

## APPENDICES

### Appendix 1

#### Textbook Assessment Rubric

Based on the Regulation of the Head of the Agency for Standards, Curriculum, and Educational Assessment, Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia Number 039/H/P/2022 on Guidelines for Educational Textbook Evaluation.

<b>Subject</b>	English
<b>Book title</b>	Bright
<b>Subjudul</b>	An English Course for SMP/MTs Grade VII
<b>Grade Level</b>	Grade VII
<b>Semester</b>	Odd & Even Semesters
<b>Chapters</b>	8
<b>Date of Review</b>	
<b>Reviewer's Name</b>	Najuwa Viki Maiyana

Standards	Sub Component	Indicator	Checklist (Yes/No)
<b>Material Standards</b>	Normative Feasibility	1. The material does not contradict the values of Pancasila.	√
		2. The material does not contain elements of discrimination based on ethnicity, religion, race, and intergroup (SARA).	√
		3. The material is free from pornographic, violence and hate speech.	√
	(Content Eligibility) Alignment with Curriculum	4. The material expands, deepens, enriches, or complements the content in the main textbook.	√
		5. The material supports a more thorough understanding of competencies targeted in the curriculum.	√
		6. The content is aligned with national education standards and the current curriculum (e.g., Merdeka Curriculum).	√
	Scientific Accuracy	7. Theories, concepts, and facts are presented clearly,	√

		unambiguously, and accurately based on scientific principles.	
		8. The material reflects up-to-date developments in science and technology.	√
		9. The content encourages students to explore information from valid and credible sources.	√
	Context and Coherence Relevance	10. The material is related to students' real-life contexts, including local values and social environments, making it easier to understand and apply.	√
		11. The material is cohesively structured across sections, with a smooth and logically connected flow of ideas.	√
<b>Presentation Standards</b>	Content Delivery Appropriateness	12. The material is presented in a systematic, logical, and communicative manner.	√
		13. The structure of presentation follows a clear pattern (hierarchical, procedural, or thematic grouping) based on the nature of the content.	√
		14. Each chapter or unit is organized continuously (not fragmented), making it easy for students to follow and understand.	√
	Language Use Appropriateness	15. The language is appropriate for students' psychological development and language proficiency level.	√
		16. The language used is communicative, avoids overly complex terms, and adheres to standard linguistic rules and legal regulations.	√
		17. The language aligns with the register of educational texts and, in the case of English textbooks, is consistent with CEFR level B1 as targeted in the Merdeka Curriculum.	√
		18. Material reflects B1-level characteristics: simple but effective language, familiar topics, coherent idea expression,	√

		and fluency in daily communication.		
<b>Design standards</b>	Illustration Usage	19. Illustrations are appropriate for the learners' age and comprehension level.	√	
		20. Illustrations are relevant to the content of the material.	√	
		21. Illustrations have visual/aesthetic appeal to attract and maintain attention.	×	
	Content Page Design	22. Follows proper book anatomy: includes clear page structure, is easy to read, and has an attractive, non-confusing layout.	√	
	Book Cover Design	23. The cover design is both functional and aesthetically pleasing.	√	
		24. Proper placement of elements on the cover (e.g., title, author name, and main information).	√	
		25. The title and main information on the cover are easy to read.	√	
		26. Visual appearance of the cover attracts learners/readers.	√	
	<b>Graphic standards</b>	Print Quality	27. Images and text are sharp and clearly visible.	√
			28. Ink is evenly distributed (no blotches or fading).	√
29. The paper material supports comfortable reading (not too thin or glossy).			√	
Binding Quality		30. Pages are securely attached (not loose or falling apart).	√	
		31. Page order is correct and consistent with table of contents.	√	
Cutting Quality		32. Page edges are neatly and precisely cut (no uneven or jagged cuts).	√	
<b>Total checklist</b>			<b>31</b>	

## Appendix 2

**Table of Alignment Between Learning Objectives in Bright 1 and Learning Outcomes Phase D – Merdeka Curriculum**

Chapter	Learning objectives (textbook)	Learning outcomes (merdeka curriculum)	Elements/activities
<b>Chapter 1: Nice to Meet you!</b>	1. Greet people	Interact and exchange ideas in formal and informal contexts.	Listening-Speaking (activity 1, 2, 3, 6, 7, 8, 10, 13, 14, 15, 16, 17, 20, 21, 22, 23, 24,  Reading-Viewing (activity 11, 18, 19, 31)  Writing-Presenting (activity 4, 5, 9, 12, 25, 26, 27, 28, 29, 30)  Total activities: 31
	2. Introduction ourselves.	Explain and clarify answers using basic sentence structures and verb tenses.	
	3. Introduce others	Engage in discussions (giving opinions, making comparisons, stating preferences).	
	4. Comprehend a form.	Locate and evaluate main ideas and specific information in different genres.	
	5. Complete a form.	Communicate ideas through simple, organized paragraphs.	
	6. Use numbers properly.	Use time markers, adverbs of frequency, and common conjunctions.	
	7. Use days properly.	Express ideas in the present, future, and past tenses.	
	8. Use months properly.	Express ideas in the present, future, and past tenses.	
	9. Comprehend oral personal identity.	Comprehend main ideas and relevant details of discussions or presentations.	
	10. Comprehend written personal identity	Read and respond to familiar and unfamiliar texts.	
<b>Chapter 2: it's judy spark!</b>	1. Identify verb be (to be) singular.	They explain and clarify their answers using basic sentence	Listening-Speaking (activity 1, 5, 12) Reading-Viewing

