

Chapter Two

Literature Review

In this chapter, the researcher reviews some literatures related to the research especially learning media, student worksheet as a medium in English learning, review of related studies, and conceptual framework. The literatures are taken from books and journal that are related and can support this research.

Learning media

Learning media is very important for teachers when they will deliver lessons. According to Ramdhani and Muhammadiyah (2015), education media plays an important role in the learning process. The use of learning media can help teacher/lecturer in delivering material. A learning process is a success when it is determined by two main components. The name of the component is a method of teaching and the learning media. Choosing learning media should not be arbitrary because it must be in accordance with the teaching method that will be used. According to Ramdhani and Muhammadiyah (2015), learning media is a means for channeling learning messages and information. Well designed learning media will greatly help learners to achieve learning objectives. By using learning media, the delivery of material will reach students, so that the learning process becomes more effective. Using learning media has functions and benefits. According to Kemp and Dayton (2007) the benefits and functions of delivering material can be uninformed, when the learning process becomes more attractive, learning becomes more interactive, efficient in the use of time and energy, improving the quality of learning outcomes for students, allowing the learning process to be carried out in anywhere and anytime, fostering positive attitudes of

students towards the material and learning process, and changing the role of teachers to be more positive and productive (as cited in Purwono, Yutmini & Anita, 2014, p. 129). Based on this opinion, learning media has a lot of positive impacts during the learning process.

In learning media, there are several types of media used during the learning process. According to Nurseto (2011), there are seven groups of media presenters namely printed material, silent projection media, audio media, silent audiovisual media, live audiovisual media, television media, and multimedia. In using learning media also has several steps that must be done. According to Nurseto (2011) "the model that is synchronized with ASSURE includes 6 steps in systematic planning for the use of media namely Analyze Learner Characteristics, State Objectives, Select, Modify or Design Materials, utilize materials, require learner response, evaluate." Based on this opinion, a teacher must see and make sure the 6 steps are already running or not when using the propagation media. In the use of learning media has several types. According to Purwono, Yutmini and Anita (2014) types of learning media are printing technology, audio-visual technology, computer-based technology, and combined technology. Print technology is a way to deliver material through the process of mechanical printing media such as books and static visual material. Audio-visual technology is a way of delivering subject matter using electronic machines to present audio and visual messages. Computer-based technology is delivering material using microprocessor-based sources. Combined technology is a way to deliver material by combining several forms of computer-controlled media. Based on these media

in this research focused on discussing print media, namely books or student worksheets commonly used by students in school.

Lembar Kerja Siswa as a learning media

The student worksheet is the subject matter in the students' independence concept and trains. According to Akhyar and Musta'in (1991), LKS is teaching material that has been known by students so that they can learn the material (as cited in Lismawati, 2010, p. 38). The content of an LKS usually consists of several brief descriptions of the material in general, the subject matter and the exercises of multiple choice questions and stuffing questions for student training. In terms of the use of LKS divided into 2 namely for students and teachers. For the teacher, LKS has function as a medium to facilitate students in understanding the material while for students as a matter of practice and train students to think systematically. LKS is generally as the main media or supporting media. Teachers found in the field uses LKS as the main media, the media is the right choice. However, if the LKS is only as supporting media, it will be reviewed how its use, so it does not violate its use and function. The researcher conducted interview that there is a school where LKS is a compulsory media used during the learning process.

Student Worksheet

This part researcher will explain more about the definition, the function of the use of student worksheet, the benefit of the use of student worksheet and the weakness of the use of student worksheet based on expert.

Definition. There are some definitions about student worksheets based on experts in the previous studies. According to Majid (2007), student worksheets are sheets containing tasks that must be done by students, usually in the form of instructions and steps to complete the task. The task must be in accordance with the basic competencies that will be achieved (as cited in Jumairi, 2015, p. 11). According to Fulandari and Qohar (2013), student worksheets are sheets that contain problems and there are also exercises that students have to work on guided by the teacher to fit the concept of the subject matter. Based on the opinions of the experts, the researcher concluded that the student worksheet is a sheet that contains the tasks and also the material with the aim that the subject matter is in accordance with the concept and trains students' independence.

