AN ANALYSIS OF TASK ITEMS IN THE STUDENT WORKSHEET USED BY THE 7TH GRADE STUDENT AT SMP NEGERI 2 KEDUNGBANTENG BANYUMAS

AN UNDERGRADUATE THESIS

Submitted to the Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto as the Partial Fulfillment of Requirement for *Sarjana Pendidikan* (S.Pd.) Degree

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STATEMENT OF ORIGINALITY

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Declare that the thesis I have compiled with the title, **"AN ANALYSIS OF TASK ITEMS IN THE STUDENT WORKSHEET USED BY THE 7TH-GRADE STUDENT AT SMP NEGERI 2 KEDUNGBANTENG BANYUMAS"** is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

If later on my statement is not true, then I am willing to accept the applicable academic sanctions (revocation of graduation predicate and bachelor degree).

Purwokerto, March 13, 2024
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PAGE OF APPROVAL

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AN ANALYSIS OF TASK ITEMS IN THE STUDENT WORKSHEET
USED BY THE 7TH GRADE STUDENT
AT SMP NEGERI 2 KEDUNGBANTENG BANYUMAS

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Assalamu'alaikum Wr. Wb.

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AN ANALYSIS OF TASK ITEMS IN THE STUDENT WORKSHEET USED BY THE 7TH GRADE STUDENT AT SMP NEGERI 2 KEDUNGBANTENG BANYUMAS

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Abstract: This research aims to know the quality of student worksheet used by VII grade student at SMP Negeri 2 Kedungbanteng academic year 2023/2024 based on the term task item analysis that consists of validity, reliability, item discrimination and level of difficulty. This research used quantitative descriptive method with IBM SPSS Version 26 program to do the statistics analysis. There are 2 section of the test competence, section A with 15 questions in multiple choice type and section C with 5 questions in essay type. The result of the analysis shown that: Section A has good quality questions but needed revision because section A fulfilled 3 aspects such validity (60% questions), item discrimination (63% questions) and level of difficulty match with 3-4-4 proportion; and Section C has good quality questions because it met 3 aspects such validity (100% questions), reliability (100% questions) and item discrimination (100% questions). All of question in Section A and C can be accepted with revision.

Keyword: Task item analysis, validity, reliability, item discrimination, level of difficulty.

MOTTO

94:5

فَإِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ٥

So, surely with hardship comes ease.

94:6

إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ٦

Surely with ˈthatˈ hardship comes ˈmoreˈ ease.

DEDICATIONS

I dedicate this thesis to:

My beloved parents, Kus Prastowo & Sri Ngaeni,

and My Self.

PREFACE

The presence of Allah the Almighty for the blessings of Islam and faith. Peace and salutations always be with Prophet Muhammad SAW and his family, as well as his friends and followers in the hereafter. I would like to say thank you to God that this undergraduate thesis with the title "An Analysis of Task Item in Student Worksheet used by the 7th grade student at SMP Negeri 2 Kedungbanteng Banyumas" has been completed.

This undergraduate thesis was not able to be separated from direction, guidance, motivation, and support from various parties. Therefore, with all due respect, this research is grateful to:

1. Prof. Dr. H. Fauzi, M.Ag., the Vice Dean of Tarbiya and Teacher Training Faculty;
2. Prof. Dr. Suparjo, S.Ag., M.A., the Vice Dean I of Tarbiya and Teacher Training Faculty;
3. Dr. Nurfuadi, M.Pd.I., the Vice Dean II of Tarbiya and Teacher Training Faculty;
4. Prof. Dr. H. Subur, M.Ag., the Vice Dean III of Tarbiya and Teacher Training Faculty;
5. Dr. Maria Ulpah, S.Si., M.Si., the Head of Education Department;
6. Desi Wijayanti Ma'rufah, M.Pd., the Study Program Coordinator of the English Education Department and the Academic Counselor of TBI B;
7. Yulian Purnama, S.Pd., M.Hum., the supervisor of my undergraduate thesis;
8. Eling Arum Prabandaru, S.Pd., the English teacher in SMP Negeri 2 Kedungbanteng
9. My beloved parents, Kus Prastowo & Sri Ngaeni, who always support, praying and motivate me to finish this thesis;
10. All of my precious bestie, who always support and accompanies me doing this research, healing to everywhere, eating new food and small talk about random things to refresh my mind.

I say thank you and apologize for all the good faith in the process of completing the thesis. I hope this research shows that the deeds of worship are rewarded by Allah SWT and can provide blessings in the world and the hereafter. Amen.

Purwokerto, March 13, 2024
Researcher,

Aulia Prafitasari
S.N. 2017404073

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CHAPTER 1
INTRODUCTION

In measuring student achievement on learning process, an evaluation process is needed. This is an accordance with the purpose of the evaluation, that evaluation is assessing the achievement of learning objective, measuring various aspect of learning and to find out what student already know.[1] Student worksheet is one of evaluation tools to measure student achievement, accordance with the purpose of student worksheet that is facilitate in giving assignment to students.[2] The purpose of this study is to determine the quality of task item in student worksheet used by 7th grade student as the evaluation tools.

A. Background of Study

In Merdeka Curriculum English as the subject of learning, is now expected to be one of the life skills that students must have. As written in SK Nomor 03/H/KR/2022 issued by the Ministry of Education and Culture. To achieve the goals of English as one of the life skills, students need to master four English basic skills: such as reading, writing, listening, and speaking.

Reading is the process of receiving and interpreting information in language via the medium of print, practicing using text to create meaning. These ideas are usually part of language representation, as symbols to be examined by sight or touch. Writing is a form of communication that allows students to process ideas, put ideas and express emotion into a word on paper and convey meaning through well-constructed tests. Listening is part of communication, through listening student can share their ideas with other people. Listening is the condition when the listener listens to what a speaker is saying and the listener would try to understand and interpret the given information from the speaker. Speaking is the ability to produce language and produce information through oral communication.

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[1] Haryanto, *Evaluasi Pembelajaran; Konsep Dan Manajemen*, *UNY Press*, 2020.

[2] Andi Prastowo, *Panduan Kreatif Membuat Bahan Ajar Inovatif*, 2nd edn (Yogyakarta: DIVA Press, 2011).

In learning process, these basic English language skills are the goals that must be achieved by student. These skills can be measured through an evaluation. This evaluation carried out after the implementing of a learning program to determine the achievement of objective. As Arikunto state on his book, evaluation is a series of activities designed to measure the success of an educational program[3]. This is also in line with the purpose of evaluation, which is to measure the effect of a program on predetermined goals.

In evaluation, there are several types of evaluation such as evaluation based on objectives, evaluation based on goals, evaluation based on the scope of learning activities and evaluation based on the object of evaluation.[4] Each evaluation is related to the other, for example when measuring the acquisition of basic English skills. Based on objectives, formative and summative evaluation are usually used to measure the achievement of objectives. In goal-based evaluation, three types of evaluation are used: input evaluation, process evaluation and outcome evaluation. In evaluation based on the scope of learning activities, learning outcome evaluation is used to determine the success of students' English proficiency.

In Merdeka Curriculum, based on the objectives there are two types of assessment usually used to determine the goals: formative assessment and summative assessment. According to KEMENDIKBUD, formative assessment is the evaluation method used for the process evaluating of student understanding, learning needs, and progress academic during learning then summative assessment is the evaluation method carried out at the end of learning[5]. Some teacher uses questions and answer or student worksheet as the formative assessment of the class, then the mid and final examination is as the summative assessment.

To determine students' ability in these four English basic skills, teachers can use a test as a formative assessment or summative assessment.

[3] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: PT Bumi Aksara, 2018).

[4] Elis Ratna and H.A Rusdiana, *Evaluasi Pembelajaran* (Bandung: Pustaka Setia, 2014).

[5] Kemendikbud, 'Asesmen Formatif & Sumatif - Unit Modul Asesmen', *Kementerian Pendidikan Dan Kebudayaan*, 2022, 20 <http://www.spega2kabblitar.sch.id/9Asesmen2.pdf>.

According to Brown, test is a method of measuring a person's ability, knowledge, or performance in a given domain.[6] Test helped the teacher to know their effectiveness in teaching and learning process was successful or not.

There are many types of tests, based on how the test constructed Djiwandono explain there are two types of tests, such as: standardised test and teacher-made test[7]. Standardised test is test constructed by the specialist, usually with assistance of the curriculum specialist. Then teacher-made test is test constructed by the teacher themselves. The example of the standardised test is student national examination (*Ujian Nasional*), then the example of teacher-made test is questions and answer during the class. In addition to the Student National Examination (*Ujian Nasional*), there are also other examples of standardized tests, namely student worksheet books compiled by regional subject teacher associations (*Musyawarah Guru Mata Pelajaran*). Usually, this book has been adapted to the needs and conditions of students in an area. This book is usually called a student worksheet or student companion book.

To help improve the student ability in English, some teacher provide student with a lot of exercises. Using student worksheet as a medium of exercise, make it easier to the teacher in monitoring student learning activity and the improvement of student ability. LKS (*Lembar Kerja Siswa)* or Student worksheets are learning tools that teachers can use in increasing the involvement or activity of students in the teaching-learning process. Furthermore, now LKS (*Lembar Kerja Siswa)* is referred to as LKPD (*Lembar Kerja Peserta Didik*). Hendro Darmodjo argue LKS or Student worksheets are learning tools that teachers can use in increasing the involvement or activity of students in the teaching-learning process.[8]

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[6] Elana Shohamy and Kate Menken, 'Language Assessment', *The Handbook of Bilingual and Multilingual Education*, 2015, 253–69 <https://doi.org/10.1002/9781118533406.ch15>.

[7] Afrianti, 'AN ANALYSIS OF DIFFICULTY LEVEL ON READING TEST IN WORKSHEET USED BY THE SECOND YEAR STUDENTS OF SMAN 1 SANGGAR, BIMA', 09360066, 2013.

[8] Das Salirawati, 'Penyusunan Dan Kegunaan LKS Dalam Proses Pembelajaran', *Jurrnal Online*, 2004, 4 <https://scholar.google.co.id/scholar?cluster=9910012516550974052&hl=id&as_sdt=0,5>.

To provide proper exercise, a student worksheet must be adapted to the needs of the students. The existence of a regional subject teacher association (*Musyawarah Guru Mata Pelajaran*) makes it easier for teachers to prepare teaching tools according to the needs and circumstances of students, this is in accordance with the role and duties of the subject teacher association in accommodating teachers in the process of developing teaching tools.[9]

One of the teaching tools developed by MGMP is a student worksheet book. This book contains practice questions and materials to make it easier for teachers to carry out the assessment process. However, teachers must still pay attention to the quality of these student worksheets, teachers need to conduct item analysis to determine the suitability of the worksheets used to students.

An item analysis is needed in selecting a good student-worksheets, especially in the exercise presented in worksheets. Item analysis is investigated the performance of items considered individually either in relation to some external criterion or the remaining items on the test [10].

Item analysis is the technique of collecting, summarizing, and using students' response data to assess the quality of the test by measuring indices of difficulty and discrimination, also distracter efficiency.[11] Item analysis can be concluded as a process that examines student responses to the test items (questions) to assess the quality of those items and the test as a whole[12]. In determine the quality of the test, item analysis analyse some aspects such as validity of the test, the reliability of the test, the difficulty of the test, and the item discrimination.

[9] Sri Hidayati and others, *Peran Musyawarah Guru Mata Pelajaran (MGMP) Dalam Meningkatkan Mutu Pembelajaran Di SMA*, 2020.

[10] Assad Ali Rezigalla, 'Item Analysis: Concept and Application', in *Medical Education for the 21st Century*, 2022 <https://doi.org/10.5772/intechopen.100138>.

[11] Novi Maulina and Rima Novirianthy, 'Item Analysis and Peer-Review Evaluation of Specific Health Problems and Applied Research Block Examination', *Jurnal Pendidikan Kedokteran Indonesia: The Indonesian Journal of Medical Education*, 9.2 (2020), 131 <https://doi.org/10.22146/jpki.49006>.

[12] Balakrishnan R Nair, 'Understanding Item Analyses | Office of Educational Assessment', *Webpage*, 2017 <https://www.washington.edu/assessment/scanning-scoring/scoring/reports/item-analysis/> [accessed 12 April 2023].

The item validity uses to determine that an item can carry out its measuring function appropriately and has high accuracy[13]. In selecting student worksheet, validity is very crucial. Because student worksheets aim to measure student learning outcomes, a valid test is needed so that the results of measuring student worksheets can measure student learning outcomes well. Reliability testing aims to determine whether a test as a measuring instrument can be trusted and can reveal what happens in the field. In selecting student worksheet, the test should reliable because the aims of test are can reveal what happen in the field. The proportion of student answer correctly to the item in questions is called item difficulty[14]. Analysis of the difficulty level of the questions is examine test questions in terms of difficulty so which items can be classified which includes easy, medium, and difficult.

From the preliminary research by interviewing with the teacher and observation, researcher found that this school using student worksheet made by the regional subject teacher association as the medium to assist student learning activity and as the formative assessment. However, in selecting the worksheets to be used, the teacher has not carried out an analysis of the content of the worksheets used. Apart from the existence of student worksheets published by MGMP, teachers also do not have enough time and knowledge to analyse each item due to the changes in the assessment process in the new curriculum *Kurikulum Merdeka*, which is still quite confusing. From the at the beginning of learning there is diagnostic test for cognitive and non-cognitive test to determine students background, the creation of lesson plan for one week learning activities and the elimination of minimum score (*Kriteria Ketuntasan Minimum*). This is one of the challenges faced by the teachers in the assessment process. This statement a line with research by Inayah and Sukartono with the tittle "Teachers' Challenges in Implementing an Independent Learning

[13] Danang Sunyoto, 'Uji Validitas Dan Reliabilitas Kesehatan', *Statistika Pendidikan*, 7.1 (2002), 1–10 <https://qmc.binus.ac.id/2014/11/01/u-j-i-v-a-l-i-d-i-t-a-s-d-a-n-u-j-i-r-e-l-i-a-b-i-l-i-t-a-s/> [accessed 7 February 2024].

[14] Putu Ngurah Rusmawan, 'Analisis Butir Soal Ujian Akhir Semester Mata Pelajaran Bahasa Inggris Kelas VII SMPN 2 Tegalsiwalan', *Linguista: Jurnal Ilmiah Bahasa, Sastra, Dan Pembelajarannya*, 2.1 (2018), 39 <https://doi.org/10.25273/linguista.v2i1.2686>.

Curriculum in Science and Social Studies for Primary IV Students", this research presenting several problems faced by teachers in learning process.[15] Of course, this makes teachers have quite a lot of additional tasks. To Analyse in terms of material validity and analysis from the student level ability, teachers need a lot of time to do this analysis. Based on interviews with the teacher, the English language skills of 7th grade student at this school are still very limited because since elementary school they have not been introduced to English.

To selection of a student worksheet, teacher should pay attention to several principles, one of which is content related-evidence or content validity. Content validity is if the test actually samples the subject matter about which conclusions are to be drawn, and if it requires the test-taker to perform the behavior that is being measured.[16] It can be conclude that, the teacher should select a student worksheet depend on the student needs and student ability.

Based on the problems found, the researcher is interested in conducting research that focuses on **AN ANALYSIS OF TASK ITEMS IN THE STUDENT WORKSHEET USED BY THE 7TH-GRADE STUDENT AT SMP NEGERI 2 KEDUNGBANTENG.**

B. **Conceptual Definition**

1. **Student Worksheet**

   Student worksheet or LKPD (*Lembar Kerja Peserta Didik)* is a learning media that contains material, summaries and exercises that have been adjusted to the learning outcomes at a certain time so that students are more active in learning. This statement accordance to Andi Prastowo on his book.[17] This study only analysed the competence test on chapter 2 with section A and section C.

2. **Quality of student worksheet**

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[15] Inayah Septiyani and Sukartono, 'Teachers'Challenges in Implementing an Independent Learning Curriculum in Science and Social Studies for Primary Iv Students', *Jurnal Cakrawala Pendas*, 9.3 (2023), 463–74 <https://ejournal.unma.ac.id/index.php/cp/article/view/5118>.

[16] Shohamy and Menken.

[17] Prastowo.

Student worksheet would be classified as a good student worksheet if can fulfilled four categories of item analysis such validity, reliability, item discrimination and level of difficulty. This statement accordance with statement of Novitasari and Siti on their journal.[18]

3. **Test Item Analysis**

Item analysis is a systematic procedure used to measure the quality of each item used in the process of evaluating student learning outcomes include validity of the test, difficulty level and item discrimination.[19] Item validity is the degree to which a question item accurately measures the construct to be tested, taking into account the degree to which the item score aligns with the overall score. The level of difficulty is how difficult the question is to answer by students. And item discrimination is the validity of items that distinguish between high- and low-ability students in the test as a whole. The results of this item analysis can be used to carry out the process of improving and refining the items.

C. **Research Question**

Based on the research background, the research question is:

How is the quality of the task items in the Student English Worksheet used by 7th grade student of SMPN 2 Kedungbanteng?

D. **Objective and Significate of The Research**

1. **Objective of The Research**

Based on the research questions, the objective of this research is:

To know the quality of the task items in the student English worksheet used by 7th grade student at SMP Negeri 2 Kedungbanteng, Banyumas.

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[18] Novitasari Mutiara Wati and Siti Umi Khayatun Mardiyah, 'ANALISIS KUALITAS BUTIR SOAL UJIAN AKHIR SEMESTER GASAL STANDAR KOMPETENSI KORESPONDENSI BAHASA INDONESIA KELAS X KOMPETENSI KEAHLIAN ADMINISTRASI PERKANTORAN DI SMK NEGERI 1 YOGYAKARTA TAHUN AJARAN 2017/2018', 2.1 (2018), 1–13 <http://link.springer.com/10.1007/978-3-319-76887-8%0Ahttp://link.springer.com/10.1007/978-3-319-93594-2%0Ahttp://dx.doi.org/10.1016/B978-0-12-409517-5.00007-3%0Ahttp://dx.doi.org/10.1016/j.jff.2015.06.018%0Ahttp://dx.doi.org/10.1038/s41559-019-0877-3%0Aht>.

[19] 'Item Analysis Definition | Psychology Glossary | AlleyDog.Com' <https://www.alleydog.com/glossary/definition.php?term=Item+Analysis> [accessed 12 April 2023].

2. Significance of The Research

a. Theoretical significance

The results of this study are expected to be one of the references for selecting appropriate student worksheet that are adapted to the abilities of students.

b. Practical significance

1) For teacher

This research is expected to be beneficial for teacher's reference and evaluation in selecting student worksheets that are in accordance with the abilities of their students.

2) For task maker

This research is expected to provide some information and contributions in designing good exercise accordance with the abilities of student.

