

## STUDENT WORKBOOK USE: DOES IT STILL MATTER TO THE EFFECTIVENESS OF STUDENTS' LEARNING?

Alvi Raihan Utami<sup>1</sup>, Dyah Aminatun<sup>2</sup>, Nina Fatriana<sup>3</sup>

Universitas Teknokrat Indonesia<sup>1,2,3</sup>

alvirayhanutami01@gmail.com<sup>1</sup>, dyah\_aminatun@teknokrat.ac.id<sup>2</sup>, nf2956@gmail.com<sup>3</sup>

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### Abstract

One effort that teachers can do to improve their learning process is by developing learning resources for themselves and their students. Teachers can use student workbook (LKS) to be used as a source of learning for students. A student workbook that contains material summaries can help students more effectively understand the materials. Student workbook containing a variety of practice questions is believed to affect the effectiveness of student's learning. This research aims to analyze the effects of using student workbook (LKS) towards the effectiveness of students' learning. This research was conducted to see students' perceptions of the role of using student workbook (LKS) towards the effectiveness of student learning. To collect data, this study used a questionnaire distributed to 24 students using a survey administration application, consisting of six questions related to the students' perceptions of the role of using student workbook (LKS) towards student's learning process. After all, participants had completed the questionnaire, the data were then categorized based on relevant findings. The findings reveal that the use of student workbook gives beneficial impact on students' learning since it can be one of the sources of learning besides the teacher's explanation. It also makes students easier in understanding the materials with simple content and various practices. In the end, this research hopefully can be useful as a reference or guide for future researchers who want to conduct similar research on the use of student workbook (LKS) as one of the resources in the teaching process.

**Keywords:** *Student workbook, LKS, learning process, a learning resource*

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## INTRODUCTION

Education is the nation's main tool in improving quality society advances and develops towards advancing science and technology. 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 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.

In the context of learning, various media and methods 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 and 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 and 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 student workbook or in Indonesia it is called LKS (*Lembar Kerja Siswa*). Student workbooks are instructional tools that consist of a series of questions and information designed to guide students to understand complex ideas because they work through systematically (Ufuk, Akdeniz, Cimer, and Gurbuz, 2013).

In the late decades, the use of student workbook is really common at school 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. Moreover, student workbooks 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; Bakirci et al., 2011).

Another previous research also stated that the use of student workbook help students to understand the lessons taught (Anwar, 2017). Besides, this media not only be seen as a tool for teachers to teach but more as a means to convey and channel messages from sources (teachers, books, etc.) to recipients of messages (students learn). The student workbook is like a messenger that is not only used by the teacher as a teaching media but also can be used by the students to help their learning process.

However, nowadays, the student workbook (LKS) is no longer used in the learning process at school. The implementation of Kurikulum 2013 urges the schools to use a scientific approach in the process of teaching and learning. This approach is considered the procedure of teaching which values much on the process of learning and student-centeredness so that it can facilitate and develop students' cognitive, affective, and psychomotor aspects (Wahyudin and Sukyadi, 2015). The Ministry of Education and Culture (Kemdikbud) requests that state and private schools in Indonesia no longer use the learning system using student workbook (LKS). This is due to the assumption that the use of student workbook is inappropriate because it can change the philosophy of active student learning into passive. Thus, the learning system that should prioritize discussions between teachers and peers does not work well.

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 that have proved the use of student workbook give positive impacts on students' learning. Therefore, in this paper, the writer of this research aims to determine the influence of the use of student workbook on the effectiveness of student' learning.

## **METHOD**

This study aims to explore the perspective of students towards the use of student workbook (LKS) that influences their effectiveness of learning. In other words, this research used a qualitative research method. As stated by William (2011), one component of a qualitative study is the social phenomenon that is examined from the participants; in this case, it is students. In this study, the researcher distributed questionnaires in the form of survey websites to collect data and the results of the questionnaire will be stated in the data findings using a qualitative approach. Other questions were also developed by researchers to gain the students' perspective. The participants of this study were students at a Senior high School in Bandar Lampung, Lampung, Indonesia. More precisely, it involved participants from XI grades in several Senior High Schools in Bandar Lampung.

The participants consisted of 24 female and male students of XI grades of Senior High School. They were selected as representatives of the use of student workbooks towards the effectiveness of students' learning. From those Senior High Schools, 24 students were chosen as the participants of this research consisting of 12 females and 12 males from XI grades students with age range varied from 13-15 years old. Their perspective will be seen as a non-expert perspective. So, they represent the perspectives of the community and students.

