

**A STUDY ON THE NEED TO USE STUDENT'S WORKBOOKS (LKS)
IN JUNIOR HIGH SCHOOL**
(A Field Study at SMP Santo Fransiskus Asisi Pontianak Grade VIII)

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ABSTRAK: Tulisan ini bertujuan untuk memfokuskan pada dampak penggunaan buku kerja (LKS) dalam pembelajaran bahasa Inggris di sekolah menengah pertama. Buku Kerja Siswa berisi rangkuman materi dan berbagai latihan yang diberikan untuk mendorong efektivitas pembelajaran di kalangan siswa. Mengembangkan sumber belajar, menyempurnakan proses belajar mengajar di sekolah, dan membimbing siswa dalam penjelasan yang lebih sederhana untuk dipahami. Hal ini membuat proses pembelajaran menjadi lebih efektif. Penelitian deskriptif-analitis ini dilakukan terhadap 49 siswa tingkat SMP kelas VIII untuk dijadikan sampel. Data dikumpulkan dari kuesioner online melalui aplikasi Google form yang berisi informasi berdasarkan pengalaman siswa dan sudut pandangnya dalam menggunakan LKS. Hasil pengumpulan data dianalisis secara kualitatif. Hasil temuan menunjukkan bahwa terdapat 92,92% responden menuliskan keuntungan menggunakan LKS terkait efektivitas, harga lebih murah, kepraktisan, dan engagement. Hanya 4,08% yang menuliskan kelemahan penggunaan LKS: isi LKS yang tidak lengkap, dan kurangnya pemahaman sehingga memerlukan penjelasan lebih lanjut dari gurunya. Dapat disimpulkan bahwa penggunaan buku kerja siswa (LKS) memberikan dampak positif terhadap proses belajar mengajar di SMP. Namun, guru disarankan untuk memilih buku kerja siswa (LKS) yang sesuai dengan mempertimbangkan persyaratan didaktik, konstruksi, dan teknis.

Kata Kunci: Buku Kerja Siswa (LKS), Efektivitas, Kepraktisan, Peran Guru

ABSTRACT: This paper aims at focusing on the impact of using a workbook (LKS) in learning English in junior high school. The Students' workbook contains a summary of materials and various exercises provided to push the effectiveness of learning among students. It develops learning resources, improves the teaching and learning process at school, and guides the students in simpler explanations to be understood. This makes the learning process more effective. This descriptive-analytical study was conducted on 49 students of Junior High School level at grade VIII for the sampling. The data were collected from the online questionnaire through the Google form application consisting of information based on the student's experience and their point of view in using LKS. The results of data collection were analysed qualitatively. The findings revealed that there are 92, 92 % of respondents write the advantages to use LKS related to effectiveness, lower price, practicality, and engagement. Only 4,08 % write the weaknesses of using LKS: the incompleteness of the LKS contents, and lack of understanding so they need more explanation from their teacher. It concludes that using a student's workbook (LKS) positively impacts the teaching and learning process at Junior High

School. However, the teacher is suggested to select the appropriate student's workbook (LKS) by considering didactic, construction, and technical requirements.

Keywords: *Student Workbook (LKS), Effectiveness, Practicality, Teachers' Role*

INTRODUCTION

The process of teaching and learning is a complex process because it requires a separate approach in terms of cognitive, affective, and psychomotor. This becomes very important when the process is directly related to students as subjects that must be activated in learning. They are directly involved in every process that occurs in the classroom and at school together with the teachers as learning facilitators. It is also important to consider the selection of learning sources that will be used as material to make students more enthusiastic, resilient, and active in learning.

The fact that is often encountered in the learning process is the selection of effective teaching materials that can encourage student activity. Inappropriate selection of teaching materials will have implications for the lack of stimulation of students' activeness and discipline especially in English lessons. Students tend to prefer to play and pay less attention because teaching materials are not owned by all students. Even though the spirit is there, it is focused on only a few students who are really active. Therefore alternative steps are needed so that the success of the learning process becomes a priority for all teachers. One of these steps is for the teacher to develop or select student worksheets, abbreviated as LKS, to facilitate teaching and learning activities, find concepts more quickly and develop an independent attitude among their students.