3) For next researcher

This research is expected to become one of several information and useful for research with same topic discussion with task item analysis, and able to make a good contribution to the environment.
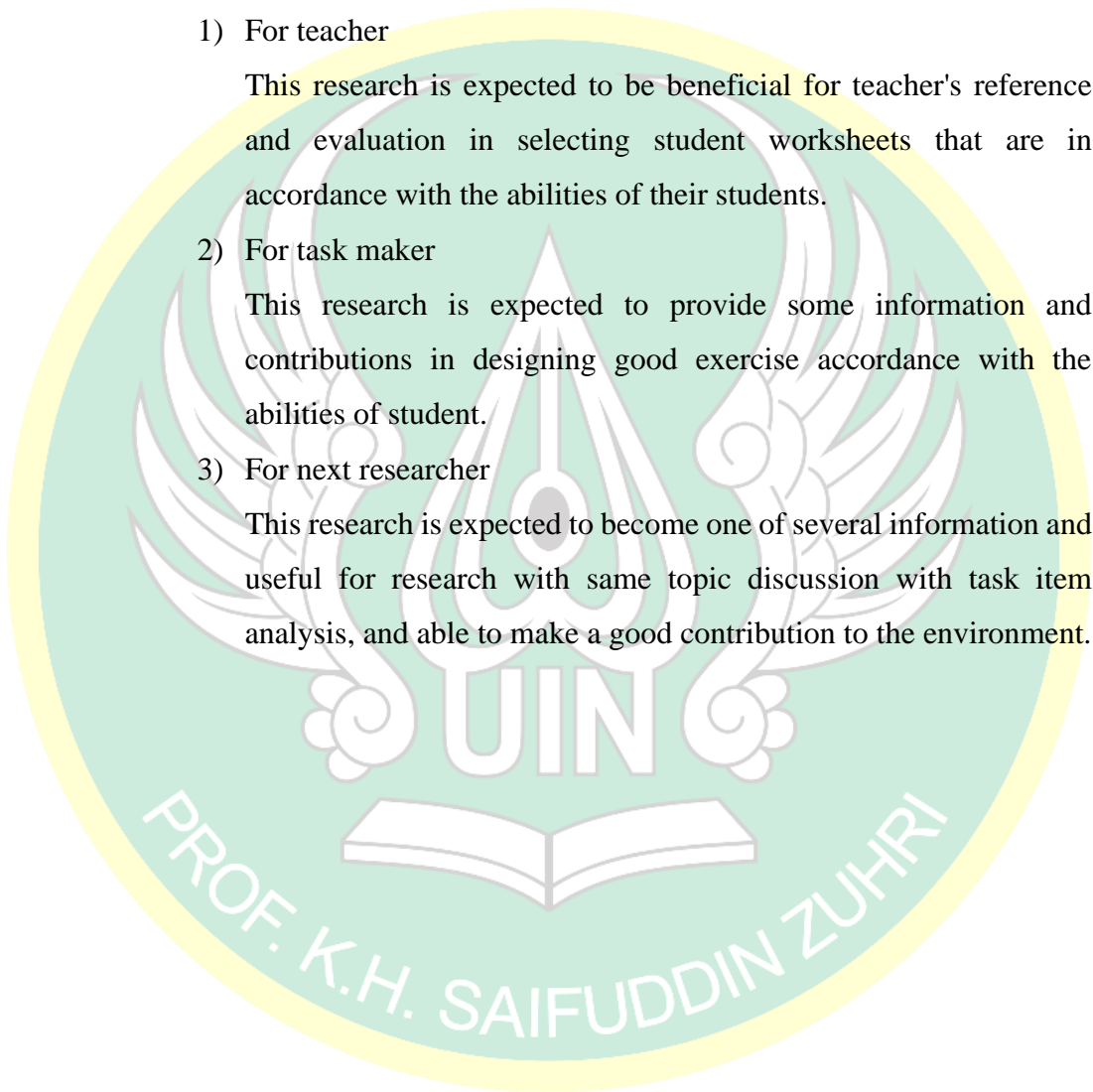
CHAPTER 2

LITERATURE REVIEW

A. Theoretical Framework

    1. Student Worksheet

        a. Definition

            Student worksheet or LKPD (*Lembar Kerja Peserta Didik)* defined as a printed teaching material contains exercise, material and summaries. According to Andi Prastowo student worksheet is defined as a printed teaching material in the form of sheets of paper that contain material, summaries, and instructions for implementing learning tasks that must be done.[20] Instructions for implementing learning tasks that must be done by students with reference to the Basic Competencies (*Kompetensi Dasar*) that must be achieved. According to Depdiknas [21] *LKPD* is sheets contain tasks that must be done by students. The student activity sheet will contain at least; title, KD (*Kompetensi Dasar)* to be achieved, completion time, equipment/materials needed to complete the task, brief information, steps, and instructions. *LKPD* is one form of implementation the role of the teacher as a facilitator in the learning process learning process. The leadership trilogy is very appropriate to be used by teachers as a guideline in the implementation of education with the sound of *tut wuri handayani. Ing madya mangun karsa,* and *ing ngarso sung tuladha* [22]. Work sheets are the materials that make students more active and the whole students participate in the learning process [23].

            Based on the experts' statements, it can be concluded that Student worksheet or *LKPD* is a learning media that contains material,

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[20] Prastowo.

[21] Elok Pawestri and Heri Maria Zulfiati, 'Pengembangan Lembar Kerja Peserta Didik (Lkpd) Untuk Mengakomodasi Keberagaman Siswa Pada Pembelajaran Tematik Kelas Ii Di Sd Muhammadiyah Danunegaran', *TRIHAYU: Jurnal Pendidikan Ke-SD-An*, 6.3 (2020) <https://doi.org/10.30738/trihayu.v6i3.8151>.

[22] Pawestri and Zulfiati.

[23] Haluk ÖZMEN and Nagihan YILDIRIM, 'Effect of Work Sheets on Student ' S Success :', *Journal of TURKISH SCIENCE EDUCATION*, 2.2 (2005), 2–5.

summaries and exercises that have been adjusted to the learning outcomes at a certain time so that students are more active in learning.

b. Type of Worksheet

Based on the purpose, Student worksheet or *LKPD* is divided into five types [24], namely:

1) *LKPD Penemuan* (Discovery LKPD)

Discovery LKPD are student worksheet that ask students to work on tasks by formulating hypotheses, designing and conducting experiments, collecting and analysing data and drawing conclusions from questions that have been provided and directed. [25]

2) *LKPD Aplikatif-Integratif* (Aplicative-Integrative LKPD)

Applicative-integrative LKPD are student worksheet that help students to apply or integrate into everyday life by using a contextual approach that links learning materials with everyday life [26].

3) *LKPD Penuntun* (Guiding LKPD)

Guiding LKPD's are student worksheet that contain practice questions and the answers are already available in the book. If students read the material presented in the worksheet, then students can work on the exercise questions provided. [27]

4) *LKPD Penguatan* (Reinforcement LKPD)

[24] Nurul Rohmaina, 'Pengembangan Lembar Kerja Perserta Didik, Nurul Rohmainah, FKIP, UMP, 2018', 2018, 5–16.

[25] Rizki Wahyuni, Tina Yunarti, and Sri Hastuti Noer, 'Pengembangan LKPD Berbasisi Penemuan Terbimbing Untuk Memfasilitasi Kemampuan Dan Disposisi Pemahaman Konsep Siswa', *Tesis*, Jurusan Pendidikan Matematika Fakultas Keguruan dan Ilmu Pendidikan Universitas Lampung, 2017 <http://e-journal.usd.ac.id/index.php/LLT%0Ahttp://jurnal.untan.ac.id/index.php/jpdpb/article/viewFile/11345/10753%0Ahttp://dx.doi.org/10.1016/j.sbspro.2015.04.758%0Awww.iosrjournals.org>.

[26] Yendro Try Satura, Abdullah Abdullah, and Radjawali Usman Rery, 'Pengembangan LKPD Aplikatif Integratif Berbasis Inquiri Terbimbing Pada Materi Kesetimbangan Kimia', *Jurnal Pijar Mipa*, 16.1 (2021), 64–67 <https://doi.org/10.29303/jpm.v16i1.1647>.

[27] Muhammad Almis, 'AN ANALYSIS OF THE SEVENTH GRADE STUDENT', 2023.

Reinforcement LKPD is a worksheet that is given when the learning is complete, intended as a deepening and application of the material that has been given.

5) *LKPD Praktikum* (Practical LKPD)

Worksheet that contains practicum instructions that students will be carried out[28].

c. Criteria of Student Worksheet

In the preparation of student worksheet, several steps are needed, including curriculum analysis, preparation of worksheets needs map, determination of worksheet titles, and worksheet writing process [29]. There are terms that must be fulfilled in the preparation of a good student worksheet [30], such as:

1) Didactic requirements, which require that student worksheet is universal. It can be used with both slow and smart students. Student worksheet prioritizes the development of skills, social communication, emotional moral and aesthetics.[31], such as:

a) A good student worksheet is universal, that can be used by every student with various skills. Worksheet can be used by student with slow, normal and smart learner.

b) A good student worksheet provides student to discover the concepts as an instructional function rather than as an information-giving tool

c) A good student worksheet has varied stimulus as an active learning medium for students, which provides opportunities for students to write, experiment, practice, etc.

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[28] Almis.

[29] Asep Herry Hernawan, Permasih, and Laksmi Dewi, 'Panduan Pengembangan Bahan Ajar', *Depdiknas Jakarta*, 2008, 1–13 <http://file.upi.edu/Direktori/FIP/JUR._KURIKULUM_DAN_TEK._PENDIDIKAN/194601291981012-PERMASIH/PENGEMBANGAN_BAHAN_AJAR.pdf>.

[30] Pawestri and Zulfiati.

[31] Almis.

d) A good worksheet not only presents academic facts and concepts but also presents social and psychological skills to be developed into communication, emotional, moral and aesthetic skills for students.

e) The student learning experience is not determined by the learning material but by the student's personal development purpose both intellectually, emotionally and physically, etc

2) Construction requirements are requirements related to the use of language, sentence structure, vocabulary, level of difficulty, and clarity which in essence must be appropriate in the sense that it can be understood by students. There are many principles in construction requirements, such as:

a) The language used in the worksheet is adapted to the maturity level of the learners. For elementary school students, do not use adult language because it is too formal.

b) A good worksheet has an order that is appropriate to the student's ability. Worksheets should start with easy exercises and then move on to difficult exercises.

c) Worksheets should use questions that are still abstract, to increase the chance of student exploration and improvement.

d) Worksheets are adapted to the books used at school or books that are easy to obtain, which have been adapted to the students' abilities.

e) Worksheets provide enough space for students to express their ideas and thoughts in writing and describe them. Because worksheets are not only to answer questions, but also to express students' ideas and opinions related to the material that has been given.

f) To avoid misunderstanding the instructions, the worksheet should use short and simple sentences.

g) Worksheets should have clear learning objectives and provide benefits as a source of motivation.

h) Worksheets must have an identity to differentiate from other worksheets.

3) Technical requirements related to the appearance of the LKPD to be used include creativity, image placement, font selection and so on.

d. Function of Student Worksheet

Student worksheet as an assessment tool can be used by teachers as a monitor of students' learning progress and also be used to determine the extent of students' knowledge, learning outcomes and the learning process [32]

Worksheet has four functions[33], among others:

1) as teaching materials that can minimize the role of the teacher, but make students more active.

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

3) As a concise teaching material but rich in tasks to practice

4) As one of the tools to facilitate the process of implementing teaching to students

e. The purpose of student worksheet

Worksheet has four purposes[34], such as:

1) Provide teaching materials that make it easy for students to interact with the material provided

2) Presenting tasks that increase student mastery of the material provided

3) Train student independence, and

4) Facilitate education in giving assignments to students.

[32] Che-Di Lee, 'Worksheet Usage, Reading Achievement, Classes' Lack of Readiness, and Science Achievement: A Cross-Country Comparison', *International Journal of Education in Mathematics, Science and Technology*, 2.2 (2014), 96–106 <https://doi.org/10.18404/ijemst.38331>.

[33] Prastowo.

[34] Prastowo.

f. Structure of student worksheet

Structure of a student worksheet as follows [35]:

1) Title

2) Instructions for learning (Student instructions)

3) Competencies to be achieved

4) Supporting information

5) Tasks and work steps

6) Assessment

2. Evaluation

1) Definition

Educational evaluation is "the process of delineating, obtaining, and providing useful information for judging decision alternative."[36] In this definition, there are several keywords which, when explained, are a process of identifying information through the stages of identification, organization and analysis to produce information that is useful in making decisions in the objectives of the evaluation.

Education evaluation is the process of measuring the level of mastery of students' learning during the learning process carried out by the teacher with a previous assessment.[37] Thus, the assessment process here aims to determine how far the level of mastery of students towards the learning process that has been carried out, then the results of this assessment will later be evaluated whether it is in accordance with the learning objectives that have been made before.

According to Wang and Brown in a journal, it is said that "Evaluation refer to the act or process to determining the value of something."[38] Based on this statement, it can be interpreted that

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[35] Hernawan, Permasih, and Dewi.

[36] Egon G. Sufflebeam, Daniel L; Walter J. Foley; Gephart, William J; guba, 'Evaluation and Decision Making', ed. by Stanley Elam, 4th edn (Bloomington, Indiana: F.E PEACOCK PUBLISHER, INC., 1971) <https://doi.org/10.1007/978-3-030-11743-6_8-1>.

[37] Haryanto.

[38] Suarga Suarga, 'Hakikat, Tujuan Dan Fungsi Evaluasi Dalam Pengembangan Pembelajaran', *Inspiratif Pendidikan*, 8.1 (2019), 327–38 <https://doi.org/10.24252/ip.v8i1.7844>.

evaluation is an action or process in determining the value of something related to education.

From the few expert opinions that have been described, it can be concluded that educational evaluation is a process of measuring student learning outcomes which aims to determine how far the level of mastery of students of the learning process is further used as information in making decisions.

2) Purpose of evaluation

Evaluation has purpose "to measure the effect of a program again against the goals it set out to accomplish as a means of contributing to subsequent decision making about the program and improving future programming."[39]

Haryanto define the purposes of a learning evaluation include are first, assessing the achievement of learning objectives; second, measuring various aspects of learning; third, as a means to find out what students already know; fourth, to motivate student learning; fifth, to provide information for guidance and counselling purposes, and use evaluation results as a basis for curriculum change.[40]

The purpose of educational evaluation is to give shape to educational objectives, learning materials, effective learning methods and to form a conducive and interactive classroom climate in the learning process.[41]

From the few statements that have been described by experts, it can be concluded that the purpose of educational evaluation is to measure the effect of a program on the goals to be achieved. In order to make decisions on the next program, starting from learning objectives, learning materials, and learning methods used.

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[39] Vuyisile Msila and Angeline Setlhako, 'Evaluation of Programs: Reading Carol H. Weiss', *Universal Journal of Educational Research*, 1.4 (2013), 323–27 <https://doi.org/10.13189/ujer.2013.010408>.
[40] Haryanto.
[41] E. Prakash, S. Dhivyadeepa, 'Evaluation in Education Chapter 1', in *Evaluation in Education*, ed. by T. Manichander (Solapur, Maharashtra: Laxmi Book Publication, 2016), pp. 1–51 <https://doi.org/10.4135/9781848608078.n20>.

3) Type of Evaluation

There are four types of evaluation, including:

a) Context evaluation, evaluation that to provide a rationale for determination of objectives. Context evaluation describes the values and goals of the system to be looked at. Context evaluation provides a basis for stating change objective through diagnosing and ranking the problem in meeting needs or using opportunities, and it analyses change objectives to determine the amount of change to be affected and the amount of information grasp available for support.[42]

b) Input evaluation has a purpose to provide information for determining how to utilize resource to meet program goals.[43] Evaluation input used to find problem solving strategy, planning and design programs.[44]

c) Process evaluation, mainly emphasizes the evaluation of students' learning in the process of teaching implementation. It does not focus on the process and not the results, but also simple observe the students learning process.[45] Process evaluation has three main objectives, The three primary functions of procedural design are as follows: (1) identifying and predicting flaws in the design or implementation of the procedure during the implementation stage; (2) provide data for pre-programmed decisions; and (3) maintaining an accurate record of the procedure while it is carried out.[46]

[42] Sufflebeam, Daniel L; Walter J. Foley; Gephart, William J; guba.

[43] Sufflebeam, Daniel L; Walter J. Foley; Gephart, William J; guba.

[44] Warju Warju, 'Educational Program Evaluation Using CIPP Model', *Innovation of Vocational Technology Education*, 12.1 (2016), 36–42 <https://doi.org/10.17509/invotec.v12i1.4502>.

[45] Daxin Ren and others, 'Research on the Application Effect of Process Evaluation in the Teaching of Public Elective Courses in the Whole School', *Proceedings of the 2021 2nd International Conference on Modern Education Management, Innovation and Entrepreneurship and Social Science (MEMIESS 2021)*, 568.Memiess (2021), 225–30 <https://doi.org/10.2991/assehr.k.210728.045>.

[46] Sufflebeam, Daniel L; Walter J. Foley; Gephart, William J; guba.

d) Product evaluation, measure and analyses the results during and after the education and examines the overall efficacy of the program.[47] The basic approach of product evaluation involves creating operational definitions of objectives, measuring criteria linked with specified absolute or relative standards, and generating reasonable interpretations of the findings based on the recorded context, input, and process information.[48]

3. Task Items Analysis

1) Definition

Item analysis is a process that examines student responses to test items (questions) to assess the quality of those items and the test as a whole [49]. Item analysis can be a useful way to found out how well individual test items assess what student have learned what students have learned [50].

An item analysis is a statistical method used to determine the quality of a test by looking at each individual item or question and determining if they are sound. It helps identify individual items or questions that are not good questions and whether or not they should be discarded, kept, or revised [51] Item quality analysis is a systematic procedure that provides specific information related to the items we compile [52].

Test quality analysis is a stage that must be taken to determine the degree of quality of a test, both as a whole and the items that are part of the test.[53] In assessing learning outcomes, tests are expected to

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[47] So young Lee, Jwa Seop Shin, and Seung Hee Lee, 'How to Execute Context, Input, Process, and Product Evaluation Model in Medical Health Education', *Journal of Educational Evaluation for Health Professions*, 16 (2019), 1–8 <https://doi.org/10.3352/JEEHP.2019.16.40>.

[48] Sufflebeam, Daniel L; Walter J. Foley; Gephart, William J; guba.

[49] Nair.

[50] Mary Tobin, 'Guide to Item Analysis', *Schreyer Institute for Teaching Excellence The Pennsylvania State University*, 2019, 1–8 <http://www.schreyerinstitute.psu.edu/pdf/GuideToItemAnalysis.pdf>.

[51] 'Item Analysis Definition | Psychology Glossary | AlleyDog.Com'.

[52] UIN Suska Riau, 'Analisis Kualitas Butir Soal', *Journal of Chemical Information and Modeling*, 53.9 (2019), 1689–99.

[53] Zainal Arifin, *EVALUASI PEMBELAJARAN* (Bandung: PT Remaja Rosdakarya, 2009).

describe samples of behaviour and produce objective and accurate values.

From the definition of experts, it can be concluded that item analysis is a systematic procedure used to measure the quality of each item used in the process of evaluating student learning outcomes. The results of this item analysis can be used to carry out the process of improving and refining the items.

2) Purpose of task item analysis

Item analysis aims to identify questions that are good, less good and bad questions. By analysing the question, information can be obtained about the ugliness of a problem and "instructions" for making improvements.[54]

One of the purposes of the analysis is to improve the quality of the questions, i.e. whether a question is (1) acceptable because it is supported by adequate statistical data, (2) improved, because it is proven that there are some weaknesses, or even (3) not used at all because it is empirically proven that it does not work at all.[55]

The objectives of item analysis include (1) reviewing and reviewing each item in order to obtain quality questions before use, (2) improving the quality of test items through revision or discarding ineffective questions, and (3) knowing diagnostic information on students whether they have understood the material that has been taught.[56]

3) Task item analysis technique

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[54] Arikunto.

[55] Sumarna Surapranata, *Analisis, Validitas, Reliabilitas Dan Interpretasi Hasil Tes*, 3rd edn (Bandung: PT Remaja Rosdakarya Offset, 2006).

[56] Kusaeri dan Suprananto, *Pengukuran Dan Penilaian Pendidikan*, 1st edn (Yogyakarta: Graha Ilmu, 2012).

