Kelas VII* published by MGMP Pekalongan. The worksheet is designed to support English language learning for Grade VII students through various learning materials, dialogues, texts, illustrations, exercises, and communicative activities. The materials are organized into thematic chapters that aim to develop students' English language skills while supporting meaningful learning experiences. The worksheet also incorporates visual elements, contextual learning materials, and activity-based tasks to facilitate students' understanding and engagement throughout the learning process.

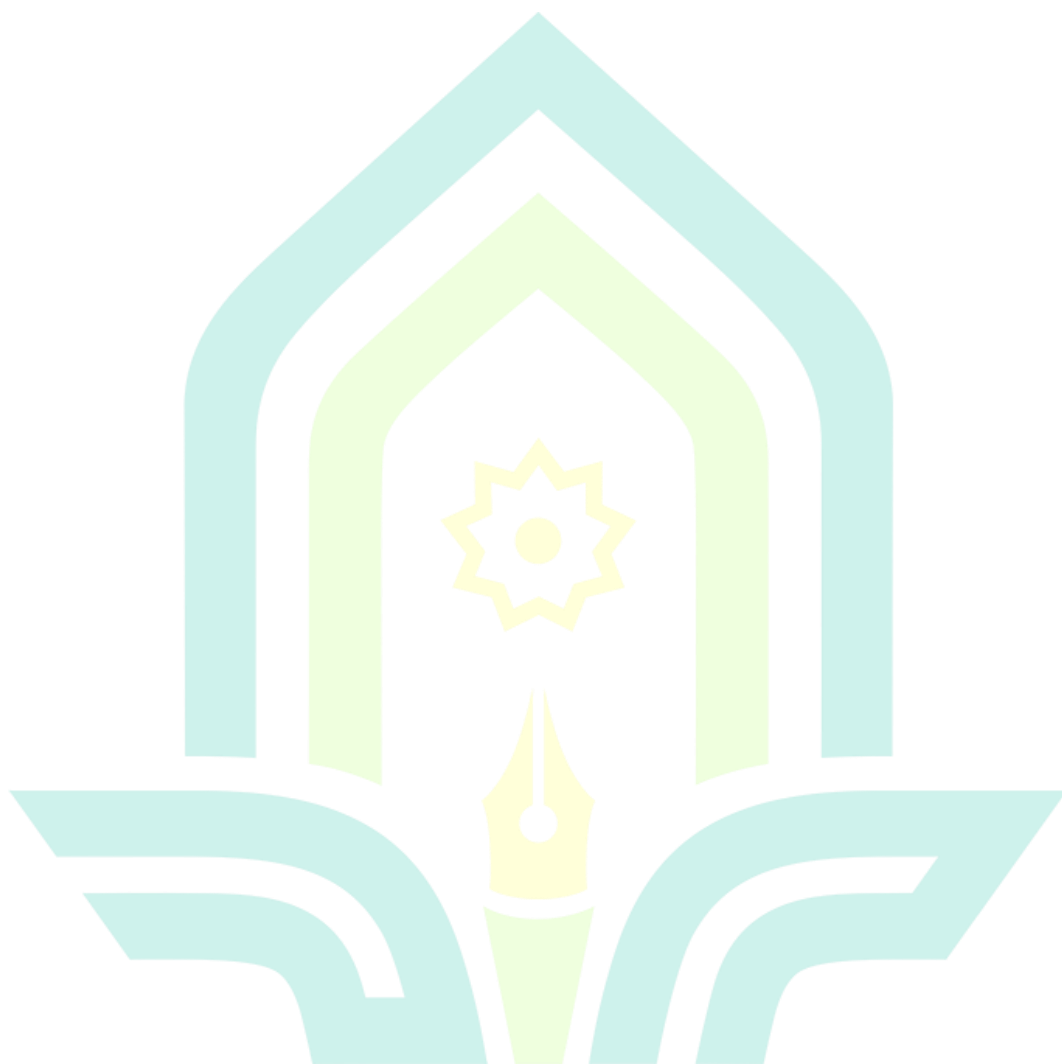
B. Chapters Analyzed:

This study analyzed all chapters and units contained in the worksheet. The materials are organized into three main chapters: *About Me*, *My Favorite Things*, and *My Living Environment*. These chapters consist of several units covering topics such as self-introduction, greetings, hobbies, favorite foods and beverages, household responsibilities, environmental awareness, and procedure texts. Each chapter contains learning objectives, learning activities, illustrations, exercises, and supporting materials that were examined based on Greene and Petty's (1971) characteristics of high-quality instructional materials.

C. Visual Composition:

The worksheet consists of various instructional components, including learning objectives, explanatory materials, dialogues, descriptive texts, procedure texts, vocabulary activities, reading exercises, speaking tasks, writing activities, illustrations, tables, comic strips, and other visual elements. These components are integrated to support students' language development and learning participation. The

worksheet also provides opportunities for individual and pair activities, contextual learning experiences, and interdisciplinary learning through topics related to character education, literacy, science, and environmental awareness.



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