

CHAPTER I

INTRODUCTION

A. Background of Study

Education is one of the very important factors to support as well guarantee students have skills and innovation. Besides, students can work and survive by using life skills. Education has components such as students, educators, goals to be achieved, learning material, and evaluation used. These components are related to each other to improve the quality of education. The success of the education process is when all components are running and implemented well. If one of the components does not work, then overall running system education will be disrupted.

In the terms of education, the government and all stakeholders are always making updates or innovations. This aims to improve the quality of education in Indonesia. This update is applied to all components in education, such as curriculum updates, methods, teaching materials, teacher quality standards, and so on. All updates made by the government in various components are one of the efforts to improve the quality of student learning. All stakeholders continue to create new things in education in Indonesia. Each innovation will be implemented in various stages in education, such as at the Elementary School, Junior High School, and Senior High School. The importance

of quality of education in improving the quality of human resources (students), the role of the teacher, and the learning media are very influential factors in this field (Utami, Aminatun, & Fatriana, 2020, p. 7). Verse related to learning media is found in QS Al-Alaq/96: 3-4.

أَفْرَأَ وَرَبُّكَ الْأَكْرَمُ ۝ ۃ الَّذِي عَلَّمَ بِالْقَلَمِ ۝ ۄ

According to the interpretation of *Al-Maraghi*, the verse explains that it is Allah who made *kalam* a medium that humans use to understand something, as they understand it through speech. More clearly, he explained that *al-qalam* is a hard tool and does not contain elements of life or inanimate objects, nor does it contain elements of understanding. In subsequent developments, the notion of *al-qalam* is not limited to writing instruments that can only be used by traditional people in Islamic boarding schools. However, substantially *al-qalam* can accommodate all understandings related to everything as a recording, filming and various equipment, then related to the media in field of educational (Rosyidah, 2009). Therefore, educators must know and understand how important the use of media, because by using the right media, the learning objectives can be achieved properly

In the context of learning, various media can be used by teachers. The main source that can be used by both teachers and students in the classroom is a textbook. The use of textbooks is believed not only to guide the teachers when delivering the materials but also presents necessary input through various explanations and

activities (Ayu & Indrawati, 2018). It also covers continuously updated current issues (Sari, 2016). However, using a textbook is sometimes not enough to explore the types of activities and practices that can be done by the students. Teachers in Indonesia commonly use the assignment method in which they give assignments to students after giving the material (Kuswoyo and Wahyudin, 2017). By instructing the students to do the assignments or task, this will increase students' self-efficacy and autonomous learning and help learners to take responsibility for their learning (Mandasari & Oktaviani, 2018). To achieve maximum results, the teacher uses a certain medium in the process of giving assignments to students; one of which is by using students' workbook or in Indonesia it is called LKS (*Lembar Kerja Siswa*). Workbook or worksheet is supplementary materials that support main materials or textbook. It contains a lot of exercises for classroom activities or home study (Pindika, 2019).

In the late decades, the use of LKS is really common at school in EFL and it is applied for almost subjects, including English subjects. It is believed that the use of student workbooks will give beneficial effects on students' learning process and achievement. The use of student workbook can help students to understand the material and provide a wide opportunity to demonstrate their knowledge and develop process skills (Karsli and Sahin, 2009). Student workbook

(LKS) is a book containing guidelines for students to carry out work or programmed assignments.

As a tool of learning, the use of student workbook (LKS) brings some advantages in the process of teaching and learning in the classroom, i.e. making learning more concise than in textbooks and it has lots of practice questions studied that are related to the materials being learned (Susantini et al., 2016, p. 74). However, in fact some teachers only using workbook as media not using textbook as a main source.

The widespread use of LKS also happened in Banjarmasin, one of schools that used LKS is SMP Muhammadiyah 3 Banjarmasin. It is based on researcher experience in Teaching Practice as Assignment from university. Because of that the researcher want to conduct in this place.

In the using of LKS there are many opinions based on the research that LKS can improve and not based students' perspectives. The first, LKS can improve learning success and make students more active and effective in the learning process. As it is stated that student workbook can develop creative thinking skills (Susantini et al., 2016). Furthermore, based on the study of (Eslit, 2013, p. 25) showed that the use of workbook in teaching English is very effective. Moreover, according to the result of study from (Sukma, 2020, p. 54) showed that using LKS help enough for students in learning English. However, in

the study of (Adi, 2016, p. 1) showed that by using LKS made the students not have critical thinking.

Meanwhile, in the English learning-process, there is objectives that the students have to have English competences. English competencies refer to the knowledge and abilities to use English in four inter-related skills: speaking, listening; reading, and writing (Felix-Aguelo, 2017, p. 305).

The term “evaluation” generally applies to the process of making a value judgment (Fatima, Shah, & Sultan, 2015, p. 79). Meanwhile, an analysis is an examination of the elements or structure of something, as a basis for discussion or interpretation. Evaluation analysis in this research is a practical examination for evaluating the use of LKS and its impact toward students’ language competence. Therefore, evaluation of LKS is also considered to function as a kind of educational judgment.

Based on this fact and the case of course are contradictory with the previous statements and assumption stated above though it is also supported by several previous studies. Therefore, in this study aims to examine why teachers use LKS and its impact toward students’ English competences.

Because of that, the researcher want to conduct a research on Evaluation Analysis of *Lembar Kerja Siswa* (LKS) Usage in EFL Class.

B. Research Questions

1. Why does teacher use LKS instead of the textbooks at SMPS Muhammadiyah 3 Banjarmasin?
2. What are the impact of the LKS usage for student's English competences?

C. Objective of the Study

1. To find out the reason why teacher use the LKS instead of using textbook.
2. To find out the impact of the LKS usage for students' English competences.

D. Significances of Study

1. For the researcher as a teacher, who will have an experience and capability in conducting a research on the students' ability in learning English as the find foreign language and to increase her ability in teaching as the good teacher in the future.
2. For students can improve their motivation to read, because the teachers will have already known about how to choose interesting textbook for teahing learning process.

E. Definition of Key terms

1. Evaluation Analysis is a practical examination for evaluating the use of LKS and its impact toward students' English competences.

2. *Lembar Kerja Siswa (LKS)* is a part of media that function as supporting material that consist of summarizes of materials and several exercises for the students.
3. According Harmer (2007, p. 19) declare that, EFL classroom described situations where students are learning English in order to use it with many other English speaker in the world when students might be tourist, when they visited another countries around the world. Thus, EFL class means a class where students learn English as a foreign language. EFL class in this study is class VII of SMP Muhammadiyah 3 Banjarmasin