To analyse the task items, a technique is needed that is used as a reference in the analysis process, based on Tom Kubiszyn there are two technique item analysis[57], such as:

a) Quantitative Technique

Quantitative analysis emphasizes the analysis of the internal characteristics of the test through data obtained empirically, the internal characteristics in question include the parameters of the question of difficulty level, differentiability, and reliability.[58] Quantitative analysis is usually used to analyse multiple-choice questions. In the analysis of multiple-choice questions, two parameters are added, namely seen from the opportunity to guess or answer the question correctly and whether the answer choice function, namely the distribution of all alternative answers from the subjects tested.

The results of the quantitative analysis technique can be used to determine the extent to which the questions can distinguish between test takers whose abilities are high in terms defined by the criteria and test takers whose abilities are low. [59]

In the analysis process using quantitative techniques, there are two types of approaches that can be used, namely the classic approach and the modern approach using Item Response Theory (IRT) program.[60]

b) Qualitative technique

Qualitative technique is a form of review that is intended to analyse questions in terms of technical, content, and editorial.[61] Technical analysis is intended as a review of questions based on

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[57] Gary Borich Tom Kubiszyn, 'Educational Testing and Measurement: Classroom Application and Practice', *Modern Journal of Language Teaching Methods*, 7.5 (2017), 133–37.

[58] Khaerudin, 'Administarsi, Analisis Butir, Dan Kaidah Penulisan Tes Khaerudin 1', *Madaniyah*, 1 (2017), 97–128.

[59] Surapranata.

[60] Kusaeri dan Suprananto.

[61] Surapranata.

measurement principles and question writing formats. Content review is intended as specifically related to the feasibility of the knowledge being asked. Meanwhile, editorial analysis is intended as a review that is specifically related to the overall format and editorial consistency from one question to another.

Item analysis using qualitative techniques is carried out based on the rules for writing questions (written, action, and attitude tests). Analysis using qualitative techniques is usually carried out before the questions are used or tested. In analysing using qualitative techniques, there are several aspects that must be considered, including material, construction, language or culture, and answer keys or scoring guidelines. [62]

In qualitative analysis, there are two types of techniques that can be used, namely moderator techniques and panel techniques [63].

4. Item Validity

Anastasi on a book state the validity of a test is determined by how well it collects the data that it is designed to gather. It is the most crucial component of test development. In short, the validity of a test is determined by what it measures and how well it does it.[64] Allen Marry in a journal argues that a test is considered valid if the test measures what is intended to be measured. Validity is defined as a measure of how accurately a measuring instrument performs its measuring function.[65] Validity has four type; content validity, construct validity, predictive validity, and congruent validity. [66]

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[62] Kusaeri dan Suprananto.

[63] Kusaeri dan Suprananto.

[64] Richard J RJ McCowan and others, 'Item Analysis for Criterion-Referenced Tests.', *Online Submission*, 1999, 39 <http://eric.ed.gov/ERICWebPortal/recordDetail?accno=ED501716>.

[65] Nurul Mukhlisa and Universitas Negeri Makassar, 'JUARA SD : Jurnal Pendidikan Dan Pembelajaran Sekolah Dasar Volume 2 Nomor 1 Maret Tahun 2023 Validitas Tes', 2 (2023), 142–47.

[66] Irwan Sulistyanto, *Validity and Reliability Test, Research Testing*, 2014.

In addition to determining the validity of the question as a whole, item validity is also very necessary to determine how appropriate the question is for use. In his book, Arikunto argues that item validity is said to be present if the item has high support for the total score, in other words, that an item has high validity if the item score has parallels with the total score.[67]

Item validity according to Anas Sudijono's view in his book is the measurement precision that an item (which is an integral part of the test as a source of aggregate) has in measuring what is to be measured by the item.[68]

Based on the perspectives of several experts, item validity may be defined as the degree to which a question item accurately measures the construct to be tested, taking into account the degree to which the item score aligns with the overall score.

To calculate item validity, two methods can be used, the first is to use the Pearson Product moment correlation formula and the second method is to use the biserial correlation coefficient.[69]

5. Reliability

Referring to Gay reliability is the degree of consistency of an item in measuring what it is measuring.[70] It can also be said that reliability indicates the degree of consistency of the measurement instrument used in the measurement process. In addition, Sulastriningsih in her book also argues that reliability refers to the ability of the measuring instrument to measure consistently. This is because the consistency of the measuring instrument is one of the criteria by which the measuring instrument shows the reliability of the measurement results.[71]

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[67] Arikunto, p. 90.

[68] Anas Sudiyono, *Pengantar Evaluasi Pendidikan* (Jakarta: PT RajaGrafindo Persada, 1996), p. 182.

[69] Arikunto, pp. 91–93.

[70] D. J. Foskett and Robert M. W. Travers, *An Introduction to Educational Research*, *British Journal of Educational Studies*, 1969, XVII <https://doi.org/10.2307/3119647>.

[71] Sulastriningsih Djumingin, *PENILAIAN PEMBELAJARAN BAHASA DAN SASTRA INDONESIA Teori Dan Penerapannya*, *Penilaian Pembelajaran Bahasa & Sastra Indonesia Teori Dan Penerapannya*, 2017.

Gail argues in his journal that the essence of reliability is consistent and reliable results, which means that a measuring instrument has the same consistency in its measurements, even if it is used at different times.[72] From several expert opinions, it can be concluded that reliability is the level of consistency of an item in measuring what it is measuring.

There several ways to know the level of reliability[73], such as:

a. Using *Tes Ulang Uji* technique, where two measurements of the same test are made to the same students. Then the result of the first and second tests are correlated, if the correlation coefficient score is high then the test tested for reliability is stated as reliable test.

b. Using half-split technique, where the student learning outcomes are scored then grouped to two groups, namely odd group and even groups. This technique also called as Spearman-Brown technique.

c. Using Kuder-Richardson 20 and 21 formulas, the measurement using this formula is done by comparing the score of each item. If it shows the high degree of agreement, it can be concluded that the test is stated accurate and consistent.

d. Using the alpha reliability coefficient or Cronbach's alpha coefficient correlation. In application, it almost same as using Kuder-Richardson 20 and 21, but in calculating the reliability level using the Alpha reliability coefficient.

6. Difficulty Level

The level of difficulty is how difficult a question item is answered by test takers or respondents.[74]

A good test item is a question that is not too easy and not too difficult. Easy question did not make students have high motivation to solve them,

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[72] Gail M. Sullivan, 'A Primer on the Validity of Assessment Instruments', *Journal of Graduate Medical Education*, 3.2 (2011), 119–20 <https://doi.org/10.4300/jgme-d-11-00075.1>.

[73] Djumingin.

[74] Lenny Hartaty Lumbanraja and Syahnan Daulay, 'Analisis Tingkat Kesukaran Dan Daya Pembeda Pada Butir Tes Soal Ujian Tengah Semester Bahasa Indonesia Kelas Xii Sma Negeri 7 Medan Tahun Pembelajaran 2016/2017', *Kode: Jurnal Bahasa*, 6.1 (2018), 15–24 <https://doi.org/10.24114/kjb.v6i1.10814>.

and vice versa if the question is too difficult it causes students to become discouraged and have no enthusiasm to try again because it is out of reach.[75]

The level of difficulty of the question also determines the quality or not of the test items. Items are good if the items are not too easy and not too difficult or in other words the degree of difficulty of the test items is moderate or sufficient [76].

To obtain good quality questions, in addition to fulfilling validity and reliability, there is a balance of the difficulty level of the question. The balance in question is the existence of easy, medium and difficult questions proportionally [77].

Determining the proportion of questions and the criteria for questions that are easy, moderate and difficult is an important issue. There are several basic considerations in determining the proportion of easy, medium and difficult questions. The first consideration is the existence of balance, that is, the number of questions is the same for the three categories. Secondly, the proportion of the number of questions for the three categories is based on a normal curve. Which means that most of the questions are in the medium category, some are in the easy and difficult categories in equal proportions. [78]

There are two comparisons that can be used to determine the proportion of easy-medium-hard questions. The first is a 3-4-4 ratio, with 30% easy questions 40% moderate questions and 30% difficult questions. For example, in 60 multiple choice questions there are 18 easy category questions, 24 medium category questions, and 18 difficult category questions. The second comparison that can be used is the 3-5-2 comparison, 30% easy category questions, 50% medium category questions and 20% difficult category questions. [79]

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[75] Arikunto.

[76] Sudiyono.

[77] Sulistyrorini, *EVALUASI PENDIDIKAN Dalam Meningkatkan Mutu Pendidikan* (TERAS, 2009).

[78] Sulistyrorini.

[79] Sulistyrorini.

Learning outcome test items where all students cannot answer correctly (because they are too difficult) cannot be called good items. Vice versa, items that can be answered by all students (because they are too easy) cannot be included in the category of good items. In determining the level of difficulty of learning outcome test items, it can be known from the size of the number that symbolizes the difficulty level of the item.[80]

The number that can provide instructions on the level of difficulty of the item is known as the difficulty index, which in the world of evaluating learning outcomes is generally denoted by the letter P, which stands for the word proportion [81]

In determining the level of difficulty in classical item analysis can be determined in several ways including: linear difficulty scale, bivarat scale, davis index, and proportion of correct answers.[82]

7. Item discrimination test

Item discrimination indicators reflect how effective a question is at separating or recognizing differences between high and low achievers on the exam as a whole.[83] The ability of an item to distinguish between high and low ability students is called item discrimination. Mild discrimination is said to occur when an item does not distinguish between low ability students (those who fail to perform well) and high ability students (those who perform well).[84] Item discrimination is a standardized measure used to assess the extent to which each item is effective in discriminating between high and low ability individuals.[85]

From some of these expert opinions can be conclude that item discrimination assesses the validity of items that distinguish between high-

[80] Sudiyono.

[81] Sudiyono.

[82] Arifin, p. 271.

[83] Cohen-Swerdlik, *Psychological Testing and Assessment: An Introduction to Tests and Measurement 7th Edition*, 1983.

[84] H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (America: Longman, 2004) <https://www.ptonline.com/articles/how-to-get-better-mfi-results>.

[85] Glenn. Fulcher, *Language Testing and Assessment: An Advanced Resource Book*, *The Modern Language Journal* (USA and Canada: Routledge, 2010), XCIV <https://doi.org/10.1111/j.1540-4781.2010.01050.x>.

and low-ability students in the test as a whole. Item discrimination refers to the ability of an item to distinguish between high and low performing students. The inability of an item to distinguish between low and high performing students is considered low identification. Essentially, item discriminating power is a standardized measure used to assess how effectively each item distinguishes between high and low performing students.

To analyze item discrimination, several techniques can be used such as point biserial correlation, biserial correlation and phi coefficient.[86] The most popular technique used is the point biserial correlation technique.[87]

B. Review of Previous Study

There are some previous studies that relate to this topic:

1. First is a thesis under title "An analysis of the seventh-grade student worksheet of English subject at SMPN 2 Tambang" by Muhammad Almis. This research provides to know whether the student English worksheet used by 7th-grade students at SMPN 2 Tambang is appropriate or not in accordance with the opinions of experts. The differences between this research are the object. His object is the appropriate student worksheet then this object of the research is quality of the task item in the student's worksheet.

2. Second previous study is a journal under the title "An analysis of student's reading final examination by using item analysis program on eleventh grade of SMA Negeri 8 Medan" by Dewi Manalu. This research provides to determine the quality of the reading final examination in SMA N 8 Medan grade eleventh in terms of reliability, level of difficulty, discrimination power and level of distractor. The similarity between this research is the the object. We both together researched the determine the quality of the task, but her research is focus to the reading final examination

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[86] McCowan and others.

[87] Fulcher, XCIV.

or in summative assessment than this research focus on the formative assessment or student worksheet.

3. The third previous study is a thesis under title "Test item analysis of the final examination on economics subject in grade XII IPS SMA Negeri 1 Wonosari academic year 2014/2015" By Noorrachma Chandra Novianti. This research provides to know the quality of the final examination questions in economics subject in grade XII IPS SMA Negeri 1 Wonosari. The similarity between this research is the object. We both together researched the quality of the tasks, but her subject of research are students in grade XII and this research focus to students in grade VII.

C. Hypothesis

H0   : The quality of the questions used in the student worksheet is good in terms of item validity, reliability, difficulty level and item discrimination.

H1   : The quality of the questions used in the student worksheet is not good in terms of item validity, reliability, difficulty level and item discrimination.

D. Conceptual Framework

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┌─────────────────────────────────────────────────────┐
│  The questions in student's worksheet used by VII    │
│       grade students at SMP N 2 Kedungbanteng        │
└─────────────────────────────────────────────────────┘
                          │
              ┌───────────────────────┐
              │ Answer sheets and answer key │
              └───────────────────────┘
                          │
              ┌───────────────────────┐
              │    Task Item Analysis   │
              └───────────────────────┘
```

| Validity Item | Reliability | Item Difficulty | Item discrimination |

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┌─────────────────────────────────────────────────────┐
│          The result of task item analysis            │
└─────────────────────────────────────────────────────┘
```

| Good question | Intermediate question | Bad question |

| Save to questions bank | Revised | Rejected or throw away |
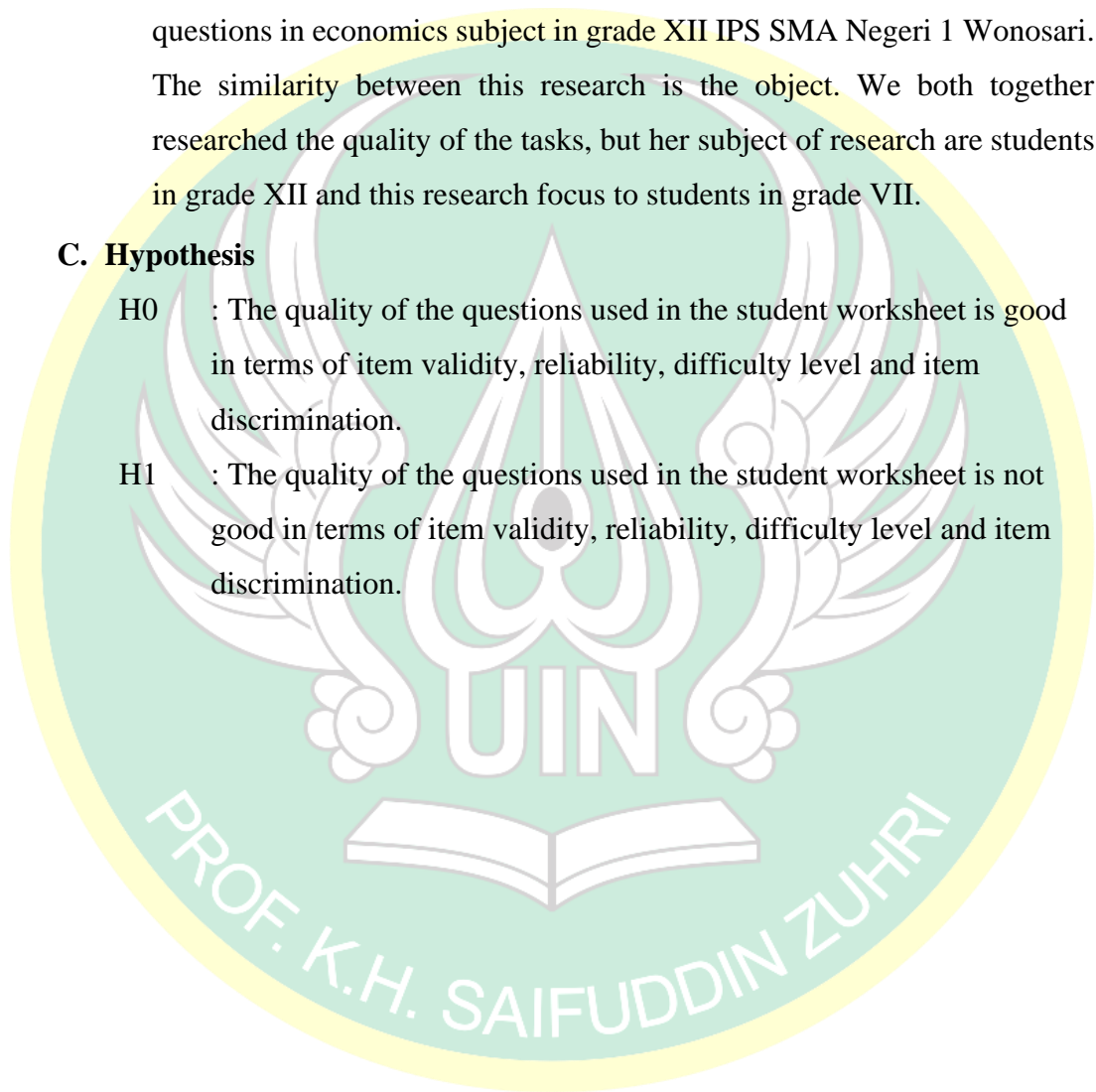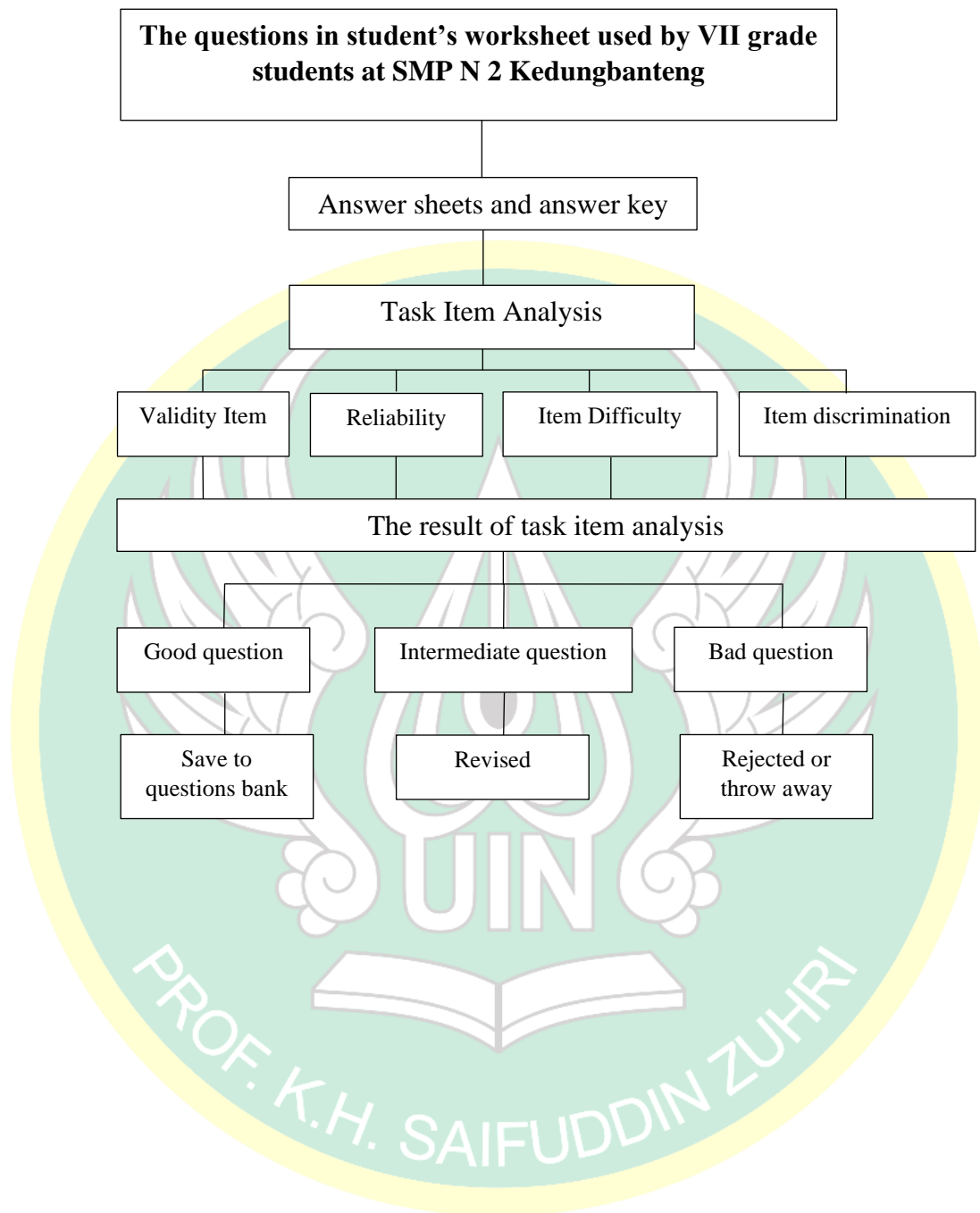
CHAPTER 3
RESEARCH METHOD

The quantitative descriptive technique is used to analyse and interpret the quality of the task item in student worksheet used by 7th grade student at SMP Negeri 2 Kedungbanteng. This study aims to know the quality of task item in worksheet used by student at 7th grade based on the term validity, reliability, item discrimination and level of difficulty.

