

CHAPTER IV

FINDINGS & DISCUSSIONS

This chapter presents the findings and discussion. The findings are designed to answer the research question about the reason of the teacher use LKS and what are the impacts of LKS usage for English competences' students.

A. Finding

In findings, the researcher presents the data that have been collected from questionnaire and interview with the participants. The data will be presented in the table and descriptive form to explain the teachers' reason using LKS and the impacts of using LKS for students.

1. Teacher's Reason Using LKS

No	Statement	Answer			
		Strongly Disagree	Disagree	Agree	Strongly Agree
1	I use LKS because can save time			✓	
2	I use LKS because providing exercise			✓	
3	I use LKS because providing English			✓	

	competence				
4	I use LKS because easy to understand by the students			✓	
5	I use LKS because can make the students more active		✓		
6	I use LKS because can increase listening skills' students		✓		
7	I use LKS because can increase reading skills' studnets			✓	
8	I use LKS because can increase writing skills' students		✓		
9	I use LKS because		✓		

	can increase speaking skills' students				
10	I use LKS because can make the students implement grammatical in writing and speaking		✓		
11	I use LKS because can make the students increase vocabulary in writing and speaking		✓		

Table 4. 2. Teacher's reason using LKS based on students' perspective

No	Statement	Answer				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Teacher uses LKS because can save time		2	8	22	
2	Teacher uses LKS because providing exercise		1	4	22	5

3	Teacher uses LKS because providing English Competences	4	4	6	15	3
4	Teacher uses LKS because easy to understand by the students	1	1	7	19	4
5	Teacher uses LKS because can make the students more active	1	6	7	17	1
6	Teacher uses LKS because can increase listening skills' students	3	7	8	13	1
7	Teacher uses LKS because increase reading skills' students		4	3	18	7
8	Teacher uses LKS because can increase writing skills' students		10	4	15	3
9	Teacher uses LKS because can increase speaking skills' students	2	6	5	18	1
10	Teacher uses LKS because can make the students implement grammatical in writing and speaking	1	2	11	16	2
11	Teacher uses LKS because can make the students increase vocabulary in writing and speaking		3	8	16	5

To know more information about the teachers' reason using LKS, the researcher interviewed one teacher and 12 students as informant by chatting Via WhatsApp. After analyzing the result of questionnaire and interview, the researcher found the teachers' reasons using LKS. Some reasons using LKS by the teachers in the class were:

a. Saving Time

From the questionnaire above the teacher is agree that using LKS because can save. Furthermore, the researcher interviewed the teacher why he agree because in the LKS there are material that want to explain for the students.

In addition, the researcher interviewed gave questionnaire the students as the informant to know why teacher use LKS. Based on the findings of the questionnaire about teacher uses LKS because can save, the researcher found that students answer disagree was 2 students, neutral was 8 students, and agree was 22 students. Therefore, it can be conclude that teacher used LKS because can save time.

After analyzing the data, the researcher followed up the findings by doing interview with 12 students who answer neutral 2 students and agree was 10 students. The Student who answered agreed with the reason mostly that because LKS providing exercise, the material is short, there is summarize in

the end of every chapter. Like the Student 5 said that “*Guru menggunakan LKS karena dapat menghemat waktu (setuju) karna lks terbilang lebih ringkas daripada buku paket*”. Meanwhile, for two students answered neutral, the researcher did not ask them.

b. Providing Exercise

From the questionnaire above the teacher is agree that using LKS because provide exercise. Furthermore, the researcher interviewed the teacher why he agree because in the LKS there is the exercise, so it don't need to search the exercise.

In addition, the researcher gave questionnaire the students as the informant to know why teacher use LKS. Based on the findings of the questionnaire about teacher used LKS because it provides exercise, the researcher found that students answer disagree was 1 student, neutral was 4 students, agree was 22 students, and strongly agree was 5 students. Therefore, it can be conclude that teacher used LKS because it provide exercise.

After analyzing the data, the researcher followed up the findings by doing interview with 12 students. The researcher found the students answer strongly agree and agree mostly with the reason LKS providing exercise such as multiple

choice, essay. Such the student 12 answered that “karena Lks memang merupakan buku dengan banyak latihan soal”.

c. Providing English Competences

From the questionnaire above the teacher is agree that using LKS because provide English competences. Furthermore, the researcher interviewed the teacher why he agree because LKS provide it.

In addition, the researcher gave questionnaire to the students as the informant to know why teacher use LKS. Based on the findings of the questionnaire about teacher used LKS because it provides English competencies, the researcher found that students answer strongly disagree was 4, disagree was 4 students, neutral was 6 students, agree was 15 students, and strongly agree was 3 students. Therefore, it can be concluded that teacher used LKS because it provide English competencies.

After analyzing the data, the researcher followed up the findings by doing interview with the students. The researcher found 3 students who strongly disagree. The Student who disagree said LKS only provide reading. Besides the students answered agree with some students. Like student 1 said that “karena memang di dalam LKS sudah ada materi kompetensi tersebut”. Student 2 said that “Saya setuju guru menggunakan

LKS dalam latihan yang sudah mencakup 4 skill dalam kemampuan bahasa inggris dan menurut saya itu dapat mengembangkan kemampuan saya pada pelajaran bahasa inggris". Student 3 said that "karena kita jadinya bisa belajar juga dari kompetensi itu sebelum pembelajaran dilangsungkan ibu guru". Student 5 said that "karna di lks tidak hanya berisi latihan latihan tetapi juga materi singkat untuk memperlengkap fungsi dari lks tersebut". Student 7 said that "Karena materi tersebut merupakan dasar dari pembelajaran bahasa inggris". Student 9 said that "karena beberapa soal memnag sudah tercantum untuk 4 english competence".

d. Helpful Understanding the Students

From the questionnaire above the teacher is agree that using LKS because can help understanding the students. Furthermore, the researcher interviewed the teacher why he agree because in the LKS provides example and explanation that make students easy to understand (interview result, July 1, 2021).

