CONTENT ANALYSIS ON *LKS FORMATIF*
FOR VOCATIONAL HIGH SCHOOL
GRADE X, XI, XII IN YOGYAKARTA

*A SARJANA PENDIDIKAN THESIS*

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By

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Dean

Rokandi, Ph.D.
“If it wasn’t hard, everyone would do it. The hard is what makes it great”

(Tom Hanks)

Dedicated to

My Father Agustinus Asui

My Mother Rupina Fatima

My sister Agustina Angelin
STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, June 10, 2015

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ABSTRACT

Asdifati, Andreo. 2015. *Content Analysis on LKS Formatif Used In Vocational High School For Grade X, XI, XII In Yogyakarta*. Yogyakarta: English Language Education Study Program, Sanata Dharma University

The English *LKS* is one of the commonly used media in learning process in class. The *LKS* provides many exercises which help the students to be more active in learning process. The researcher is interested in learning more about *LKS*’s quality, especially *LKS Formatif* which are used by one Vocational High School in Yogyakarta.

In analyzing the *LKS*, the researcher uses the criteria of a good *LKS* by Darmodjo and Kaligis. The *LKS* designers need to consider three major requirements, namely: 1) didactic requirement, 2) construction requirement, 3) technical requirement. This research was conducted to answer three questions, namely: 1) How does the *LKS formatif* fulfill the didactic requirement? 2) How does the *LKS formatif* fulfill the construction requirement? 3) How does the *LKS formatif* fulfill the technical requirement?

The document analysis method was used to analyze the *LKS*. The fulfillment of the didactic requirement is got by analyzing each chapter of the *LKS* using six criteria. The fulfillment of the construction requirement is obtained by analyzing the *LKS* using eight criteria in construction requirement. The fulfillment of technical requirement is obtained by analyzing the *LKS* using five criteria. The result is in the form of percentage which is used in categorizing the achievement of each *LKS* in fulfilling the requirement.

The result showed that the total percentage of the *LKS Formatif 1* in fulfilling the requirements was 70.69%, 67.58% for the *LKS Formatif 2* and 68.89% for the *LKS Formatif 3*. According to the result, all three *LKS Formatif* were in fair level.

Keywords: content analysis, fulfillment, requirement.
ABSTRAK


LKS bahasa Inggris merupakan salah satu media yang paling banyak digunakan didalam proses pembelajaran bahasa Inggris di dalam kelas. LKS menyediakan banyak latihan yang dapat membantu siswa untuk menjadi lebih aktif dalam proses belajar. Peneliti tertarik untuk mempelajari tentang kualitas dari LKS terutama LKS formatif yang digunakan oleh salah satu Sekolah Menengah Kejuruan di Yogyakarta.

Penelitian ini menggunakan kriteria LKS yang baik oleh Darmodjo dan Kaligis. Mereka menyatakan bahwa penulis LKS harus memperhatikan tiga syarat utama dalam pembuatan LKS, yaitu: 1) syarat didaktik, 2) syarat konstruksi, 3) syarat teknis. Penelitian ini bertujuan untuk menjawab tiga pertanyaan : 1) bagaimana LKS formatif memenuhi syarat didaktik 2) bagaimana LKS formatif memenuhi syarat konstruksi? 3) bagaimana LKS formatif memenuhi syarat teknis?


Hasil penelitian membuktikan bahwa total persentase dari LKS Formatif 1 dalam memenuhi ketiga syarat tersebut adalah 70,69%, 67,58% untuk LKS Formatif 2 dan 68,89% untuk LKS Formatif 3. Hasil penelitian menunjukan bahwa ketiga LKS formatif tersebut hanya berada pada level cukup.

Kata kunci: content analysis, fulfillment, requirement.
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The Writer

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL PAGE</td>
<td>ii</td>
</tr>
<tr>
<td>DEDICATION PAGE</td>
<td>iv</td>
</tr>
<tr>
<td>STATEMENT OF WORK’S ORIGINALITY</td>
<td>v</td>
</tr>
<tr>
<td>LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI</td>
<td>vi</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>vii</td>
</tr>
<tr>
<td>ABSTRAK</td>
<td>viii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>ix</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>xi</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xiii</td>
</tr>
<tr>
<td>LIST OF PICTURES</td>
<td>xiv</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xvii</td>
</tr>
</tbody>
</table>

## CHAPTER I. INTRODUCTION

1. Research Background ................................................................. 1
2. Problem Formulation ................................................................. 2
3. Problem Limitation ......................................................................... 2
4. Research Objectives ....................................................................... 4
5. Research Benefits ........................................................................... 4
6. Definition of Terms ........................................................................ 6

## CHAPTER II. REVIEW OF RELATED LITERATURE

1. Theoretical Description ............................................................... 8
   1. Lembar Kerja Siswa ................................................................. 8
   2. Evaluating the Textbook .......................................................... 11
   3. LKS Requirements ..................................................................... 12
2. Theoretical Framework ................................................................. 23
CHAPTER III. RESEARCH METHODOLOGY ................................. 25
   A. Research Method .................................................................................................................................. 25
   B. Research Subject .................................................................................................................................. 26
   C. Research Instrument ............................................................................................................................. 27
   D. Data Gathering Technique .................................................................................................................... 27
   E. Data Analysis Technique ....................................................................................................................... 28
   F. Research Procedures ............................................................................................................................. 33

CHAPTER IV. RESEARCH RESULTS AND DISCUSSION ............. 36
   A. The Fulfillment of Didactic Requirement ............................................................................................. 36
   B. The Fulfillment of Construction Requirement ..................................................................................... 61
   C. The Fulfillment of Technical Requirement ........................................................................................... 90
   D. LKS Percentages in fulfilling three Requirements .............................................................................. 106

CHAPTER V. CONCLUSIONS AND RECOMMENDATIONS ........... 107
   A. Conclusions ............................................................................................................................................ 107
   B. Recommendations ................................................................................................................................ 110

REFERENCES ............................................................................................................................................... 112

APPENDICES ............................................................................................................................................. 115
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Didactic Requirement</td>
<td>29</td>
</tr>
<tr>
<td>3.2 Construction Requirement</td>
<td>30</td>
</tr>
<tr>
<td>3.3 Technical Requirement</td>
<td>30</td>
</tr>
<tr>
<td>3.4 Percentage of Fulfillment Categorization</td>
<td>32</td>
</tr>
<tr>
<td>4.1 LKS Formatif 1’s Fulfillment on Didactic Requirement</td>
<td>37</td>
</tr>
<tr>
<td>4.2 LKS Formatif 2’s Fulfillment on Didactic Requirement</td>
<td>38</td>
</tr>
<tr>
<td>4.3 LKS Formatif 3’s Fulfillment on Didactic Requirement</td>
<td>39</td>
</tr>
<tr>
<td>4.4 LKS Formatif 1’s Fulfillment on Construction Requirement</td>
<td>62</td>
</tr>
<tr>
<td>4.5 LKS Formatif 2’s Fulfillment on Construction Requirement</td>
<td>63</td>
</tr>
<tr>
<td>4.6 LKS Formatif 3’s Fulfillment on Construction Requirement</td>
<td>64</td>
</tr>
<tr>
<td>4.7 LKS Formatif 1’s Fulfillment on Technical Requirement</td>
<td>90</td>
</tr>
<tr>
<td>4.8 LKS Formatif 2’s Fulfillment on Technical Requirement</td>
<td>91</td>
</tr>
<tr>
<td>4.9 LKS Formatif 3’s Fulfillment on Technical Requirement</td>
<td>92</td>
</tr>
</tbody>
</table>
## LIST OF PICTURES

<table>
<thead>
<tr>
<th>Picture</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1. Filling in the blank exercise</td>
<td>41</td>
</tr>
<tr>
<td>4.2. Making dialogue exercise</td>
<td>42</td>
</tr>
<tr>
<td>4.3. Multiple choice exercise</td>
<td>42</td>
</tr>
<tr>
<td>4.4. Reading passage</td>
<td>43</td>
</tr>
<tr>
<td>4.5. Writing exercise</td>
<td>44</td>
</tr>
<tr>
<td>4.6. Listening exercise</td>
<td>45</td>
</tr>
<tr>
<td>4.7. Combination exercise</td>
<td>45</td>
</tr>
<tr>
<td>4.8. Listening practices</td>
<td>47</td>
</tr>
<tr>
<td>4.9. Listening practice variation</td>
<td>48</td>
</tr>
<tr>
<td>4.10. The combination of speaking and reading practice</td>
<td>49</td>
</tr>
<tr>
<td>4.11. Making dialogue using certain condition</td>
<td>49</td>
</tr>
<tr>
<td>4.12. Using internet as a media</td>
<td>50</td>
</tr>
<tr>
<td>4.13. Greeting expressions</td>
<td>52</td>
</tr>
<tr>
<td>4.14. Reading passage about greeting</td>
<td>53</td>
</tr>
<tr>
<td>4.15. Self-introduction materials</td>
<td>54</td>
</tr>
<tr>
<td>4.16. Self-introduction materials</td>
<td>55</td>
</tr>
<tr>
<td>4.17. Filling incomplete dialogue</td>
<td>56</td>
</tr>
<tr>
<td>4.18. Making dialogue exercise</td>
<td>56</td>
</tr>
<tr>
<td>4.19. Expressing apologies</td>
<td>58</td>
</tr>
<tr>
<td>4.20. Dialogue practice</td>
<td>58</td>
</tr>
<tr>
<td>4.21. Moral message in an exercise</td>
<td>59</td>
</tr>
<tr>
<td>4.22. An exercise about honesty</td>
<td>60</td>
</tr>
<tr>
<td>4.23. Wrong verb in an exercise</td>
<td>66</td>
</tr>
<tr>
<td>4.24. An Indonesian conjunction on a sentence</td>
<td>67</td>
</tr>
<tr>
<td>4.25. Ambiguous sentence</td>
<td>68</td>
</tr>
<tr>
<td>4.26. Strange word in a text</td>
<td>68</td>
</tr>
</tbody>
</table>
4.27. Wrong choice of word.......................................................... 69
4.28. Ambiguous sentence ........................................................... 70
4.29. Grammatical error............................................................... 72
4.30. Wrong form of sentence structure........................................ 72
4.31. An incomplete information and sentence.............................. 73
4.32. Grammatical error on present tense form.............................. 74
4.33. Wrong adjective form ......................................................... 75
4.34. Greeting expressions and responses ..................................... 76
4.35. Leave taking expressions ..................................................... 77
4.36. A dialogue which consists of greeting and leave taking expressions .... 77
4.37. An exercise related to greeting and leave taking ..................... 78
4.38. Describing people using physical appearance ........................ 79
4.39. Describing people non physically ........................................ 80
4.40. Picture to be described using physical appearance ................... 80
4.41. Too narrow spaces ............................................................ 82
4.42. No space to write the answers .............................................. 83
4.43. Too narrow space for writing a dialogue ............................... 83
4.44. The picture of a famous athlete .......................................... 85
4.45. Clear pictures to help students visualizing the material ............ 86
4.46. A picture related to the reading passage .............................. 87
4.47. Five goals on the first chapter of the LKS Formatif 1 ............... 88
4.48. Goals on the first chapter of the LKS Formatif 2 ..................... 89
4.49. Students’ identity column .................................................... 89
4.50. Column for score and notes ................................................ 90
4.51. The font size of the topic .................................................... 93
4.52. A very long instructional sentence ...................................... 94
4.53. A sentence which consists of more than ten words ................. 95
4.54. Frame to write the answer .................................................. 96
4.55. Frame to write a dialogue .................................................... 96
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.56</td>
<td>Frame to differentiate between the answer and the question</td>
<td>97</td>
</tr>
<tr>
<td>4.57</td>
<td>A comparison between picture and letter</td>
<td>99</td>
</tr>
<tr>
<td>4.58</td>
<td>A clear picture of a microwave</td>
<td>99</td>
</tr>
<tr>
<td>4.59</td>
<td>Matching the pictures exercises</td>
<td>101</td>
</tr>
<tr>
<td>4.60</td>
<td>Describing thing material</td>
<td>102</td>
</tr>
<tr>
<td>4.61</td>
<td>A picture of a supermarket</td>
<td>102</td>
</tr>
<tr>
<td>4.62</td>
<td>Picture in describing thing material</td>
<td>103</td>
</tr>
<tr>
<td>4.63</td>
<td>A clear picture of a tape recorder</td>
<td>104</td>
</tr>
</tbody>
</table>
# LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPENDIX 1</td>
<td>Sample of <em>LKS Formatif</em></td>
</tr>
</tbody>
</table>

115
CHAPTER I
INTRODUCTION

This chapter contains research background, problem formulation, problem limitation, research objectives, research benefits and definition of terms.