The function of the use of student worksheets. Student worksheet has its functions based on the opinions of experts. According to Arsyad (2005), for the teacher the worksheet student function is to determine which students can learn according to their respective speeds and the subject matter can be designed, so to meet the needs of students both quickly and slowly in reading and understanding the subject matter (as cited in Jumairi, 2015, p. 10). According to Syamlan (2013), the purpose of using student worksheets is to help students find their own concepts taught because student worksheets contain activities that must be carried out by students in order to maximize understanding to form basic abilities according to the indicators to be taken (as cited in Risandi, Panjaitan & Titin, 2015, p. 4). Based on the opinion of the experts, the researchers concluded that the purpose of the student worksheet was to see how quickly students could

understand the material and help students to find their own learning concepts so that they could maximize understanding of the material being taught.

The benefits of the use of student worksheet. Student worksheets also have benefits based on expert opinions. According to Firdaus (2012), the benefits of student worksheets that have been applied during the learning process such as students become active during the learning process, students develop their abilities and skills, the learning process becomes faster because the material is ready and can motivate students because the student worksheet is displayed attractively (as cited in Fulandari & Qohar, 2013, p. 2). According to Misnawi (2014), using student worksheets students are required to practice, try directly how to solve a problem related to concepts, and abstract ideas systematically.

Each learning media must have three benefits according to Adi (2016) are as follows: Teachers use LKS as a reference and guidance in teaching and learning activities in the classroom. LKS is considered more complete and practical for teachers and students in the learning process in the classroom. LKS helps and facilitates the teacher in providing subject matter and making exam questions. According to Lismawati (2010), LKS is a media that can be learned anytime and anywhere without using special tools and LKS is cheaper than other learning media. According to Stella (2016), LKS is a teaching material that can facilitate students to understand the material. Based on the opinion of the experts, the researcher concluded that using student worksheets can motivate students, minimize time, develop students' skills, practice questions and facilitates the teacher and students in learning process.

The challenges of the use of student worksheet. Student worksheets also have their own challenges based on experts. According to Wahdah (2016), many students have little difficulty understanding the contents of the LKS. The challenges that they felt were the contents of the LKS that were incomplete and lacking in accordance with the curriculum in the school. Students become worried about the achievement that is decreased, so the contents of the LKS must be in accordance with the curriculum so that learning achievement increases. According to Yusuf (2010), the existence of student worksheets is still very minimal and has not been effective as a means of learning, as a result of the student worksheet work by students is not optimal because students do it with a feeling of lack of enthusiasm, carelessness and forced so that they need to do optimization (as cited in Risandi, Panjaitan & Titin, 2015, p. 4). According to Lismawati (2010), the contents of the LKS are too many terms and too short, so that it is burden some to students.

According to Ardhiantari, Fadiawati and Kadaritna (2015) are as three follows of challenges: LKS used is sometimes not in accordance with the order of indicators of achievement of competencies and sometimes not in accordance with the indicators made by the teacher. The paper in the LKS is opaque and the combination of colors on the LKS does not attract students so it seems boring. The language used in the LKS sometimes means ambiguous and difficult to understand. Based on the opinion of the experts, the researchers concluded that using student worksheets also had challenges for students. Students were not motivated or bored in learning if using a LKS and some students worried about the achievement when LKS in accordance with they expected.

The students worksheet is in-line with LKS because its uses and functions are the same when used in the learning process. In Indonesia, it is better known as LKS because there are several schools that require to use LKS as a learning medium.

