

Chapter One

Introduction

This chapter describes the reasons for conducting the research and it deals with several points. Introduction that concerns with background, the background of this research includes the reasons why the researcher was interested in researching the topic. Identification of the problems and limitation of the problems investigated. Besides, research questions are used as guidelines for this research. Research objectives it discusses the specific purpose of the research, and significances of the research show the benefits of the research.

Background

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.

There are many kinds of learning media that can be used for teaching. The kind of learning media is audio, audio-visual and printed media. According to Nurseto (2011), there are seven groups of media presenters namely printed material, silent projection media, audio media, silent audio visual media, live audio visual media, television media, and multimedia. Teachers can choose the media. Learning using audio usually uses sound, music or recordings that can attract students' attention while learning. Using audio also trains memory and listening for the students. Learning using audio -visuals usually use mix of images and sounds such as movies, videos, and cartoons. Using audio visuals also convey messages or information through images and use easily recognizable symbols or characters so that students can understand quickly. Learning using printed media usually uses textbooks, modules, student worksheet, brochures, and picture. Using printed media is also to convey information to the students and can be used anytime. The presentation of material in printed media is easy to understand. So, many types of media learning can be used when teachers teach students; the use of the type of learning media must also fit the needs of teachers so the teacher can deliver the material well.

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 book.

LKS is also used in learning English by schools especially Senior High School. In learning English, the school also uses LKS because English has become the subjects that are tested for the national exam, so that the students need a lot of learning resources such as LKS which is easy to understand. LKS can also act as exercise, so it is often used by teachers during the learning process.

According to Jumairi (2015), teachers do not need to create their own LKS because many LKS have already published by the publishers and the contents of the LKS are also in accordance with the applicable curriculum, but the teacher can also make their own LKS in accordance with the field of study if the teacher feels more effective by using LKS. So, many schools in Indonesia use LKS during the learning process.

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.

This is the reason why the researcher conducted this research. The researcher focuses to know the benefit when the student uses LKS for learning English. Besides, the researcher focuses to know the challenges when the student uses LKS for learning English.

The Identification of the problems

In using LKS, there were several problems that were identified namely effectiveness when using LKS and student responses when using LKS. The effectiveness of using LKS is a problem faced by the teacher. The problem faced when a teacher uses LKS as a learning medium; that many teachers are less interested in using LKS because there are still many teachers who use the teacher center. The teacher sometimes thinks that he is a learning resource, so students only need to listen to the teacher's explanation. Many teachers do not want to make their own learning media like LKS, so they prefer to use monotonous teaching methods that are only giving explanations to their students without the media. Another problem is that students are not interested in learning media such as LKS. Some students look do not like LKS as a medium of learning. So, if teachers forced to make students feel burdened and produce boredom, the learning process will not work effectively. The students lack of interest in learning is not only in the form of the media but also they sometimes comes from how the teacher explains the material in the LKS. There are benefit and challenges when using LKS. The benefit when using LKS can minimize time and develop students'

skills and practice question. The challenges when using LKS is student were not motivated in learning because they feel bored.

The Limitation of the problem

Based on identification of the problems, this research have to be limited due to limited time and cost. The researcher focuses on the benefits of the use of LKS. The researcher also focuses on the challenges faced by senior high school students in using LKS as learning media in English learning.

The Research Question

Based on the limitation of the problem, the researcher formulates two research questions that are:

1. What are the benefits of the use of LKS as learning media perceived by Senior High School students?
2. What are the challenges faced by Senior High School students in using LKS as learning media?

The Research Objective

The purposes of this research are in line with the research question which is:

1. To know the benefits of the use of LKS as learning media perceived by Senior High School students.
2. To know the challenges faced by Senior High School students in using LKS as learning media.

The significance of the Research

The significance of the research can be applied to teacher, students, *Lembar Kerja Siswa* designer, and next researcher.

Teachers. The result of this research would make teachers know the students perception on the use of LKS in English learning. This research provides the benefit of the use of LKS and teacher would know the challenges that are faced by students in using LKS. Knowing the benefits of LKS, the teacher can be a facilitator and know what students like when using LKS. Knowing the challenges, the teacher can find the solution to minimize the challenges before teaching practice.

Students. The outcome of this research would make student realize the benefits of using LKS in English learning and the challenges that they faced. By knowing the benefits of LKS, students can be more enthusiastic and motivated to learn using LKS. By knowing the challenges when using LKS, students can try to avoid these problems and find the best solutions to deal with these constraints.

***Lembar Kerja Siswa* designer.** The results of this research can be used as the guidance for LKS designer, so they could improve and make a better LKS based on the results of this research.

Other researchers. This research was conducted based on the general phenomenon that happened not only in the setting of this research but also in other organizations. Therefore, this research can be a reference for conducting research on the use of LKS or similar topic.