A. Research Background

The English language has always been seen as an important subject in Indonesia. The subject has been introduced to the students since elementary school. Then, English lesson is also taught to junior high school and senior high school. It is also one of the subjects which should be passed during the national examination. It becomes a necessity for students to master the English language. It is also becoming one of the requirements in working world nowadays.

There are several factors to support the success of learning the English in school. One of the most important factors is using the correct learning media. The most common media which is used in the process of learning English in class is a textbook. A textbook becomes guidebook not only for the teacher but also for the students.

One of the keys of success in mastering English language is the practicing hours. It is because of the ability of using the English language is categorized as skill.
Mastering the English language means not only knowing all the theories related to the English language, but also the ability to apply all the theories and use them in the daily life. One of the most appropriate media that supports this situation is English LKS (Lembar kerja siswa).

Dhari and Haryono (1998) explain that LKS is the sheet that contains a collection of guidelines for students to conduct programmatic activities. The English LKS contains not only exercises but also the summary or important points of the lesson. It is meant to help the students whenever they use the LKS and find the difficulty, they may solve the problem by reading again the explanation provided by the LKS.

English LKS is used intensively in the process of teaching and learning in class by some schools in Indonesia. It is used in order to give the students more time to practice by doing more exercises. One of the schools which uses English LKS in the process of teaching and learning in class in Bopkri 1 vocational high school.

Realizing the fact that English LKS is being used intensively in teaching and learning process, it is important to put some criteria to maintain the quality of the LKS. Using media which have good quality is one of the keys to achieve the success in the process of teaching and learning. Darmodjo & Kaligis (1992) state that LKS gives very big contribution in teaching and learning process, it makes the process of designing it needs to pay attention to the didactic requirement, construction
requirement, and also technical requirement. Good LKS should fulfill those three criteria well.

After knowing those three criteria which contribute to maintaining the quality of LKS, the researcher was interested in learning more about these topics. The researcher decided to do the research and find out whether the LKS used in the Vocational High School fulfilled the three criteria or not. The result of the study later helps the researcher to categorize the quality of the LKS.

B. Problem Formulation

This research will answer the following questions:

1. How does the LKS formatif fulfill the didactic requirements?
2. How does the LKS formatif fulfill the construction requirements?
3. How does the LKS formatif fulfill the technical requirements?

C. Problem Limitation

The research which is conducted by the researcher focuses on how well is the fulfillment of the English LKS on the three requirements. There are three LKS which are being analyzed by the researcher. Those three English LKS were made for Vocational high school students. The three requirements which have to be fulfilled by the LKS are didactic requirement, construction requirement, and the technical
requirement. Each requirement consists of several important points in it. The total number of the points in each criterion is various.

D. Research Objectives

The objectives of this study are:

1. To discover *LKS formatif*’s fulfillment on the didactic requirements
2. To discover *LKS formatif*’s fulfillment on the construction requirements
3. To discover *LKS formatif*’s fulfillment on the technical requirements

E. Research Benefits

It is hoped that this research can give the contribution to:

1. The Students

The reason why the students need to use English workbooks is that they use that as guidance. Choosing the right book is one of the keys to a successful learning. The students use the book as the guidance in learning. There is going to be a problem if the students use book with low quality.

In order to achieve the goals of learning, the students need to use the right and the appropriate English workbooks. The result of this research gives the students some pictures about what a good book is. The result of this research also gives the students information about English *LKS* which are used by the researcher in this research.
2. The English Teachers

It is expected that after seeing the result of this study, the English teachers will be careful in choosing the English LKS to be used in class. Using a good book will help the teacher to teach the students correctly and appropriately.

3. The Future Researchers

The researcher analyzed the quality of LKS Formatif x, LKS Formatif xi, and LKS Formatif xii based on three requirements. The result of the study can be used by the future researchers who are interested in conducting the research related to LKS’s quality.

4. The English LKS Designers

The English LKS designers have to realize how important the quality of the book to the improvement of the students’ English skills is. There are several aspects which need to be considered in making a good quality English LKS. Since English LKS is used intensively in many schools, it is a must for English LKS designers to pay attention to the quality of their products.

The result of this research can become one of the considerations for English LKS writer in improving the quality of the product. The English LKS becomes one of the factors that probably help the students and the English teacher in achieving a good result in the process of learning.
F. Definition of Terms

In this part, there are explanations about the terms used in this research namely content analysis, *lembar kerja siswa*, and vocational high school.

1. Content Analysis

Hsieh and Shannon (2005 p. 1278) describe a qualitative content analysis as a research method for the subjective interpretation of the content of the text data through the systematic classification process of coding and identifying themes or patterns. In this study, the researcher uses the data which is in form of text.

Mayring (2000, p.2) says that content analysis is an approach of empirical, methodological controlled analysis of texts within their context of communication, following content analytic rules and step by step models, without rash quantification.

Content analysis is any technique for making inferences by systematically and objectively identifying special characteristics of messages (Holsti, 1968, p. 608). Based on this statement, photograph, videotape, or any items that can be made into text are amenable to content analysis.

2. Lembar Kerja Siswa

Dhari and Haryono (1988) describe *Lembar Kerja Siswa* as a book which contains the guidance for the student to act according to the program. Every *LKS* should contain the explanation part, the purpose of the program or activity, tools which are needed in the program/activity, procedural step in doing the activity, the questions for the discussion, the summary of the discussion, and also some exercises for the preparation in the exam.
According to Supriadi (2001: 2), *Lembar Kerja Siswa* is a book which is published by private publisher and used by the student based on school’s choice. Based on the newest curriculum in Indonesia which allows the teacher and also the school to choose their own material, it creates the condition where every school may use different material compared to other schools. It is because the teacher and the school can choose the best book that they think will give the best contribution to the achievement of the school itself.

Trianto (2008: 148), describes *Lembar Kerja Siswa* which is known as the *LKS* as the guidance that students use in order to do the research and to solve the problem. In workbook, the students may find lot of exercises ready for them to be used in practice. Using all the knowledge they get from the process of learning, they are hoped to be able to finish the exercises given in *LKS*.

3. **Vocational High School**

In the Indonesian educational system regulation number 20 year 2003, paragraph 15 it is said that vocational education is the educational level where the students are prepared to work in certain field. In Indonesia, Vocational high school is known as *Sekolah Menengah Kejuruan (SMK)*. The students of Vocational high school are prepared to be ready to work in certain field according to their major in school directly after the graduation day.
CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter contains theoretical description and theoretical framework. It consists of theories which are used as the guidance in conducting this research.

A. Theoretical Description

Theoretical description part consists of three parts which are *Lembar kerja siswa*, evaluating the textbook, and *LKS* requirements.

1. *Lembar Kerja Siswa (LKS)*

A book gives a very big contribution in the process of teaching and learning English language in class. Sheldon as cited in Garinger (2001) says that there are at least three main reasons why the teachers use book in class. First, developing their own material in class is very difficult for the teacher. Second, the teachers have limited time to develop new materials. Third, it is because of many external pressures that torture the teachers.

Ansary (2002: 2) says that another reason why the teachers need to use the book is there are many teachers who still lack in experiences feel that book means safety, guidance, and help. The advantage of using a media, in this case is an English textbook is not only felt by the students but also the teacher. The lessons are presented in good orders. It helps the teachers to deliver the lessons to the students in a good sequence.
In order to succeed in the process of teaching and learning English language in class, the school needs to use another supporting media. Another supporting media is expected to maximize the process of learning in class. *LKS* becomes one of several options because by using the *LKS* students get more exercises and they can practice their English skills. It is strengthening by Beeby (1982), he suggests that the school should not only use textbook if the students are taught to develop their mind and way of thinking. Using textbook is important, but it is just not enough.

The usage of the media such as *LKS* is helping the students to practice their English skills independently. School is not the only place where the students have to learn. *LKS* is a very helpful media which can be used even in home. It is supported by the fact that *LKS* provides a lot of exercises which can be used by them in order to recall the memory about the lesson that they get in class. It is exactly the same with the statement by Devi (2009) *LKS* is the compilations of many sheets contain some tasks to be done by the learner. The *LKS* is usually being equipped with the summary of the lesson and also the instruction about how to work on the exercises provided.

According to Arsyad (2004) there are some functions of using media to the process of learning, they are:

1. Delivering the message become clearer so that it may help the process of learning and also it may help improving the result of the learning.

2. To improve students’ motivation.

3. It may overcome the shortcoming in the sense limitation, time and space.
4. Students have the same opportunity to experience about certain event and also have the same opportunity to interact with surrounding environment.

The advantages of using *LKS* are not only for the teachers, but also for the students. Dhari and Haryono (1988) mention at least four advantages of using *LKS* for the students, they are:

1. To improve students’ activity in following the process of teaching and learning in class.
2. To train and develop the skill of process to students as the basic knowledge.
3. To help the students in gaining the note about the lesson that is taught by the teacher.
4. To help adding information about the concept of the lesson through systematic learning system.

The uniqueness of the workbook or which commonly known as *LKS* is at the number or the exercises provided. Mostly *LKS* focuses on giving more exercises to the students rather than giving explanation. There are three characteristics of *LKS*, they are: The *LKS* has a lot of exercises which have to be done by the students and also some activities in the field such as research. Second, it has to be in the form of hard copy. Third, the lesson which is given there should be the summary of the entire lesson. The explanation given in the *LKS* should be complete. The last one is, the *LKS* should have the component such as the foreword introduction, table of contents, etc.
2. Evaluating the Textbook

Al-Sowad (2012) conducted research on evaluating English textbook for first year intermediate grade in Saudi Arabia. The researcher used nine criteria to evaluate the quality of the textbook. The nine criteria were layout and design, objectives, activities and task, balance of skills, language type, subject and content, social culture and cultural values, humanity nature, and also teachers’ need. The finding of the research showed that there were three criteria which were fulfilled well by the textbook while the other six criteria were poor. The three criteria which were in good achievements were layouts and design, subject and content, and the objectives.

Al-yousef (2007) conducted research to evaluate the quality level of the English for Ethiopia grade 11 students textbook. The result showed that the English textbook was not good enough. The English skills were provided in the textbook but not in a good balance. According to the finding, some topics did not go with the students’ interest and culture.

Keban, Muhtar, and Zen (2012) did content analysis research and analyzed textbook titled English for Kids Grade 3 in Malang. In the research they used six criteria to analyze the English book. The six criteria were objective, design and organization, language content, language skills, topic, and practical consideration. Each criterion consisted of different number of main points. From those six criteria, the lowest achievement was on the objective with only 43%. While the other five criteria score more than 70 % for each.

3. LKS Requirements
Darmodjo and Kaligis (1992: 41-46) stated that since LKS takes an important role in teaching process, it makes the process in designing the LKS should consider several aspects. Later they mention three requirements which should be considered carefully in making a good quality LKS. The three requirements are didactic requirement, construction requirement, and technical requirement. This study uses these three requirements and also the categorization form each requirement to analyze the quality of the three Formatif English LKS. Each requirement consists of different amount of criteria in it. More detail descriptions of each requirement followed by its criteria are presented below:

a. Didactic Requirement

Didactic requirement sets the function of the LKS. The characteristic of the LKS should fit all types of learners in schools. Good quality of the LKS should be able to be used by both high-achiever and low-achiever students. There are six criteria in this requirement which should be considered by LKS writers, they are:

1) Inviting the students to be more active in the process of learning

   Actually this first point has close relation to the second point in the didactic requirement. Inviting the students to be more active in the process of learning can be done through providing very interesting material that may attract the students’ attention. Another way is by providing enough exercises for every student so that
they get more time to be involved in the process of teaching and learning English language in class.

2) Having various stimuli through several media and activities

In order to avoid the situation where the students feel bored in studying, the process of learning should be varied. Doing the same activity over and over again also the cause of students feeling bored. Richards (2001) elaborates that the task in the textbook should be flexible and appeal to different styles and strategies and should not favor one type of learner over another. In order to overcome this shortcoming, it is necessary to vary the process of the teaching and learning. It can be done by using different media and also by doing different activity. Four major skills that should be mastered by the students in learning English language are reading skill, speaking skill, writing skill, and listening skill. Knowing the fact that the students need to master those four skills, the LKS should provide different treatment to different skill.