In addition, the researcher gave questionnaire the students as the informant to know why teacher use LKS. Based on the findings of the questionnaire about teacher used LKS because it can be helpful understanding the students. The researcher found that students answer strongly disagree was 1 student,

disagree was 7 student, neutral was 7 students, agree was 19 students, and strongly agree was 4 students. Therefore, it can be conclude that teacher used LKS because it can helpful understanding the students.

After analyzing the data, the researcher followed up the findings by doing interview with 12 students. The researcher found the students who didn't give opinion was two students. For students who strongly disagree and disagree argued that because LKS is difficult to understand. Meanwhile, there are some students who answer strongly agree and agree with the reason LKS is short, like the argument fromm Student 8 said that "*LKS memang sudah memuat materi yang cukup ringkas dan jelas sehingga siswa tidak berbelit-belit dalam memahami pelajaran, langsung point point nya saja*".

e. Making students more Active

From the questionnaire above the teacher is disagree that using LKS because can help make the students more active. Furthermore, the researcher interviewed the teacher why he disagree because the assignment only focus on its LKS (interview result, July 1, 2021).

In addition, the researcher gave questionnaire the students as the informant to know why teacher use LKS. Based on the findings of the questionnaire about teacher used LKS because

it can make the students more active. The researcher found that students answer strongly disagree was 1 student, disagree was 6 students, neutral was 7 students, agree was 17 students, and strongly agree was 1 students. Therefore, it can be conclude students answer that teacher used LKS because it can make the students more active.

After analyzing the data, the researcher followed up the findings by doing interview with the students. The researcher found the student who answer neutral was the student 5, 8 and 12. The student who disagree said that that “karena dengan menggunakan LKS membuat siswa kurang aktif terutama dalam hal bertanya maupun diskusi. Biasanya di LKS selain materi yang singkat, Latihan-latihannya pun tidak keluar dari materi yang ada di LKS sehingga membuat siswa tidak mencari referensi dari buku maupun website lain dan hanya terpaku pada LKS”. Meanwhile the other students are agree, student 2 said that “dibeberapa latihan pada LKs mengajak kami berdiskusi kelompok untuk menukar pikiran dan menyampaikan pendapat sehingga pembelajaran menjadi efektif karena mengharuskan siswa menjadi aktif”. Student 3 said that “karena di LKS yang dipakai oleh guru dan kami sama, jadi memudahkan kami ketika mendapat pertanyaan yang memuat materinya, jadi dikelas bisa aktif”. Meanwhile

the student agree with the reason because from the exercise the student can answer and it will make them active. Such the answer from student 11 said that “Dalam LKS terdapat banyak tugas atau pengasah keterampilan yang mana menuntut siswa untuk aktif dalam pengerjaannya baik individu maupun bentuk kelompok.”.

f. Increasing Listening Skills

From the questionnaire above the teacher is disagree that using LKS because can increase students' listening skills. Furthermore, the researcher interviewed the teacher why he disagree because there is no exercise for listening (interview result, July 1, 2021).

In addition, the researcher gave questionnaire the students as the informant to know why teacher use LKS. Based on the findings of the questionnaire about teacher used LKS because it can be helpful understanding the students. The researcher found that students answer strongly disagree was 3 student, disagree was 7 student, neutral was 8 students, agree was 13 students, and strongly agree was 1 student. Therefore, the students disagree that teacher used LKS because can increasing students' listening skills.

After analyzing the data, the researcher followed up the findings by doing interview with the students. The researcher found the student answer neutral was student 6, 7, and 11. Student who answer strongly disagree with the reason because LKS is not much provide about listening. Meanwhile the others answered agree because the exercise in the LKS is suitable with my capability, besides with the teacher explanation we can increase our listening capability.

g. Increasing Reading Skills

From the questionnaire above the teacher is agree that using LKS because can increase reading skills of students. Furthermore, the researcher interviewed the teacher why he agree because in the LKS provides reading material to increase their reading (interview result, July 1, 2021).

In addition, the researcher gave questionnaire the students as the informant to know why teacher use LKS. Based on the findings of the questionnaire about teacher used LKS because it can increase students' reading skills. The researcher found that students answer disagree was 4 student, neutral was 3 students, agree was 18 students, and strongly agree was 7 students. Therefore, it can be conclude that teacher used LKS because it can increase reading skills' students.

After analyzing the data, the researcher followed up the findings by doing interview with the students. The researcher found that the students who answer neutral was student 6. Meanwhile the reason answer disagree from the students because in the LKS in not much material and spesific about reading. Besides, the student who strongly agree and agree mostly answer with the reason that the material in the LKS is dominated by reading.

h. Increasing Writing Skills

From the questionnaire above the teacher is disagree that using LKS because can increase writing skills students. Furthermore, the researcher interviewed the teacher why he disagree because in the LKS only a little provides Essay (interview result, July 1, 2021).

In addition, the researcher gave questionnaire the students as the informant to know why teacher use LKS. Based on the findings of the questionnaire about teacher used LKS because it can increase writing skills' students. The researcher found that students answered disagree was 10 student, neutral was 4 students, agree was 15 students, and strongly agree was 3 students. Therefore, it can be conclude that teacher used LKS because it can increase writing skills' students.

After analyzing the data, the researcher followed up the findings by doing interview with the students. The researcher found that the student who answered neutral only one student. Meanwhile the researcher found the student who answered disagree with the reasons mostly in the LKS is rarely writing exercise usually many of multiple choice questions “

Meanwhile the student who strongly agree and agree answered with the reason mostly that LKS can increase writing because there is exercise for writing like creating short story and writing essay.

i. Increasing Speaking Skills

From the questionnaire above the teacher is disagree that using LKS because can increase speaking skills students. Furthermore, the researcher interviewed the teacher why he disagree because in the LKS many providing the materials or the exercise for writing (interview result, July 1, 2021).

