

**Senior High School Students' Perception on The Use of *Lembar Kerja Siswa*  
in English Learning**

*A Skripsi*

Submitted to the English Language Education Department in Partial Fulfillment  
of the Requirements for Degree

*Sarjana Pendidikan*



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Approval Page

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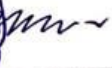
  
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## **Abstract**

Learning media is a tool for communication between students and teachers, so that the learning process becomes more effective. *Lembar Kerja Siswa* (LKS) or also know as Student Worksheet as one of printed media in the learning process is commonly used by the schools in Indonesia. This research aimed to find out the benefits of the use of 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. This research was conducted at a private senior high school in Yogyakarta involving four students as research participant. This research employed descriptive qualitative design as the research design to present the findings found in this research. In collecting the data, in-depth interview was used in this study. The finding showed the benefits of using LKS as learning media perceived by Senior High School students. Those findings were understanding the material faster, can practice more question types, easier to be brought, and less pricey. In addition, the finding also presented the challenges faced by Senior High School students in using LKS as learning media. Those second findings were the material in the LKS is too concise explanation, ambiguous answers, and lack of face validity.

*Keywords:* Lembar Kerja Siswa (LKS), benefits of LKS, challenges of LKS

## **The Background of the Study**

In learning, the use of media is needed to support the maximum learning process so that the students get the benefits of the learning. Learning media is also one of the most important aspects of learning. Learning media can also help students to understand a material well and easily. Therefore, learning media is also a tool for communication between students and teachers, so that the learning process becomes more effective. Thus learning media can also help teachers to deliver material to students. According to Ramdhani and Muhammadiyah (2015) in learning media, there are some characteristics about learning media such as to clarify the message, to overcome the limitations of space, time and energy, make more direct interaction between student and teacher, to allow children to learn independently and raise the same perceptions. Learning media also has several functions namely to achieve effective learning situations, to create an expected learning situation and to improve the quality of teaching and learning process. So, the use of learning media in learning is very important because many conveniences obtained by the teacher so that the material to be presented to the students will be delivered properly. One of the kinds of learning media that is *Lembar Kerja Siswa* or LKS. The use of *Lembar Kerja Siswa* (LKS) or also known as Student Worksheet as one of printed media in the learning process in Indonesia is the favorite that is used by the schools in Indonesia. According to Misnawi (2014), in the LKS, the materials are presented in the form of exercise, examples and brief material which are all the factors supporting the development of capability and student attitudes in learning. The use of the LKS is used as a companion of the printed.

Many high school teachers use LKS as a medium for learning English based on the researcher's observations while doing an internship. The teacher also used LKS because it can shorten the time in learning. Based on the result of informal/preliminary interview the one Senior High School student; the researcher got fact that students have various opinion when they use LKS, some students stated they are like to use LKS because they get more exposure when they do some exercise. Moreover, another students stated they do not like to use LKS when the teacher only gives assignments without discussing the material. Another opinion from personal experience, the researcher also experienced a phenomenon that the researcher's sister in Senior High School sometimes complained when using LKS. She stated that sometimes the material in LKS was unclear. From this phenomenon, the researcher was interested in examining what are the benefits and challenges when using LKS based on students' own perceptions. The researcher is also more focused on researching the use of LKS when studying English.

#### Methodology

This research explored Senior High School students' perception on the use of *Lembar Kerja Siswa* (LKS) in English Learning. Besides, the researcher used qualitative approach in this research. Cohen, Manion and Morrison (2011) stated that qualitative is used to discuss participants' interpretations of the world in which they live and express how they feel in situations from their own point of view. Because this research explored the students' perception on using LKS in learning process, the qualitative research was the best choice used as the research design.

The researcher conducted this research in a private senior high school in Yogyakarta. This school was chosen by the researcher because the school is one of the best school in Yogyakarta. Moreover, this school is also known as the research school of Jogja. So, the researcher interested to conduct the research in this school. Furthermore, the researcher chose the school because the school often uses LKS as the learning media. So that the researcher gathered more data of the research. Therefore, the school was suitable in order to conduct this research. The researcher had carried out this research at the school in December 2018. Participants for this research were 12th-grade high school students. The participants consisted of 4 students. Researcher took 12th-grade students because they would face a National Examination, so they needed a lot of learning resources and practice questions.

In data collection method, the researcher explained how the researcher collected the data using interview. This research aimed to find out senior high school students' perception on the use of LKS in English learning. The researcher used the interview as the instrument to gather the data. According to Cohen, Manion and Morrison (2011) interview enables the participants' discussion where to discuss or express a situation from their own point of view.

There were some procedures performed when doing the interview. Firstly, the researcher asked for permission to the school in order to take data of the research. After obtaining permission from the school to collect data, the researcher wanted to find participants after the criteria being submitted by the researcher to the school. Data collection was carried out the next day with the schedule given by the school. In the school, the researcher conducted interviews with students

who had been chosen by the school. Then, the researcher interviewed and asked questions to the participants based on interview guidelines. Likewise, the interview was conducted with 4 students. The duration during the interview was 5-10 minutes for each student. After conducting the interview, the researcher gave souvenirs to students who were willing to be interviewed. In data analysis, the researcher explained how the data being analyzed. The data analysis included transcribing, member checking, and coding.

## **Findings and Discussion**

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

**Can understand the material faster.** Based on the finding, 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.** Based on the finding, 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.** In regards to the finding mentioned, 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.** Based on the finding, 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**

**Incomplete explanation.** 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 burden some 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.** Based on the finding, 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.** Based on the finding, 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.

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