Paulson (2006) states that reading is the only way we become good readers, develop a good writing style, and adequate vocabulary, advanced grammatical competence, and become good speller. One way to improve reading skill is by reading a lot. It makes sense then when in order to improve students reading skill, the LKS needs to provide some reading material in it.
Different skill mastering needs different treatment. Next skill that needs to be paid attention to is the writing skill. The goal in learning English language is that the students are able to communicate using English language. Writing is also form of communication. The communication happens through pouring the idea into a good form of writing. As McCutchen (1984) says, a high degree of verbal ability is necessary to generate cohesive text that clearly expresses the ideational content. Johnstone, Ashbaugh, and Warfield (2002) found that superior writing skills correlated reliably with the degree of repeated practice. Repeated practice becomes the key words. In order to fulfill this demand, the good LKS should provide some writing exercises. Students will have enough practice in improving their writing skill.

Two forms of communication are verbal and nonverbal communication. The example of nonverbal communication which is discussed in the previous paragraph is writing. Another form of communication is the verbal communication or speaking. Chaney (1998) explains that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of context. Ely (1986) found that oral correctness was influenced by classroom participation. Good LKS should facilitate this need by providing the exercises related to this matter.

The last one is the listening skill. Cohen (1994) proposed several ways to assess listening skill such as we can assess the discrimination of sounds, grammatical distinctions, the vocabulary and the auditory comprehension. In order to improve this skill, the school needs to provide different media such as television or tape recorder. The use of the media can give different atmosphere in the process of learning.
According to Nunan (1995), listening is assuming greater importance in many foreign language contexts, which have until relatively recently focused their efforts on the development of productive skills.

3) Developing students’ social communication skill

The ability in using the English language can be proven by one of the ways is using it to communicate. It is important for the LKS to provide some exercises or materials to support this aspect. It may start from the very simple things such as providing some example of the expression that can be used in greeting etc. Later on during the process of learning, the students are going to be introduced to some other expression according to the need and also the curriculum.

4) Developing students’ emotion

Students’ emotion takes an important role in the successful teaching and learning in class. According to Boekaerts (1993), students learn and perform more successfully when they feel secure, happy, and excited about the subject matter. Considering this issue, the LKS is demanded to be able to set students’ emotion so that they will be interested and do their best in this case learning English. In the opposite side, the emotion also may drag the students into the failure when their emotion is not as hoped. Clearly realizing this matter, Cole (1991) states that feeling can interfere with learning occurs when students are anxious about their schoolwork.
Again, it strengthens the fact that emotion should be considered seriously as one of
the most important aspects in order to achieve the success in teaching and learning.

5) Developing students’ morality

Education is meant not only to improve students’ intellectuality, but also to
develop their morality. Lickona (1991) says that school and teacher should educate
for character especially through teaching respect and responsibility. It makes the role
of the school in creating good students with good character becomes very important.
Discussing about the same thing, Gough (1998) states that the ultimate goal of
character development occurs when each person reaches the point where doing good
thing becomes automatic or habitual. It is hoped also the media which is used in the
process of teaching and learning in school can support this to happen.

6) Developing students’ awareness of aesthetic value

Showing appreciation to something is considered as creativity. Alisyahbana
(1983) says that appreciation which is given to some kind of artwork is also
creativity. Creativity is considered as one important thing students should have.
According to Osborne (1970), appreciation is an attitude and also an action. As an
attitude, appreciation develops the mental habits as the attention and interest. While
as an action, appreciation takes important role in developing the contextual
understanding and also the valuation.
b. Construction Requirement

Construction requirement focuses on the language use, the structure of the sentence, dictions, the level of difficulties, and the clarity of the LKS itself. This requirement consists of eight main criteria in it. Those eight criteria in this requirement are:

1) Using appropriate language

LKS is one of the media which is used in order to help the development of educational world. Since it is used in school, the words which are used in sentences should be chosen carefully. It is not a good thing for the students to find that the LKS provides example which contains inappropriate words. Students learn by using the LKS, giving bad example is very fatal. Students may copy the same thing and use it in their daily life.

2) Using clear sentence structure

Paying attention to the grammar is not only for written texts but also for oral or conversation. Using correct grammar in speaking may help both the speaker and also the listener. While in writing, paying attention to the grammar is a must. Nassaji and Fotos (2001) found the importance of forms, focusing in grammar, the function, and a focus on meaningful use in pedagogical practices of second language.
3) Having good sequence in deliberating or explaining the material

Material arrangement should be considered carefully in designing LKS. LKS writers have to put material in a very good sequence based on certain consideration. The difficulty level should come from the easiest and followed by the more difficult one. The opposite is not recommended.

4) Does not refer to sources which are out of students’ ability

Since LKS is included as one of supporting media in the process of learning in class, it means that LKS is being used intensively. It is used intensively with a purpose the achievement learning process is going to be good. Another purpose is that LKS can be used independently by the students outside the classroom. LKS provides many types of exercises. LKS also provides some explanations related to the exercises that may help the students in the process of learning.

When the students find any difficulty in working on the exercise, they may always look for the explanation on the LKS. The explanation provided explanation by the LKS is very mostly in form of conclusion. LKS provides main points of the lesson or main points of the certain topic.

5) Providing enough space for writing or drawing the answers

LKS consisted of many exercises which are made with the purpose that students may have more practices. Normally, LKS provides some space for the
students to write down their answer. The problem that may occur related to the issue is that whether the LKS provides enough space or not. When LKS provides not big enough space, it makes the students need another book to write down their answer which is not practical.

6) Using enough illustration or picture

Providing picture is considered as an important thing. The reason what makes the presence of the picture becomes very important is clearly explained by Nelson’s (1997) which is sensory – semantic model proposes that pictures have an advantage in memory because they contain a greater variety of unique visual features than do words. Paivo (1971) also have the same opinion, supporting that he says there are two ways a person could expand on learned material which are verbal associations and visual imagery. The LKS designers need to put a great attention on the presence of the picture in supporting the process of learning. It is strengthen by Sternberg (2003), he found that dual coding theory postulates that both visual and verbal information is used to represent information.

7) Having clear goals

Goals are often said also as the objective. Hyland (2007:76) argues that objectives are important to ensure that appropriate learning is achieved. The
objectives/the goals give the students clear hints about what they are going to learn and what they are going to achieve in the learning process later on.

8) Having identity to facilitate the administration

The last point in the construction requirement is having identity to facilitate the administration such as class, lesson, topic, name of the student, name of the members of group, date, etc. This point actually happens to be the simplest thing, but it is also important to be used as one of the considerations. The function of the table is as the recognition column. For example: the name column. Having the name column helps to avoid students to write their identity in somewhere else. Then the column that contains the lesson and also the topic, it is used to distinguish between the topic and the ordinary explanation. By having these special columns, the students are expected to write down any necessary data right on the place that should be.

c. Technical Requirement

Technical requirement focuses on the presentation of the LKS such as the picture, appearance, and also the writing in the LKS. There are five criteria in technical requirement, they are:

1) The topic font size

The first point in the technical requirement is that the topic should be bold and the font is bigger. First impression is very important in gaining students’ attention. It
makes the way topic is written becomes important. Writing the topic in bigger size and also in bold mode is meant to attract students’ attention for the first time before starting the lesson. Topic becomes the first thing that they see in the beginning of every chapter. The topic later gives a clue to the students about what they are going to learn that day. By having a clue about what they are going to learn that day, the students dig as much information as possible from their memory related to the topic. In other word, it means that this thing helps the students to prepare their mind to follow the lesson.

2) Using short sentence

It is suggested that the total amount of the word in one sentence is no more than ten words. Swarn (1985:85) explains that the scripted material is useful for presenting specific language items economically and effectively. A very long sentence is not economical. Also it may result the student to be very confused in understanding the message behind the sentence.

3) Framing

The frame creates the space for the students to write down the answer of their work. LKS is well known for its economical aspect. Providing the frame also helps the students to keep their LKS tidy by writing their answers in the given place. So, they do not need to write down their answer somewhere else which is not suggested.
4) The comparison between pictures and letters

Picture functions better in gaining students’ attention compared to the text. The text brings the detail message which is very useful for the students. Combining the function of the picture and the text can maximize the successful in learning process. Sheldon (1988:243) argues that the book should have an optimum density and mix of the text and graphical material on each page. As the main media which is used in school, it is normal when the LKS is hoped to fulfill this criteria well. According to Cunningsworth (1984) it is very important to look for a good balance between visual material and written text so that each supports the other.

5) Using appropriate picture

The importance of providing pictures in a book has been discussed in the previous part. The presence of a picture in a book is explained in the theory called dual coding theory. This theory has been made for a very long time. Sternberg (2003) states that dual coding theory postulates that both visual and verbal information are used to represent information. In order to make it relevant, the picture which is used should be related to the discussion or the topic given. If the picture given is irrelevant, it may cause the confusion in students’ understanding.
B. Theoretical Framework

The researcher uses there requirements which were suggested by Darmodjo and Kaligis in designing LKS. It has been discussed before that each of the requirements consists of different number of categories. Using each category form each requirement, the researcher analyzes whether those three English LKS provide and fulfill each necessity according to the demand or not.

Didactic requirement takes part in ruling the usage of LKS. It says that LKS should be general. One of the characteristics which are expected from the LKS is that the LKS has to be able to be used by any kind of the students. This requirement consists of six main points in it such as inviting students to be more active in the process of learning, having various activities and using several media, developing students’ communication skill, developing students’ emotion aspect, developing students’ morality, and developing students’ aesthetic awareness. Using those six points, the writer does the research by checking whether the LKS which are used in this research fulfill those six criteria or not.

Construction requirement focuses on the using of the language, sentence structure, and also the dictions which are used in the LKS. Construction requirement consists of eight main points. Those points are using appropriate language, using clear sentence structure, having good sequence in delivering the material, does not refer to the source which is out of students’ ability, providing enough space for students to write down their answer, using enough illustration or picture, having clear
goals, having identity to facilitate the administration such as class, lesson, topic, name of students. The researcher uses those eight criteria to check how well each LKS fulfills construction requirement.

Technical requirement focuses more on the presentation of the text, the presence of the pictures, and also about general appearance of the LKS. Technical requirement consists of five main points. The five main points in technical requirement such as the topic should be bold, using short sentence, using frame to differentiate the instructional sentence and students’ answer, the comparison between picture and words should be harmonious, and using appropriate picture. Those five points above are focusing on general appearance of the LKS. The researcher uses those five points to check whether the LKS fulfill the criteria well or not.
CHAPTER III
METHODOLOGY

This chapter discusses the methodology used in the research. It consists of six parts, namely research method, research subject, research instruments, data gathering technique, data analysis technique, and research procedure.

A. Research Method

This research is included in descriptive research. Actually, there are six types of descriptive methods; they are correlational research, causal comparative research, case study, ethnography, document analysis, and analytical method. From the six types of descriptive research, this research belongs to the document analysis or content analysis area. It is because the researcher evaluates three documents which are in the form of three English LKS.

Fraenkel and Wallen (2008) say that content analysis as a technique to study human behavior and communication indirectly. In this research the form of the communication is done through LKS as the media. Marying (2002) describes qualitative content analysis as an approach of empirical, methodological controlled analysis of texts within their context of communication, following content analysis rules and step by step models, without rash quantification.
B. Research Subject

This research aims to find out the answer of how the *LKS formatif* which are used in this research fulfill three requirements in designing *LKS*. Those three requirements are didactic requirement, construction requirement, and technical requirement. There are three English *LKS* which are used in this research. The three *LKS* are published by the same publisher. They are made by the same writers. The only different thing is that they are made for different grades. These three English *LKS* are made for vocational high school students.

These *LKS* are distributed and printed by VIVA PAKARINDO. The address of the distributor is on Bromo street, Balang, Karanglalo, South Klaten. More additional information about these English *LKS* can be found at the back of front cover of the *LKS*. More information about these *LKS* such as e-mail address, fax, phone number, mobile phone number, and also the name of the writers also can be found at the back of the front cover.

As the other *LKS*, these three *LKS Formatif* are focusing on giving more exercises which are expected to help the students. Even though this *LKS* gives short explanation before the exercises, still the focus of using *LKS* is to have as much as possible practice time. The three *LKS formatif* provide some variations of exercises. They are made with expectation that the students will not feel bored during the process of learning. Another reason to vary the exercises is to make the students become more familiar to different kind of exercises.
C. Research Instrument

The researcher is the first main instrument in this research. Denzin and Lincoln (2000) describe qualitative work as endlessly creative and the interpretative and underscore that these interpretations are constructed. Peshkin (2000) describes interpretation as a blend of imagination and logic of the researcher. Another factor is how the researcher’s sensibilities are inextricably bound within the interplay of subject and object.