In addition, the researcher gave questionnaire the students as the informant to know why teacher use LKS. Based on the findings of the questionnaire about teacher used LKS because it can increase speaking skills' students. The researcher found that students answered strongly disagree was 2 student, disagree was 6 students, neutral was 5 students, agree was 18 students, and strongly agree was 1 student. Therefore, it can be

conclude that teacher used LKS because it can increase speaking skills' students.

After analyzing the data, the researcher followed up the findings by doing interview with the students. The researcher found the student who strongly disagree with the reason *“karena, pembelajaran daring cukup sulit untuk menguji kemampuan speaking siswa, apalagi hanya bermodalkan lks saja, jadi menggunakan media lain lebih baik”*. Meanwhile the student disagree with the reason *“Tidak setuju, karena guru menggunakan LKS agar lebih mudah dan praktis sehingga guru biasanya menyerahkan soal-soal Latihan yang ada di LKS dan kurang komunikasi maupun diskusi atau praktek hal yang bersangkutan dengan materi LKS yang dapat meningkatkan kemampuan siswa dalam hal speaking”*. Furthermore there were students strongly agree, *Student 7 who was strongly agree with the reason “Karena di lks banyak terdapat teks bacaan sehingga kita harus membacanya secara tidak langsung bisa melatih kemampuan berbicara”*. Student 2 agree with the reason *“karena ada beberapa tugas dan latihan-latihan yang mengharuskan speaking di kelas”*.

j. Increasing Grammatical Ability

From the questionnaire above the teacher is disagree that using LKS because can increase grammatical students.

Furthermore, the researcher interviewed the teacher why he disagree because there is a little explanation about grammatical (interview result, July 1, 2021).

In addition, the researcher gave questionnaire the students as the informant to know why teacher use LKS. Based on the findings of the questionnaire about teacher used LKS because it can increase grammatical ability students. The researcher found that students answered strongly disagree was 1 student, disagree was 2 students, neutral was 11 students, agree was 16 students, and strongly agree was 2 student. Therefore, it can be conclude that teacher used LKS because it can increase grammatical ability students.

After analyzing the data, the researcher followed up the findings by doing interview with the students. Th researcher found that the student who answer neutral was student 1, 8, 11, and 12. Some students Strongly disagree with the reason *“karena, materi di dlm LKS tidak terllau detail dan lengkap, jadi dan sulit memahami materinya”*. Students disagree with the reason, like the student 4 said that *“LKS lebih banyak Soal ketimbang penjelasan serta Contohnya”*.

Student who agree answer with the reason, like the student 2 *“karena di LKS sudah mencangkup empat aspek yang dapat meningkatkan kemampuan grammar yaitu penggunaan dalam*

berbahasa inggris seperti formula simple present tense". Student 3 said that *"karena ada banyak materi dan latihan tentang grammar dan speaking"*. Student 5 said that *"karna saat mengerjakan latihan latihan di lks siswa dilatih untuk menggunakan grammar yang baik dan benar"*. Student 6 said that *"karena dengan adanya susunan kata di LKS yang telah diatur sedemikian rupa untuk memudahkan siswa dalam proses belajar dan memahami materi membuat saya sebagai siswa secara tidak langsung mengimplementasikan grammatical dalam writing dan speaking"*. Student 7 said that *"Karena secara tidak langsung dari bahan bacaan tersebut siswa sudah mempunyai modal dasar untuk memahami grammar dalam menulis dan berbicara"*. Student 9 said that *"karena di LKS terkadang grammar yang dapat meningkatkan siswa"*.

k. Increasing Vocabulary

From the questionnaire above the teacher is disagree that using LKS because can increase vocabulary. Furthermore, the researcher interviewed the teacher why he disagree because in the LKS only a little provides vocabulary for implement directly (interview result, July 1, 2021).

In addition, the researcher gave questionnaire the students as the informant to know why teacher use LKS. Based on the

findings of the questionnaire about teacher used LKS because it can increase vocabularies' students. The researcher found that students answered disagree was 3 students, neutral was 8 students, agree was 16 students, and strongly agree was 5 student. Therefore, it can be conclude that teacher used LKS because it can increase speaking skills' students.

After analyzing the data, the researcher followed up the findings by doing interview with the students. Researcher found student answer neutral was the student 11 and 12. Student strongly agree and agree anwer mostly with the reason because in LKS provides many vocabulary in the material or exercise, like Student 7 said that *"Karena didalam sebuah cerita atau paragraf kita dapat menemukan kata baru yang bisa menambah kan kosa kata yang sudah siswa ketahui"*.

2. The Impacts LKS Usage for English Competences' Students

Based on the result of questionnaire, there are some impacts of using LKS for English competences students. Here is the table 4.3 that shows them:

No.	Statement	Answer			
		Strongly Disagree	Disagree	Agree	Strongly Agree
1	I like doing		12	16	4

	exercise in the LKS				
2	I think LKS can develop English competences (listening, reading, writing, and speaking, grammar and vocabulary)		15	14	3
3	I can listen well because practicing the exercise in the LKS		17	15	
4	I can read well because practicing the exercise in the LKS		17	15	
5	I can write well because practicing the exercise in the LKS		13	18	1
6	I can speak well because practicing the exercise in the LKS	1	24	7	
7	I can use grammatical in writing and speaking because practicing the exercise in the LKS	1	12	11	
8	I can use vocabulary in writing and speaking because practicing the exercise in the LKS	1	15	14	2

After getting the results of questionnaire about the impacts of using LKS for the students, the researcher interviewed 12 students to get more information. The result of the questionnaire and interview about it can be explained below:

a. Like doing the Exercise

Based on the findings of the questionnaire in the table 4.3, it shows that the students who answer disagree is 12 students, agree is 16 students and strongly agree is 4 students. From that, it can be inferred that the students were mostly like doing the exercise in the LKS.