Student worksheets (LKS) are one of the learning aids that are often used in the school environment. LKS is a kind of book containing a series of questions, practice questions, or specific assignments designed to help students learn. The use of LKS can support teachers' efforts in conveying learning materials and assist students in understanding concepts and improving their skills. Many schools support their teacher to use the LKS as one of the effective media to push the student to learn more independently and reach the desirable achievement of learning objectives.

The textbook must be the main source of learning. However, using a textbook is sometimes not sufficient to explore the types of activities and practices that can be done by the

students. Teachers usually use the task-based method in which they give assignments to students after giving the material (Kuswoyo & Wahyudin, 2017). Textbooks and other supplements are chosen as sources of learning and to provide the material because those materials and assessment providers are suitable for standardized curricula. In fact, the teachers had already used LKS to help the classroom engagement as summarized materials that the student easily understand (Nurhidayah & Arrasyid, 2017). Besides, the use of textbooks as the main source of learning needs the teacher's creativity. Guidance from the teacher in delivering materials as input plays an important role. The teacher gathers many sources, various explanations, and activities (Ayu & Indrawati, 2019). The role of LKS in teaching and learning English as a foreign language context can stimulate not only the interaction of the students to be more enjoyable in the classroom but also the indication to have more vocabulary if the teacher uses the Total Physical Response method during the English lesson (Bahtiar, 2017). Therefore, developing materials is not only from one source but also related sources which simplifies the understanding and engagement among students. It also covers continuously updated current issues (Sari, 2019).

However, some current studies criticize the use of LKS related to the content and policy to use LKS as the learning source. In some cases, The LKS does not follow government rules (Permendikbud) number 8 in 2016. The weaknesses are still found inside such as grammatical errors, inappropriate questions with the articles provided, lack of pictures, no crossword puzzles, and no games. These facts do not fit the young learners' needs to study in an enjoyable atmosphere because it cannot develop the student's engagement in the classroom. The boredom and passive study among young learners occur (Naja, 2016). In addition, the paper materials used is not white paper so that the pictures are colourless and not clear that bear confusion among students (Destianti Kurniadipa, 2021).

Despite all its shortcomings, LKS is widely used in private schools as well as in SMP Santo Fransiskus Asisi Pontianak. In this school, LKS are adapted to meet the learning needs of diverse students. The selection of the appropriate LKS involves the teacher's teamwork at the beginning of the school year. The use of LKS at SMP Santo Fransiskus Asisi Pontianak has been lasting a long time. It is chosen because it is capable enough to present the subject matter to be conveyed and is accompanied by quite a lot of training and evaluation. The short explanation and effective examples of some exercises inside make the students comprehend better. Its practicality, short explanation, and full of pictures can guide the students in doing

exercises. The teacher and the students prefer to use LKS during the lesson because the essential points of the material have already been summarized. The evaluation, enrichment materials, and remedial exercises are also provided in LKS to help the students to study independently (Destianti Kurniadipa, 2021).

The different perspectives from the previous research push this paper to dig more into the use of LKS especially in junior high school of SMP Santo Fransiskus Asisi Pontianak. What recommendations must be applied and how the LKS affect positively to the teaching and learning process will be discussed in this paper. How far the LKS use provides effectiveness in classroom interaction, stimulates the eagerness of the students, and increases their understanding will be described through the result of questionnaires done in Google form. Besides, the requirements of selecting LKS are importantly needed if the teacher is aware of the needs of students in learning materials.

RESEARCH METHODS

The paper uses a qualitative method. The data collection is done through the Google Form application. The target of the questionnaires is the Junior high school level grade VIII SMP Santo Fransiskus Asisi Pontianak academic year 2022 / 2023. The questions are arranged and developed to gain the student's perspective and experience to use LKS during the lesson. The questions are grouped into three parts. In the first part are two questions about the student's experiences to use LKS. The second part consists of six questions about the student's opinion on the use of LKS with a yes or no answer. And part three is the short statement of the student's opinion in general on the use of LKS for their lesson. The result of the questionnaires is administered to be analysed in the discussion section. The participants consisted of forty-nine students for the sampling. The data were then categorized and analyzed qualitatively to represent the perspectives, comprehension, and comparison to any relevant findings.