This research provided 6 questions to students that were distributed to the participants to collect their perspective data. The questions given were divided into two types of questions. The first type of question was a short answer question. The question is "*How long the students use student workbook (LKS)?*" By using this question, students have to give their short answers. The second is the yes-no question: (1) *Have you ever used student workbook (LKS)?*; (2) *Do you like doing activities/practices from student workbook (LKS)?*; (3) *In your opinion, is it effective to understand the material if you do the practices from the student workbook (LKS)?*; (4)

*Do you like working on practices in the workbook rather than questions given by the teacher?; (5) Does working on practices in the workbook make you more understand the material given?*

The questions above were given to collect the data from students of Senior High School in Bandar Lampung toward the use of student workbooks (LKS). After the researcher distributed the questionnaire form to the students to be filled in, the participants gave the response and after that, the researcher entered the data into the data findings. The participants' responses were then analyzed by the researcher to see what the public or students think about the influence of student workbook use towards the effectiveness of student learning.

## FINDINGS AND DISCUSSION

The questionnaire consists of two types of questions. There were the short answer and yes-no questions. The results of the questionnaire applied to twenty-four students of XI grade of Senior High Schools in Bandar Lampung are presented below:

### *Experience using student workbook*

The first question is *“Have you ever used student workbook (LKS)?”* From this question, all students (100%) have ever experienced using a workbook in their learning process at school. It shows that the use of student workbooks in Indonesian school is really common since it is believed that by using workbooks, students can learn more at home and they will also be exposed to various types of practices of materials being learned.

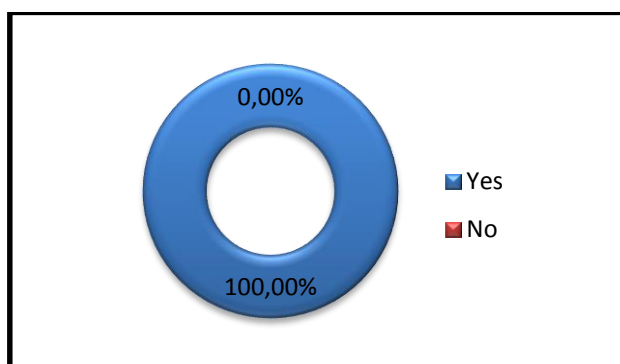


Figure 1. Students' experience in using student workbook

The second question is *“How long do the students use student workbook (LKS)?”* This type of question is a short answer question and is applied for those who have ever used student workbook in learning. There were two choices and the students were also divided into two answers as can be seen below.

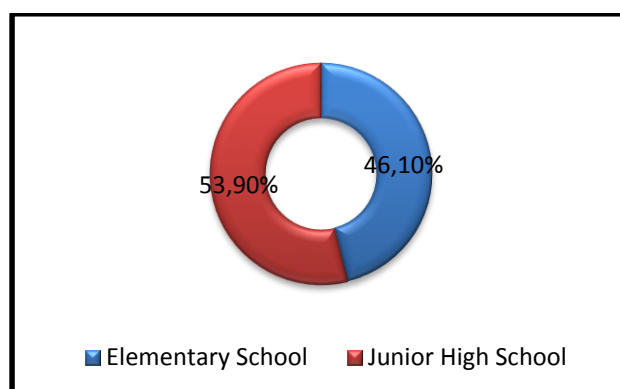


Figure 2. Duration of using student workbook

By looking at the diagram, it can be stated that there are 53.90% of students used the student's workbook since Junior High School in their school during the learning process. While 46.10% of the students are using students workbooks (LKS) since they were Elementary School. From this result, we can know that the use of student workbook is differently applied in various school and it is not such an obligation anymore for school to use this workbook although there are also many schools which are still using it as a supplementary source of knowledge in the learning process for their students in the class (Ristevska et al., 2015).

**Students' opinion in using student workbook (LKS)**

This second questionnaire required students to answer several questions related to the use of workbooks in their learning process. The result of this questionnaire is summarized in the table below.

Table. 1 Students' perception toward the use of workbooks

No	Questions	Yes	No
1	<i>Do you like doing activities/practices from the student workbook (LKS)?</i>	71,4 %	28,6 %
2	<i>In your opinion, is it effective to understand the material if you do the practices from the workbook (LKS)?</i>	64,3 %	35,7 %
3	<i>Do you like working on practices in the workbook rather than the questions given by the teacher?</i>	57,1 %	42,9 %
4	<i>Does working on practices in the workbook make you more understand the material given?</i>	57,1 %	42,9 %

The table above shows the result of students' perception of the use of workbooks in the learning process. The first question of this part shows that around 71.4% of students like doing activities/practiced in student workbook (LKS). Students think that the practices on the student workbook varied from what is given by the teacher. Therefore, they can learn more by doing the activities and practice from the workbook. However, there are 28.6% of students do not like doing activities from the student workbook. It is because it is only a repetition from what has been explained or given by the teachers. Besides that, it only burdens them to have more works to do.