Review of related studies

The researcher find the related study about LKS. Two of them are reviewed in this section. The first study was conducted by Adi (2016). This study aims to determine the reason teachers use LKS in the learning process in the classroom and to know the impact of using the LKS. This study uses qualitative with a phenomenological approach. Interviews were conducted with informants consisting of 1 male teacher and 2 female teachers who taught XI IPS classes. Whereas the supporting informants consisted of 2 students of class XI IPS. This study uses informant retrieval techniques in a purposive manner. The data analysis technique uses interactive analysis consisting of data reduction, data presentation, conclusions, and verification.

In addition, the results obtained are LKS is central learning. Teachers use LKS as a reference and guidance in teaching and learning activities in the classroom. LKS is considered more complete and practical for teachers and students in the learning process in the classroom. LKS helps and facilitates the teacher in providing subject matter and making exam questions. But the adverse effects of LKS make teachers and students have an instant culture so teachers are less innovative and lazy in making questions. LKS has a lot of practice questions in it so that the teacher just copies the questions and uses the LKS can also make students not critical. Students become dependent on the questions in the LKS.

The second study was conducted by Nisa '(2006). This study aims to determine the effectiveness of the use of LKS as supplementary textbooks relating to efforts to improve the learning achievement of class VI students at MIM Surodadi 1 Magelang. The population of this study was students of MIM Surodadi 1 Magelang, school principals, and teachers. For sampling, students are class VI students as many as 22 students. data collection is done using the method of observation, interviews, and documentation.

In addition, the results obtained are the effectiveness of the use of LKS in attracting students' learning interest to the maximum, students have not been consistent in using LKS they are interested in learning to use LKS but in working on LKS questions only occasionally. The effectiveness of using LKS in facilitating student learning is maximal. The use of LKS in an effort to improve student learning achievement has been effective.

Those two studies above explain the use and effectiveness of using LKS in the learning process. Those studies are similar to the research that is being conducted by the researcher in the use of LKS but this study focuses on students' perceptions of using LKS while studying English. Both studies discuss the impact and effectiveness of LKS use for students. Those studies are very helpful for research as a reference because they discuss similar topic.

Conceptual Frameworks

The purpose of this study is to determine students' perceptions of using LKS as a medium in the process of learning English. In this research, the researcher focuses on students' perceptions about the use of LKS that have benefits and constraints when they use them. Based on some researches, there are

some benefits and challenges faced when using LKS. Some studies have a benefits when using LKS during the learning process but there are also challenge or constraints when using LKS during the learning process.

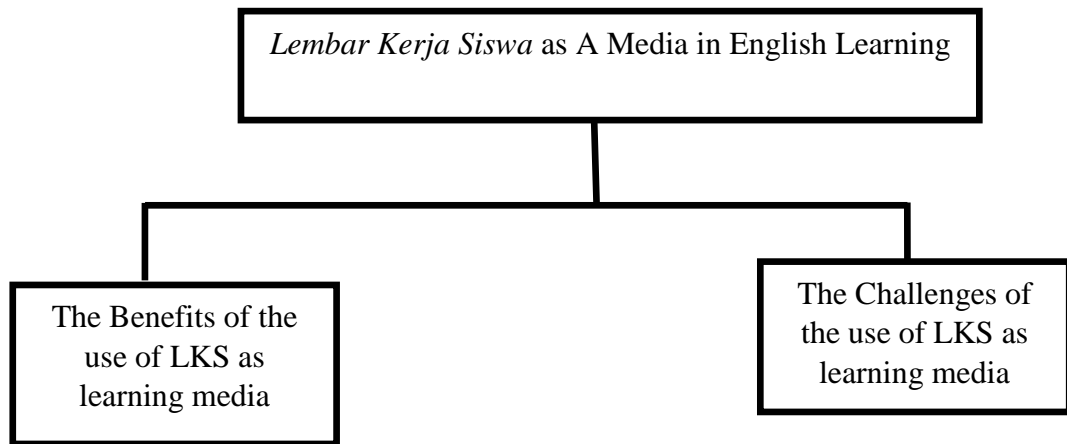


Figure 1. Conceptual framework