RESULTS AND DISCUSSIONS

The first question in part one asks about the familiarity of students to use LKS. *Have you ever used LKS at your school?* The second question is about how long the students use the LKS, during Elementary school or Junior high school. *How long have you been using LKS in learning at school?* The result of the questions above is served in the following table 1.1 below.

Table.1.1 Duration of students to use LKS

Students use LKS	Quantity	Percentage
Today's Familiarity	49	100,0%
Since Elementary School	43	87,76%
Since Junior High School	6	12,24%

Source: SMP Santo Fransiskus Asisi (2023)

The research findings in Table 1.1 show that the use of LKS at school is familiar among students even from elementary schools. Only a few students find this kind of book in junior high school as a new learning source. It indicates that there are many schools that use LKS to support their learning process from the level of elementary school.

On the second part, there are six numbers of questions provided to absorb the student's opinions on the use of LKS. Related to the student's opinion, this study presents as in the following table 1.2 below.

Table 1.2. Eagerness, Comprehension, Preferences, Easiness, practicality and usefulness

Number	Questions	Yes	No
1.	Are the activities in LKS make you eager to study?	97,96 %	2,04 %
2.	In your opinion, do you comprehend the materials tested in LKS?	95,92 %	4,08 %
3.	Do you prefer to use LKS than the main book?	91,84 %	8,16 %
4.	Do you easily understand the materials being taught in LKS?	97,96 %	2,04 %
5.	Do you like the questions in LKS better than your teacher's questions?	75,51 %	24,49 %

Number	Questions	Yes	No
6.	Do you think LKS really helps you to learn?	95,92 %	4,08 %

Source: SMP Santo Fransiskus Asisi (2023)

From the table above we can conclude that the positive opinions of the students on the use of LKS. It means that many students are motivated to understand and learn the materials provided in LKS. Besides, the exercises or question in LKS is more familiar to be accomplished than the teacher's questions.

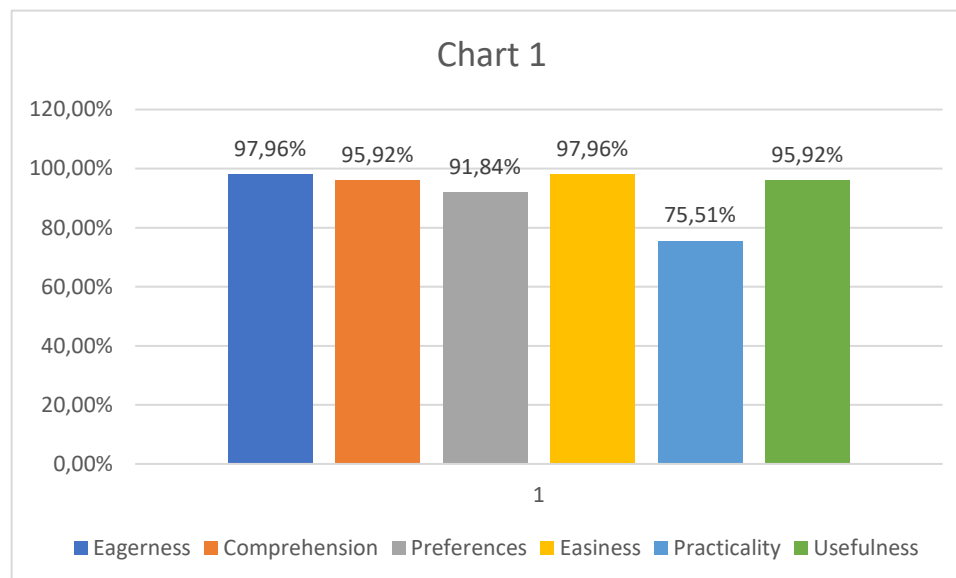
From the questions in part two, there are 97,96 % of the sampling students states their eagerness to use LKS in learning process as the contents are appropriate to their need to study. It is 95,92 % of the sampling admit their better comprehension with the materials tested in LKS. It indicates an effectiveness of LKS to help the students in cognitive aspects because they can easily wash back their knowledge in summarized materials and test instrument provided in the LKS book.