The second question reveals that there are 64.3% of students think that it is effective to understand the materials being learned after having practices from the workbook (LKS) as the student workbook (LKS) contains a summary of the material that makes students easier to understand. The rest is 35.7% of students think that it is not that effective to do practices in student workbooks because the content in the workbook is not as complete as a book and it sometimes makes them confused since there are many sources they need to learn and understand.

The next point reveals around 57.1% of students also agree that they would rather work on practices in the workbook than those given by the teacher. Some of them stated that the practices that are provided in student workbooks are easier and the answers are already listed on summary pages. Therefore, it makes it easier to check their work and correct it directly. Meanwhile, practices given by the teacher are usually different from the explanation that the teacher gives. This can lead students to confusion. However, a different perspective comes from the rest of the students (42.9%) that would rather do practice from the task given by the teacher. They uttered that practices in the workbook are easy and not challenging since the workbook provides the answers on the summary pages.

The last point shows that students get more understanding by using workbooks. They can re-read the materials and also read the summary of it. It makes them easier in absorbing the materials. In some ways, the workbook also explains simply that the teacher does. They even can use the workbooks for practicing what they have learned at home (Ristevska et al., 2015).

From these findings, it can be seen that most students enjoy and are interested in using workbooks in their learning process. They state that the workbook (LKS) gives them positive effects on the learning process and understanding of the materials. Their experience in using a student workbook (LKS) in different subjects can also give different impacts and results for each student. One of the positive impacts of using a workbook for students' learning is that students that use workbooks in all subjects have more opportunities to explore the material better. This is in line with the result of the research conducted by Benning and Agyei (2016) that stated that students who use workbook or spreadsheet get more critical thinking and developing their knowledge. The results of the questionnaire also show that student workbook helps students learn effectively and better. It motivates them to experience the activities that students engaged in.

The results of this research are also following Prastowo's statement (2014) that the student workbook has the function of presenting the teaching material and facilitating students to interact with the content provided. Moreover, he also states that student workbook (LKS) can also train students' independent learning and facilitate educators in giving assignments to students (Prastowo, 2014). By having independent learning skills, students will be able to measure their ability and try to train their awareness of the importance of learning (Aminatun and Oktaviani, 2019).

**CONCLUSION**

Based on the results of the study, it can be concluded that the use of student workbooks (LKS) still gives good influences on students' learning. The belief that states student workbook can change the philosophy of active student learning into passive is not completely true. Teachers can still use the workbook to facilitate students to be active learning since the use of the workbook will lead them to be independent learning. They can also use the workbook as a supplementary material whose content can be discussed in the classroom with their

teacher or classmates. Students believe that it is easier to understand the material by using the workbook. The summary and practices contained in the workbook also make them learn effectively and easy to understand the material. As a result, their achievement of certain subjects or material also increases.

Besides, the use of student workbook (LKS) in the learning process also has positive impacts on teachers. This helps the teacher make students more understand the material that has been given previously by the teacher. After that students can read the summary contained in the student workbook (LKS) and do the exercises. This is very effective and efficient in the learning process since the teacher does not need to explain repeatedly and waste time.

This study proves that the use of student workbooks still matters on the effectiveness of students' learning. Even though nowadays that the use of student workbook (LKS) is no longer applied in every school level, only some schools which are still using it, it is hoped that there will be a better student workbook (LKS) replacement in a modern way, such as in a form of digital platform or application since nowadays, internet-based material is believed as a more effective teaching resource than coursebook (Sari, 2016). In the end, the government, schools, and communities who continue to support and create innovations for the field of education, are expected to help improve the quality of education in Indonesia.

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## BIOGRAPHY OF AUTHORS



Alvi Raihan Utami is now in her sixth semester of the English Education study program in Universitas Teknokrat Indonesia. She is active in many organizations during her study. She was the Head Division of News casting in English Club and the Head Division of Interest and Talent of HIMA PBI. Moreover, she has achieved some regional and national competitions, such as the semifinalist of News casting in ALSA National English Competition 2019 in Universitas Indonesia and the winner of Lampung English Festival 2020 in Bandar Lampung.



Dyah Aminatun is a lecturer in Universitas Teknokrat Indonesia with English Education as her background. Her research interests mostly focus on teaching media, ICT, and Teaching English as a Foreign Language. Last year, her research was funded by Ministry of Research, Technology, and Higher Education for the program of Penelitian Dosen Pemula (PDP). Currently, she and her team are still working on a book to be published. Wish them luck!



Nina Fatriana is an English education lecturer at Universitas Teknokrat Indonesia. Besides teaching she is also active in presenting her research paper in either National or International conferences as well as publishing her research article in proceeding and internal Universitas Teknokrat Indonesia journals. Her interests are in SLA, ELTL curriculum and syllabus development, academic writing and English proficiency testing.