The second instrument in this research are three English LKS namely Formatif which stands for Formula Siswa Aktif. The three English LKS are published by the same publisher. The difference is that they are made for different grade. The first English LKS is used by X graders. The second English LKS is used by XI graders. The third English LKS is used by XII graders.

D. Data Gathering Technique

This research uses document as the source of the data. Since the documents which are gathered by the researcher are already in form of written texts, the researcher does not have to convert the data anymore. The three English LKS have several similarities and also several differences. They are published by the same publisher and also made by the same team. One of the differences is that they are made for different grade such as grade X, grade XI, and grade XII.
E. Data Analysis Technique

This research uses qualitative content analysis as methodology. Hsieh and Shannon (2005 p. 1278) describe a qualitative content analysis as a research method for the subjective interpretation of the content of the text data through the systematic classification process of coding and identifying themes or patterns. Mayring (2000, p.2) delivers quite similar point as she describes content analysis is an approach of empirical, methodological controlled analysis of texts within their context of communication, following content analytic rules and step by step model, without rash quantification.

The data which were gathered by the researcher later were analyzed using three requirements according to categorization and criteria of good LKS by Darmodjo and Kaligis. They mention three requirements which should be considered in making good quality of LKS. Three requirements are didactic requirement, construction requirement, and technical requirement. Each requirement consists of different number of categorizations. The researcher uses those categorizations in analyzing the quality of each English LKS to discover how good the fulfillment of each LKS is.

In order to simplify the study, the researcher makes three different tables. Each table represents each requirement and the criteria which are the part of the requirement. The three tables represent the didactic requirement, construction requirement, and technical requirement.
The researcher uses a table which consists of six criteria of didactic requirement. The *LKS formatif* is analyzed per chapter. Each *LKS formatif* is analyzed using those six criteria per chapter. The research is conducted by analyzing each chapter of each *LKS formatif* in order to get a very detail information. All the criteria in the didactic requirement which are used in analyzing the English *LKS* are presented as the follows.

<table>
<thead>
<tr>
<th>Evaluation aspect</th>
<th>Criteria fulfillment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Inviting students to be more active in the process of learning</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>2. Having various activities and stimuli through several media</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Developing students social communication skill</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Developing students emotion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Developing students’ morality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Developing students’ aesthetics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The second table represents the construction requirement. The construction requirement consists of eight criteria. Each chapter of each English *LKS* is analyzed using all the eight criteria as well.
Table 3.2 Construction requirement

<table>
<thead>
<tr>
<th>Evaluation aspect</th>
<th>Criteria fulfillment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Using appropriate language</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Using clear and correct sentence structure</td>
<td>Yes</td>
</tr>
<tr>
<td>3. Having a good sequence in deliberating material</td>
<td>Yes</td>
</tr>
<tr>
<td>4. Does not refer to the source which is out of the students’ ability</td>
<td>Yes</td>
</tr>
<tr>
<td>5. Providing enough space for the students to write down or draw the answer</td>
<td>Yes</td>
</tr>
<tr>
<td>6. Using enough illustration</td>
<td>Yes</td>
</tr>
<tr>
<td>7. Having clear goal</td>
<td>Yes</td>
</tr>
<tr>
<td>8. Having identity to facilitate the administration such as class, lesson, topic, name of students</td>
<td>Yes</td>
</tr>
</tbody>
</table>

The third table consists of five criteria. The third table represents the technical requirement. The criteria on the table are used in analyzing the technical requirement fulfillment of each English LKS.

Table 3.3 Technical requirements

<table>
<thead>
<tr>
<th>Evaluation aspect</th>
<th>Criteria fulfillment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The topic should be bold and the front is bigger</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Using short sentence. No more than ten words in one line</td>
<td>No</td>
</tr>
<tr>
<td>3. Using frame to differentiate the instructional sentences and students’ answer</td>
<td>No</td>
</tr>
<tr>
<td>4. The comparison between the picture and the words is harmonious</td>
<td>No</td>
</tr>
<tr>
<td>5. Using appropriate picture</td>
<td>No</td>
</tr>
</tbody>
</table>

In order to get a very detail result, each English LKS is analyzed per chapter. By analyzing the LKS per chapter, the data will not be very general. Each chapter on
the LKS which meets the criteria is given 1 point. The chapter which does not meet the point will be given 0 point.

There were three steps in calculating the analysis result. The first calculation was to find out the average percentage of each chapter in fulfilling the criteria on each requirement. The second calculation was to find out average percentage of each English LKS in fulfilling each requirement. The calculation was done by using the formula below. The third percentage was to find the average percentage of each LKS in fulfilling all three requirements.

The first calculation was to get the average percentage of each chapter in fulfilling categories on each requirement. The formula which was used by the researcher was the formula to find the arithmetic average point. The formula can be seen below.

\[ x = \frac{x_1 + x_2 + \ldots + x_n}{n} \times 100 \]

It works on this condition:

- \( x \) = Arithmetic mean

- \( x_n \) = Total number of chapter which fulfilled the criterion

- \( n \) = Total number of chapter on each English LKS
The second calculation was to get the average point or average percentage of each English LKS in fulfilling each requirement. The researcher used the same formula as the previous one. There were only some exceptional.

The second formula:

\[ x = \frac{x_1 + x_2 + \cdots + x_n}{n} \times 100 \]

- \( x \) = Arithmetic mean
- \( x_n \) = total percentage of each LKS chapter in fulfilling each criterion
- \( n \) = total number of the criterion on each requirement

The third calculation process was used to find the total percentage of each LKS in fulfilling all three requirements. The researcher put different weight on each requirement. Didactic requirement distributes 25% of the percentage. The average percentage of each LKS in fulfilling didactic requirement was multiplied by 25%. Construction requirement distributes 50% of the percentage. The average percentage of each LKS was multiplied by 50%. Technical requirement distributes 25% of the percentage. The average percentage of each LKS in fulfilling technical requirement was multiplied by 25%. In order to find the total percentage of each LKS in fulfilling all three requirements, the researcher added all three percentages of each LKS.
In order to categorize the result of the calculation, the researcher divides the result into four categories based on the percentage. The four percentage divisions are shown below:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Categorization</th>
</tr>
</thead>
<tbody>
<tr>
<td>76%-100%</td>
<td>Good</td>
</tr>
<tr>
<td>51%-75%</td>
<td>Fair</td>
</tr>
<tr>
<td>26%-50%</td>
<td>Sufficient</td>
</tr>
<tr>
<td>0%-25%</td>
<td>Bad</td>
</tr>
</tbody>
</table>

**Table 3.4 Percentages of fulfillment categorization**

F. Research Procedures

In conducting the research, the researcher did several steps such as deciding the topic of the research, collecting the data, formulating the problem formulation, analyzing the data using the appropriate instrument, and writing down the report.

1. Deciding the topic of the research

The first step taken by the researcher in conducting this study was by deciding the topic of the study. There were several reasons why the researcher took this topic. First, the researcher felt it was the researcher’s responsibility to take a part in developing world of education. The researcher also realized that books were used as the main media in the process of teaching and learning in class. It is what makes the quality of the media should be considered carefully. A good quality book gives
contribution to the successful learning. That was one of the reason of why the researcher took initiative to learn more about the quality of those three LKS.

2. Collecting the data

Collecting the data is one of the most consuming time parts which are done by the writer in doing this research. It is because of the writer should choose the data carefully. The data which are gathered by the writer should be relevant to the study. One of the obstacles in gathering the data is that the writer has to choose the trusted source.

Gathering all the data about the previous study which had done by some researcher before is also a time consuming step. All the data from the previous researchers which had done similar study really help the writer in order to find more idea about what should be done.

3. Formulating problem formulation

The third step in doing this research is finding the problem formulation. Finding the problem formulation is a very important step. It is because of by knowing the problem, the next step is that the researcher focuses on what will be caused by the problem that exists. This problem later becomes one of the matters that are going to be solved in this research.

In this research the writer focuses on the question whether the LKS which are used in vocational high school has fulfilled the didactic requirement, construction
requirement, and the technique requirement or not. *LKS* is one of the media that used intensively in the process of teaching and learning in class. One reason is because of the total amount of the exercises in it that may help the students to have more practice time. Realizing that those three aspects are very important consideration in making *LKS*, the writer tries to seek the answer.

4. Analyzing the data

Analyzing the data is on the next line of the research after finish gathering the data needed. After considering several things the researcher chose to use the three criteria to be used such as the didactic requirement, the construction requirement, and the last one is the technical requirement. Those three requirements become the tools to measure the level of the *LKS*.

Three criteria which have to be considered in the making of *LKS* are didactic requirement, construction requirement, and the last one is the technical requirement. Every criterion consists of some more detail point. The total amount of the point for every requirement is varied one another.

There are three tables which contain some points which have to be fulfilled by those three *LKS*. First table consists of some points which have to be fulfilled by those three *LKS* related to didactic requirements. The second table, it is consisted of some points which are related to the construction requirements. The third table, it consisted of some points which are related to the technical requirements.
Having all those points for every criterion, it helps the writer in analyzing the LKS in detail. Every point which is fulfilled by the LKS will get one point. On the other hand, the criterion which is not fulfilled by the LKS gets no point at all. The result of the analysis is in the form of percentage.

5. Writing the report

Writing the report becomes the last step in doing this research. It can be done when the writer has done the four steps above. The result of the research which is done by the writer is in form of thesis.
CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

This chapter contains of four main parts. The research result and findings are divided into four main parts which answer the question about the fulfillment of those three LKS on the didactic requirements, construction requirements, technical requirements, and the total percentage of each LKS Formatif in fulfilling the three requirements.

A. The Fulfillment of Didactic Requirement

The didactic requirement consisted of six points which became consideration whether the LKS formatif could be categorized based on the achievement in fulfilling the requirement. The researcher analyzed the LKS formatif per chapter. Each LKS formatif was analyzed per chapter in order to get more detail information and data. In the process of analyzing, the researcher found that there were some criteria that could be fulfilled by certain chapter and there were some criteria which could not. The achievement of each chapter is as seen below. It worked under this condition, every chapter which fulfilled the criterion was given score 1. Every chapter which did not fulfilled the criterion was given score 0.
The first table below represents the achievement of *LKS Formatif 1* in fulfilling the didactic requirement. *LKS Formatif 1* was used by students from grade X. This *LKS* consisted of three chapters. The result of the analysis can be seen below.

<table>
<thead>
<tr>
<th>Evaluating aspects</th>
<th>Chap. 1</th>
<th>Chap. 2</th>
<th>Chap. 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Inviting the students to be more active in the process of learning</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2. Having various activities and stimuli through several media</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3. Developing students’ social communication skill</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4. Developing students’ emotion</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>5. Developing students’ morality</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>6. Developing students’ aesthetic</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total percentage</td>
<td>83.33%</td>
<td>66.66%</td>
<td>83.33%</td>
</tr>
<tr>
<td>Average percentage</td>
<td>77.77%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The achievement of each chapter on *LKS Formatif 1* in fulfilling the didactic requirement varied. First chapter’s percentage in fulfilling the didactic requirement was 83.33%. Second chapter’s percentage was 66.66%. The third chapter’s achievement percentage was 83.33%. The total sum of the percentages from chapter 1, chapter 2, and chapter 3 achievements was divided by 3. The average percentage of the *LKS Formatif 1* in fulfilling the didactic requirement was 77.77%. According to the categorization on chapter 3, this percentage meant that *LKS Formatif 1* was in good level.
The second table represents the result of *LKS Formatif 2* on fulfilling the didactic requirement. This *LKS Formatif 2* was used by XI grade students of vocational high school. There was a difference between *LKS Formatif 1* and *LKS Formatif 2* in the total amount of the chapters. *LKS Formatif 2* consisted of 5 chapters.