After analyzing the data, the researcher followed up the findings by doing interview with the participants who answer disagree with 4 students, agree with 6 students, and strongly agree with 2 students. The students who answer disagree with the reason like student 3 said that *“Because the answer of exercise in the LKS there is no answer in it”*. Student 4 said that *“Because, I mostly learn about English by myself without any assistance from my partners or from my English Guidebook. Eg. I wandered around Internet and having a chitty chat with native English speakers,*

... speak with them a few times, had some conversations too. My point is this guidebook is not helping me that much to understand English, but still I didn't say its useless, just that no many benefits I can take from there". Meanwhile, The students who answer strongly agree with the reasons, like student 2 said that *"Because, it can help me in answering the examination since the teacher take the questions from the exercise in the LKS itself"*. Then, the student 5 said that *"because it is fun to do the exercise"*.

b. Developing English Competences

Based on the findings of the questionnaire in the table 4.3, it shows that the students who answer disagree is 15 students, agree is 14 students and strongly agree is 4 students. From that, it can be inferred that the impacts of using LKS were mostly can develop their English Competences.

After analyzing the data, the researcher followed up the findings by doing interview with the participants who answer disagree with 7 students, agree with 3 students, and strongly agree with 2 students. The students who answer disagree with the reasons, like Students 3 answer that *"Because in the LKS the*

explanation uses English, so I cannot understand English well. That's why it cannot develop". Student 4 said that *"Because mostly in the LKS there is remembering, especially vocabulary, although we need remember verb or adverb, but it only basic that can search everywhere. It not supposed we search in the book and understanding specifically. Meanwhile, it supposed to be needed is how to pronounce like Native Speaker".* Student 6 said that *"ada opsi lain untuk mengembangkan potensi pelajaran b.ing tidak melulu latihan di lks, flat bgt".* Students 9 said that *"because I slowly understand".* Student 10 said that *"because the LKS is not interesting".* Student 11 said that *"because I cannot speak in English".* Students 12 said that *"because it is difficult to translate".* The students who answer agree with the reasons, like student 2 answered that *"because, the lesson if be more studies diligently will be develop English competences".* Students 5 answered that *"because it get new vocabulary".* Students 8 answered that *"because the exercise is to the point so it is easy to learn"* (Interview result June 25, 2021). The students who answer strongly agree with the reasons, like student 1 said that *"Because LKS is not*

enough to develop my English competences". Student 7 said that *"because it many vocabulary"*.

c. Increasing Listening Skills

Based on the findings of the questionnaire in the table 4.3, it shows that the students who answer disagree is 17 students and agree is 15 students. From the finding above, it can be inferred that the impacts of using LKS were mostly cannot increase listening skills.

After analyzing the data, the researcher followed up the findings by doing interview with the participants who answer disagree with 4 students and agree with 8 students. The students who answer disagree with the reasons, like Students 3 answered that *"because I difficult to understand listening"*. Students 4 answered that *"because, in the LKS itself doesn't put instruction clearly"*. Student 10 answered that *"because I don't like English"* (Interview result, June, 24/2021). Student 11 answered that *"because it is too short in the LKS"*. The students who answer agree with the reasons, like student 1 *"Because I study LKS with listening lesson on the internet"*. Student 2 answered that *"Because if I listen English quickly I cannot listen well"*. Students 5

answered that “*Because listening is easier to understand and can rectify grammatical*”. Student 6 answered that “*Karena belajar listening di lks audionya lebih jelas dan nyaman di tangkap*”. Student 7 answered that “Because when I read in the LKS automatically I can listen the word well because exercising in the LKS”. Student 9 answered that “*because I do the exercise in the LKS so I can develop my listening skills*”. Student 12 answered that “because with the exercise the LKS will get new knowledge, it is not get knowledge how pronounce the English spelling that correct”. Although the answer some students were agree, when interviewed them it showed like disagree.

d. Increasing Reading Skills

Based on the findings of the questionnaire in the table 4.3, it shows that the students who answer disagree is 17 students and agree is 15 students. From the finding above, it can be inferred that the impacts of using LKS were mostly cannot increase reading skills.

After analyzing the data, the researcher followed up the findings by doing interview with the participants who answer disagree with 5 students and agree with 7 students. The students who answer disagree with the

reasons mostly they don't like English, they open other media like internet and dictionary. Like Student 1 answered that "Because I study LKS with studying on the internet". Meanwhile for the student who answer agree they have reasons that there is exercise reading so they can increase their reading skills.

e. Increasing Writing Skills

Based on the findings of the questionnaire in the table 4.3, it shows that the students who answer disagree is 13 students, agree is 18 students and strongly agree with 1 student. From the finding above, it can be inferred that using LKS can increase writing skills.

After analyzing the data, the researcher followed up the findings by doing interview with the participants who answer disagree with 6 students, agree with 5 students and strongly agree with 1 students. The students who answer disagree with the reasons, like Students 1 said that "Because I often don't understand what the meaning in the LKS". student 2 said that "Because in the class rarely to make written, only answer the questions multiple choice". Student 3 said that "Because there is no explanation, so it can not

improve English”. Student 6 said that “*saya jarang menulis dlm bahasa inggris*”. Student 7 said that “because I can improve my english skill except from LKS”. Student 8 said that “because the teacher rarely ask me to write”. The students who answer agree with the reasons, like Student 4 said that “Actually, we can have good writing and reading skills because have good vocabulary. Moreover, in the LKS there is many vocabulary, how to use the vocabulary and spelling”. Student 9 said that “because teacher asked to note like Subject+Verb+Object+Complement”. Student 10 said that “because less developing English”. Students 11 said that “because in the LKS is easy to understand”. Student 12 said that “because it is fun when playing game, like who first translate the text.

f. Increasing Speaking Skills

Based on the findings of the questionnaire in the table 4.3, it shows that the students who answer disagree is 24 students, strongly agree with 1 student, agree is 7 students. From the finding above, it can be inferred that using LKS cannot increase speaking skills.