		structure and verb tenses.	(activity 2, 6, 8, 13)
	2. Do a role play about questions and statements	They engage in discussion such as giving opinions, making comparisons and stating preferences.	Writing-Presenting (activity 3, 4, 7, 9, 10, 11)
	3. Recognize other countries and the nationalities	They locate and evaluate main ideas and specific information in texts of different genres.	Total Activities: 13
	4. Learn about how to use verb be (to be) in the daily life	They communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures.	
<b>Chapter 3: they're a new band</b>	1. Use the verb be (plural): negatives and questions	They explain and clarify their answers using basic sentence structure and verb tenses.	Listening-Speaking (activity 1, 4, 6)
	2. Use I (don't) like.../Do you like ... ?	They engage in discussion such as giving opinions, making comparisons and stating preferences.	Reading-Viewing (activity 1, 3, 5, 8)
	3. Understand object pronouns	They communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures.	Writing-Presenting (activity 2, 3, 5, 7)
			Total Activities: 8
<b>Chapter 4: they are my family</b>	1. Use the simple present tense	They express ideas in the present, future, and past tenses.	Listening-Speaking (activity 1, 8, 11)

	2. Do a role play on questions and short answers	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.	Reading-Viewing (activity 2, 4 9, 12, 14) Writing-Presenting (activity 3, 5, 6, 7, 10, 13, ) Total Activities: 14
	3. Recognize our family members in a family tree	They locate and evaluate main ideas and specific information in texts of different genres.	
	4. Use possessive 's and possessive adjective	They communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures.	
<b>Chapter 5: I Hardly Ever Watch TV</b>	1. Use present simple with adverb	They express ideas in the present, future, and past tenses.	Listening-Speaking (activity 2, 4, 5, 6, 7)
	2. Tell days of the week	They express ideas in the present, future, and past tenses.	Reading-Viewing (activity 1, 2, 5, 8, 11 )
	3. Tell about tv programmes	They locate and evaluate main ideas and specific information in texts of different genres.	Writing-Presenting (activity 2, 3, 9, 10 )
	4. Tell the time	They locate and evaluate main ideas and specific information in texts of different genres.	Total activities: 11
<b>Chapter 6: Where's the Monument?</b>	1. Use there's/there are	They communicate their ideas and experience through simple, organized paragraphs, demonstrating a	Listening-Speaking (activity 2, 3, 5, 8, Reading-Viewing (activity 1, 6 ,7, 9)

		developing use of specific vocabulary and simple sentence structures.	Writing-Presenting (activity 4, 5, 6, 7)  Total activities: 9
	2. Understand positive imperatives	They comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics.	
	3. Use prepositions of place	They use time markers, adverbs of frequency and common conjunctions to link ideas.	
	4. Identify places in towns	They locate and evaluate main ideas and specific information in texts of different genres.	
<b>Chapter 7: They've Got Thick Eyebrows</b>	1. Use have/has got in sentences	They explain and clarify their answers using basic sentence structure and verb tenses.	Listening-Speaking (activity 3, 4, 5, 7, 8, 9,  Reading-Viewing (activity 1, 4, 8, 11 )  Writing-Presenting (activity 2, 6, 10, )  total activities: 11
	2. Identify parts of the body	They independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary.	
	3. Identify physical characteristics	They locate and evaluate main ideas and specific information in texts of different genres.	
	4. Use why... and because....	They engage in discussion such as giving opinions, making comparisons and stating preferences.	
<b>Chapter 8: It is Delicious!</b>	1. Identify the expression of	They engage in discussion such as giving opinions,	Listening-Speaking (activity 2, 6, 7, 8,

	offering something	making comparisons and stating preferences.	Reading-Viewing (activity 1, 4, 9, 10, 11, 13, 14)
	2. Identify descriptive texts	They locate and evaluate main ideas and specific information in texts of different genres.	Writing-Presenting (activity 3, 4, 5)
	3. Identify countable and uncountable nouns	They identify the purpose of texts and begin to make inferences to comprehend implicit information in the text	total activities: 14

### Appendix 3

## CURRICULLUM VITAE

### Personal Identity

Name : Najuwa Viki Maiyana  
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Kec. Ngronggot, Kab. Nganjuk, East Java, Indonesia  
Sex : Female  
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### Educational Background

1. Kindergarten : TK Pertiwi 1 Cengkok (2007-2009)
2. Elementary School : MI Al-Huda Kedunglo Cengkok (2009-2015)
3. Junior high School : MTsN 1 Nganjuk (2015-2018)
4. Senior High School : MAN 1 Nganjuk (2018-2021)