<table>
<thead>
<tr>
<th>LKS 2</th>
<th>Evaluating aspects</th>
<th>Chap. 1</th>
<th>Chap. 2</th>
<th>Chap. 3</th>
<th>Chap. 4</th>
<th>Chap. 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Inviting the students to be more active in the process of learning</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2. Having various activities and stimuli through several media</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>3. Developing students’ social communication skill</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>4. Developing students’ emotion</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>5. Developing students’ morality</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>6. Developing students’ aesthetic</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Total percentage</td>
<td>83.33%</td>
<td>83.33%</td>
<td>66.66%</td>
<td>66.66%</td>
<td>66.66%</td>
</tr>
<tr>
<td></td>
<td>Average percentage</td>
<td>73.32%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Five chapters on this *LKS Formatif 2* got varied percentage from one another. First chapter’s percentage in fulfilling the didactic requirement was 83.33%. The *LKS Formatif 2*’s percentage was also 83.33%. The third, the fourth, and the fifth chapter on *LKS Formatif 2* got 66.66% for each. The average percentage of this *LKS Formatif*
2 in fulfilling the didactic requirement was 73.32%. According to the categorization, it placed this *LKS Formatif* 2 on fair level.

The third table below represents the result of the analysis of didactic requirement fulfillment by the *LKS Formatif* 3. This *LKS Formatif* 3 was used by students from grade XII. *LKS Formatif* 3 consisted of 7 chapters.

<table>
<thead>
<tr>
<th>LKS 3</th>
<th>Fulfillment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluating aspects</td>
<td>Chap. 1</td>
</tr>
<tr>
<td>1. Inviting students to be more active in the process of learning</td>
<td>1</td>
</tr>
<tr>
<td>2. Having various activities and stimuli through several media</td>
<td>1</td>
</tr>
<tr>
<td>3. Developing students’ social communication skill</td>
<td>1</td>
</tr>
<tr>
<td>4. Developing students’ emotion</td>
<td>1</td>
</tr>
<tr>
<td>5. Developing students’ morality</td>
<td>0</td>
</tr>
<tr>
<td>6. Developing students’ aesthetic</td>
<td>0</td>
</tr>
<tr>
<td>Total percentage</td>
<td>66.66%</td>
</tr>
<tr>
<td>Average percentage</td>
<td>54.75%</td>
</tr>
</tbody>
</table>

According to the result of the Analysis, it could be said that the *LKS Formatif* 3 got the lowest achievement in fulfilling the didactic requirement. This *LKS Formatif* 3 consisted of seven chapters. Chapter 1, chapter 2, chapter 3, and chapter 4 fulfilled the requirement with same percentage which was 66.66%. Chapter 5 and
chapter 6 got 33.33% each. The last chapter’s achievement was 50%. The total amount of the percentages was divided by the total amount of the chapters. The result of the calculation became the average percentage of the achievement of the \textit{LKS Formatif 3} in fulfilling the didactic requirement. The result of the calculation was 54.75%. This achievement’s percentage placed this \textit{LKS Formatif 3} into fair level.

More detailed explanations about each English \textit{LKS}’s achievement are being discussed below. The achievement of \textit{LKS Formatif 1}, \textit{LKS Formatif 2}, and \textit{LKS Formatif 3} are going to be discussed in six points.

1. \textbf{Inviting the students to be more active in the process of learning}

This is the first point on the didactic requirement. In the process of learning this point, the researcher found that these three English \textit{LKS} had a tendency to help the students in developing their English skills through giving exercises. It could be seen from the total amount of the exercises in these \textit{LKS}. That was not all, not only the amount of the \textit{LKS} but also the variation of the exercises in these \textit{LKS} was incredible. Having so much exercises and so much exercises’ variation, these \textit{LKS} provided the opportunity for the students to be involved in the process of learning.

The analysis result showed that the three English \textit{LKS} successfully fulfilled this criterion. Due to this achievement, these three English \textit{LKS} got 1 point for each chapter. All of the \textit{LKS} fulfilled the criterion. The analysis was showing satisfying result.
These *LKS* provided some exercises with some variations such as multiple choices, filling in the blank, matching the question with the correct answer, essay, oral test, listening, grammar checking, reading passage, etc. These much exercises variation invited students to take parts in the process of learning.

One of the types of exercises which is commonly found in the *LKS* was filling in the blank type. There were some variations also in filling in the blank type exercise. One of the filling in the blank types of exercise was found on page 11 of *LKS Formatif 1*. In this part, students were asked to choose the most appropriate word to fill in the blank using the words in the box.

![Figure 4.1 Filling in the blank exercise](image)

There were some exercises which demanded students to work on several steps. One of the examples was asking the students to make a dialogue on certain topic and asking them to practice the dialogue in front of the class when finished. On page 6 of *LKS Formatif 1*, there was an example of this kind of exercise. In this part, the students were asked to create a dialogue which consisted of greeting expressions and also leave taking expressions. After finishing the dialogue, the students were
asked to practice their dialogue in front of the class in pairs. It helps the students to improve their speaking skill when they have more time to practice communicating using English language during the learning process in classroom.

![Figure 4.2 Making a dialogue exercise](image)

Another type of exercise which is commonly found in these three LKS Formatif was multiple choices. This type of exercise could be found on every chapter of each LKS. This kind of exercise was usually placed at the end of every chapter. The LKS provided this type of exercise to check students’ understanding on the lesson and to add variation to the process.
In order to improve students’ reading skill, the LKS also provided some exercises and material that supported this matter. One of the exercises that is provided by the LKS in order to support students’ reading skill improvement was found on page 9 of LKS formatif 1. There was a conversation between two persons whose names are Caroline and Kevin. Students were asked to find out the self-introduction expression.

**Figure 4.3 Multiple choice exercise (LKS Formatif 1, page 23)**

In order to improve students’ reading skill, the LKS also provided some exercises and material that supported this matter. One of the exercises that is provided by the LKS in order to support students’ reading skill improvement was found on page 9 of LKS formatif 1. There was a conversation between two persons whose names are Caroline and Kevin. Students were asked to find out the self-introduction expression.
The example above was actually a combination between reading and speaking. It was because of the instruction before the conversation stated that the students needed to work in pairs. They had to find expressions related to self-introduction in the dialogue. After that, they had to practice the dialogue. Practicing the dialogue in pairs also helped them to improve their speaking skill.

Reading skill was not the only concern of the English LKS. Students also needed to improve other English skills such as writing skill, listening skill, and speaking skill. One example of exercises which helped the students in improving their writing skill was found on page 56 of the LKS Formatif 2. On this page, the LKS provided a picture of a department store. Using the picture given in LKS Formatif 2, students had to make a paragraph about the importance of the department store in
their real life. The function of the picture on the *LKS* was to recall students’ memory about department store and also to give them clues about department store condition.

*Figure 4.5 Writing exercise (LKS Formatif 2, page 56)*

Listening was one of biggest parts of language learning. The *LKS* seemed to realize this. There were some listening sections in every English *LKS* found by the researcher. Students were not the only part of learning in school. The teacher also took part and took responsibility in students’ English skill improvement. One exercise where the students and the teacher worked together in the process of learning could be seen on page 32 of *LKS Formatif 1*. The exercise was in form of an incomplete dialogue. The students needed to listen carefully to the teacher when he/she read the complete sentence. The students had to find the missing words according to the information got form the dialogue which was spoken by the teacher.
Another filling in the blank exercise was found on page 8 of *LKS Formatif 1*.

There was an incomplete dialogue between Mr. Iskandar, Mr. Hardono, and Talita.

This incomplete dialogue was meant to help the students in improving their speaking skill.

```
Mr. Iskandar : Good morning, Mr. Hardono. How are you?
Mr. Hardono : ________ . How about you?
Mr. Iskandar : ________ . I don't think you have met my secretary, Ms. Talita Yuwono. Talita, this is Mr. Hardono.
Mr. Hardono : ________ ?
Talita : ________ ?
Mr. Hardono : ________ .
```

**Figure 4.7 combination exercise (LKS Formatif 1, page 8)**

The students were asked to complete the incomplete dialogue between those three people. Then, they had to perform the dialogue in front of the class. Performing
the dialogue in front of the class would help them to become more familiar in pronouncing English words. It helped the students to become more fluent.

2. Having various activities and stimuli through several media

The achievement of these three English LKS in fulfilling this point varied. This criterion was closely related to the first point above. The difference was on the focus. The first criterion focused on the nature of the English LKS whether the LKS characteristic could invite the students to be more active in the process of learning or not. This second criterion focused on the variation of the activities in the process of learning. LKS Formatif 1 successfully fulfilled the second point of didactic requirement well. Three out of three chapters on this LKS Formatif 1 met the criterion perfectly. Each chapter from the LKS Formatif 1 got 1 point. LKS Formatif 1’s achievement percentage in fulfilling the criterion was 100%.

LKS Formatif 2 also got perfect score. Five out of five chapters on this LKS fulfilled the criterion well. Due to the perfect achievement, each chapter on the LKS Formatif 2 got 1 point. All of the chapters fulfilled the criterion given. It meant that this LKS Formatif 2’s achievement in fulfilling the criterion was 100% succeed.

The LKS Formatif 3 was the only LKS which could not fulfill this criterion well. It was seen from the result of the analysis where there were three chapters out of seven chapters failed in fulfilling the criterion. There were four chapters which could fulfill the criterion they were chapter 1, chapter 2, chapter 3, and chapter 4. The last
three chapters which were chapter 5, chapter 6, and chapter 7 failed in fulfilling the criterion. It was due to the absence of the exercise which contained listening exercise. On the last three chapters, there was no variation in using media such as recording, video, etc.

Variety of activities was found on the three English LKS such as filling in the blank, writing a story, making a dialogue, practicing to speak in front of the class, listening exercises and answering the questions. One of the examples of activity variation especially in improving students’ listening skill was found on page 22 of LKS Formatif 1. One of the listening variation exercises was by providing some pictures about certain condition or topic. Then, the students listened to the recording and chose the best answer which suit the picture.

![Figure 4.8 Listening practice (LKS Formatif 1, page 22)](image)

Another variation of listening exercise was found on page 32 of the LKS Formatif 1. In this part, students were asked to listen to the conversation which was
spoken by the teacher. They had to complete the incomplete sentences in the dialogue which was uttered by the teacher. There was no single picture like on the previous listening exercise. These two examples were meant to be used in improving students’ listening skill but they were packed in different way.

**Task 8**

*Fill in the blank on while listening to the dialogue spoken by your teacher!*

Arga : How big is this coffee table?
Harto : It’s about four and __________ long by two feet wide.
Arga : How __________ is it?
Harto : It’s about eighteen __________ high.
Arga : Did you make it by your self?
Harto : No, didn’t. My father bought it yesterday.
Arga : How much does it __________?
Harto : I am sorry. I don’t know exactly. But my mother said it costs __________.
Arga : I see.
Harto : Is it __________, do you think?
Arga : Oh, no I think. It is __________.
Harto : Do you like it?
Arga : Yes, I like it. I want to but anytime if I have money.
Harto : Are you __________? You have __________ money.
Arga : I don’t think so.

**Figure 4.9 Listening practice variation (LKS Formatif 1, page 32)**

In order to improve students’ speaking skill the English LKS also provided some speaking exercises. One of the type of the exercise was the students were asked to read certain conversation which was provided by the LKS. After finishing reading the conversation, the students were asked to perform the dialogue in pair. Once the speaking and reading part was done the students continued to work on answering some questions related to the information they got from the conversation. This kind of exercise combined students’ speaking skill ability and also students’ reading
ability. In order to be able to answer the question below the conversation correctly, the students at least had to understand the main point or the main information that they got from the conversation.

Figure 4.10 The combination between speaking and reading practice

Another variation of the exercises that might be used helping the students to improve their speaking skill was by asking them to make a dialogue by themselves. In doing the process of learning, the students were given certain topic to explore. After having certain topic, they were asked to work in group to make the dialogue based on their own idea. Once the dialogue was done, the students were asked to perform the dialogue/conversation in front of the class.

Figure 4.11 Making dialogue using given condition

One of the media variations in the process of learning was by using the internet. On page 19 of LKS Formatif 1, there was an exercise which asked the students to find a conversation on the internet. The topic of the conversation was up
to the students. After finding the conversation, the students were asked to figure out the main point of the conversation.

![Figure 4.12 Using the Internet as a media](image)

The teacher let the students to choose any topic according to students’ will. This may improve students’ enthusiasm in learning the English language. In the internet, students may find a lot of topic variations. The process of learning is going to be enjoyable.