A. Research Design

This study would conduct using quantitative analysis method by using descriptive statistics. Quantitative method is a scientific method that has fulfilled scientific principles, namely concrete/empirical, objective, measurable, rational, and systematic.[88] Quantitative analysis methods use mathematical operations to investigate their properties.[89] The quantitative analysis approach in this study was used to analyse validity, reliability, item discrimination and level of difficulty of the questions on the worksheets used. Quantitative methods use numbers as research data and use static analysis. The quantitative methods involve the process of collecting, analysing, interpreting, and writing the result of a study.[90]

In the process of measuring the item validity of the questions on the student worksheet, researcher used point biserial correlation technique. To measure the difficulty level of the questions, the analysis technique developed by Arifin for the type of multiple-choice questions is applied and using the analysis technique proposed by Kusaeri and Suoprananto for the type of description questions. Then to test item discrimination used a technique commonly used by researchers, namely using the person product moment. Later, the statistical analysis technique used the SPSS and Excel applications to facilitate the data processing process.

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[88] Sugiyono, 'Metode Penelitian Kuantitatif Dan Kualitatif Dan R&D' (Alabeta, 2013), pp. 1–23.

[89] Nicholas Walliman, *Research_Methods_The_Basics_Nicholas*, 2011.

[90] John W. Creswell, 'Research Design: Qualitative, Quantitative and Mixed Methods Approaches', *Intercultural Education*, 2009 <https://doi.org/10.1080/14675980902922143>.

B. Research Site and Participants

This study was conducted at the 7th grade student of SMP Negeri 2 Kedungbanteng academic year 2023/2024 Banyumas because this school used student worksheet as the medium to assist student learning activity and as the formative assessment. This study was conducted from January 2024, to VII grade student at SMP Negeri 2 Kedungbanteng academic year 2023/2024.

C. Population and Sample

1. Population

Population is a generalization area consisting of: objects / subjects that have certain qualities and characteristics set by researchers to study and then draw conclusions [91]. The population on this study is 250 students from 7 difference classes in 7th grade student at SMP N2 Kedungbanteng, Banyumas in academic year 2023/2024.

2. Sample

According to Leavy sample is the number of individual cases that ultimately draw and from which/whom you generate data.[92] To determine the sample, there are two ways to take a sample: *Probability sampling and Purposeful sampling.*[93]

Probability sampling relies on probability theory and involves the use any strategy in which sample are selected in a way that every element in the population has a known and nonzero chance of being selected [94]. There are some types of probability sampling strategies: Simple Random Sampling (SRS), Systematic Sampling, Cluster Sampling, and Stratified Random Sampling.

Purposeful sampling (purposive or judgmental sampling) is based on the premise that seeking out the best cases for the study produces the best data, and research result are a direct of the cases sampled [95]. According to

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[91] Sugiyono.

[92] Patricia Leavy, *Quantitative, Qualitative, Mixed Methods, Arts-Based. and Community-Based Participatory Research Approaches* (New York: The Guilford Press, 2017), p. 76.

[93] Leavy, p. 78.

[94] Leavy, p. 78.

[95] Leavy, p. 79.

Paton cited on a journal there are three the most commonly used purposeful sampling strategies: Snowball sampling, Exemplar of the Phenomenon of Interest, and Homogenous sampling.[96] Exemplar of the Phenomenon of Interest, and Homogenous sampling.

This study used quantitative analysis method, so the sample chose the purposeful sampling (purposive or judgmental sampling), the sample took 31 students.

D. Data Collection Techniques

This study used documentation as the technique of data collection. Data was collected from students' work on the assignment tasks contained in the worksheet. In this study, the tasks done by students were limited to the first chapter only. In the scoring system for multiple choice questions if correct is given a score of 1 and incorrect is given a score of 0. Then in the essay question, given a maximum score of 3. There are some procedures before taking the data, such as:

1. Considering the student worksheet, student answer sheet, the answer key of the student worksheet as the main source of information and the lesson plans that have been made by teacher,

2. Seeking permission to the teacher to use the document,

3. Examining the student worksheet,

4. Recording data from the document which is in the form of taking notes about the findings.

E. Data Analysis

In quantitative research, data analysis is an activity after all data from respondents or other data sources have been collected. In data analysis activities, data will be grouped based on variables and types of respondents, tabulated based on variables from all respondents, and presented for each variable studied, then calculations are carried out to answer problem formulations as well as calculations to test hypotheses if a hypothesis is formulated [97]

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[96] Leavy, p. 80.
[97] Sugiyono, p. 147.

Data analysis techniques in quantitative research use statistics. There are two types of statistical analysis used, namely descriptive statistics and inferential statistics. Where inferential statistics include parametric statistics and nonparametric statistics [98]

Descriptive statistics are statistics used to analyse data by describing or describing the data that has been collected as it is without intending to make general conclusions or generalizations [99].

Inferential statistic is test's the research questions or hypothesis and make inferences about population from which the sample was selected [100]. Inferential statistics are also referred to as probability statistics, because the conclusions applied to the population based on sample data are probability [101].

In this study, the questions contained in the student worksheet was first tested for validity. The validity of the test was analysed by expert judgemental and using analysis technique point biserial correlation as follows:

$$r_{pbi} = \frac{Mp - M1}{St} \sqrt{\frac{p}{q}}$$

Note:

r_{pbi} : Biserial correlation coefficient

Mp : The mean score if the subject who answered correctly for the item

$M1$: Mean total score

St : Standard deviation of the total score proportion

p : Proportion of students who answered correctly

q : Proportion of students who answered incorrectly ($q = 1 - p$)

To interpret the results of the item validity, a rule is used that compares the r_{pbi} of the question with the r_{table} Person Product Moment according to the number of respondents.

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[98] Sugiyono, p. 147.
[99] Sugiyono, p. 147.
[100] Leavy, p. 112.
[101] Sugiyono, p. 148.

In determining the reliability of the test, this research using alpha reliability coefficient or Cronbach's alpha coefficient correlation. This method using formula such as[102]:

$$r = \frac{k}{k-1}\left(1 - \frac{\sum S_i^2}{S_t^2}\right)$$

Note:

k : Number of items

$\sum S_i^2$: Number of variants of questions items

S_t^2 : Total variance (for all items).

In determining the level of difficulty in objective question types (selected response item), the most commonly used method is the proportion correct method. This method is considered a very easy way. The method is the number of students who answer correctly on the question being analysed divided by the number of students.[103] The equation used to determine proportion correct (p):

$$p = \frac{\sum B}{N}$$

Note:
p   = difficulty level
∑B   = numbers of learners answer correctly
N   = numbers of learners who took the test

To interpret the level of difficulty with those method, the following criteria are used:

p < 0,70	Easy
0,30 ≤ p ≤ 0,70	Medium
p > 0,30	Difficult

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[102] Djumingin.
[103] Arifin, p. 272.

Table 1 Interpretation of difficulty level

Then for the type of question description (constructed response) used the method as follows[104]:

    a) Find the mean from the student score

$$Mean = \frac{number\ of\ students\ scores\ every\ question}{number\ of\ students\ who\ took\ the\ test}$$

    b) Find the difficulty lever using:

$$TK = \frac{MEAN}{MAX\ score\ specified}$$

To interpret the results of the analysis of the essay type questions, the following criteria used as a reference for grouping the criteria for the difficulty of the questions analysed:

Range difficulty level	Categories	Decision
0,7 – 1,0	Easy	Rejected/revised
0,3 – 0,7	Medium	Accepted
0,0 – 0,3	Difficult	Rejected/revised

Table 2 Interpretation of result the difficulty level

To determine item discrimination, the analysis technique used in this study is person product moment:

$$r_{xy} = \frac{N\sum XY - (\sum x)(\sum Y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\{N\sum y^2 - (\sum y)^2\}}}$$

Note:

r_{xy} : Pearson's correlation coefficient

N : number of sample's

x : independent variable/first variable

Y : dependent variable/second variable

Then to interpret the results of the data analysis using the table of correlation coefficient values "r" Product Moment of Person with r_{xy} from the result of data analysis.

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[104] Kusaeri dan Suprananto, p. 174.

F. Structure of the research

To conduct the systematic study, it is necessary to classified the structure of the research. This research classified to five chapter:

Chapter I contains research background, conceptual definition, research questions, objective and significances of the research.

Chapter II contains the theories "An Analysis of Task Items in Student Worksheet Used by the 7th grade student at SMP Negeri 2 Kedungbanteng Banyumas" or defined as literature review. Which is contains a review of previous studies.

Chapter III contains of research method. This chapter deals with the type of the research, place and time of the research, population and sample of the research, variable and indicators of the research, technique of data collection and technique of data analysis.

Chapter IV contains finding and discussion. It will present the result of this study.

Chapter V contains the conclusion and suggestion of the research. In this chapter the data will be conclude and give suggestion regarding the research.
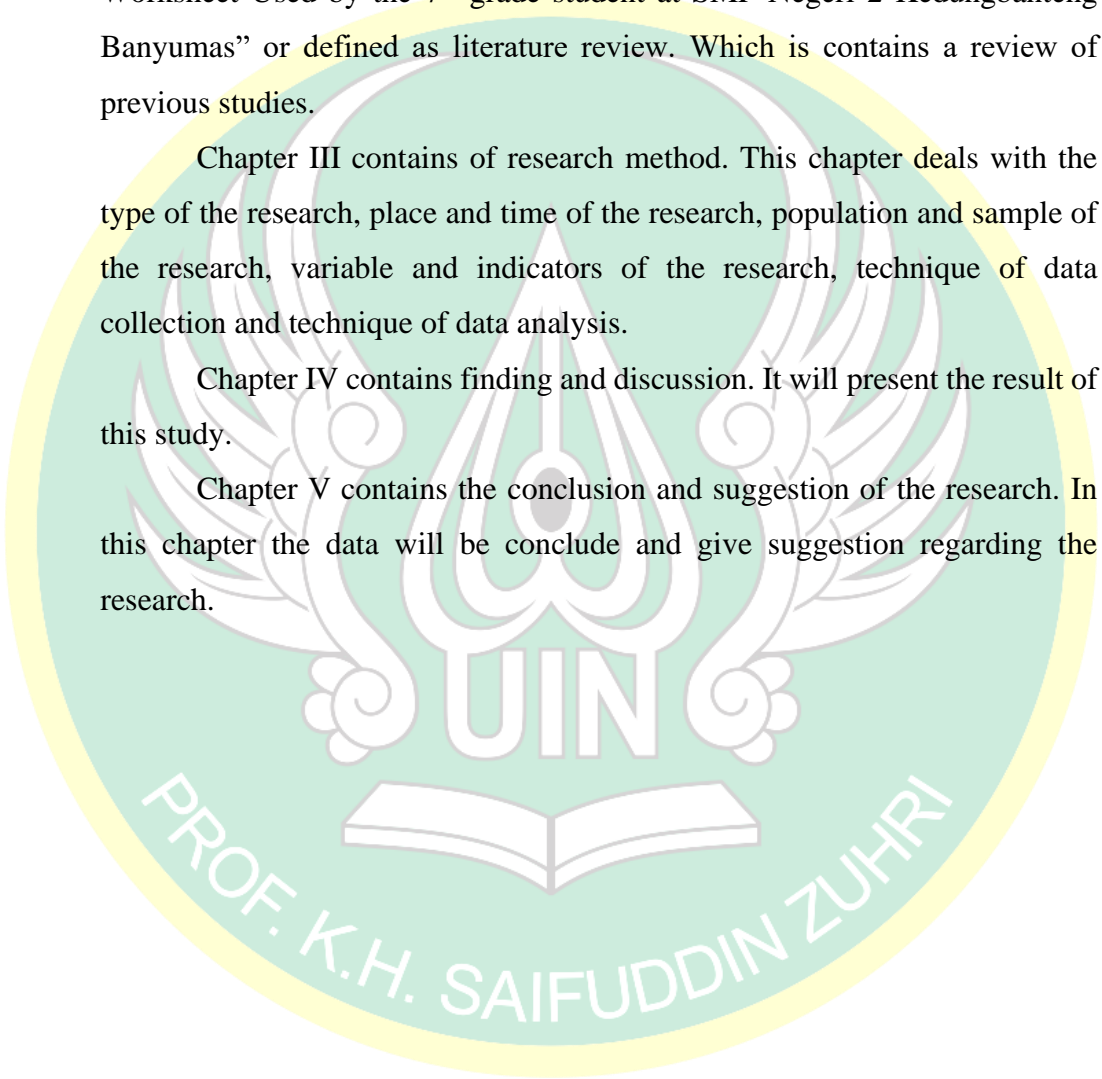
CHAPTER 4
FINDINGS AND DISCUSSIONS

This chapter discusses the analysis of item validity, reliability, item difficulty and item discrimination on student worksheet used by VII grade students in SMP Negeri 2 Kedungbanteng academic year 2023/2024. The data to support the discussions obtained through documentation. The discussion divided into two parts, the first part is overview about the student worksheets itself, and the second part is the description of research result.

A. Overview of student worksheets

This student worksheet book for seventh grade students of SMP Negeri 2 Kedungbanteng academic year 2023/2024 is entitled "Buku Pendamping Conclusion Bahasa Inggris" which was compiled by the MGMP (Musyawarah Guru Mata Pelajaran) English team of Banyumas Regency. The development of this book is one of MGMP's roles in developing learning resources in line with the guide, in an effort to improve the quality of learning.[105]

Based on the definition of student worksheet described by Andi Prastowo that student worksheet is a printed teaching material containing exercises, materials and summaries[106], the companion book used by seventh grade students of SMP Negeri 2 Kedungbanteng is appropriate if it is called a student worksheet book.

This companion book or the student worksheet consists of three chapters of material. Appropriate with the definition of student worksheet by Andi Prastowo, that a student worksheet must consist material.[107] The Chapter 1 is entitled "About Me" and contains several sub-materials such as greetings, self-introduction and introduction others. The second chapter is entitled "Culinary and Me" and includes several sub-materials such as favourite foods,

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[105] Hidayati and others.
[106] Prastowo.
[107] Prastowo.

favourite snacks, and recipes. The last chapter is titled "Home Sweet Home" and discusses the material of houses and rooms.

In each chapter presented, there are also presenting the learning goals that must be achieved at the end of the chapter by student. Putting learning goals in every chapter also met the criteria to be a good worksheet, that student worksheet should presented the competencies to be achieved. This is a line with Hernawan at all's statement about the structure of student worksheet.[108] The learning goals presented at the first page of each chapter with title "Learning Objectives". For examples the material and learning goals used in chapter 2 of this book shown in the following picture:

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[108] Hernawan, Permasih, and Dewi.

CHAPTER 2

CULINARY AND ME

Capaian Pembelajaran

Elemen Menyimak – Berbicara

Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan, dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.

By the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses

Elemen Membaca – Memirsa

Pada akhir fase D, peserta didik membaca dan merespons teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.

By the end of Phase D, students independently read and respond the familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They identify the purpose of texts and begin to make inference to comprehend implicit information in the text.

Elemen Menulis – Mempresentasikan

Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.

By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency

Learning Objectives

After learning this chapter, students are expented to be able to :
1. memorize and apply the things related to favorite food through spoken and text;
2. describe favorite snack;
3. know things related to groceries; also
4. make a text about food recipe.

Profil Pelajar Pancasila

1. Beriman, bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia.
2. Berkebinekaan global.
3. Bergotong royong
4. Mandiri
5. Bernalar kritis
6. Kreatif

Figure 1 Example of learning goals on student worksheet

Teaching materials and competency tests are included in each chapter to facilitate student learning. Appropriate with the statement presented by Andi Prastowo, a student worksheet must contain exercises.[109] In this student worksheet book, there are several various types of exercises. Such are matching, true-false questions, multiple choice, labelling, and others. The exercise questions presented in this student worksheet book have met the criteria for a good student worksheet in accordance with the statements of Asep, Permasih and Laksmi in the book *"Panduan Pengembangan Bahan Ajar."* which says that a good student worksheet must have a diverse stimulus in creating active learning. So that students have the opportunity to write, experiment and practice.[110] In addition, there are also practice questions for the midterm and final exams.

Some examples of exercise questions used in this student worksheet shown in the following picture:

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[109] Prastowo.
[110] Hernawan, Permasih, and Dewi.

Reflection

By choosing healthy foods, it helps you gain and maintain a healthy weight. Strengthens bones, supports brain development, and promotes healthy growth.
1. Can you name your favourite foods and snacks?
2. What are the benefits of reading and understanding food recipes correctly?
3. What are the benefits of maintaining a balanced diet?

Summary

1. Food is a substance eaten by living things to obtain nutrients which are then processed into energy.
2. Snack is a term for food that is not the main course.
3. A recipe is a set of instructions that describes how to prepare or make something, especially a food dish, drink, or snack.
4. A cookbook is a published kitchen reference that usually contains a collection of recipes. Cookbooks can also contain a variety of topics, including home cooking techniques, recipes and opinions from famous chefs and kitchen equipment manuals.

Competence Test

A. Choose by crossing (X) a, b, c, or d in front of the correct answer.

The following text is for questions number 1 to 5.

My Favourite Food

Hello, my friend. My name is William. This time, I will tell you about my favourite food. My favourite food is nasi liwet. Nasi liwet is a food originated from Solo, Central Java. Nasi liwet is tasty and a little bit salty. Nasi liwet consists of tasty rice or sega gurih, shredded chicken, coconut milk, and chayote.

I like the taste of nasi liwet. I usually buy nasi liwet near my house.

1. What does William talk about?
   a. His favourite city.
   b. His favourite food.
   c. His favourite snack.
   d. How to make nasi liwet.
2. What does William think about nasi liwet?
   a. Tasty.
   b. Spicy.
   c. Bitter.
   d. Tasteless.
3. Here are ingredients included in nasi liwet, except ....
   a. chayote
   b. nasi gurih
   c. coconut milk
   d. papaya

4. What kind of tense is used in the text?
   a. Simple present tense.
   b. Present continuous tense.
   c. Past continuous tense.
   d. Present perfect tense.
5. "... shredded chicken, coconut milk, and chayote."
   The underlined word above has the same meaning with .... **(HOTS)**
   a. ripped
   c. made
   b. tinkered
   d. broken

The following recipe is for questions number 6 to 10.