After analyzing the data, the researcher followed up the findings by doing interview with the participants

who answer disagree with 7 students, agree with 5 students. The students who answer disagree with the reasons, like student 6 answered *“tidak lagipula di lks tidak ada bab dimana kami harus belajar speaking, tidak ada tes speaking, hanya menjawab soal yg nyatanya membosankan”*. Student 7 said that “Because in the LKS there is only vocabulary but there is now how to spell the words”. Student 8 said “because there is no explanation about Speaking in the LKS”. Students 9 said that “because I understand only from the teacher not because LKS”. Student 10 said that “because I don’t know the meaning from English to Indonesia”. Students 11 said that “because difficult to understand”. Student 12 said that “because there is no way how to pronounce correctly”.

The students who answer agree with the reasons, like student 1 said that “Because the exercise in the LKS I often answer by the smartphone”. Student 2 said that “Because the LKS provide multiple choice questions about story that it make me can read and easy to speak in English”. Student 3 said that “Because there is no explanation, so it can not improve English”. Student 4 said that “Because I always try to speak

everything in the LKS. Student 5 said "Because from the LKS I can know how to speak well in English".

g. Increasing Grammatical Ability

Based on the findings of the questionnaire in the table 4.3, it shows that the students who answer strongly disagree is 1 students, disagree is 19 students, agree is 11 students, strongly agree with 1 student. From the finding above, it can be inferred that using LKS cannot increase grammatical ability.

After analyzing the data, the researcher followed up the findings by doing interview with the participants who answer disagree with 7 students, agree with 4 students and strongly agree with 1 students. The students who answer disagree with the reasons, like Student 1 said that "Because I often don't understand about grammatical in the LKS, so I have to open the smartphone to more understand". Student 2 said "Because it is difficult to understand". Student 4 said "Because in the LKS rarely provide grammatical. If there grammatical, it is difficult to understand". Student 6 said that "*saya sudah sering belajar secara mandiri dan otodidak*". Student 8 said "because the grammatical in the LKS is not complete". Student 10 said "because I

don't like English". Student 12 said that "because my brain is slowly to understand". For the reason agree the researcher found that student 5 said that "Because from the LKS I can know repair my grammatical". Students 7 said that "Because I learn grammatical elsewhere. Usually I see someone's post on social media that make me know the correct grammatical. Student 9 said that "Because I read the LKS and answer the exercise". Student 11 said that "because it is easy to understand". While student who is strongly agree answer that "because it is easy".

h. Increasing Vocabulary

Based on the findings of the questionnaire in the table 4.3, it shows that the students who answer stongly disagree is 1 students, disagree is 15 students, agree is 14 students, and strongly agree with 2 student. From the finding above it has same result, it can be inferred that using LKS can increase vocabulary.

After analyzing the data, the researcher followed up the findings by doing interview with the participants who answer disagree with 4 students, agree with 6 students and strongly agree is 2 students. The students who answer disagree with the reasons, like studet 3 said

“Because it is difficult to understand”. Student 6 said that *“mungkin pengaruh lks tidak terlalu kena ke saya, karna semua org punya pendapat masing2. dan juga sebelum memiliki lks saya sdh bnyk tahu tentang kosa kata inggris karna pengaruh circle keluarga, teman bahkan pengaruh hp yg dimana kebanyakan menggunakan b.ing”*. Student 10 said that “because difficult to understand”. Student 11 said that “because in the LKS is too narrow”.

The students who answer agree with the reasons, like student 2 said “Because the LKS is sometimes provide all of the vocabulary that I need”. Student 4 said that “Because LKS provide many vocabulary”. Student 7 said “Because LKS provide many vocabulary while I haven’t many vocabulary”. Student 8 said that “because the vocabulary in the LKS is a lot and easy to understand”. Students 9 said “because it is can make smarter in reading English”. Student 12 said “because I often read English so I can get many vocabulary”.

B. Discussion

Based on the findings stated before, the researcher will discuss the reason teacher use LKS and the impacts of using LKS for English competences' students. Here are the discussion:

1. The Reasons Using LKS by the Teacher

The researcher discussed the findings based on the eleventh reasons by asking to the teacher and students.

a. Saving Time

Based on the finding from the questionnaire above the teacher is agree that using LKS because can save. Furthermore, the researcher interviewed the teacher why he agree with the reason "*karena disana sudah ada materi yang ingin dijelaskan*". It means the teacher doesn't need to prepare it. Like Wahdah (2016), LKS can be used to evaluate periodic learning outcomes whose status is not formal. Therefore, it can be concluded that the function of the LKS is to streamline the learning process and facilitate students in learning. Fatimah (2012), the characteristics of LKS meeting the requirements to achieve learning goals are (1) the material is in accordance with the basic competencies in the syllabus, (2) the submission of material is quite clear, and (3) the language use is good and appropriate. While according to Wati, Suyatna, & Wahyudi

(2015, p. 101) it could make learning process faster and shorten the time for presenting learning material because this worksheet could be prepared outside of lesson hours. Therefore the teacher prefer use LKS because its LKS material is sufficient to cover all aspects of the lessons needed by students in order to could be prepared outside of lesson hours.