3. Developing students’ social communication skill

The result of the analysis showed that there was only one LKS which did not fulfill this part perfectly. The only LKS which failed in fulfilling the criterion was the LKS Formatif 3 which was used by the third grade of vocational high school students. The first English LKS proved its quality by fulfilling this point well. Each chapter of LKS Formatif 1 successfully provided some explanations and also some exercises which supported the students in developing and increasing their social communication skill. The LKS Formatif 2 also did the same thing. It gave some explanations and exercises that supported the students in improving their communicating skill. The successful achievement in fulfilling this point made each
chapter on the first and also the *LKS Formatif* 2 earned 1 point for each. The *LKS Formatif* 3 got the lowest achievement in fulfilling the point. There were two chapters on *LKS Formatif* 3 which did not provide any explanation or exercise that supported the students in improving their social communication skill. Those two chapters on the *LKS Formatif* 3 which did not fulfill the criteria well were chapter 5 and chapter 6. Those two chapters got 0 point for not achieving the target.

Students’ English skills could be seen from how good they were when using the language in their daily based. Realizing that matter, it made the English *LKS* needs to consider this aspect very carefully. The analysis result proved that these three English *LKS* put effort in fulfilling this point. English *LKS* is fulfilling this criterion by providing enough exercises that helped the students in improving their social communicating skill. Some examples might be very useful in students’ daily based such as greeting, leave taking, introducing self and other, expressing gratitude, expressing regrets and apologies, expressing command and request, expressing feeling, and offering help.

An example of the material that related to greeting was found on *LKS Formatif* 1. The material about greeting was found on page 3. There was a table which contained some greeting expressions. Greeting was a very important part of starting a conversation. There were two ways in greeting someone. The first way was by greeting people informally. The second was by greeting people formally. Here is the table that contains some greeting expressions.
Figure 4.13 Greeting expressions

The next part would be the part where students’ understanding being checked. On page 5 of the LKS Formatif 1, there was an exercise where the students had to fill the blank part of the sentences. They were asked to practice what they had learned before. This exercise helped the students to remember the correct way to greet somebody.

The English LKS was not only providing the table above which contained greeting material, but also this LKS is providing an example where those expressions could be used. After reading the conversation, the students were asked to tell the information that they got from the conversation.
The conversation above did not only consist of one material. The example of the conversation above consisted of two combinations of material such as greeting and leave taking. These two materials were always used in opening and closing the conversation.

Self-introduction was also one of the most important things that students had to master. The LKS provided material related to this topic. LKS Formatif 1 provided examples of two ways of introducing one self. Those two ways were formal way and informal way. LKS Formatif 1 gave pretty clear example of greeting expressions both formal and informal way. The example included the expression and the response to the expression.
After giving such explanation related to self-introduction topic, the LKS provided some examples where those expressions could be used in real situation or in daily conversation. One of the examples which were given by LKS was in form of conversation. In the conversation, students might discover some of the expression of self-introduction that they learned in the previous part of the LKS. After learning about the expression, they learned about applying it in the conversation. The example of the conversation is as seen below. The conversation happened between two persons who had just met for the first time. Their names were Kevin and Caroline. The example below was taken from the LKS Formatif 1 or the English LKS which was used by students from grade X on page 9.

Figure 4.15 Self introduction materials (LKS Formatif 1, page 7)

a. **Formal**
   - The expressions used are:
     - Allow me to introduce myself. My name’s Tamara.
     - Let me introduce myself. I'm . . .
     - How do you do?
   - The responses are:
     - Nice to meet/see you. My name’s . . . /I'm . . .
     - I'm . . . /my name’s . . . /(just name)
     - How do you do.

b. **Informal**
   - The expressions used are:
     - What's your name?
     - I'm . . . What's yours?
     - How are you?
     - Hi.
   - The responses are:
     - My name's . . .
     - I'm . . .
     - Fine, thanks/thank you.
     - Hi.
Figure 4.16 self-introduction materials (*LKS Formatif 1*, page 9)

4. Developing students’ emotion

Students’ emotion affects their successful achievement level in the process of learning in class. Emotion determined students’ attitude toward the lesson which was given in class by the teacher. Learning media also took an important part in setting students’ mood. Some aspects that might affect students’ emotion were the difficulty levels of the media and the characteristic of the media such as boring or interesting. Another way in developing students’ emotion was by making them to work with others. In these three English *LKS*, there were many exercises or parts which allowed the students to work with other students. Each chapter in English *LKS* fulfilled this criterion well and got 1 point for each.
Most of the exercise which allowed the students to work with other students was in the form of dialogue. One of the types of this kind of exercise was by fulfilling the incomplete dialogue. After completing the dialogue, students were asked to practice the dialogue.

Figure 4.17 Filling incomplete dialogues

The picture above was taken from the LKS Formatif 1 on page 16. On the same page, there was also an exercise which allowed the students to work in pairs. In this part, students were asked to create a dialogue based on the situations given by the LKS. The dialogue should contain expressions of gratitude. The LKS also put a rule about minimum amount of the sentence in the dialogue. It should be no less than ten sentences in the conversation which was going to be made by the students.

Figure 4.18 Making dialogue exercise
5. Developing students’ Morality

Students’ morality was one of the most important criteria which should be considered. There were two out of three chapters in the *LKS Formatif* 1 which fulfilled the criterion well. The two chapters which fulfilled the criterion well were the first chapter and also the third chapter. The second chapter of the *LKS Formatif* 1 failed in fulfilling the criterion. The *LKS Formatif* 2 also could not get the perfect score in fulfilling this criterion. It was seen from the result of the analysis on this *LKS Formatif* 2. It was strengthened by the fact that on this *LKS Formatif* 2, there were only two chapters which provided the material that might develop students’ morality. Those two chapters that fulfilled the criterion were the first chapter and the second chapter of the *LKS Formatif* 2. The other chapters such as chapter 3, chapter 4, and chapter 5 could not meet the criterion. The *LKS Formatif* 3 gained the lowest achievement in fulfilling the criterion. The *LKS Formatif* 3 consisted of seven chapters and there were no chapter which provided the material related to students morality development.

There was a lesson about asking for apology on the *LKS Formatif* 1 on page 17. One of the functions of learning this topic was that the students could use it to show their regret over doing something that might have hurt someone’s feeling. In the beginning of the lesson, the *LKS Formatif* 1 provides some examples of expressions that could be used in showing regret or asking for apology. Then, they were followed by providing some expressions that were usually used in giving response to the
person who asked for apology. As an example, on page 10 of the *LKS Formatif* 1 there were some expressions that can be used in daily conversation. The picture is as presented below.

1. **Expressing Apologies**
   
   a. To express apology, you can use the following expressions.
      - Sorry, I could not come to the party.
      - I'm sorry for the mistakes.
   
   b. You can use adverbs, such as "very", "terribly", "so", and "extremely" to make your apology more emphatic.
      - I'm very sorry for the misunderstanding.
      - I'm terribly sorry, I can't meet you for any longer.
      - I'm sorry for the misspelling.
      - I'm extremely sorry for the failure.

   **Figure 4.19 Expressing apologies**

   This *LKS* also provided some examples in which the apology might be used in real situation. One of the examples which provided by the *LKS* was a conversation between two friends namely Randy and Marni. The dialogue between them two started by Randy apologizing to Marni about a mistake that he did the day before. The complete conversation between them could be seen below.

   **Practice this dialogue with your partner!**
   Randy : Hello, Randy's speaking. Can I speak to Marni?
   Marni : Yes, it's me. Randy. Did you get home alright last night?
   Randy : Yes, thank you. I just want to apologize for the incident last night.
   Marni : Please don't mention it. It doesn't matter.
   Randy : But I broke a decorating pitcher in your house. It must be expensive. Wasn't your mother angry?
   Marni : Forget it. You did it accidentally.
   Randy : Yes, but . . . .
   Marni : Look. It's nothing. I was a bit annoyed last night, but I'm alright now. So, forget it.
   Randy : Marni, let me buy another pitcher . . . .
   Marni : No, Randy. Listen to me, you did it accidentally. I don't want to hear about it anymore.
   Randy : Alright. I'm terribly sorry about that.
   Marni : It's alright.

   **Figure 4.20 Dialogue practice**
Pupils with good morality have the ability to differentiate between what is good and what is bad. This knowledge surely affected students’ behavior. There was a very good example given by the LKS Formatif 1 on page 64. On this page, there were two exercises related to the apologizing and responding. On the second exercise, the students were asked to fill in the blank in the incomplete conversation using the correct adjective form to picture someone’s feeling. The conversation happened between two friends namely Edy and Lukman. In the conversation, they discussed something which happened to their friend whose name is Anton. Anton was not in a good mood. He was in a sad mood. It was because of the action that he took during the examination. He cheated on the examination. The teacher knew about that and punished him. In the conversation between Edy and Lukman, it was clearly stated that Anton was very sorry about what he did before. He promised not doing it again.

This conversation told the students that cheating was not a good thing to do. This cheating action made the teacher upset and angry. From the exercise students learned that cheating would harm not only the student itself but also the teacher.
Cheating was an embarrassing thing to do. The student who made the mistake should be responsible for the action that he/she did.

On the same chapter of this *LKS Formatif* 1, there was an example which taught the students about doing good thing to other people. The kindness which was taught in this lesson was about honesty. A very good example which provided by the *LKS* was about taxi driver’s honesty. Someone’s kindness and honesty could be very useful to other people.

![Figure 4.22 An exercise about honesty](image)

The good thing that could be taken from the lesson above was the kindness and the honesty of the driver who returned the wallet of his passenger. This was a moral lesson for the students. The students would realize that returning the thing which did not belong to them was a good thing to do. As good people, returning the thing to the owner showed that the people who did that had good morality. This returning thing to the owner action really brought good effect to both sides which were the one who returned the thing and also the one who got the thing back.
6. Developing students’ aesthetic

Students’ awareness of the value of beauty should be developed well in students’ heart. It is because of the aesthetic value cannot be separated from everybody’s daily life. It helps the student to grow up into the person who cares about life.

Evaluating those three English LKS, the researcher found that none of them provided any material in the lesson which may help the students in order to grow the awareness of this aesthetic value. All the three English LKS get 0 on this point. It means that they do not fulfill the criteria given especially in this point.

B. The fulfillment of Construction Requirement

Construction requirement consists of 8 criteria. The idea in analyzing these three English LKS is still the same which is chapter by chapter. The only rule in analyzing them is still working the same. Each chapter which meets the criterion is given 1 point. 0 point is given to every chapter which has not met the criterion. Since there were three English LKS, there would be three tables which represent the achievement of each LKS in fulfilling the categories in this requirement. Each table represents these three English LKS fulfillment in fulfilling the construction requirement.
First table below represents the fulfillment which is gained by the first LKS on fulfilling the construction requirement.

**Table 4.4 LKS Formatif 1’s fulfillment on construction requirement**

<table>
<thead>
<tr>
<th>Evaluating aspects</th>
<th>Chap.1</th>
<th>Chap.2</th>
<th>Chap.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Using appropriate language</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2. Using clear and correct sentence structure</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3. Having a good sequence in deliberating material</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4. Does not refer to the source which is out of the students’ ability</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>5. Providing enough space for the student to write down or draw the answer</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6. Using enough illustration or picture</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>7. Having clear goal</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>8. Having identity to facilitate the administration such as class, lesson, topic, name of students</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total percentage</strong></td>
<td><strong>62.5%</strong></td>
<td><strong>62.5%</strong></td>
<td><strong>62.5%</strong></td>
</tr>
<tr>
<td><strong>Average percentage</strong></td>
<td><strong>62.5%</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*LKS Formatif 1”s average percentage in fulfilling the constructive requirement was 62.5%. The average percentage was gained by adding the three chapters’ percentage and dividing them into three. First chapter of the *LKS Formatif 1”s fulfillment was 62.5%. The same result was gained by the second chapter and also the third chapter of this *LKS Formatif 1*. Based on the categorization on chapter 3, this *LKS”s achievement in fulfilling this requirement was included in fair level.*
"LKS Formatif 2’s achievement in fulfilling the construction requirement is presented as the picture below. The table below represents the analysis result of 5 chapters on this LKS. The percentage at the end of the table is the achievement of each chapter on the construction requirement. Construction requirement consists of 8 criteria in it.

