

Chapter Four

Finding and Discussion

In this chapter, the researcher reports the findings and the discussions. The findings are taken from the data analysis on the interview based on the participants' perception followed by the discussions and supported by some literatures. This chapter presents the research finding and discussion about the benefits of using LKS as learning media perceived by Senior High School students and the challenges faced by Senior High School students in using LKS as learning media.

Findings and Discussion

The research findings were found based on Senior High School students' perceptions on the use of LKS in English Learning. In analyzing the data, the researcher interviewed to get the perception results from the use of LKS in English learning. The researcher interviewed four 12th grade students in a private senior high school in Yogyakarta. The students' perceptions were based on the experience of students when using English LKS during the learning process. The four students (Lala, Caca, Didi, and Nana) had used English LKS. The findings were divided into the benefits and the challenges of using English LKS as media learning perceived by Senior High School students. However, the researcher gave discussion regarding the findings of using LKS in learning English. Therefore, for more detailed information, each finding is explained in the following paragraphs.

The Benefits of Using LKS as Learning Media Perceived by Senior High School Students

After conducting interview, there were four advantages in using LKS in studying English. The advantages of using English LKS were based on students' perceptions which included can understand the material faster, can practice more question types, can be used anywhere and anytime, and less pricey.

Can understand the material faster. The participants stated that English LKS was concise. Lala said "The material in the LKS is more concise and directed to the core." In addition, Lala also said "English LKS goes directly to the material without introduction." Another participant, Caca had also mentioned the same idea as the first participant. "The material in the English LKS is shorter and directed to the core." As Caca stated, Didi also added that "The material in the English LKS is shorter and directed to the core." With material directly to the core, the learning process becomes faster so there is no need to look for other English material sources because everything is available in the LKS. Didi also said that "when using English LKS the learning process is fast because it does not require a long time when opening the English LKS page instead of using a textbook that has a thick page." According to Caca, the material in English LKS was shorter, so that it went directly to the core material. For example, in the English LKS, there was a structure for reading, so the students only read the structure being provided so that students immediately became more familiar with the material.

Based on the finding above, one of the benefits of using English LKS was more concise LKS material. Students felt that English LKS had concise material that made easier for students to learn and direct to the core of the material. To support this finding, Adi (2016) mentioned that LKS is a practical media for

teachers and students in the learning process especially in the classroom activity because there was no need to look for additional subject matter or practice because it was available in the LKS.

Can practice more question types. The other benefit of English LKS is that it provide more tasks related to the material. Caca said “The number of questions on the English LKS is quite high.” Nana also said “English LKS could know the type of question in order to find out the types of questions.” Besides, Nana also added that English LKS could predict the type of question. She also said “English LKS can predict the type of questions during the examination.” Nana stated that the benefits of English LKS could be a lot of practice questions which could predict the questions which come out when the examination. Didi also said that “The English LKS has a lot of practice questions.” The students find it easier to understand the English material because they can practice more tasks provided in the English LKS. The more they practice, the more they understand the English material better. Then, the students got the preparation for the examination.

Based on the finding above, the students felt that using English LKS was be able be used as a predictor of questions types which could help the students prepare for the examination. Besides, the students could find out the types of questions if there was an examination which could predict the types of questions during the examination, so they could learn independently by practicing the questions. The statement mentioned is in line with Stella (2016) said that LKS is a teaching material that can facilitate students to understand the material and LKS

as teaching materials that are rich in tasks to practice, so they can predict questions before the examination.

Can be used anywhere and anytime. The benefits of using English LKS were easy to carry. Didi said that "When carrying English LKS, it is lighter than a textbook." According to Didi, English LKS is a learning media that is easy to carry because of the light form of worksheets that do not provide a heavy burden on students. In regards to the finding mentioned above, the students felt that using English LKS was easy to carry anywhere because it was lighter than a textbook. The students prefer to bring any kinds of books that are less weight. So, when English LKS is lighter and easier to be brought by them to school, they will prefer to bring it rather than English textbook that is too heavier. To support the finding, Lismawati (2010) mentioned that LKS is a media that can be learned anytime and anywhere without using special tools (as cited in Adi, 2016, p.3).