The students are prefer to use LKS to the main book. It is proven by the 91,84 % respondent sampling like LKS better than the main book because of practicality. It contains the summary and it is light to bring everywhere in their bags. The main book is not only thick and large but also heavy to bring if there are many subjects in a day. The summary of the materials and the more examples and exercises provided in LKS make the students are easily to understand the materials. In the questionnaire result shows that there are 97,96 % respondent sampling admit that they easily understand materials being taught in LKS.

Another fact of the research finding is that the percentage of LKS questions dominate the teacher's questions. There are 75,51 % prefer the LKS questions to 24,49 % of the teacher's questions. Perhaps the students have already been prepared the answers if the teacher gives the questions that are available in LKS rather than unpredictable questions from their teacher. The readiness will reflect the better interaction of the classroom atmosphere.

The sixth question will confirm the consistency of student's answer in second question. Does the LKS really help the students to learn? The result has the same proportion in 95,92 % of the respondent feel LKS is very helpful to facilitate them to learn. In the English context, LKS does not only improve the cognitive aspects but also the psychomotor aspect when they practice conversation in pairs or groups by imitating the characters in the LKS book. This kind

of book facilitates between input and output of language acquisition. If we serve the data on the chart 1 we will find the results as the following.



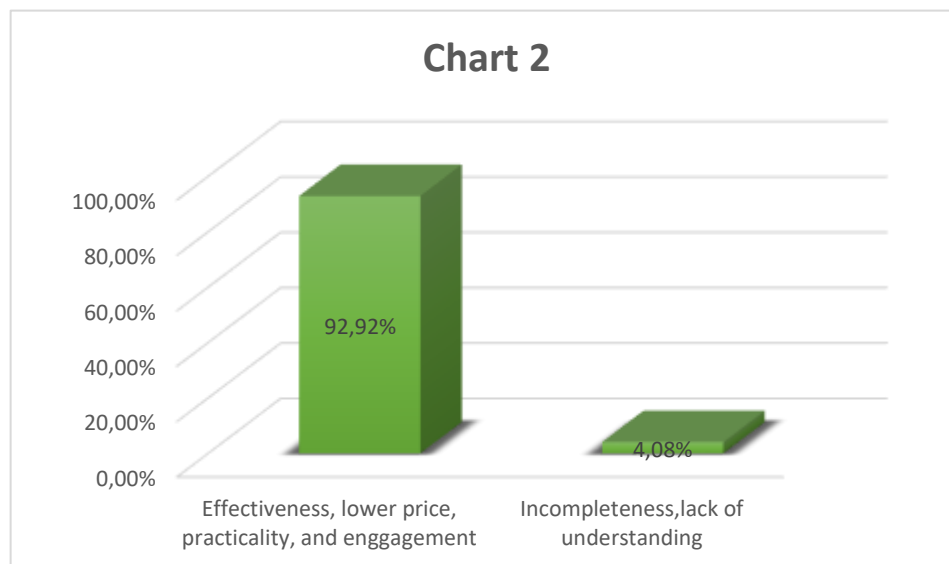
Source: SMP Santo Fransiskus Asisi (2023)

The third part is that the students are asked to write down their personal opinion on the use of LKS during the lesson. *Write down your short statement about your opinion on the use of LKS during the lesson!*

There are 92, 92 % of respondents write the advantages to use LKS related to the effectiveness, lower price, practicality and engagement. They state that LKS is very effective to help them to learn, to understand, to prepare the lesson and to answer the questions inside since the materials are already in the form of summary. The teacher's explanation will be acceptable because the additional explanation and examples are already provided in LKS.

