

## **Chapter Five**

### **Conclusion and Recommendation**

This chapter delivers the summary of the findings and the recommendation of the research. In the summary of the finding, it includes 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. In the last of chapter five, the researcher gives the recommendation of the research for some parties related to this research.

#### **Conclusion**

This research has two main objectives. The first objective is to know the benefits of the use of LKS as learning media perceived by Senior High School students, and the second objective is to know the challenges faced by Senior High School students in using LKS as learning media. Hence, those two objectives are discussed in the following paragraphs based on Senior High School students' perception.

In the finding, the researcher found four benefits of using English LKS as learning media perceived by Senior High School students. Can understand the material faster, can practice more question types, can be used anywhere and anytime, and less pricey. In addition, the researcher found that there were some challenges faced by Senior High School students in using English LKS as learning media in the second finding. Therefore, those findings were the incomplete explanation, ambiguous answers, and lack of face validity.

## **Recommendation**

Based on the findings of this research, the researcher proposes some recommendations related to this research. The recommendations are intended for the teachers, students, LKS designers, and other researchers.

**For the teachers.** Based on the result of this research, the teacher must explain the contents of the material in the LKS in detail because the material in the LKS is too little and sometimes ambiguous so that students become familiar with the content of the material. The teacher also does not only provide questions or assignments in the LKS and does not explain because students also need explanations again in order to understand more about material. The teacher can also make several handouts if needed so students understanding better.

**For the students.** Students must take the initiative to find other sources of books when using LKS because the contents of the LKS material are too concise and students must often ask the teacher when they get ambiguous questions so that students get the appropriate answers. Students can also use LKS more often because it can be used for exam preparation because LKS has various practice questions and various types of questions; LKS is also light so it is not difficult to carry everywhere.

**For *Lembar Kerja Siswa* designers.** LKS designers must make LKS to be easy to be read by students even though at low price, LKS should be printed using good paper. The pictures on the LKS must also be clear in order not to make students feel confused in understanding the material towards LKS. Also, the contents of the LKS must also be in accordance with the ongoing curriculum in order to achieve the learning objectives.

**For other researchers.** As this study only involved four students as the participants, the researcher suggests other next researcher to involve more participants in order to gain more information related to this research. Also, other researcher should conduct relevant research on different levels of education so that the finding will be more various from this research. In addition, other researchers may use this research dealing with the use of LKS as learning media in future research.