How to Make a Burger
Ingredients:
1. 10 slices of burger bread, ready to use
2. 10 sheets of lettuce
3. 1 cucumber, thinly sliced
4. 2 tomatoes, thinly sliced
5. 10 sheets of cheese
6. Mayonnaise
7. Tomato sauce
8. Chilli sauce
9. 300 grams of minced beef
10. ½ onion, finely chopped
11. 4 cloves of garlic, finely chopped
12. Salt and pepper

Figure 2 Example of exercise on student worksheet

Based on the results, related to the proposed student worksheets, the student worksheets used by students of SMP Negeri 2 Kedungbanteng are included in guiding worksheet. According to Andi Prastowo, guiding worksheet are student-worksheet that contain practice question and the answer are already available in the book.[111] Because the student worksheet used by students of SMP Negeri 2 Kedungbanteng contains learning materials and practice questions that are tailored to the material presented. This is in accordance with the objectives and structure of guided worksheet which contains learning materials and practice questions. Apart from guided worksheet, there are four other types of worksheets, namely: discovery worksheet, applicative-integrative worksheet, reinforcement worksheet and practical worksheet.

In this school student-worksheet is used as the assessment tools to monitoring students learning process. The using student worksheet as a medium in assessment is a line with statement mentioned by Che-Di Lee on her journal.[112] The results of this student-worksheet will later be used as an evaluation material for teachers in developing teaching tools.

Based on the result from picture 11-14, this worksheet facilitate student to learn the basic English skills such reading, writing, speaking and listening. As an evaluation tool, this worksheet is met the criteria of critical exercise and activities to assess the quality, stated by Garinger. Garinger also mention other criteria such are exercise should be matched the regulated and exercise should be gradual.[113] In addition, the material and practice questions presented have been adapted to the Merdeka curriculum currently used at SMP Negeri 2 Kedungbanteng and the order of the exercise questions has been selected from the easiest. Both of these are in line with the criteria presented by Garinger.

According to Hendro Darmojo, a good student worksheet should consist 3 aspect such didactic requirement, construction requirement and

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[111] Prastowo.

[112] Lee.

[113] Agus Husein As Sabiq and Muflihah Muflihah, 'Content Analysis of an EAP Coursebook in an Islamic University', *JETAL: Journal of English Teaching & Applied Linguistic*, 3.1 (2021), 12–20 <https://doi.org/10.36655/jetal.v3i1.598>.

technical requirements.[114] Didactic requirement which require that student worksheet is universal, can used with both slow or smart student. Based on interviews with teachers, there are students who are quite slow in accepting English language learning because they have not been taught basic English since elementary school and there are students who are able to follow English language learning well because they have been given the provisions in elementary school. This teacher's statement means that student in this school is heterogeny, based on the proficiency in English. This worksheet order from the easiest to hardest so this worksheet can use to both of slow and smart student.

The language used in this student worksheet has been adapted to the ability of junior high school students. English language proficiency student in junior high school is expected in level B1 accordance with CEFR (Common European Framework of Reference for Language: Learning, Teaching, Assessment). Which requires student to able communication, interaction and expressing idea.[115] In order to make student able to reach level B1, some level-appropriate vocabulary is used. Some of the vocabulary used for level B1 such as[116]: approve, ask, confident, around, usually, about etc. This worksheet uses that is appropriate with student ability. The using appropriate language with student ability also a line with the construction requirement criteria mention by Hendro Darmojo[117]

In addition to the use of language that has been adapted to the ability of students, to further familiarize students in the use of English, special space is also needed for students to express ideas. In this student worksheet, various practice questions have been provided that have been adapted to basic English

[114] Almis.
[115] 'KEPUTUSAN KEPALA BSKAP KEMENDIKBUDRISTEK NOMOR 033/H/KR/2022 TENTANG PERUBAHAN CAPAIAN PEMBELAJARAN PAUD DIKDASMEN PADA KURIKULUM MERDEKA - JELAJAH INFORMASI | Permendikbud, Permenpan, CPNS, PNS, PPPK, Soal, Sumatif, Guru SD SMP SMA' <https://www.ainamulyana.com/2022/06/keputusan-kepala-bskap_16.html#google_vignette> [accessed 22 February 2024].
[116] 'B1 Preliminary for Schools (PET for Schools)', *Cambridge University Press & Assessment*, 2018, 1–51 <https://www.cambridgeenglish.org/es/exams-and-tests/preliminary-for-schools/>.
[117] Almis.

skills to familiarize students in the use of English, besides that the instructions used in each practice question are also easy to understand. For example, in the writing exercise on page 29 task 2, the instruction used is "Write in two paragraphs on a piece of paper. Don't forget to attach the picture". In the instruction, a picture has also been given and what the learners should write in the requested paragraph. This is a line with the other construction requirement criteria that mention by Hendro Darmojo site from Almis research.[118] An example of this exercise can be seen in the following photo:

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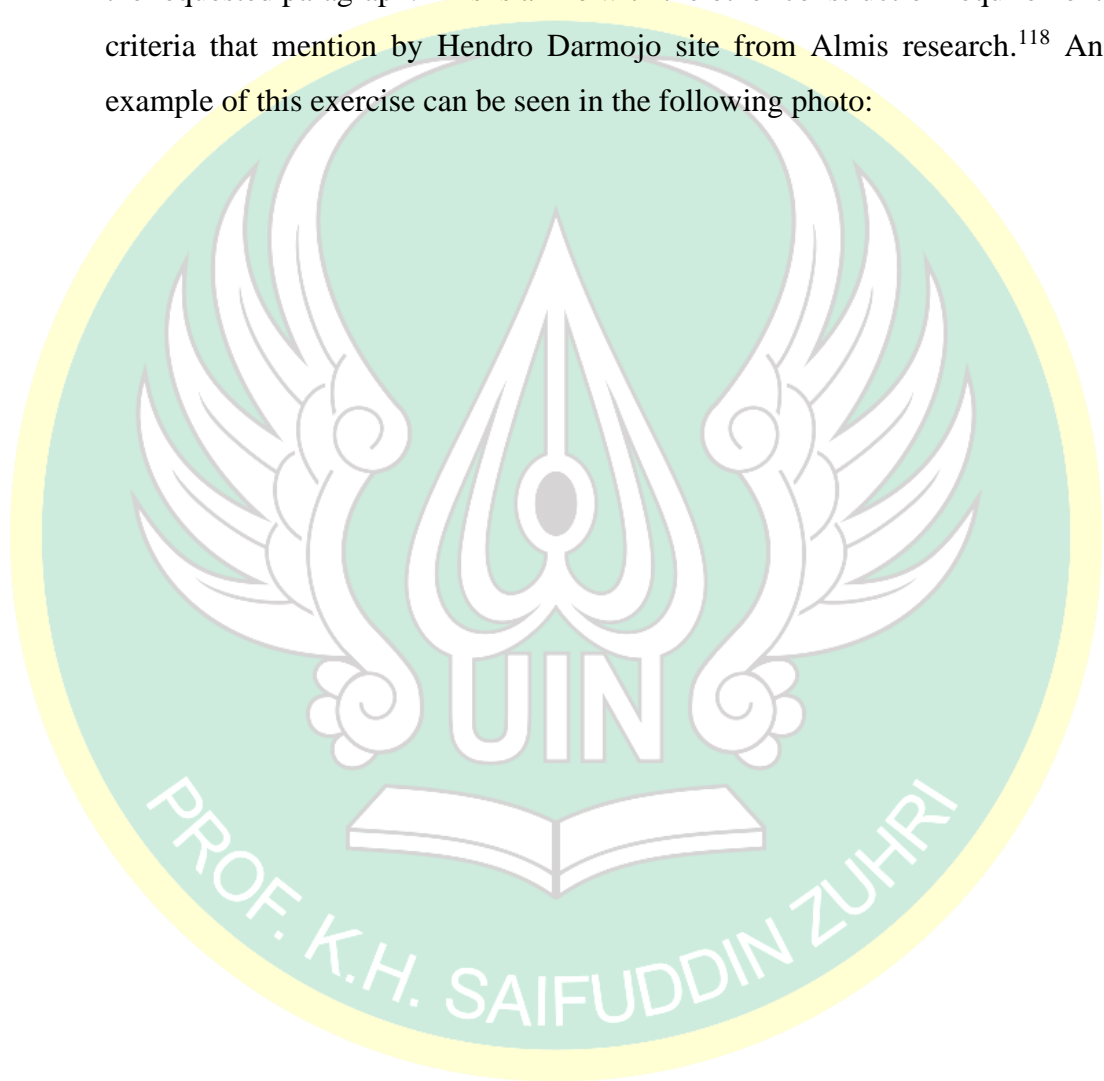
[118] Almis.

Task 2
Rewrite the description of Kue Putu in one paragraph. Rewrite it with your own words based on the information had in the text above. Write it on your task book.

WRITING
Task 1
Look at the following pictures.

Odading

Janggelut

Rambut Nenek

Choose one of food then make a descriptive text about the food. The descriptive must consist of the following aspects.
1. Origin
2. Ingredients
3. Texture
4. Taste
5. How to make

Write in two paragraphs on a piece of paper. Don't forget to attach the picture.

Individual Activity Sheet

Do the following task individually.
1. Look at the following pictures.

Martabak Telor

Martabak Manis

Figure 3 Example of instruction on student worksheet

Technically, this student worksheet has also met the requirements, starting from the attractive appearance of the worksheet and creativity, the selection of fonts that are easy to read and the placement of images is appropriate. In addition to writing that is easy to read, the font used is also not so contrasting in size, nothing is too big or too small. In placing pictures and giving space for students to answer, it is also appropriate, not too wide or narrow. This is a line with the technical requirement mention by Roehati in a journal written by Paweswari and Zulfiati.[119]

Judging from the structure of student worksheet described by Hernawan student worksheet structure such as title, instruction for learning, competencies to be achieved, supporting information, task and the work steps, and assessment.[120] The structure of this worksheet can be seen on following table:

Structure required	Structure on worksheet
Tittle	Buku Pendamping CONCLUSION Bahasa Inggris
Instruction for learning	Example on page 22 Appreception section "In this chapter we will learn about food"
Competencies to be achieved	Example on page 21 chapter 2 culinary and me. The competencies student mush achieved are student can memorize and apply the things related to favorite food through spoken and text.
Supporting information	There is no teacher book that match with this worksheet.
Task and works steps	Example on page 29 writing task 1. In this task first student should choose the pictures shown, then describe the picture choose based on several aspects.

[119] Pawestri and Zulfiati.
[120] Hernawan, Permasih, and Dewi.

Assessment	In this worksheet provide a simulation of mid-term and final examination.

Table 3 Structure on student worksheet

Based on the good worksheet criteria, the worksheet used by VII grade student at SMP Negeri 2 Kedungbanteng declare to be a good worksheet. Because this worksheet provides three criteria of a good worksheet. From the didactic requirement mention by Hendro Darmojo site on Almis research this worksheet is universal to both slow and smart student and using various stimulus, from the construction requirement this worksheet is using appropriate language with student ability, provide student with a lot of exercises and using short and clear instruction. Last this worksheet also good in technical requirement with good layout, font selection and placing picture.[121]

B. Description of research result

This research was conducted to determine the quality of the task item on student worksheet used by VII grade students at SMP Negeri 2 Kedungbanteng academic year 2023/2024. In determining the quality of a test, an analysis needs to be conducted. To do this, a method called the item analysis must be used. Item analysis is a process that examines student response to test items (questions) to assess the quality of those items and the test as a whole.[122] This item analysis should consider and examine several aspects of the test, such as validity, reliability, level of discrimination and level of difficulty.[123] A test is considered good if the previous aspects meet the criteria, to find out how good the items of the student worksheet.

Data used in this item analyse is data in competences test chapter 2 from page 35-38. Consists of 2 section, section A with 15 questions in multiple choice type and section C with 5 questions in essay type. This analyse do to 31

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[121] Almis.

[122] Nair.

[123] Sudiyono.

students in VII grade who were selected by the teacher according to the criteria given.

Data obtain using documentation technique include the test in chapter 2 that consist describing something, asking and giving information and making a recipe; the answer key and student answer sheet. Furthermore, data analyse using IBM SPSS Statistic 26 Version program to determine the quality based on the criteria of validity, reliability, difficulty level and item discrimination.

The result obtained from the task item analysis of student worksheet used by VII grade student at SMP Negeri 2 Kedungbanteng academic year 2023/2024 are as follows:

1. **Validity**

   There are 2 ways to analyse the validation, first is validity of the test and second the item validity. In determining validity of test can be used expert judgmental.[124] This study using expert judgmental with several indicators developed based on Cunningsworth's book to analyse the content validity on the student worksheet especially in competence test in chapter 2. The indicator that has been developed then matched with the student worksheet and several questions on student worksheet chapter 2 section test competency, is achieved or not. In chapter 2 of this student worksheet especially in test competency are consist several materials such describing something, asking and giving information and making a recipe.

   Based on the result of expert judgmental, this worksheet stands to be valid. Because, 90% statement on the table were answered with yes. Evidence with following explanations:

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[124] Hendryadi Hendryadi, 'Validitas Isi: Tahap Awal Pengembangan Kuesioner', *Jurnal Riset Manajemen Dan Bisnis (JRMB) Fakultas Ekonomi UNIAT*, 2.2 (2017), 169–78 <https://doi.org/10.36226/jrmb.v2i2.47>.

No	Indicators	Explanation
1	Learning goals in student worksheet appropriate with teacher lesson plan.	Between student worksheet and teacher lesson plan both discuss about favorite food, asking and giving information, make a recipe.
2	Student worksheet have been adapted to student need.	This worksheet provide student to learning 4 English basic skills that usually used in daily activity and academic activity. And the material has been adapted to student habits.
3	Student worksheet facilitate student in learning basic English skills (writing, speaking, listening, reading, etc.)	The distribution such as: 1. Speaking on pages 5, 10, 14, etc. 2. Writing on pages 6-7, 11-12, 15-16, etc. 3. Listening on pages 5, 9, 13, etc. 4. Reading on pages 6, 11, 15, 25, etc.
4	The assessment process been adapted to student ability.	There are several activities has been adapted to student ability in this school. For examples exercise in chapter 1, students require to make a simple dialogue using greeting and leaving-taking from difference conditions.

5	There are questions that require student to make descriptive text appropriate with teacher lesson plan.	On pages 24 Taks 2. Student require to make
6	There are questions that require student to conclude a descriptive text appropriate with teacher lesson plan.	There are on pages 35 and 36.
7	There are questions that require students to identify the content of the descriptive text appropriate with teacher lesson plan.	There are on pages 35 and 36.
8	There are questions that require students to grouping the characteristic from a descriptive text shown appropriate with teacher lesson plan.	There is on page 38 number 3.
9	There are questions that require student to do asking and giving information appropriate with teacher lesson plan.	There is on page 26 at group activity sheet.
10	There are questions that require student to mention the important thing contains in procedure text appropriate with teacher lesson plan.	There is on page 38 question number 2, 4 and 5.
11	There are questions that require student to explain the	X

		function of tools in procedure text appropriate with teacher lesson plan.	
12	There are questions that require student to make procedure text appropriate with teacher lesson plan.	There is on page 33 in section Individual Activity Sheet.	

Table 4 Explanation of validation

From the result of test validity based on the expert judgemental, the questions on test competence of student worksheet used by VII grade student of SMP Negeri 2 Kedungbanteng academic year 2023/2024 included in category of questions that have good validity.

Item Validity analysis also conducted to question there are on student worksheets. This analysis was carried out to the questions on test competence chapter 2. The questions in section A have score 1 for the correct answer and 0 to the incorrect answer, then in section C the score is in the range of 1-3. The scoring process is done by the teacher.

The analysis of item validity done by using Point Biserial Coefficient corelation formula (r_{pbi}) that obtained from the compared calculation with significance of r_{table} at the level 5%.[125] With the n=31 and the significance level 5%, obtained the r_{table} score is 0,3555.

The result of the analysis of the question on student worksheet used by VII grade student at SMP Negeri 2 Kedungbanteng academic year 2023/2024 will be grouped based on the criteria. If the $r_{pbi} \geq 0,3555$ that means the item are valid and if the $r_{pbi} < 0,3555$ that mean the item are invalid.

In this test competence of chapter 2 in student worksheet there 2 sections of test, section A and section C. The number of valid questions in

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[125] Sugiyono.

section A is 9 questions (60%) and the number of valid questions in section C is 5 questions (100%). While the invalid question in section A is 6 questions (40%), then in section C there no invalid question. The distribution of the valid and invalid question section A and C based on the validity index, shown in this following table:

Section A				
NO	Validity Index	Item Number	Total	Percentage
1	$r_{pbi} \geq 0,3555$ (Valid item)	1, 3, 5, 6, 8, 9, 10, 11	9	60%
2	$r_{pbi} < 0,3555$ (Invalid item)	2, 4, 7, 12, 14, 15	6	40%

Table 5 Distribution of item validity in Section A

Section C				
NO	Validity Index	Item Number	Total	Percentage
1	$r_{pbi} \geq 0,3555$ (Valid item)	1, 2, 3, 4, 5	5	100%
2	$r_{pbi} < 0,3555$ (Invalid item)	-	-	0%

Table 6 Distribution of item validity in Section C

Based on the analysis above, it can be said that the question on test competence chapter 2 of the student worksheet used by VII grade student of SMP Negeri 2 Kedungbanteng academic year 2023/2024 is a good item based on the item validity.

2. Reliability

Reliability analysed used to determine the extent to which the questions used in the student worksheet are consistent and reliable.[126] The questions were stated to be a valid question then analysed for their level of reliability. In section A there are several questions are not included to the reliability analysed because they are not classified as valid questions.

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[126] Foskett and Travers, XVII.

To analysed the reliability of each item and the test, researcher use Cronbach's alpha formula. Obtained with compared calculation of each score of items (a) with the Cronbach's Alpha score (0,691). The analysis result of the question on student worksheet used by VII grade student at SMP Negeri 2 Kedungbanteng academic years 2023/2024 will be categorised based on the criteria of Cronbach's alpha formula. If the $a \geq$ 0,6 that means the item are reliable and if $a < 0,6$ then the item are unreliable.[127]

The reliability of this test competence section A of student worksheet used by VII grade student at SMP Negeri 2 Kedungbanteng academic year 2023/2024 is good based on the item reliability. The reliability of the test competence of student worksheet used by VII grade student at SMP Negeri 2 Kedungbanteng academic year 2023/2024 can be seen on the following table:

Reliability Statistics	
Cronbach's Alpha	N of Items
0,691	9

Table 7 Test Reliability Analysis of section A

The reliability of each item on section A of test competence on the student worksheet used by VII grade student at SMP Negeri 2 Kedungbanteng academic year 2023/2024 is not good. In section A, the number of each item has a good reliability index is only one question that is number 6 (11%) and the number of unreliable items is 8 questions (89%). The distribution of reliable item and unreliable item can be seen on the following table:

Section A				
NO	Reliability Index	Item Number	Total	Percentage
1	$a \geq 0,6$	6	1	11%

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[127] Ai Ilah Warnilah, 'Implementasi Alpha Cronbach Pada Pengembangan Pembelajaran Pengenalan Sampah Metode Mdlc', *Jurnal Produktif*, 2.1 (2018), 83–93.

	(Reliable item)			
2	$a < 0,6$ (Unreliable item)	1, 3, 5, 8, 9, 10, 11, 13	8	89%

Table 8 Distribution of item reliability analysis Section A

The reliability of test in section C of the test competence on student worksheet used by VII grade student at SMP negeri 2 Kedungbanteng academic year 2023/2024 have a good reliability based on the reliability index. The reliability score of section B can be seen on this following table:

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0,859	0,874	5

Table 9 Test Reliability Analysis of Section C

In section C there are 5 questions, each question on section C would analyse using item reliability index to know the reliability score each item. The result of the analysis shown that in section C, 5 questions in section C have a good reliability (100%) based on the reliability index. The distribution of the reliability item and unreliability item can be seen on this following table:

Section C				
NO	Reliability Index	Item Number	Total	Percentage
1	$a \geq 0,6$ (Reliable item)	1, 2, 3, 4, 5	5	100%
2	$a < 0,6$ (Unreliable item)	-	-	0%

Table 10 Distribution of item reliability analysis of section C

Based on the result above, section A is not good in term of reliability based on the reliability index with total percentage of reliable item is 11%

and section C is a good item based on the reliability index with total percentage of reliable item is 100%.