In addition, since the data premier to answer research question only one teacher. Therefore the researcher also collect the data from the students as the informant. Based on the findings of the questionnaire in the table 4.2, it shows that the students who answer neutral was 8 students, disagree was 2 students, and agree was 23 students, strongly agree with 1 student. From the finding above, it can be inferred that the teacher's use LKS from students' perspective were mostly agree that it can save time. Like the reason some students that showed the students who answered agree because LKS the material is short and simple like one of the student's argument *"Setuju karena biasanya didalam LKS sudah terbagi bab dan sub bab sehingga dapat menghemat waktu dalam penjelasan. Juga biasanya selain materi yang cukup ringkas, diakhir juga ada tercantum rangkuman yang membuat penjelasan dari guru menjadi sedikit dan tidak memerlukan waktu yang lama"*. (Student 8). It is in line with Zaky (2017, p. 13) said, that

workbook as a printed teaching material in form of paper sheets that consisted of material, summary, and guides to finish task which should be done by students, referring to standard competence that was determined. Hence, it can assumed the reason why student agree because LKS is summary of the materials.

b. Providing Exercise

From the questionnaire above the teacher is agree that using LKS because provide exercise. Furthermore, the researcher interviewed the teacher why he agree because *“karena sudah disana, jadi tidak perlu lagi mencari latihan”*. In addition the researcher asked the students and they were mostly agree. It also has similar reason from the teacher, like student 8 said *“Student 8 answered that “karena LKS sudah terdapat Latihan Latihan disetiap bab nya sehingga membuat guru menjadi mudah dalam melakukan aktivitas mengajar tanpa harus membuat soal Latihan lagi”*. It is in line with (Susantini et al., 2016) said that LKS has lots of practice questions studied that are related to the materials being learned.

c. Providing English Competences

From the questionnaire above the teacher is agree that using LKS because provide English competences. Furthermore, the researcher interviewed the teacher why he agree because LKS

provide it. In addition, since the data premier to answer research question only one teacher. Therefore the researcher also collect the data from the students as the informant. The result was student mostly agree, however there was student who disagree and give the reason “*Karena materi di dalam LKS tidak terlalu detail dan lengkap, jadi dan sulit memahaminya*”. (Student 10). Meanwhile for the reason they agree it can see from the student 5 said that “*karna di lks tidak hanya berisi latihan latihan tetapi juga materi singkat untuk memperlengkap fungsi dari lks tersebut*”. If it correlate from the experts it is right like Zaky (2017, p. 13) said, that LKS consisted of summary material. Also, It is correlate what Azizi (2014, p. 12) said LKs for language subjects contains exercises related to the ability in listening, reading, writing and speaking. *LKS* activity usually consisted of steps to finish a task.

d. **Helpful Understanding the Students**

From the questionnaire above the teacher is agree that using LKS because can help understanding the students. Furthermore, the researcher interviewed the teacher why he agree because in the LKS provides example and explanation that make students easy to understand. Besides, based on the finding students were mostly agree with similar reason like student 5 said that “*karena di lks cukup ringkas dan mudah*

dipahami". It is in line with (Zaky, 2017, p. 15), said that LKS as teaching material that facilitate students to understand given material.

e. Making more Active

Based on the interview for teacher, he disagree with this reason "*karena tugasnya hanya terfokus dalam buku saja*". It is in line with students reason Student 6 also said that "*Karena membuat saya pasif*". Student 8 said that "*karena dengan menggunakan LKS membuat siswa kurang aktif terutama dalam hal bertanya maupun diskusi. Biasanya di LKS selain materi yang singkat, Latihan-latihannya pun tidak keluar dari materi yang ada di LKS sehingga membuat siswa tidak mencari referensi dari buku maupun website lain dan hanya terpaku pada LKS*". However, based on finding the students were mostly agree with the reason one of students "*Karena dari soal atau latihan-latihan tersebut memotivasi para siswa agar lebih giat belajar dan menambah wawasan*". (Student 7). This reason same as (Zaky, 2017, p. 16) LKS can make students more active in learning process.

f. Increasing Listening Skills

This reason is different. From the teacher he disagree that he use LKS is not only because to increase listening skills with the reason "*LKS is not provide for listening task*". Like

Student 8 said that *“karena dalam LKS biasanya ada soal listening namun jarang dipraktekkan sehingga hanya menjadi soal biasa saja dan kurang dalam meningkatkan kemampuan listening. Dan biasanya guru memberikan praktek listening dari soal-soal listening yang lain, bukan dari buku LKS”*.

Although mostly students were agree with the reason in the LKS there is listening skills, like Student 12 said that *“Karena di LKS sudah terangkum semua termasuk listening”*. It is right like Azizi (2014, p. 12) said LKs for language subjects contains exercises related to the ability in listening, reading, writing and speaking. However, students were mostly agree with the reason its LKS provide listening skills but it has to according method of teacher and must provide another media like audio as Zaky (2017, p. 14) stated that to increase listening skills the student must listen the audio.

g. Increasing Reading Skills

From the questionnaire above the teacher is agree that using LKS because can increase reading skills of students. Furthermore, the researcher interviewed the teacher why he agree because in the LKS provides reading material to increase their reading. Furthermore students also were mostly agree with the reason because LKS provide many exercise so it can make the studnets answer it and it make increase reading skills,

like Student 11 said that *“Karena di LKS terdapat banyak bahan bacaan dan latihan yang menuntut siswa untuk membaca untuk menyelesaikannya”*. It is in line with (Zaky, 2017, p. 16), argued that LKS providing tasks that improve students’ understanding toward given material.