Less pricey. The participant stated that English LKS was affordable. Lala also said that "LKS is cheap." According to Lala, English LKS is a media that has an affordable price so that it can be owned by students. Mostly the price of an English LKS is under IDR 50.000 while an English textbook is above IDR 50.000. When something is under IDR 50.000 the students categorize it as something that is less pricey and affordable which is why it makes the students prefer to buy the English LKS rather than English textbook.

Based on the finding above, the students felt that English LKS had a cheaper price than a textbook so that it could be owned by students. The statement mentioned is in line with Lismawati (2010) who argued that economically, LKS is cheaper than other learning media (as cited in Adi, 2016, p.4).

The Challenges Faced by Senior High School Students in Using LKS as Learning Media

After conducting interviews, there were three challenges faced by senior high school students in using English LKS as learning media found in this study. The challenges faced by students were the material in the English LKS is incomplete explanation, ambiguous answers, and lack of face validity.

Incomplete explanation. The challenge faced by students was too concise explanation on the English LKS. The material in English LKS is too short because the explanation of the materials are only in brief, no too detail which makes the students find it hard to really understand the material as a whole. Sometimes, the explanation is not too clear, which makes the students have some ambiguity toward the material itself. Caca said that "The material in the English LKS is too concise, and sometimes there is something unclear." Didi also agreed with Caca who argued that "English LKS is too concise." Didi also added that "English LKS only contains questions and lacks explanation." Another participant, Nana also had the same ideas with the second and third participants, "The material on the English LKS was incomplete" and added, "The material on the English LKS is a little."

The teacher also not really explain the material when they used English LKS in the classroom which leads the students do not really understand the material. Sometimes, some teachers rarely explained the material at the English LKS because they were sick, and sometimes, they only gave questions as Didi said, "The teacher rarely explains material because of illness." Caca also agreed with Didi, "Teachers do not discuss material after students have done it" so that students become less understanding. Didi also said that if students did not

understand if they studied the material by themselves. "They do not understand if they read it themselves." According to Didi, because English LKS material was too concise, the teacher's role was very important to help students understand the content of the material so that they became more understanding.

Based on the finding mentioned, material in the English LKS was too concise which made the students feel difficult to understand the contents of the material, and sometimes, the teacher rarely explained the material when students had worked on the questions given so that students felt difficult. The statement mentioned was in line with Lismawati (2010) who mentioned that sometimes, the contents of the LKS are too many terms and too short so that it is burdensome to students. Also, sometimes, it is difficult to provide guidance to students because they have difficulty to understand certain parts and require prerequisite knowledge. Hence, the students could understand the material explained.

Ambiguous answers. The other obstacle faced by the students when using English LKS were sometimes there is no answers within the option and sometimes there are more than one answers which makes the students find some ambiguity toward it. Lala said, "Sometimes, there are no answers to questions in the English LKS." Lala also added, "Questions in the English LKS are sometimes ambiguous, so finding answers are difficult." Lala also said "Finding answers on English LKS is difficult." Another participant, Caca also added that "The answers in the English LKS can sometimes be more than one correct." Didi also agreed with Caca as he said "The answers to the questions in the double English LKS are rather ambiguous." The challenged students faced is the matter of English LKS

which is less diverse. Nana said that "The questions on English LKS are less varied."

Based on the finding above, students felt that when they do a task or practice they sometimes feel less practice because the questions are less diverse and sometimes, the options of answer in the English LKS is more than one. For example the answer of option A is just the same as the answer of option B which makes the students confuse which option should they pick among those two. To support this finding, Ardhiantari, Fadiawati and Kadaritna (2015) argued that sometimes, the discussion used in the LKS is convoluted and sometimes the language used means ambiguous so it is difficult to understand.

Lack of face validity. The challenge faced by students when using English LKS was blurry images and papers. Nana said that "Unclear images are difficult to understand", so it is difficult to understand. Lala also added, "The blurry English LKS paper is uncomfortable to read." According to Lala, using opaque paper makes students feel uncomfortable in reading. Based on the finding above, the students sometimes felt less familiar with the contents of the English LKS because the paper was blurry, and the picture was not clear. The students become demotivated when learning English using LKS because the images in the English LKS are blurry and unclear. To view pictures students prefer to use textbooks rather than English LKS because it is clearer. To support the argument mentioned, Ardhiantari, Fadiawati and Kadaritna (2015) said that the use of paper in LKS is blurry, and the color combination in the LKS was less attractive and led the students to be boring.