From the analysis conducted to section A and C, several questions on the section A stated as unreliable test. There several reason that make the question are unreliable. This reason can be from the internal of the test or may be from the external of the test, from the internal of the test it may from the total question present on the test and the external factor can be from the heterogeneity of students in a test group.[128]

There several ways to solve question that stated unreliable, adding more item question, divided students with heterogeneity abilities in same class and using the best formula to analysed the reliability test.

3. **Item Discrimination**

Item discrimination testing aims to determine how well a question is in determining students who have high abilities with low-ability students.[129] To analysed the item discrimination, this research will use Pearson product moment correlation formula. To obtained the item discrimination index the data will be compared with the total score. Then to interpret the result will using the criteria of the item discrimination.

If the item of the test competence chapter 2 on student worksheet used by VII grade student at SMP Negeri 2 Kedungbanteng has score $< 0{,}20$ include in poor category, then the reliability score $\geq 0{,}2$ and $\leq 0{,}29$ will be classified as satisfactory, the reliability score $\geq 0{,}3$ and $\leq 0{,}39$ will be classified as a good, and the last if the reliability score is $> 0{,}4$ the item will be classified as excellent.

After the analysis is carried out, there are 4 questions (45%) in section A of test competence on student worksheet used by VII grade student SMP Negeri 2 Kedungbanteng academic year 2023/2024 is classified as excellent, 1 question (9%) is good item, 1 question (9%) is satisfactory item and there are 4 questions (36%) is classified as poor item based on

[128] A. Setiyawan, 'Faktor- Faktor Yang Mempengaruhi Reliabilitas Tes', *Jurnal An Nûr*, 6.2 (2014), 341–54.

[129] Cohen-Swerdlik.

item discrimination index. The distribution of item discrimination index present on the table below:

Section A				
NO	Item Discrimination Index	Item Number	Total	Percentage
1	< 0,20 (Poor)	4, 7, 14, 15	4	36%
2	≥ 0,2 x ≤ 0,29 (Satisfactory)	2	1	9%
3	≥ 0,3 x ≤0,39 (Good)	12	1	9%
4	> 0,4 (Excellent)	1, 3, 5, 6, 8, 9, 10, 11, 13	9	45%

Table 11 Distribution of item discrimination analysis of section A

Based on the result above section A can classified as a good item based on the item discrimination index.

In section B of test competence on student worksheet used by VII grade student at SMP Negeri 2 Kedungbanteng academic year 2023/2024, there are 100% questions is classified as excellent item based on item discrimination index. The distribution of the item discrimination index of section C can be seen on this following table:

Section C				
NO	Item Discrimination Index	Item Number	Total	Percentage
1	< 0,20 (Poor)	-	-	0%
2	≥ 0,2 x ≤ 0,29 (Satisfactory)	-	-	0%
3	≥ 0,3 x ≤0,39	-	-	0%

	(Good)			
4	> 0,4 (Excellent)	1, 2, 3, 4, 5	5	100%

Table 12 Distribution of item discrimination analysis of Section C

Based on the result on table 8, questions in section C are classified as excellent item based on the item discrimination index.

4. Item Difficulty

The item difficulty test aims to determine how difficult the questions used are. In testing the level of difficulty of questions, participants' scores are analysed in different ways depending on the form and type of question. In section A with a multiple-choice form, students' scores are analysed using this following formula[130]:

$$p = \frac{\sum B}{N}$$

Note:

p = difficulty level

∑B = numbers of learners answer correctly

N = numbers of learners who took the test

After testing using the formula, to interpret the result, it will use the criteria in following table:

p < 0,70	Easy
0,30 ≤ p ≤ 0,70	Medium
p > 0,30	Difficult

Table 13 Interpretation of result the level difficulty multiple choice type

Section A of test competence on student worksheet used by VII grade student at SMP Negeri 2 Kedungbanteng academic year 2023/2024 there

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[130] Arifin.

are 5 questions (33%) is difficult question, 7 questions (47%) are medium questions and 3 question (20%) easy question based on the level of difficulty. The distribution result from section A can be seen on this following table:

Section A				
NO	Item Difficulty Index	Item Number	Total	Percentage
1	$p < 0{,}70$ (Easy)	2, 11, 12	3	20%
2	$0{,}30 \leq p \leq 0{,}70$ (Medium)	1, 4, 6, 7, 8, 9, 13	7	47%
3	$p > 0{,}30$ (Difficult)	2, 3, 5, 10, 14, 15	5	33%

Table 14 Distribution of item difficulty level analysis section A

Based on the result present on table 14, section A classified as a good quality item. Based on Sudiyono statement, a good quality item if the item is not too easy and not too difficult.[131] This is a line with Sulistyorini statement that a good quality questions that has balanced proportion for each level of difficulty. There are 2 comparison proportion in the determining of easy, medium and difficult question based on the normal curve, 3-4-4 proportion and 3-5-2 proportion.[132] The 3-4-4 proportion has 30% easy questions, 40% medium question and 40% difficult questions, then the 3-5-2 proportion has 30% easy questions, 50% medium question and 20% difficult questions. In this test competence of student worksheet used by VII grade student at SMP Negeri 2 Kedunbanteng has 20% easy questions, 47% medium questions and 33% difficult questions. This proportion meet the criteria for the first proportion, where the distribution

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[131] Sudiyono.

[132] Sulistyrorini.

of easy questions is not too much and so is the distribution of difficulty categories questions.

After analyse the difficulty level index section A, there are section C should be analysed. Section C consist question from essay type. There are differences in analysing question in essay type with multiple choice question. In determining difficulty level of essay type using steps and formula below[133]:

a) Find the mean from the student score

$$Mean = \frac{number\ of\ students\ scores\ every\ question}{number\ of\ students\ who\ took\ the\ test}$$

b) Find the difficulty lever using:

$$TK = \frac{MEAN}{MAX\ score\ specified}$$

After conducting the analysis, the distribution of item difficulty level index present on this following table:

NO	Item Difficulty Index	Item Number	Total	Percentage
		Section C		
1	p < 0,70 (Easy)	1, 2	2	40%
2	0,30 ≤ p ≤ 0,70 (Medium)	3, 4, 5	3	60%
3	p > 0,30 (Difficult)	-	-	0%

Table 15 Distribution of item difficulty level analysis section C

Based on the result seen from table 15, the item quality of section C not matched with proportion from Sulistyorini statement. In section C there

[133] Kusaeri dan Suprananto.

are no question with difficult level. The distribution is not balanced with the other categories.

CHAPTER 5
CONCLUSION AND SUGGESTION

This chapter consists of three sections. First section explains the conclusion of this research, section two deals with limitation of this study and the last section is suggestion related to the research.

A. Conclusion

Based on the test item analysis does to several aspects such validity, reliability, item discrimination and level of difficulty of student worksheet used by VII grade student at SMP Negeri 2 Kedungbanteng academic year 2023/2024 can be conclude as follows:

1. The quality of question in student worksheet used by VII grade student at SMP Negeri 2 Kedungbanteng in section A and C is good in term of item validity. In section A there are 9 questions (60%) are classified as a valid question and in section C there are 5 questions (100%) are classified as valid questions. For the questions are classified as valid questions can be used in other assessment or save in questions bank. For 6 questions (40%) invalid questions in section A can be modifies if the questions will be used in other assessment.

2. Based on the reliability item the quality of questions in student worksheet used by VII grade student at SMP Negeri 2 Kedungbanteng is not good for section A and classified as a good question based on reliability item for section C. In section A there are 8 questions (89%) questions are not reliable. This is analysis does to questions are qualified as valid questions only. And in section C there are 5 questions (100%) are reliable. For the questions are classified as unreliable, teacher can be modified the questions or adding more questions to make the reliability index increase. For the questions are classified as reliable, it can be saved to the questions bank to uses in other assessment.

3. The quality of questions on student worksheet used by VII grade student at SMP Negeri 2 Kedungbanteng based on item discrimination index are classified to four categories: poor, satisfactory, good and excellent. In

section A are classified to a good item, because there are 9 questions (45%) are excellent question, 1 question (9%) is classified as good question, and 1 question (9%) is classified as satisfactory question. The total percentage of the question in section A are classified in good categories are 63%. For the section C there are 5 questions (100%) are classified as excellent questions.

4. Judging for the item difficulty level questions on student worksheet used by VII grade student at SMP Negeri 2 Kedungbanteng there are three categories used to classified: easy, medium and difficult. For section A there are 5 questions (33%) are classified as difficult questions, 7 questions (47%) are classified as medium questions and 3 questions (20%) are classified as easy questions. Section A are classified as a good item based on the item difficulty level, because the balancing of the distribution questions. For section C there are 3 questions (60%) are qualified as medium questions and 2 questions (40%) are classified as easy questions. In Section C can be concluded that the level of difficulty of questions are not good because the distribution is not balanced.

B. Limitation of Study

In order to make the discussion focused to the issues, this study limits the scope of research as follows. Firstly, this research only does to the chapter 2 on the student worksheet used by VII grade student at SMP Negeri 2 Kedungbanteng as the sample of material and exercise. Second, this research only analysis the test competence at the ending of the chapter not all of the exercises in chapter 2. Third, this research only analyses one of the evaluation learning tools used by students in daily learning activities.

C. Suggestion

After doing the analysis to the student worksheet used by VII grade student at SMP Negeri 2 Kedungbanteng, here are several suggestions related to the conclusion above. The suggestions are presented as follows:

1. For the teacher

For English teachers require to analyse the student worksheet before the student worksheet are used to student. Several good questions can be saved to the questions bank and reused in other test competence. For several questions are classified as not good question, can be revised and redesign to reused in other next test. Teacher can also provide new questions or new section beside the questions in student worksheet to make student more practice.

2. For the task maker

For the task maker is hoped that they will provide questions that have been adapted to the abilities of students, either from slow and fast learner. Material and exercise would be related to student habits and daily activities. So, the student is able to practice the exercise in daily life with their friends.

3. For the next researcher

Task item analysis important to do, not only for student worksheet. Task item analysis for the other kind of evaluation learning tools also need to be considered for future study who want to carry out the same discussion. There are currently few study that have been conducted to task item analysis in other evaluation learning tools that might be helpful for reference and fresh knowledge for English teacher and next researcher.

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Appendices 1. Teacher Lesson Plan

PEMERINTAH KABUPATEN BANYUMAS
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 2 KEDUNGBANTENG
Jl. Raya Keniten, Kecamatan Kedungbanteng Kabupaten Banyumas 53152

MODUL AJAR
KURIKULUM MERDEKA

INFORMASI UMUM

IDENTITAS MODUL

Nama Penyusun	: Eling Arum P, S.Pd	Kelas / Semester	: VII/Ganjil
Satuan Pendidikan	: SMPN 2 Kedungbanteng	Alokasi Waktu	: 3x40 menit JP
Mata Pelajaran	: Bahasa Inggris	Fase	: D
Elemen Mapel	Menyimak - Berbicara, Membaca - Memirsa, Menulis - Mempresentasikan		

KOMPETENSI AWAL

- Describe one's favorite meals;
- Ask and give information about food;
- Identify tools and ingredients in a recipe, and
- Make a sequence of cooking steps.

SARANA DAN PRASARANA

1. Gawai
2. Laptop/Komputer PC
3. Internet Gurubantu.com
4. Buku Teks
5. Papan tulis/White Board
6. Lembar kerja
7. Handout materi
8. Infokus/Proyektor/Pointer
9. Referensi lain yang

MODEL PEMBELAJARAN

Project Based Learning (PBL) terintegrasi pembelajaran berdiferensiasi

PROFIL PELAJAR PANCASILA

1. Bergotong royong
2. Mandiri
3. Kreatif

TARGET PESERTA DIDIK

Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

KOMPETENSI INTI

I. TUJUAN PEMBELAJARAN

- Learners are able Describe one's favorite meals;
- Learners are able Ask and give information about food;
- Learners are able Identify tools and ingredients in a recipe, and
- Learners are able Make a sequence of cooking steps.

II. PEMAHAMAN BERMAKNA

- Mampu menyebutkan My Favorite Food
- Mampu menyebutkan My Favorite Snack
- Mampu mengetahui Secret Recipe

III. PERTANYAAN PEMANTIK

1. Pertanyaan Pemantik Pembelajaran
   - What's your favorite food?

Modul Ajar Bahasa Inggris kelas VII Kurikulum Merdeka

membuat nasi goreng.
- Guru menjelaskan struktur dari teks prosedur.
- etelah menjelaskan tentang teks prosedur, guru meminta peserta didik untuk mengobservasi sebuah teks prosedur pada Table 2.4.
- Guru membahas struktur teks pada Table 2.4.

Section 5 – Language Focus
- Guru menjelaskan tentang kalimat imperatif.
- Guru meminta peserta didik untuk mengerjakan Worksheet 2.24.

Section 6 – Writing
- Guru meminta peserta didik untuk membuka Worksheet 2.25 dan mengerjakannya.
- Setelah mengurutkan gambar tentang langkah-langkah membuat pisang goreng, guru meminta peserta didik untuk menulis langkah langkah untuk membuat pisang goreng.

Section 7 – Your Turn: Writing
- Guru meminta peserta didik untuk memberi tanda ceklis pada setiap bahan dan alat untuk membuat ubi goreng.
- Guru mengarahkan peserta didik untuk memilih kata kerja yang mereka butuhkan ketika membuat teks prosedur tentang bagaimana cara membuat ubi manis goreng.
- Guru meminta peserta didik untuk menulis resep lengkap dalam membuat ubi manis goreng

Enrichment: Writing
- Guru meminta peserta didik untuk mencari tahu cara, alat, dan bahan untuk membuat *stir fry vegetable*.
- Guru meminta peserta didik untuk membuat kerangka teks dari hasil pencarian mereka.
- Guru meminta peserta didik untuk menulis teks prosedur.

Penutup (10 Menit)
1. Siswa dan guru menyimpulkan pembelajaran hari ini.
2. Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
3. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
4. Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

Mengetahui,
Kepala Sekolah

Kedungbanteng, Juli 2023

Guru Mata Pelajaran

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NIP. 19721203 199802 2 009

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KEGIATAN PEMBELAJARAN
KURIKULUM MERDEKA

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A Secret Recipe SECTION 1-7
Pendahuluan (10 Menit)

1. Doa; absensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran
2. Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

Kegiatan Inti (100 Menit)	**Section 1 - Say What You Know**
	• Guru meminta anak untuk menjawab beberapa pertanyaan sederhana tentang peralatan dan bahan-bahan yang digunakan ketika memasak.
	• Tujuan dari diskusi ini adalah agar peserta didik dapat mencoba menyebutkan alat dan bahan yang dibutuhkan ketika membuat sesuatu.
	• Dalam kegiatan ini, peserta didik boleh menjawab dengan Bahasa Inggris sederhana atau dalam Bahasa Indonesia.
	• Guru juga dapat meminta peserta didik untuk menggunakan kamus untuk mencari padanan kata yang tepat.
	Section 2 – Language Focus
	• Guru menunjukkan Picture 2.7.
	• Guru memberikan informasi umum mengenai Picture 2.7, misalnya menanyakan tentang nama peralatan yang sering mereka pakai ketika memasak.
	• Guru meminta peserta didik untuk memberi nama pada peralatan yang tersedia dalam Picture 2.7 sesuai dengan kata kata yang tersedia di dalam tabel pada Tabel 2.2.
	• Guru memberikan penjelasan singkat tentang fungsi dari peralatan yang tertulis dalam Tabel 2.2
	• Guru meminta peserta didik untuk mengisi Worksheet 2.18 berdasarkan pengalaman atau background knowledge mereka.
	• Guru meminta peserta didik untuk mengerjakan Worksheet 2.19.
	Section 3 – Reading
	• Guru menjelaskan makna kata yang tersedia dalam kotak
	• Guru meminta peserta didik untuk mengamati Picture 2.9
	• Guru meminta peserta didik untuk melabeli gambar dengan kata yang tersedia dalam kotak.
	• Guru meminta peserta didik untuk mengisi Worksheet 2.21 dengan temannya.
	• Guru meminta peserta didik untuk membuka Worksheet 2.23.
	• Guru meminta peserta didik untuk menuliskan langkah langkah membuat bubur instan
	Section 4 – Reading
	• Guru meminta peserta didik untuk membaca teks dengan judul 'Recipe for Indonesian Fried Rice'.
	• Guru membantu peserta didik jika peserta didik kesulitan memahami teks dengan memberikan penjelasan lebih lanjut.
	• Setelah membaca teks, guru meminta peserta didik untuk mengurutkan cara-cara

Penutup (10 Menit)

1. Siswa dan guru menyimpulkan pembelajaran hari ini.
2. Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
3. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
4. Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

Modul Ajar Bahasa Inggris kelas VII Kurikulum Merdeka

KEGIATAN PEMBELAJARAN
KURIKULUM MERDEKA

👤 **IDENTITAS MODUL**

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Elemen Mapel	:	Menyimak - Berbicara, Membaca - Memirsa, Menulis - Mempresentasikan			

My Favorite Snack SECTION 1-5
Pendahuluan (10 Menit)

1. Doa; absensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran
2. Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

Kegiatan Inti (100 Menit)	**Section 1 - Say What You Know** • Tujuan dari kegiatan di Section 1 adalah untuk menambah penguasaan kosakata dan membantu peserta didik untuk mendapatkan gambaran umum tentang konteks yang dibangun pada unit ini • Peserta didik diminta memikirkan cemilan kesukaan mereka yang digunakan sebagai pengetahuan dasar dalam mempelajari Unit 2. • Peserta didik diminta untuk mencari tahu cara membuat cemilan kesukaan mereka.
	Section 2 – Reading • Guru meminta peserta didik untuk memperhatikan gambar pisang goreng. • Guru meminta peserta didik untuk mencari tahu tekstur, rasa, warna, dan dekorasi dari pisang goreng lalu menuliskannya dalam Worksheet 2.12. • Guru meminta peserta didik untuk membaca teks tentang cemilan favorit Galang. • Guru membantu peserta didik lebih memahami teks dengan memberikan penjelasan lebih lanjut mengenai kosa kata yang asing bagi peserta didik. • Guru meminta peserta didik untuk mengisi Worksheet 2.13 dimana peserta didik diminta untuk mencari tahu apakah pernyataan yang tertulis sesuai dengan isi teks atau tidak.
	Section 3 – Reading • Guru meminta peserta didik untuk membaca daftar belanjaan Monita dan menebak kue apa yang akan Monita buat berdasarkan daftar belanjaannya. • Guru meminta anak untuk membaca teks tentang deskripsi kue Black Forest yang dibuat Monita. • Guru meminta peserta didik untuk mengingat kembali isi teks *'Galang's Favorite Snack* • Guru kemudian meminta peserta didik untuk mengisi Worksheet 2.14 sesuai dengan teks deskripsi tentang kue Black Forest • Guru meminta peserta didik untuk menjawab semua pertanyaan pada Worksheet 2.15.
	Section 4 – Your Turn: Reading • Guru meminta peserta didik untuk membaca teks yang tersedia tentang dua makanan favorit. • Guru meminta peserta didik untuk mengisi semantic web sesuai dengan teks yang telah dibaca.
	Section 5 – Language Focus • Guru meminta peserta didik untuk mengerjakan Worksheet 2.17 dengan cara memberi lingkaran pada jawaban yang benar.