h. Increasing Writing Skill

This reason the teacher was disagree while students were mostly agree. Teacher has opinion that the LKS only a little writing task. Furthermore, student 8 said that *“Biasanya dalam LKS kebanyakan soal itu pilihan ganda sedangkan isian maupun essay yang dapat meningkatkan kemampuan writing justru sedikit*. Student has opinion that LKS consist of many exercise so it can make increase writing skills like Student 2 said that *“karena Di dalam LKS latihan soal jua menyediakan soal berupa essai yang dapat membuat kita berpikir bagaimana merangkai beberapa kata menjadi kalimat yang padu dan bermakna”*. It is in line with (Zaky, 2017, p. 14) LKS consists of tasks such as questions (multiple choice or essay) that must be answered by students. Thus, it can concluded that if the students do the task from LKS it can make the student can increase their writing skills but if the students don’t it, it could not increase their writing skills.

i. Increasing Speaking Skills

Teacher was not agree that LKS can increase speaking skills but student were mostly agree. Student who disagree said that “*karena buku tidak bisa membuat seseorang bisa speaking*”. Meanwhile, for the students who agree has reason they assumed that LKS provides materials if practice it speak it can increase it like student 3 said that *Karena di lks banyak terdapat teks bacaan sehingga kita harus membacanya secara tidak langsung bisa melatih kemampuan berbicara*”. Although the result was agree but according to reasons from the students it can see students can increase their speaking skills if they practice. Thus, in teaching and learning process the teacher has obligation to solve it like Budyatna (2016, p. 14) stated that to enhance students’ active participation depends on the teachers’ creativity.

j. Increasing Grammatical Ability

From teacher perspective he disagree but students were mostly agree with the reason Student 3 said that “*karena dengan adanya susunan kata di LKS yang telah diatur sedemikian rupa untuk memudahkan siswa dalam proses belajar dan memahami materi membuat saya sebagai siswa secara tidak langsung mengimplementasikan grammatical dalam writing dan speaking*”. Based on student’ reason it can be inferred that actually grammatical can increase if the

student seriously learn. Like Prastowo, 2011, p. 206) stated that one of the purpose of LKS is trains the students to independent.

k. Increasing Vocabulary

From teacher perspective he disagree but students were mostly agree with the reason Student 6 said that *“karena semakin sering saya mengulang mengucapkan sebuah kata di materi dalam LKS, semakin mudah pula otak saya mengingat kata tersebut dan terjemahannya. Hal ini dapat lebih meningkatkan kemampuan vocab siswa dalam menulis dan berbicara”*. Thus, actually LKS can increase English competences students if they learn seriously like Prastowo, 2011, p. 206) stated that one of the purpose of LKS is trains the students to independent.

Based on the finding and discussion from the interview the researcher found 6 reasons according to teacher perspective that included; saving time, providing exercise, providing English competences, and making students easy to understand. Meanwhile, reasons that not included, namely making students more active, increasing listening skills, writing, speaking, grammatical and vocabulary. With the reason the LKS only focuses on its LKS, there is no exercise for listening, only a little provides Essay, there is a little explanation about

grammatical, and only a little provides vocabulary for implement directly (interview result, July 1, 2021). Therefore based on the explanation about the teacher use LKS not because can improve English competence. The researcher suggest that actually the teacher must combine the LKS and others materials from the textbook or internet like (Azizi, 2014, pp. 27-29) said LSK only train the students to answer questions, it is not effective without a true understanding of the concept matter.

Meanwhile according to the students' perspective about teacher's reason using LKS with the eleventh reasons, they were mostly agree that teacher used LKS because saving time, providing exercise, providing English competences, making students easy to understand, making students more active, increasing writing, speaking, grammatical and vocabulary. Meanwhile student were disagree that teacher used LKS because can increase listening skills. However their reason for teacher that disagree like showed if the students learn seriously. From the students perspective they argued that teacher used LKS because it has provided the materials that can make teaching and learning process well and increase English competences students' if they learn used LKS

seriously however it suggested that teacher must combine to other media.

2. The Impacts LKS Usage for English Competences' Students

There are 4 impacts LKS usage for English competences' students:

a. Like doing the Exercise

Based on the findings of the questionnaire in the table 4.3, it shows that the students who answer disagree is 12 students, agree is 16 students and strongly agree is 4 students. From that, it can be inferred that the students were mostly like doing the exercise in the LKS. According to the students' interview, the researcher found the reason they like doing the exercise because in the LKS the material is resume, so it can be easy to understand like Zaky (2017, p. 14) said that the characteristic of LKS itself only consists of few pages, not even reach a dozen or a hundred. Hence, the students can like the exercise in the LKS like Wahdah (2016, p. 15) said LKS can generating a passion for learning to students. Furthermore their reason like because can make them understand the material. However for the students

disagree mostly of them because they assume the LKS is difficult before trying to answer however there is one student answer that he is prefer to the internet than doing the exercise in the LKS.

b. Developing English Competences

Based on the findings of the questionnaire in the table 4.3, it shows that the students who answer disagree is 15 students, agree is 14 students and strongly agree is 4 students. From that, it can be inferred that the impacts of using LKS were mostly can develop their English Competences. Further information that students agree/strongly agree because they answer mostly can get new vocabulary. According to Zaky (2017, p. 14) it consists of tasks such as questions like multiple choice that students must be answered. The students have to know the meaning of task to answer the questions. Thus, the students can get many vocabulary because answering the questions. However another participants assumed that develop English competences means that people can speak in English and can know the meaning it. So they assumed they can develop English competence because the LKS.

c. Increasing Writing Skills

Based on the findings of the questionnaire in the table 4.3, it shows that the students who answer disagree is 13 students, agree is 18 students and strongly agree with 1 student. From the finding above, it can be inferred that using LKS can increase writing skills. Based on the interview with the students who disagree with the reasons the teacher rarely ask them to write in order to they do not it. However it is different with the students who answer agree because the teacher asks them to write even they playing game like who first translate the text will be a winner. Moreover, in the LKS there is many vocabulary. It is in line with (Budyatna, 2016, p. 14) stated that to enhance students' active participation depends on the teachers' creativity in preparing and providing the students with meaningful worksheet. Therefore it is not only because the LKS but because of the teacher who teach use LKS by creativity.

d. Increasing Vocabulary

Based on the findings of the questionnaire in the table 4.3, it shows that the students who answer stongly disagree is 1 students, disagree is 15 students,

agree is 14 students, and strongly agree with 2 student. From the finding above, it can be inferred that using LKS cannot increase vocabulary.