Table 4.5 LKS Formatif 2’s fulfillment on construction requirement

<table>
<thead>
<tr>
<th>Evaluating aspects</th>
<th>Chap.1</th>
<th>Chap.2</th>
<th>Chap.3</th>
<th>Chap.4</th>
<th>Chap.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Using appropriate language</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2. Using clear and correct sentence structure</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3. Having a good sequence in deliberating material</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4. Does not refer to the source which is out of the students’ ability</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>5. Providing enough space for the student to write down or draw the answer</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6. Using enough illustration or picture</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>7. Having clear goal</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>8. Having identity to facilitate the administration such as class, lesson, topic, name of students</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total percentage</td>
<td>62.5%</td>
<td>62.5%</td>
<td>62.5%</td>
<td>62.5%</td>
<td>62.5%</td>
</tr>
<tr>
<td>Average percentage</td>
<td>62.5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The average percentage of the LKS Formatif 2 in fulfilling this requirement was also 62.5%. There were five chapters on the LKS Formatif 2. Each chapter got exactly the same achievement which was 62.5%. Based on the categorization on chapter 3, this LKS Formatif 2’s achievement was included in fair level.
LKS Formatif 3 consists of 7 chapters in it. The result of the analysis of this English LKS is presented on the table below.

**Table 4.6 LKS Formatif 3’s fulfillment on construction requirement**

<table>
<thead>
<tr>
<th>Evaluating aspects</th>
<th>Chap.1</th>
<th>Chap.2</th>
<th>Chap.3</th>
<th>Chap.4</th>
<th>Chap.5</th>
<th>Chap.6</th>
<th>Chap.7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Using appropriate language</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2. Using clear and correct sentence structure</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3. Having a good sequence in deliberating material</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4. Does not refer to the source which is out of students’ ability</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>5. Providing enough space for the students to write down or draw the answer</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>6. Using enough illustration or picture</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>7. Having clear goal</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>8. Having identity to facilitate the administration such as class, lesson, topic, name of students, etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total percentage</td>
<td>75%</td>
<td>62.5%</td>
<td>62.5%</td>
<td>87.5%</td>
<td>75%</td>
<td>75%</td>
<td>75%</td>
</tr>
</tbody>
</table>

| Average percentage | 73.28% |

The analysis result showed that LKS Formatif 3 got the highest average percentage in fulfilling this requirement compare to the LKS Formatif 1 and the LKS Formatif 2. The average percentage of the LKS Formatif 3 in fulfilling the
construction requirement was 72.28%. Even though the LKS Formatif 3 gained higher percentage compared to the LKS Formatif 1 and the LKS Formatif 2, based on the categorization the LKS Formatif 3 was still on the same level with the LKS Formatif 1 and the LKS Formatif 2. This LKS Formatif 3 was also on fair level in fulfilling this construction requirement.

Construction requirement consists of 8 points in it. On the table above, it is clearly seen the percentage which are achieved by those three English LKS on this criteria. Clearer explanations about the points are presented below.

1. Using appropriate language

This point focused on the language using on the three English LKS. This point was used to find out whether the three English LKS used appropriate language based on good English and dictionary or not. In other words, the using of harsh word, the using of inappropriate word according to students’ age, and the using of words which were not in English dictionary was considered as failing in fulfilling this point.

One of the common mistakes which were found on these three English LKS was the mistyping words. Mistyping words really brought the confusion to the students to find the meaning. There were two types of the mistyping words in this three LKS. The first one was the mistyping word where there was no such word in the English dictionary. The second was the mistyping word which made the word into
another word with different meaning. However, the second type of mistyping brought the confusion due to the meaning of the sentence became different even ambiguous.

The LKS Formatif 1 which consisted of three chapters in it completely failed in fulfilling this criterion. Based on the fact that the three chapters on the LKS Formatif 1 was failing in fulfilling the criterion, it caused them got no point at all. Each chapter of the LKS Formatif 1 got 0 point.

On page 9 of the LKS Formatif 1, there was a very fatal mistake. On this page, the students were asked to change the pronouns in the brackets into the correct form. Exercise number 8 consisted of mistyping error which made the meaning of the sentence became ambiguous.

![Figure 4.23 Wrong verb in an exercise](image)

The mistake on the exercise was on the word *want*. Even though the students successfully changed the pronoun in the brackets into the correct form, the sentence would still be incorrect. It was because of the word *want* seemed to be not the appropriate word which was meant by the writer of the LKS. The biggest possibility was that the word *want* was the mistyping of the past form of the word *go*. It made sense if the word *want* was transformed into *went*. The correct sentence become “she *went* to Jakarta with her uncle”.

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Another example that could be taken from the *LKS Formatif* 1 was found on page 13. On this page, students learned about simple present tense. There was a short explanation which was presented by the *LKS* about certain rule in using simple present tense.

When the verbs ends *o, sh, ch, s, x, z*, *dan y* should be added with *es* when the subject of the sentences are, he, she, and it.

**Figure 4.24 An Indonesian conjunction on a sentence**

The conjunction on the picture above was written in the Indonesian language. It was supposed to be written in the English language. The word *dan* in the Indonesian language had the same meaning with the word *and* in the English language. It seemed to be a simple mistake but still not good for the *LKS* to have this kind of mistake.

The *LKS Formatif* 2 successfully fulfilling the criterion only on chapter four. The other chapters such as chapter 1, chapter 2, chapter 3, and chapter 5 were not able to fulfill the criterion well. Each one of the chapter which could not fulfill the criterion well got 0 point. The only chapter which got 1 point was chapter four.

One of the examples of the mistake that happened on the *LKS Formatif* 2 was found on page 9. On this page, there was a paragraph which told about someone whose name is Aris. The information given in the paragraph was all about Aris’s career in movie business.
Figure 4.25 Ambiguous sentence

The third sentence on the paragraph above contained a mistake in choosing the diction. The sentence “He is no acting on Halilintar and Keris Empu Gandring” was not clear. It was because of the word no on the sentence. The best possibility was to change the word no above into the word now. It was because of the form of the sentence seemed to be in the form of present continuous tense. The correct sentence became “He is now acting on Halilintar and Keris Empu Gandring”.

Another mistake that could be found on the LKS Formatif 2 was on page 19. There was a paragraph which discussed about meeting. The mistyping case on this page was different compared to the previous cases. The word which was used on one of the sentence really had no meaning at all.

Figure 4.26 Strange word in a text

The word tem on the first sentence of the paragraph above had no meaning at all. There was no such word in English dictionary. The closest possible word to
replace the word *tem* in the paragraph above was the word *them*. By changing the word *tem* into the word *them* it made the sentence had clearer meaning.

The *LKS Formatif 3* had seven chapters in it. Three out of seven chapters were successfully fulfilling the criterion well. The three chapters which successfully fulfilling the criterion well were chapter 1, chapter 4, and chapter 6. Each one of the chapter which fulfilled the criterion got 1 point, while the other chapters which could not fulfill the criterion got 0 point.

On page 37 of the *LKS Formatif 3*, there were some exercises with numbers of multiple choices. The exercise number 38 contained a mistake in the question part. The mistake was in the diction choosing.

![Figure 4.27 Wrong choice of word](image)

In order to answer the question above, the students were asked to read the reading passage. The reading passage consisted of two paragraphs. It was about Gourmet Galore Company. This company ran business in providing kitchen set, food products, and wares. The question on the exercise part was meant to check students’ understanding about the reading passage. The question focused on the information about what kind of things the company provided. The mistake on the question was
placed in the word *short*. The word *short* in the question part made the meaning of the question became ambiguous. The most appropriate English word which was very close and possible to replace the word *short* was the word *sort*. It made the question became clearer. The word *sort* was probably the real word which was meant by the English *LKS* writer.

On page 38 of the *LKS Formatif 3*, there was an example of a letter which was written by a seller as a reply to the consumer. The first sentence was opened by the seller by showing his gratitude to the consumer for his concern about the quality of the product. The first sentence of the letter contained a mistake in diction choosing. The first word of the first sentence was *than*. According to Cambridge dictionary, the word *than* had the function as the preposition and also the conjunction. It was normally used in the comparison sentence. While in this case, it was not what the seller meant.

![Figure 4.28 ambiguous sentence](image)

Analyzing from the form of the sentence, the researcher found that the word *than* was actually the mistyping form of the word *thank*. The problem that came from this mistake was that when the students opened their dictionary, they would find the meaning of these two words in their dictionary. The sentence should be changed into
the correct form by changing or replacing the word *than* into *thank*. Changing the word into thank making the sentence became “*Thank* you for your e-mail concerning the poor quality of our rubber soled black work boots”. It made the meaning of the sentence became clearer compared to the previous one.

2. **Using clear and correct sentence structure**

There was only one chapter of the total chapters which met the criterion. That chapter was chapter 6 of the *LKS Formatif* 3. According to the rule, this was the only chapter which got 1 point in this criterion. *LKS Formatif* 1 was completely failing in fulfilling the criterion well. *LKS Formatif* 1 consisted of three chapters in it. Those three chapters failed in fulfilling the criterion. *LKS Formatif* 2 consisted of five chapters in it. All the chapters on the *LKS Formatif* 2 also failed in fulfilling the criterion. *LKS Formatif* 3 consisted of seven chapters in it. There was only one chapter which met the criterion. It was chapter 6. The other chapters such as chapter 1, chapter 2, chapter 3, chapter 4, chapter 5, and chapter 7 failed in fulfilling the criterion.

One of the examples related to grammatical error in an exercise could be seen below. The picture was taken from the *LKS Formatif* 1 on page 20. On this page, the students were asked to fill in the blank part which appropriate expressions. The conversation happened between a supervisor and a staff. The grammatical error was found on the second sentence which was uttered by the staff. The second sentence
which was uttered by the staff was “was in a hurry to take my father to the hospital”. According to the rule, a complete sentence should consist of Subject+Verb+Object. The sentence which was uttered by the staff did not consist of the complete form.

The sentence which was uttered by the staff had no subject. The subject word which should be written at the beginning of the sentence was I. In other word, in order to make a good sentence the word I should be added. The sentence became “I was in a hurry to take my father to the hospital”.

Another grammatical mistake on the LKS Formatif 1 was found on page 30. It was on the second chapter. The mistake was on a reading passage. The picture was presented below.

The mistake was on the second sentence of the reading passage above. It was written “He has not a lesson schedule for one semester”. The meaning of the sentence
became ambiguous. The sentence writing which did not follow the rule might confuse the students. There were two alternatives in order to change the sentence into the correct one. First alternative was by changing the word *not* into *no*. The sentence became “He has *no* lesson schedule for one semester”. The second alternative was by changing the sentence into present perfect tense form. It was by adding the third form of the word *have* which was *had* after the word *not*. The sentence became “he *has not had* a lesson schedule for one semester”. Those two alternatives could be used depended on the context only.

The *LKS Formatif 2* also provided some grammatical errors. One of the examples was found on page 23. The conversation happened between three persons. The names of the three persons were Peter, Frank, and also the operator of the telephone. In the middle of the conversation, Frank was about to ask the operator to give his message to Bob. However, the sentence which was uttered by Frank was incomplete. There was information missing in the sentence. The information was the numbers that he gave to the operator so that the operator would give the numbers to Bob.

![Peter: Yes, could you ask him to call me at. I need to talk to him about the Nouvo line, it's urgent](image)

**Figure 4.31 An incomplete information and sentence**

The first sentence which was uttered by Frank was incomplete. Actually, the sentence was in form of question. The problem was no question mark found at the
end of the sentence. Another problem was that the sentence should be completed by having the numbers which Bob could contact later.

On the same page, the researcher found more grammatical errors. There was an exercise where the students were asked to make a conversation in pairs. There were three situations given so that the students might choose the situation that they wanted. The second situation given in the exercise contained grammatical error in it.

2. The receptionist offer you to choose the rooms you want.

Figure 4.32 Grammatical error on present tense form

The word offer in the example above was a wrong example. The word offer was a verb. The subject of the sentence above was a single third person. According to the rule the verb should be added by s/es. In this case, the verb offer should be changed into offers. The correct sentence would be “The receptionist offers you to choose the rooms you want”.

Then, another grammatical error in the form of an adjective was found on the LKS Formatif 3. On this page, students learned about responding to the questions in the interview.

2. The Interviewee's Answers
   - My name is . . . .
   - I apply for this position because . . . .
   - I'm interest in working here because . . . .

Figure 4.33 Wrong adjective form
The third point in the example presented above made a mistake by using wrong form of adjective. The word *interest* in the example above was not in a correct form according to the situation given. The word *interest* was a noun. In order to correct the sentence, the word *interest* should be changed into the correct form which was *interested*. It was the correct adjective form of the word *interest*. The situation given in the example above became “I am *interested* in working here because …”.

3. Having a good sequence in deliberating material

*LKS Formatif 1, LKS Formatif 2, and LKS Formatif 3* show that they have fulfilled this criterion well. Each chapter in these three English *LKS* gets 1 point for this accomplishment. There is no single chapter from these three *LKS* which has not fulfilled the criterion.