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Section 4 – Speaking

- Guru meminta peserta didik mendengarkan pengucapan makanan pada Audio 2.4 dan mengulang pengucapannya.
- Guru meminta peserta didik memikirkan dua jenis makanan (bisa makanan berat atau makanan ringan atau keduanya) dan dua jenis minuman.
- Guru meminta mereka mendeskripsikan makan dan minuman yang dipilihnya. Guru memberi contoh.Guru bisa membacakan contoh pada Worksheet 2.7 dan memberi contoh makan dan minuman kesukaannya sendiri.

Section 5 – Speaking

- Guru menjelaskan tentang cara menanyakan makanan dan minuman kesukaan.
- Guru bertanya kepada beberapa orang peserta didik menggunakan pertanyaan makanan dan minuman kesukaan.
- Guru memperdengarkan beberapa ungkapan yang dapat digunakan untuk menanyakan makanan dan minuman kesukaan beserta responnya. Guru meminta peserta didik mengulang ungkapan yang didengarnya.
- Guru meminta peserta didik menuliskan beberapa nama makanan dan minuman pada Worksheet 2.8. Guru meminta peserta didik berpasangan saling bertanya apakah mereka menyukai makanan dan minuman yang ada di dalam tabel dan menuliskan jawabannya di worksheet. Sebelum memulai mereka harus menuliskan nama orang yang ditanya.

Section 6 – Your Turn: Speaking

- Guru memperdengarkan percakapan pada Audio 2.6.
- Guru membahas isi percakapan bersama peserta didik.
- Guru memperdengarkan kembali percakapan. Guru meminta peserta didik berlatih percakapan.
- Guru mengulang ungkapan-ungkapan yang dipelajari pada Unit 1.
- Guru meminta peserta didik mengisi Worksheet 2.9. Guru meminta peserta didik secara berpasangan saling menanyakan makanan dan minuman kesukaan dengan menggunakan contoh pada percakapan. (Peserta didik bisa berganti pasangan dari pasangan sebelumnya)
- Guru meminta peserta didik secara berpasangan saling menanyakan makanan dan minuman kesukaan dengan menggunakan contoh pada percakapan. Peserta didik bisa berganti pasangan dari pasangan sebelumnya.

Section 7 – Speaking

- Guru meminta peserta didik mengidentiikasi makanan dan minuman kesukaan anggota keluarganya dan menuliskannya pada Worksheet 2.10. Bila menjadi pekerjaan rumah, minta mereka bertanya kepada anggota keluarganya di rumah masing-masing.
- Guru meminta peserta didik melaporkan hasil temuan makanan dan minuman kesukaan keluarganya. Peserta didik bisa melaporkannya dalam kelompok atau kepada seluruh kelas.

Enrichment: Show and Tell

- Kegiatan ini adalah pengayaan bagi peserta didik yang siap untuk melakukannya. Kegiatan ini dapat diadaptasi sesuai dengan lingkungan dan peralatan yang dimiliki peserta didik.
- eserta didik diminta untuk memilih salah satu makanan atau minuman yang sangat disukainya. Peserta didik memotret makanan atau minuman tersebut dan menempelkannya pada kertas karton.
- Guru meminta peserta didik menunjukkannya kepada kelas dan mendeskripsikan makanan atau minuman kesukaannya.

Penutup (10 Menit)

1. Siswa dan guru menyimpulkan pembelajaran hari ini.
2. Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
3. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
4. Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

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Appendices 2. Questions of test competence on Student Worksheet

Reflection

By choosing healthy foods, it helps you gain and maintain a healthy weight. Strengthens bones, supports brain development, and promotes healthy growth.
1. Can you name your favourite foods and snacks?
2. What are the benefits of reading and understanding food recipes correctly?
3. What are the benefits of maintaining a balanced diet?

Summary

1. Food is a substance eaten by living things to obtain nutrients which are then processed into energy.
2. Snack is a term for food that is not the main course.
3. A recipe is a set of instructions that describes how to prepare or make something, especially a food dish, drink, or snack.
4. A cookbook is a published kitchen reference that usually contains a collection of recipes. Cookbooks can also contain a variety of topics, including home cooking techniques, recipes and opinions from famous chefs and kitchen equipment manuals.

Competence Test

A. Choose by crossing (X) a, b, c, or d in front of the correct answer.

The following text is for questions number 1 to 5.

My Favourite Food

Hello, my friend. My name is William. This time, I will tell you about my favourite food. My favourite food is nasi liwet. Nasi liwet is a food originated from Solo, Central Java. Nasi liwet is tasty and a little bit salty. Nasi liwet consists of tasty rice or sega gurih, shredded chicken, coconut milk, and chayote.

I like the taste of nasi liwet. I usually buy nasi liwet near my house.

1. What does William talk about?
   a. His favourite city.
   b. His favourite food.
   c. His favourite snack.
   d. How to make nasi liwet.
2. What does William think about nasi liwet?
   a. Tasty.
   b. Spicy.
   c. Bitter.
   d. Tasteless.
3. Here are ingredients included in nasi liwet, except ....
   a. chayote
   b. nasi gurih
   c. coconut milk
   d. papaya

4. What kind of tense is used in the text?
   a. Simple present tense.
   b. Present continuous tense.
   c. Past continuous tense.
   d. Present perfect tense.
5. "... shredded chicken, coconut milk, and chayote."
   The underlined word above has the same meaning with .... **(HOTS)**
   a. ripped   c. made
   b. tinkered   d. broken

The following recipe is for questions number 6 to 10.

How to Make a Burger
Ingredients:
1. 10 slices of burger bread, ready to use
2. 10 sheets of lettuce
3. 1 cucumber, thinly sliced
4. 2 tomatoes, thinly sliced
5. 10 sheets of cheese
6. Mayonnaise
7. Tomato sauce
8. Chilli sauce
9. 300 grams of minced beef
10. ½ onion, finely chopped
11. 4 cloves of gralic, finely chopped
12. Salt and pepper

How to cook the beef:

1. Take a medium-sized bowl and then put minced beef, salt, pepper powder, garlic and onions that have been chopped, and stir it until mixed well.
2. After all of the ingredients are mixed well, take 1 or 2 tablespoon of the beef mixture and shape it into flat round by your hands. Do this step continuously.
3. Take the pan and heat the butter by using a small fire and wait until it is hot enough. After that, enter the flat round beef mixture into the pan and cook it.

How to serve the burger:

1. After you fry all of the beef on the pan, do this suggestion to serve the burger.
2. Take a slice of bread, then slice it into two.
3. After that, butter the surface of the bread, then put its surface on the hot pan for about 30 seconds.
4. Next, take the bread and put mayonnaise, tomato sauce, and chilly sauce on the surface of the bread.
5. Then, arrange lettuce, beef, cheese, tomato, cucumber, and onions sufficiently.
6. Do those steps to all of the ingredients.
7. Finally, the burgers are ready to serve.

6. The way of making burger is divided into ...steps.
   a. one
   b. two
   c. three
   d. four

7. Below is the spices can be put in the minced beef, except ...
   a. salt
   b. pepper powder
   c. garlic
   d. chili

8. What is the purpose of the text above?
   a. To entertain the readers.
   b. To tell people how to make a burger.
   c. To persuade people to consume the burger.
   d. To make people love burgers.

9. How long must we cook the bun?
   a. 15 seconds.   c. Half minutes.
   b. A minute.   d. Two minutes.

10. Then, arrange lettuce, beef, cheese, tomato, cucumber, and onions sufficiently".

   The underlined word above has the same meaning with ... **(HOTS)**
   a. adequately   c. less
   b. too much   d. few

The following recipe is for questions number 11 to 15.

How to Make a Chicken Soup

Ingredients:
1. 350 grams chicken chunk
2. 2 carrots
3. 2 potatoes
4. 5 stalks celery
5. 1 red tomato
6. 1 cup of water
7. 2 spoons of cooking oil for sauteing
8. Spices
9. 5 onions
10. 2 garlic
11. 3 candlenuts
12. ½ teaspoon of pepper
13. ½ tablespoon of salt
14. ½ teaspoon of sugar

Steps:
1. Combine the chicken and water. Clean the chicken then drain it.
2. Turn on the stove, stir-fry the spices and cooking oil.
3. Add water and wait until it boiling. then add the chicken.
4. While chicken is simmering, prepare the vegetables. peel the carrots and potatoes. Chop into a few chunks.
5. Add the vegetables to the soup. Roughly 30 minutes then add tomato and celery.
6. Turn off the stove and chicken soup is ready to be served.

11. Who is the target reader of the text above? **(HOTS)**
   a. People who are hungry
   b. Housewives.
   c. People who want to make a chicken soup.
   d. People who can not cook.

12. What must we do after cleaning the chicken?
   a. Ignore it.
   b. Drain it.
   c. Rinse it.
   d. Fry it.

13. What is the impact for the readers after reading the text above?
   a. The readers will be able to make a chicken soup easily.
   b. The readers will be entertained by the insightful steps in the recipe.
   c. The readers will have their own interesting experiences related to the chicken soup.
   d. The readers will be able to know the benefits of consuming chicken soup.

14. Why must we cook the vegetables, water, and chicken?
    a. To make them tasty.
    b. To deliver the flavor.
    c. To give a good recipe.
    d. To hold the recipe together.

15. What kind of tense is used in the text above?
    a. Simple present tense.
    b. Simple past tense.
    c. Present perfect tense.
    d. Past perfect tense.

B. Match the name of food and the correct pictures.

Number	Food	Pictures
1.	Putu cake (...)	a.
2.	Bika ambon (...)	b.
3.	Salad (...)	c.
4.	Pancake (...)	d.
5.	Burger (...)	e.

C. Answer the following questions correctly.

How to Make Jelly

Ingredients:
- Jelly crystals
- Water

Equipments:
- Bowl
- Spoon
- Measuring cup

Steps:
- Pour the jelly crystals into the bowl.
- Measure 2 cups of boiling water.
- Pour the boiling water into the bowl.
- Stir the mixture until it is completely dissolved.
- Pour into a wet mold or cup.
- Put it into the fridge until the jelly has set.
- Enjoy your jelly!

Questions:

1. Who is the target reader of the text above?
   Answer: ....
2. What are the ingredients to make jelly?
   Answer: ....
3. What kind of dish does the writer want to make? ,
   Answer: ....
4. Where must we pour the jelly crystal?
   Answer: ....
5. How long must we stir the mixture?
   Answer: ....

Enrichment

Read the following recipe then answer the questions.

How to Make Banana Jam

Ingredients:

1. 2 peeled bananas
2. 1 cup of sugar or artificial sugar
3. 1/3 a cup of water

Steps:

1. First, put all those things out in front of you.
2. Next, take the peeled bananas and slice the banana into very thin pieces. Put them aside in a bowl.
3. Then, fill the pot with 1 cup of sugar and stir it continuously.
4. Next, cook until brown in medium heat. Don't step away for more than 10 seconds because this will burn if you don't watch it carefully.
5. Once brown, add 1/3 a cup of water and the sliced banana you put aside. Don't forget to keep stirring on low heat.
6. When no banana pieces are noticeable, turn off heat.
7. After that, put in a container or covered bowl and put in the fridge until chilled.
8. Finally, frozen banana jelly or jam finished.

Questions:

1. What is the function of the recipe above?
   Answer: ....
2. What must we do after we have prepared everything?
   Answer: ....
3. How many steps are presented in the text above?
   Answer: ....
4. What is the first thing we must do if we want to make a banana jam?
   Answer: ....
5. How much sugar must we fill in the pot?
   Answer: ....

Appendices 3. Student answer sheet

Nama : DAFA AKMAL 3.
Kelas : ✓ ....

LEMBAR JAWABAN
Mata Pelajaran: Bahasa Inggris

I. Pilihan Ganda

1.	A	☒	C	D
2.	☒	B	C	D
3.	A	☒	C	D
4.	☒	B	C	D
5.	A	B	C	D

6.	A	☒	C	D
7.	A	☒	☒	D
8.	A	B	☒	D
9.	A	☒	C	D
10.	☒	B	C	D

11. C
12. B
13. B
14. A
15. C

II. Isian
1. e
2. C
3. D
4. B
5. 2

III. Uraian Singkat
1. How to make Jelly ²
2. Jelly crystals. water ³
3. Bowl ¹
4. water
5. Jelly basser ¹

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LEMBAR JAWABAN

Mata Pelajaran: Bahasa Inggris

I. Pilihan Ganda

1.	A	B	C	~~D~~
2.	A	~~B~~	C	D
3.	A	B	C	~~D~~
4.	A	~~B~~	C	D
5.	~~A~~	B	C	D

6.	A	B	~~C~~	D
7.	A	B	~~C~~	D
8.	A	B	C	~~D~~
9.	A	~~B~~	C	D
10.	A	B	~~C~~	D

11. C
12. B
13. ?
14. B
15. D

II. Isian

1. C
2. b
3. e
4. e
5. a

III. Uraian Singkat

1. hot water jely 2
2. jely, kristal, water 3
3. jelly 3 3
4. bowl 3
5. until it is completely dissolved 3

Nama : Bagus Bima Sakti

Kelas : ....

LEMBAR JAWABAN
Mata Pelajaran: Bahasa Inggris

I. Pilihan Ganda

1.	A	~~B~~	C	D
2.	~~A~~	B	C	D
3.	A	B	C	~~D~~
4.	A	B	C	~~D~~
5.	A	~~B~~	C	D

6.	A	B	~~C~~	D
7.	A	~~B~~	C	D
8.	A	~~B~~	C	D
9.	~~A~~	B	C	D
10.	~~A~~	B	C	D

11 C
12 B
13 B
14 B
15 A

II. Isian

1. E
2. C
3. D
4. B
5. A

III. Uraian Singkat

1. on the jelly 2
2. jelly crystals, water 3
3. ....
4. water
5. pure 2 cups 1

3 water 1
4 pour the jelly into the bowl 3

Nama : Nangimatun Najwa
Kelas :

LEMBAR JAWABAN
Mata Pelajaran: Bahasa Inggris

I. Pilihan Ganda

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D

6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D

11. C
12. B
13. C
14. A
15. D

II. Isian

1. e
2. C
3. D
4. B
5. A

III. Uraian Singkat

1. make Jelly 2
2. Jelly Crystals, water 3
    4. Stir The mixture untilit is completely dissolved
3. .... D
5. Stir The mixture untilit is comletely dissolved 3
3. 2 cap 1
4. Paur the boiling water into the bowl. 3

Appendices 4. Student recapitulation score

a. Section A

NO	No. Soal / Nama Siswa/KJ	1 B	2 A	3 D	4 A	5 A	6 C	7 D	8 B	9 C	10 A	11 C	12 B	13 A	14 B	15 A	JMLH BNR
1	NN	D	A	B	A	C	C	B	B	C	C	C	B	C	A	D	7
2	MM	D	A	D	A	C	D	D	D	C	B	C	B	A	C	B	8
3	MA	D	A	C	A	A	C	D	B	C	B	D	B	A	D	A	10
4	VJ	B	A	B	B	B	C	D	B	C	B	C	A	B	D	C	7
5	SS	B	A	B	B	B	C	D	B	C	B	C	A	C	D	C	7
6	AA	B	A	B	A	B	A	B	C	A	C	C	B	A	C	A	7
7	FA	B	A	B	A	B	A	B	C	A	C	C	B	A	C	A	7
8	BS	B	A	D	D	B	C	B	B	A	A	C	B	B	B	A	10
9	IP	B	A	D	D	B	C	B	D	A	A	C	B	B	C	A	8
10	FR	D	C	C	A	D	B	B	D	A	A	C	B	B	B	A	6
11	DP	D	B	D	B	A	C	C	D	B	C	C	B	A	B	D	7
12	NM	B	A	D	A	A	C	B	D	C	A	C	B	A	A	C	11
13	PT	B	C	B	B	A	C	B	D	C	A	C	B	A	A	C	8
14	MS	B	A	D	A	C	C	D	B	C	B	C	B	A	A	C	11
15	NNF	D	A	D	A	A	C	D	B	C	B	C	B	B	D	C	10
16	IF	B	A	A	B	A	B	C	C	D	A	D	C	B	B	A	6
17	IK	D	A	C	D	D	D	A	D	D	B	C	B	A	A	D	4
18	HW	D	A	B	A	D	D	D	D	D	B	B	B	D	C	B	4
19	MFA	D	A	B	A	D	D	D	D	D	B	C	B	A	C	B	6
20	RGS	D	A	B	A	D	D	D	D	D	B	B	B	D	C	B	4
21	KW	B	A	B	A	-	B	D	B	C	B	C	B	A	A	C	9
22	DA	B	A	B	A	-	B	C	C	B	A	C	B	B	A	C	6
23	DR	B	A	D	A	A	C	D	B	C	A	C	B	A	A	C	13
24	AMR	D	A	C	D	D	C	B	D	C	B	C	B	A	A	D	6
25	SY	B	A	B	A	B	B	A	B	C	B	C	D	A	B	C	8
26	FB	B	A	B	A	B	C	A	B	A	B	C	D	A	B	C	8
27	RSW	D	C	B	A	C	B	D	A	D	B	B	C	C	A	D	2
28	AR	B	A	C	B	D	A	C	B	D	B	B	C	B	A	C	3
29	NB	B	A	B	A	B	C	A	B	C	A	C	B	A	C	A	11
30	MV	B	A	D	C	C	C	B	B	A	B	C	B	A	A	B	8
31	AK	D	A	B	A	D	D	D	D	D	B	C	B	A	C	B	6

b. Section B

NO	No. Soal / Nama Siswa	1	2	3	4	5	JMLH BNR
1	NN	2	3	1	3	3	12
2	MM	2	3	1	1	3	10
3	MA	2	2	1	1	3	9
4	VJ	2	3	3	3	3	14
5	SS	2	3	3	3	3	14
6	AA	1	3	1	1	3	9
7	FA	2	3	1	1	3	10
8	BS	2	3	1	3	1	10
9	IP	2	2	1	1	1	7
10	FR	1	2	1	1	1	6
11	DP	2	3	3	3	3	14
12	NM	2	3	3	3	3	14
13	PT	2	3	3	3	3	14
14	MS	2	3	3	3	3	14
15	NNF	2	3	2	1	3	11
16	IF	2	2	1	1	3	9
17	IK	1	1	1	1	1	5
18	HW	1	1	1	1	1	5
19	MFA	1	1	1	1	1	5
20	RGS	1	1	1	1	1	5
21	KW	2	3	1	3	0	9