After analyzing the data, the researcher followed up the findings by doing interview with the participants who answer disagree with 4 students, agree with 6 students and strongly agree is 2 students. The students who answer disagree with the reasons, like student 3 said "Because it is difficult to understand". Student 6 said that "I think it is not only LKS, but I have family that often use English so I can get from them also from Handphone". Student 10 said that "because difficult to understand". Student 11 said that "because in the LKS is too narrow".

The students who answer agree with the reasons, like student 2 said "Because the LKS is sometimes provide all of the vocabulary that I need". Student 4 said that "Because LKS provide many vocabulary". Student 7 said "Because LKS provide many vocabulary while I haven't many vocabulary". Student 8 said that "because the vocabulary in the LKS is a lot and easy to understand". Student 9 said "because it is can make smarter in reading English".

Student 12 said “because I often read English so I can get many vocabulary”.

Meanwhile there are 4 impacts for English competences that not include as the impacts:

a. Increasing Listening Skills

Based on the findings of the questionnaire in the table 4.3, it shows that the students who answer disagree is 17 students and agree is 15 students. From the finding above, it can be inferred that the impacts of using LKS were mostly cannot increase listening skills. Based on the interviewe, the participants who agree answered that “if I do the exercise in the LKS so I can develop my listening skills”. It means if the studnets study they can develop it. Another participant who agree but the answer like showed that he disagree, his answer was “Because I study LKS with listening lesson on the internet”. It can be inferred that he study with smarthphone not because LKS. Thus, LKS is not affect to English competences because LKS only consist of few pages that form as printed material (Zaky, 2017, p. 14). While to increase listening skills the student must listen the audio. Furthermore, Cunningsworth (1995, p. 67) mentions

that LKS focus on listening in two ways namely as a general part of oral work and recorded passages for comprehension. The first type refers to the recording of everyday communication including dialogues and role play. While according to the teacher who teaches the students as the participants here, he didn't give practice like dialogue or role play (Interview result, July 1, 2021).

b. Increasing Reading Skills

Based on the findings of the questionnaire in the table 4.3, it shows that the students who answer disagree is 17 students and agree is 15 students. From the finding above, it can be inferred that the impacts of using LKS were mostly cannot increase reading skills. The students who disagree with the reason that "it is not because LKS, but because the teacher who read how to read correctly". It is in line with Budyatna (2016, p. 14) stated that to enhance students' active participation depends on the teachers' creativity. Because LKS only as medium (Budyatna, 2016, p. 12). However the students who agree by answering with the reason "Because in the LKS there is reading exercise to answer questions that can

improve my reading skill". The other participants answered "Because the explanation in the LKS is easy to understand". It is in line with Prastowo (2011, p. 206) said that LKS as brief teaching material and rich of exercises. Hence, rich of exercise the students can get many vocabulary that called as one of English competences.

c. Increasing Speaking Skills

Based on the findings of the questionnaire in the table 4.3, it shows that the students who answer disagree is 24 students, strongly agree with 1 student, agree is 7 students. From the finding above, it can be inferred that using LKS cannot increase speaking skills. For further information, the researcher interviewed the students, mostly of them disagree because no speaking test, only answer the questions, in addition in the LKS there is only vocabulary but there is now how to pronounce correctly". it is in line with (Budyatna, 2016, p. 14) stated that to enhance students' active participation depends on the teachers' creativity. Thus, if the teacher is not creativity in teaching the students can difficult to understand even if there is no practice in speaking, because the

speaking has to practice. However, the students who answer agree with the reasons LKS provide multiple choice questions about story that it makes it easy to read and easy to speak in English". Thus it can be concluded that if the student does the exercise in the LKS and practices or talks about what is in the LKS, it can improve speaking skills.

d. Increasing Grammatical Ability

Based on the findings of the questionnaire in table 4.3, it shows that the students who answer strongly disagree is 1 student, disagree is 19 students, agree is 11 students, strongly agree with 1 student. From the finding above, it can be inferred that using LKS cannot increase grammatical ability. For further information, the researcher did an interview with participants; they assumed that grammar in the LKS is difficult and there is a little material about it. In addition, there are students whose grammatical skills can increase because they learn independently and autodidactically. Like student 5 said that "Because I read the LKS and answer the exercise so I know the correct grammar in reading". It is in line with (Prastowo, 2011, p. 206)

stated that one of the purpose of LKS is trains the students to independent.

Lastly, based on the finding above it can be inferred that the reason to use LKS according to teacher because LKS can save time, provide exercise, helpful understanding students, and increase reading skills. While for the reason to make students more active, increase another skills except reading like writing, listening, speaking, grammatical and vocabulary is not his reasons. In addition, hence the teacher only one thus the researcher need to gain more the data and took 32 students to give questionnaire and 12 student to be interviewed. The result showed that mostly students agree teacher use LKS because its providing exercise, providing English competences, making students easy to understand, making students more active, increasing students' reading skills, increasing students' writing skills, increasing students' speaking skills, students' grammatical ability and adding vocabulary. However, both of them disagree that LKS cannot make students increasing listening skills.

Moreover, for the impacts of LKS usage for English competences that consist of 6 skills only writing and vocabulary has good impacts that can increase the students because the LKS. While the others skills can not increase. In addition there is some impacts for the students like make the students easier to understand. It is because the students answer mostly like to do the exercise. Another impact is make the students independent study.