Furthermore, the exercises provided may add the comprehension of the materials. The LKS book is easily to bring and to learn especially for reading and speaking activity in English lesson. The reading text is already provided and interesting. The conversation materials can be practiced in pairs or groups. Moreover, the students write that they can do the multiple choices assignment independently in LKS to sharpen their understanding. In addition, every student in the classroom can afford this book because of affordable price. Only 4,08 % write the weaknesses of using LKS such as incompleteness of the LKS contents, lack of understanding so that they need more explanation from their teacher. They write that teacher's explanation is

more comprehensible than the materials written in LKS. The data is displayed briefly on chart 2 below.



Source: SMP Santo Fransiskus Asisi (2023)

Most students write their personal experiences on the use of LKS at their school positively. Generally, they present the effectiveness of teaching and learning materials inside it. Teaching materials are said to be effective if they can help students achieve the desired competencies. The achievement of the quality of the workbook (LKS) aims to improve critical and creative thinking skills (Muskita et al., 2020).

In part three questions revealed the general statement of the students related to the strengths or advantages to use LKS during the lesson. The proportion of 92,92 % indicates the advantages is more dominant than the disadvantages. They pointed some reasons related to effectively, the lower price, practical use and also engagement in the classroom interactions. The sequential and summarized materials in LKS help the readiness of students to have independent learning before the teacher's explanation starts. This finding is correlated with the previous study conducted by (Aulia, 2021) who claims that student worksheet is a complementary learning device that contains instructions and steps for activities that students must do and contains a set of questions according to the material being studied. It helps the learning process to be more student-cantered, with the teacher who acts as the facilitator.

From these findings, we can claim that the use of student's workbook (LKS) is important in the teaching and learning process. It is obvious that most students are interested and more

enjoyable to use LKS during the learning process. This kind of book help them to understand the materials because it contains the summary and many kinds of exercises and the examples. It will be more effective to deepen the students' understanding when the teacher explanation fixes the materials and exercises inside the LKS. In English lesson context, LKS is very effective to create the students engagement in the classroom since it provided many examples of conversations which can be practiced in pairs or groups. It is also helpful for both teacher and students on reading comprehension activities because the texts are already provided based on the genre. Students are expected to be able to understand what is being learned in class and apply that knowledge in real situations (Goik Leng et al., 2020). The objective of teaching and learning English at schools is to bring along the student to a better understanding and ability of the language (Iman, 2017).

Although the rest of 4,08 % sample write the weaknesses of using LKS, it is also important to response and activate the effort for better service. Beyond the advantages of using LKS, there are some notes that must be concerned to. The contents of the LKS must be the teacher's priority attention because not all kinds of LKS book is appropriate with the student's competency need. Determining teaching materials is the main part that must be determined by the teacher, the use of inappropriate teaching materials can affect the implementation of the learning process (Eliana et al., 2021). For that reason, the teacher must consider before choosing the student's workbook for their students. More than this, the teachers are hoped to design and develop their own students' workbook related to their students characteristics in order the classroom engagement can be reached together. Moreover, the teacher roles to foster students in learning process are important event though the LKS book can make the students learn independently. Thisfindings are enough to argue the prohibition policy to use LKS at school. The success of the study is not about permitted or banned thing but how the system may run effectively and efficiently.

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the data analyzed, the conclusion of this research as follow. Student's workbook (LKS) contributes positively to the teaching and learning process including in English lesson. It is a recommended printed media since it facilitates the positive interaction in junior high school level for both cognitive and psychomotor aspects. The questions and

instructions inside the LKS book hopefully foster the students to acquire their abilities in language practice. The summarized contents help the students to understand the materials deeply before and after the teacher's explanation as the exercises and the examples are provided inside.

Recommendation

The teacher role is required in selecting the appropriate LKS contents which is suitable with the student's need and basic competency. The LKS requirements must also meet the didactic requirements, constructions requirements, and technical requirements. Furthermore, the teacher roles as a facilitator in learning process is important event the learning media have met the requirements. The weaknesses can be solved with the training effort for better education in the future. Every decision in educational field is made to support the teaching and learning process may run effectively and efficiently.

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