22	DA	2	3	1	1	1	8
23	DR	2	3	3	3	3	14
24	AMR	1	1	1	1	1	5
25	SY	2	1	1	1	1	6
26	FB	2	1	1	0	0	4
27	RSW	1	2	1	1	1	6
28	AR	1	1	1	1	1	5
29	NB	2	3	2	2	3	12
30	MV	2	3	2	2	3	12
31	AK	1	1	1	1	1	5
Skor Maximal		2	3	3	3	3	
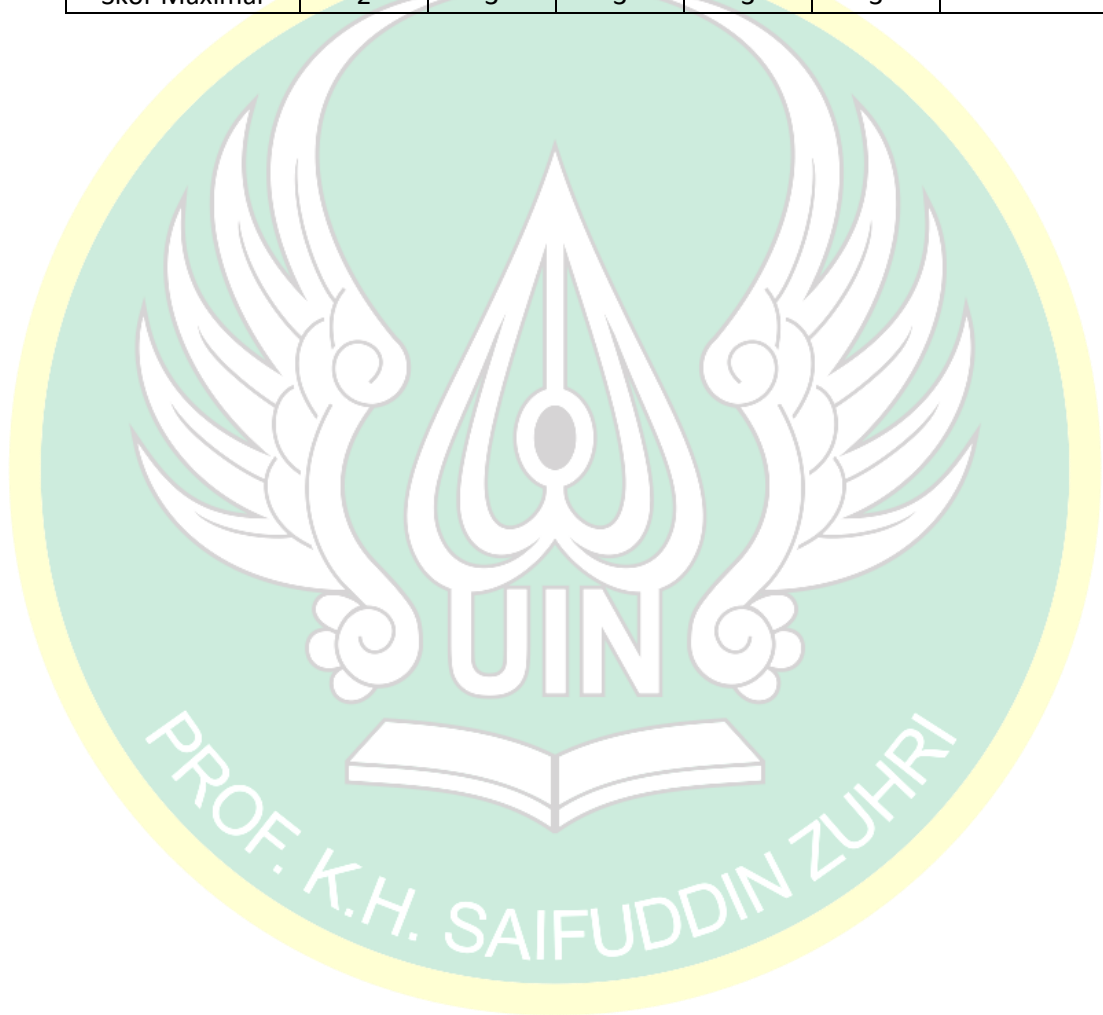
Appendices 5. Validation sheet by validator

Tabel Analisis Validitas
Buku Pendamping "Conclusion" Bahasa Inggris

No	Aspek-aspek	Ya	Tidak
1	Tujuan pembelajaran pada buku pendamping peserta didik (*student worksheet*) telah disesuaikan dengan modul pembelajaran yang dibuat guru.	✓	
2	Buku pendamping peserta didik (*student worksheet*) telah disesuaikan dengan kebutuhan peserta dididk.	✓	
3	Buku pendamping peserta didik (*student worksheet*) memfasilitasi peserta didik untuk belajar keterampilan dasar Bahasa Inggris(*writing, speaking, listening, reading, etc*).	✓	
4	Proses penilaian pada buku pendamping peserta didik (*student worksheet*) telah disesuaikan dengan kemampuan peserta didik.	✓	
5	Terdapat soal yang meminta peserta dididk untuk membuat teks deskripsi sesuai dengan modul pembelajaran.	✓	
6	Terdapat soal yang meminta peserta didik untuk menyimpulkan teks deskripsi sesuai dengan modul pembelajaran.	✓	
7	Terdapat soal yang meminta peserta didik untuk mengidentifikasi isi teks deskripsi sesuai dengan modul pembelajaran.	✓	
8	Terdapat soal yang meminta peserta didik untuk mengelompokan/menentukan ciri khas dari teks deskriptif yang ditampilkan sesuai dengan modul pembelajaran.	✓	
9	Terdapat soal yang meminta peserta didik untuk melakukan *asking and giving information* sesuai dengan modul pembelajaran.	✓	
10	Terdapat soal yang meminta peserta didik untuk menyebutkan hal penting yang terdapat dalam teks prosedur sesuai dengan modul pembelajaran.	✓	
11	Terdapat soal yang meminta peserta didik untuk menjelaskan/menyebutkan fungsi dari suatu alat yang digunakan pada teks prosedur sesuai dengan modul pembelajaran.		✓
12	Terdapat soal yang meminta peserta didik untuk membuat teks prosedur sesuai dengan modul pembelajaran.	✓	

Mengetahui,
Validator

ANDIDA NURC. S·Pd.

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Appendices 6. Item validity analysis

a. Section A

Inter-Item Correlation Matrix

	Soal01	Soal02	Soal03	Soal04	Soal05	Soal06	Soal07	Soal08	Soal09	Soal10	Soal11	Soal12	Soal13	Soal14	Soal15	TotalSkor
Soal01	1,000	0,258	0,111	-0,220	-0,010	0,224	-0,338	0,377	0,114	0,400	0,246	-0,303	0,073	0,085	0,202	0,411
Soal02	0,258	1,000	0,034	0,117	-0,252	0,012	0,132	0,349	0,156	-0,178	0,055	0,022	0,063	-0,299	0,007	0,249
Soal03	0,111	0,034	1,000	-0,120	0,334	0,477	0,033	0,134	0,134	0,217	0,313	0,345	0,111	0,046	-0,052	0,567
Soal04	-0,220	0,117	-0,120	1,000	-0,083	-0,313	0,357	-0,004	0,131	-0,120	-0,022	0,244	0,190	-0,149	-0,025	0,187
Soal05	-0,010	-0,252	0,334	-0,083	1,000	0,369	0,010	-0,025	0,285	0,334	-0,126	0,107	0,146	0,126	0,034	0,420
Soal06	0,224	0,012	0,477	-0,313	0,369	1,000	-0,093	0,490	0,490	0,193	0,343	0,095	0,093	-0,016	-0,019	0,632
Soal07	-0,338	0,132	0,033	0,357	0,010	-0,093	1,000	0,148	0,280	-0,400	-0,246	-0,010	-0,073	-0,416	-0,352	0,037
Soal08	0,377	0,349	0,134	-0,004	-0,025	0,490	0,148	1,000	0,479	-0,152	0,116	-0,285	-0,017	0,048	-0,091	0,497
Soal09	0,114	0,156	0,134	0,131	0,285	0,490	0,280	0,479	1,000	-0,009	0,281	0,025	0,246	-0,281	-0,239	0,601
Soal10	0,400	-0,178	0,217	-0,120	0,334	0,193	-0,400	-0,152	-0,009	1,000	0,133	0,175	-0,177	0,226	0,435	0,367
Soal11	0,246	0,055	0,313	-0,022	-0,126	0,343	-0,246	0,116	0,281	0,133	1,000	0,321	0,411	0,033	-0,084	0,498
Soal12	-0,303	0,022	0,345	0,244	0,107	0,095	-0,010	-0,285	0,025	0,175	0,321	1,000	0,323	-0,321	0,142	0,326
Soal13	0,073	0,063	0,111	0,190	0,146	0,093	-0,073	-0,017	0,246	-0,177	0,411	0,323	1,000	-0,080	-0,096	0,411
Soal14	0,085	-0,299	0,046	-0,149	0,126	-0,016	-0,416	0,048	-0,281	0,226	0,033	-0,321	-0,080	1,000	0,271	0,029
Soal15	0,202	0,007	-0,052	-0,025	0,034	-0,019	-0,352	-0,091	-0,239	0,435	-0,084	0,142	-0,096	0,271	1,000	0,183
TotalSkor	0,411	0,249	0,567	0,187	0,420	0,632	0,037	0,497	0,601	0,367	0,498	0,326	0,411	0,029	0,183	1,000

b. Section B

Inter-Item Correlation Matrix

	Soal01	Soal02	Soal03	Soal04	Soal05	TotalSkor
Soal01	1,000	0,674	0,453	0,485	0,485	0,698
Soal02	0,674	1,000	0,554	0,670	0,681	0,873
Soal03	0,453	0,554	1,000	0,740	0,620	0,838
Soal04	0,485	0,670	0,740	1,000	0,450	0,828
Soal05	0,485	0,681	0,620	0,450	1,000	0,822
TotalSkor	0,698	0,873	0,838	0,828	0,822	1,000

Appendices 7. Reliability item analysis

a. Section A

Reliability Statistics

Cronbach's Alpha	N of Items
0,691	9

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Soal01	3,61	4,312	0,351	0,669
Soal03	3,90	4,290	0,414	0,656
Soal05	3,97	4,566	0,302	0,677
Soal06	3,68	3,759	0,648	0,601
Soal08	3,74	4,331	0,336	0,672
Soal09	3,74	4,065	0,478	0,641
Soal10	3,90	4,690	0,196	0,697
Soal11	3,39	4,445	0,406	0,660
Soal13	3,61	4,645	0,184	0,703

b. Section B

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0,859	0,874	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted	Category
Soal01	7,45	10,456	0,619	0,463	0,860	Reliable

Soal02	6,87	7,849	0,786	0,720	0,800	Reliable
Soal03	7,58	8,252	0,739	0,671	0,814	Reliable
Soal04	7,45	7,789	0,701	0,686	0,823	Reliable
Soal05	7,16	7,340	0,667	0,601	0,842	Reliable

Appendices 8. Item discrimination analysis

a. Section A

Correlations

		Soal01	Soal02	Soal03	Soal04	Soal05	Soal06	Soal07	Soal08	Soal09	Soal10	Soal11	Soal12	Soal13	Soal14	Soal15	TotalSkor
Soal01	Pearson Correlation	1	0,258	0,111	-0,220	-0,010	0,224	-0,338	.377*	0,114	.400*	0,246	-0,303	0,073	0,085	0,202	.411*
Soal02	Pearson Correlation	0,258	1	0,034	0,117	-0,252	0,012	0,132	0,349	0,156	-0,178	0,055	0,022	0,063	-0,299	0,007	0,249
Soal03	Pearson Correlation	0,111	0,034	1	-0,120	0,334	.477**	0,033	0,134	0,134	0,217	0,313	0,345	0,111	0,046	-0,052	.567**
Soal04	Pearson Correlation	-0,220	0,117	-0,120	1	-0,083	-0,313	.357*	-0,004	0,131	-0,120	-0,022	0,244	0,190	-0,149	-0,025	0,187
Soal05	Pearson Correlation	-0,010	-0,252	0,334	-0,083	1	.369*	0,010	-0,025	0,285	0,334	-0,126	0,107	0,146	0,126	0,034	.420*
Soal06	Pearson Correlation	0,224	0,012	.477**	-0,313	.369*	1	-0,093	.490**	.490**	0,193	0,343	0,095	0,093	-0,016	-0,019	.632**
Soal07	Pearson Correlation	-0,338	0,132	0,033	.357*	0,010	-0,093	1	0,148	0,280	-.400*	-0,246	-0,010	-0,073	-.416*	-0,352	0,037
Soal08	Pearson Correlation	.377*	0,349	0,134	-0,004	-0,025	.490**	0,148	1	.479**	-0,152	0,116	-0,285	-0,017	0,048	-0,091	.497**
Soal09	Pearson Correlation	0,114	0,156	0,134	0,131	0,285	.490**	0,280	.479**	1	-0,009	0,281	0,025	0,246	-0,281	-0,239	.601**
Soal10	Pearson Correlation	.400*	-0,178	0,217	-0,120	0,334	0,193	-.400*	-0,152	-0,009	1	0,133	0,175	-0,177	0,226	.435*	.367*
Soal11	Pearson Correlation	0,246	0,055	0,313	-0,022	-0,126	0,343	-0,246	0,116	0,281	0,133	1	0,321	.411*	0,033	-0,084	.498**
Soal12	Pearson Correlation	-0,303	0,022	0,345	0,244	0,107	0,095	-0,010	-0,285	0,025	0,175	0,321	1	0,323	-0,321	0,142	0,326
Soal13	Pearson Correlation	0,073	0,063	0,111	0,190	0,146	0,093	-0,073	-0,017	0,246	-0,177	.411*	0,323	1	-0,080	-0,096	.411*
Soal14	Pearson Correlation	0,085	-0,299	0,046	-0,149	0,126	-0,016	-.416*	0,048	-0,281	0,226	0,033	-0,321	-0,080	1	0,271	0,029
Soal15	Pearson Correlation	0,202	0,007	-0,052	-0,025	0,034	-0,019	-0,352	-0,091	-0,239	.435*	-0,084	0,142	-0,096	0,271	1	0,183

b. Section B

Correlations

		Soal01	Soal02	Soal03	Soal04	Soal05	TotalSkor
Soal01	Pearson Correlation	1	.674**	.453*	.485**	.485**	.698**
Soal02	Pearson Correlation	.674**	1	.554**	.670**	.681**	.873**
Soal03	Pearson Correlation	.453*	.554**	1	.740**	.620**	.838**
Soal04	Pearson Correlation	.485**	.670**	.740**	1	.450*	.828**
Soal05	Pearson Correlation	.485**	.681**	.620**	.450*	1	.822**
TotalSkor	Pearson Correlation	.698**	.873**	.838**	.828**	.822**	1
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000	
	N	31	31	31	31	31	31

Appendices 9. Item difficulty level analysis

a. *Section A*

		Soal01	Soal02	Soal03	Soal04	Soal05	Soal06	Soal07	Soal08	Soal09	Soal10	Soal11	Soal12	Soal13	Soal14	Soal15
								Statistics								
N	Valid	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
	Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean		0,58	0,87	0,29	0,65	0,23	0,52	0,42	0,45	0,45	0,29	0,81	0,77	0,58	0,19	0,26

b. *Section B*

Statistics						
		Soal01	Soal02	Soal03	Soal04	Soal05
N	Valid	31	31	31	31	31
	Missing	0	0	0	0	0
Mean		1,68	2,26	1,55	1,68	1,97
Maximum		2	3	3	3	3
Item Difficulty		0,84	0,75	0,52	0,56	0,66
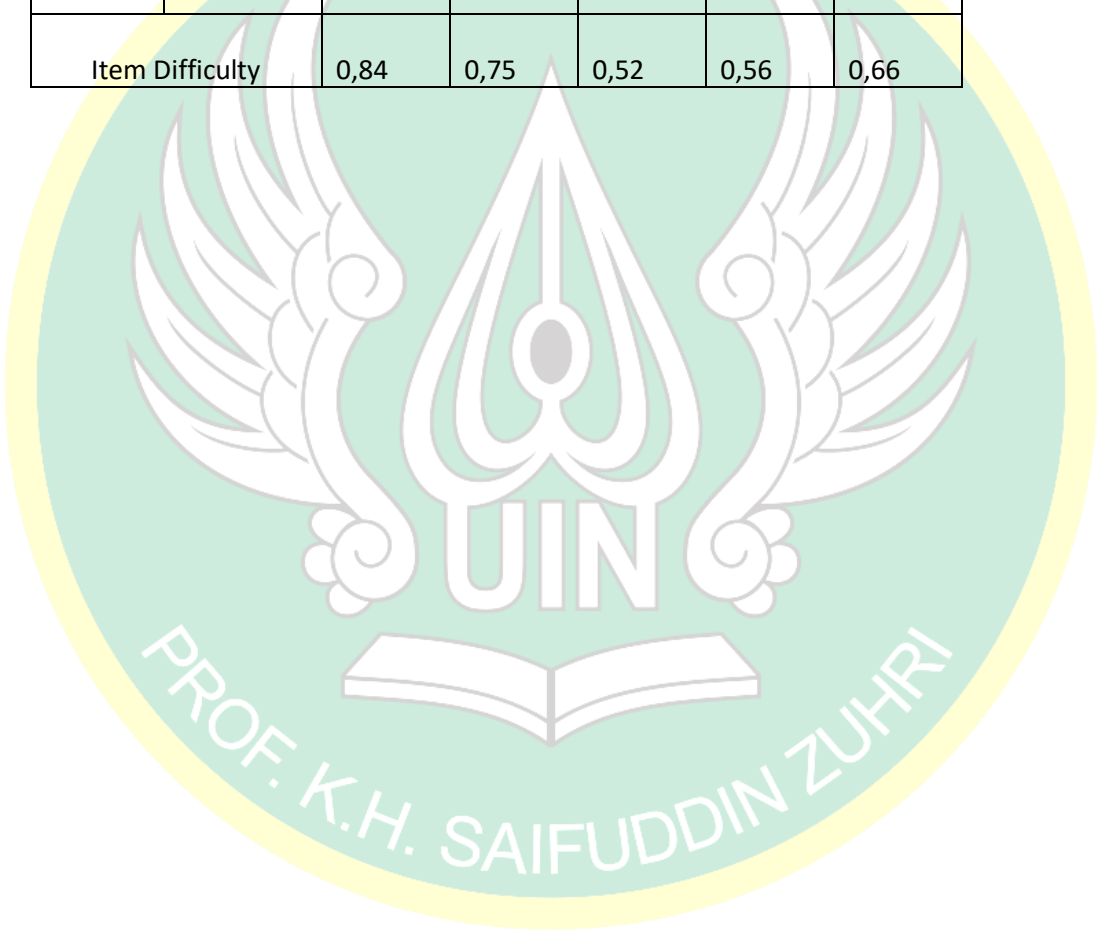
Appendices 10. Certificate of the research

PEMERINTAH KABUPATEN BANYUMAS
DINAS PENDIDIKAN
SMP NEGERI 2 KEDUNGBANTENG
Jl. Raya Keniten Kec. Kedungbanteng, Kab. Banyumas 53152
Telp. (0281) 6840590 Email : smpn2kedungbanteng123@gmail.com

SURAT KETERANGAN
Nomor : 071 / 100 / 2024

Yang bertanda tangan di bawah ini,
Nama   : Irma Pujiati, S.Pd., M.Pd.
NIP   : 19721203 199802 2 003
Jabatan   : Kepala Sekolah

Dengan ini menerangkan bahwa :
Nama   : AULIA PRAFITASARI
NIM   : 2017404073
Jurusan / Prodi   : Tadris Bahasa Inggris
Semester   : VIII (Delapan)
Universitas   : Islam Negeri Profesor Kiai Haji Saifuddin Zuhri
    Purwokerto
Judul   : An Analysis Task Items in The Students Worksheet
    Used by The 7th grade student at SMP Negeri 2
    Kedungbanteng, Banyumas
Pelaksanaan   : 04-01-2024 s/d 04-03-2024

Adalah benar-benar telah melaksanakan penelitian pada SMP Negeri 2 Kedungbanteng dan yang bersangkutan telah melaksanakan tugasnya dengan baik dan penuh tanggung jawab.

Demikian surat keterangan ini dibuat dengan benar, untuk dapat dipergunakan sebagaimana mestinya.

Kedungbanteng, 7 Maret 2024
Kepala SMP N 2 Kedungbanteng

IRMA PUJIATI, S.Pd., M.Pd.
NIP. 19721203 199802 2 003

Appendices 11. Documentation of test taker