The *LKS formatif 1, LKS formatif 2, and LKS formatif 3* show the same pattern in deliberating the materials. In every beginning of each chapter, it was started by giving short explanation about the topic which was going to be discussed. This short explanation was very useful in order to give more pictures to the students about the topic. As an example, the *LKS Formatif 1* provided material about greeting and leave taking on the first chapter. The explanation of this topic was presented in tables. The tables consisted of some expressions which could be used by students in their daily conversation. The expressions related to greeting in formal way and in informal way are presented below.
After giving short explanation about greeting, the LKS also provided some new useful vocabularies related to the leave takings. Greeting and leave taking are the most basic tools in communicating with other people. They are the simplest way in socializing. Some expressions were presented on a table. The expression even completed with explanation in Indonesian language. It helped the students in finding the meaning of the expression in Indonesian language. On the left side of the table was the part of the leave takings expression, while on the right side of the table was the response of leave taking expressions.

**Figure 4.34 Greeting expressions and responses**

<table>
<thead>
<tr>
<th>Formal Greetings</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Good morning: 0.00 until 12.00 a.m.</td>
<td>- Hello.</td>
</tr>
<tr>
<td>- Good afternoon: 12.00 until 06.00 p.m.</td>
<td>- Hello, good morning.</td>
</tr>
<tr>
<td>- Good noon/day: 12.00 o’clock p.m.</td>
<td>- Good noon.</td>
</tr>
<tr>
<td>- Good evening: 06.00 until 09.00 p.m.</td>
<td>- I am fine thank you.</td>
</tr>
<tr>
<td>- Good night: to go bed (06.00 p.m. to midnight time).</td>
<td>- Not so bad, thank you.</td>
</tr>
<tr>
<td>- How are you?</td>
<td>- Etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Informal Greetings</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Hi, how’s life?</td>
<td>- Terrific/great, and you?</td>
</tr>
<tr>
<td>- What’s news?</td>
<td>- Just fine, thanks.</td>
</tr>
<tr>
<td>- How’s everything?</td>
<td>- Alright thanks.</td>
</tr>
<tr>
<td>- How’s business?</td>
<td>- Pretty well. What about you?</td>
</tr>
<tr>
<td>- How are you getting on?</td>
<td>- Etc.</td>
</tr>
<tr>
<td>- How’s life?</td>
<td></td>
</tr>
<tr>
<td>- How are you doing?</td>
<td></td>
</tr>
<tr>
<td>- How are things?</td>
<td></td>
</tr>
<tr>
<td>- Good to see you?</td>
<td></td>
</tr>
</tbody>
</table>

**Figure 4.34 Greeting expressions and responses**

After giving short explanation about greeting, the LKS also provided some new useful vocabularies related to the leave takings. Greeting and leave taking are the most basic tools in communicating with other people. They are the simplest way in socializing. Some expressions were presented on a table. The expression even completed with explanation in Indonesian language. It helped the students in finding the meaning of the expression in Indonesian language. On the left side of the table was the part of the leave takings expression, while on the right side of the table was the response of leave taking expressions.
The English LKS also provided an example of a dialogue where this sort of expression is actually used. The dialogue combined the greeting expression and also leave-taking expression. Having this dialogue after learning about greeting and leave-taking, the students had more visualization about this topic.

**Figure 4.35 leave taking expressions**

**Figure 4.36 A dialogue which consists of greeting and leave taking expressions**
Then, exercises were given to the students. One of the variations was filling in the blank. The students were given some incomplete dialogue. Using the knowledge that they learned in the previous section, they had to complete the dialogue using the appropriate greeting and leave taking expression. The exercise was appropriate since the topic of the lesson discussed about greeting and leave taking too.

![Figure 4.37 An exercise related to greeting and leave taking](image)

4. **Does not refer to the source which is out of the students’ ability**

There was a good indication related to these three English LKS' achievements in fulfilling the criterion. Each chapter on the *LKS Formatif 1*, *LKS Formatif 2*, and *LKS Formatif 3* got 1 point. In other words, these three English LKS were successfully fulfilling this fourth criterion of the constructive requirement.

The learning process in class which involved the students showed that the LKS did not force the students to work on something which was out of their ability. It meant that, every exercise and explanation in English LKS was set according to students’ skill level. Since they used English LKS as the guidance, the LKS supposed...
to support them in achieving the goals. There was no such exercise which was irrelevant to the topic. There was also no exercise which was far away beyond students’ level.

On page 40 of the *LKS Formatif* 1, students learned about describing people. In this part, the *LKS* provided some vocabularies which could be very useful in describing people. The vocabularies which was provided by the English *LKS* could be used in describing people especially when it was related to the physically appearance.

![Figure 4.38 Describing people using physical appearance](image)

On the next page, the *LKS Formatif* 1 also provided some terms that might be used in describing people. The difference was if on page 40 the *LKS Formatif* 1 provided some terms related to physical appearance, in the next page the terms were not about physical appearance. The terms on page 41 were about nonphysical appearance.
After giving explanations on how to describe the physical appearance of someone and how to describe someone nonphysical, the learning process was continued by asking them to apply the knowledge. It was also to check or measure students’ understanding on the lesson that they had learned before. One of the ways to do that was by asking them to work on the exercises.

The English LKS provided some pictures that could be used in checking students’ understanding. Using the knowledge that they got from the previous parts,
the students were asked to apply the knowledge and use it to describe people in the picture.

5. Providing enough space for the student to write down or draw the answer

*LKS* was collection of short explanation and also many exercises. Since *LKS* consisted of many exercises, it was a good thing to provide some spaces too. The spaces after the exercises would be the place where the students wrote down the answers. Having this kind of characteristic, it would be easier for students to remember the exercises given along with the explanation or the answers.

The analysis result showed that the *LKS Formatif 1* did not fulfill this criterion well. In each chapter of the *LKS Formatif 1*, there were still found some exercises with not enough spaces or no space at all. Having such small spaces, it was impossible for the students to write down their answers on the space given. Due to this fact, every chapter on the *LKS Formatif 1* got no point at all. In other words, 0 point was given to all three chapters of the *LKS Formatif 1*.

The *LKS Formatif 2* consisted of five chapters in it and still showing the same problem as the *LKS Formatif 1*. Some spaces were too small for the students to write down their answers. There was no single chapter which successfully fulfilled this criterion. According to the rule, every chapter on this *LKS Formatif 2* also got 0 point for the poor achievement in fulfilling the criterion.
The *LKS Formatif* 3 consisted of seven chapters in it. Only three chapters fulfilled this category well. The chapters which fulfilled this criterion were chapter 4, chapter 5, and chapter 7. The rest of the chapters, i.e. chapter 1, chapter 2, chapter 3, and chapter 6, could not fulfill the criterion.

There was an exercise on page 40 of the *LKS Formatif* 1 where the students were asked to make questions based on the responses or the answers given. Spaces given on the exercises were not big enough for the students to write down their answer. The only alternative was that the students wrote down the answers on another part of the *LKS*.

![Figure 4.41 Too narrow spaces](image)

Then, another example was taken from the *LKS Formatif* 2. It was on page 10. There was an exercise where the students had to make sentences according to the instruction. The problem was that the *LKS* provided no space at all. The situation forced students to write down the answers somewhere else. The students might write down the answer on another page or even another book. It reduced the practicality of the *LKS* as a learning media. The picture of the exercise could be seen below.
The *LKS Formatif* 3 also contained error for not providing enough space for students to write down the answer. One of the examples was found on page 9. On this page, students had to make a conversation based on the situations given. There were three situations that could be used by the students as the topic to make a conversation.

![Figure 4.42 No space to write the answers](image)

Actually, on the exercise above there was a box where students were supposed to write the conversation. The problem was the size of the box was not big enough. In order to make a conversation, the *LKS* should provide bigger box or more space. Another mistake was found on the instruction sentence. Students were asked to make a dialogue based on the situations given. The instruction sentence told the students to work by themselves. It was impossible for the students to act the conversation in front
of the class. The situation given by the *LKS Formatif* 3 required them to talk to other people.

6. **Using enough illustration or picture**

*LKS Formatif* 1 became the only *LKS* in which every chapter fulfilled this criterion perfectly. Every chapter on the *LKS Formatif* 1 provided enough pictures to give color on the process of learning. It made every chapter of the *LKS Formatif* 1 deserved 1 point each. *LKS Formatif* 2 could not achieve the success as the *LKS Formatif* 1. There were four out of five chapters in *LKS Formatif* 2 which fulfilled this criterion. The only chapter which failed in fulfilling the criterion was chapter 4. *LKS Formatif* 3 which consisted of seven chapters only did not make it on chapter 6. There was no picture could be found on chapter 6 of the *LKS Formatif* 3.

On page 44 of the *LKS Formatif* 1, there were some pictures of people with different physical appearance, nationality, and characteristics. The learning process let the students to identify the people provided by the *LKS* using describing people expression. One good point which was made by the *LKS* was that the *LKS* used pictures of famous people. Providing a picture of famous character helped the students in identifying the person on the picture. One of the examples of a famous character which should be described by the pupils was as seen on the picture below.
The picture above was a picture of a very famous athlete. It was a picture of Usain Bolt. Usain Bolt was born in Jamaica on 1986. He was a gold medalist in Olympic Games for 100 meter and 200 meter sprint in 2012. The game was held in London. Using some helps by the media such as the Internet and television, students would recognize the picture easily. According to the instruction sentence, the students were asked to identify the picture using their physical appearance, country, nationality, language, occupation, and characteristic.

In another type of exercise such as listening, the LKS also provide some pictures to support the process of learning. On page 17 of the LKS Formatif 2, there were some pictures to complete the listening section. In this part, students were about to listen to four statements from the recording. After that, students had to choose one correct statement which fit the picture.
The existence of pictures helped students in visualizing material that they were learning. On page 26 of the *LKS Formatif 3*, students learned about working requirements. In order to give more hint related to this material, the *LKS* provided a reading passage about a job interview and also a picture which was close enough to the real situation. The size of the picture was not too small and not too big. The comparison between the picture and the letter was harmonious. It could be said so because the letter size also not to big but not too small either. The reading passage could be read clearly. The picture was also relevant to the reading passage.
7. Having a clear goal

Goal was something which was set at the beginning of the learning process and it was hoped to be achieved at the end of the process. This seventh criterion in constructive requirement became a measurement whether the learning process was successful or not. The researcher found that the three analyzed English LKS fulfilled this criterion well. Each chapter from the *LKS Formatif 1*, *LKS Formatif 2*, and *LKS Formatif 3* got 1 point due to the success in fulfilling the criterion.

In these three English LKS, all goals were written in Indonesian language. The researcher could not find any reason why they were written in Indonesian language. Since the criterion focused on the presence of the goals not the language used in writing the goals, it meant that this point was fulfilled by the three English LKS.
Tujuan Pembelajaran:
1. Siswa dapat mengucapkan salam (greeting) pada saat bertemu dan berpisah.
2. Siswa dapat merespons salam sesorang.
4. Siswa dapat menggunakan "to be" yang sesuai subjek dalam kalimat.
5. Siswa dapat menggunakan pronouns sebagai subjek, objek, dan kata ganti milik dalam kalimat.

Figure 4.47 Five goals on the first chapter of the first English LKS

The figure above was a picture of goals on the first chapter of the LKS Formatif 1. Five goals above gave hint to the students about the lesson that they were going to learn. After reading those five goals, the teacher and the students worked together using English LKS as a media on achieving the goals. At the end of the lesson, the process of learning could be said successful only when the goals were achieved.

The first chapter of the LKS Formatif 2, discussed about telling students’ daily activity. There were four goals which were going to be achieved at the end of the lesson. The process could be said successful when those four goals were achieved by the teacher and also the students. The four goals on the first chapter of the LKS Formatif 2 were presented below.

Tujuan Pembelajaran:
1. Siswa dapat menyebutkan kegiatan sehari-hari yang dilakukan di rumah, di sekolah, atau di tempat lain.
2. Siswa dapat menggunakan adverb of frequency untuk menyatakan kegiatan sehari-hari.
3. Siswa dapat menggunakan kata tanya dalam kalimat.
4. Siswa dapat menggunakan question tag dan gerund dalam kalimat.

Figure 4.48 Goals on the first chapter of the second English LKS
8. Having identity to facilitate the administration such as class, lesson, and topic

It was the last criterion of the constructive requirement. After analyzing the three English LKS, the researcher found that the three LKS fulfilled this criterion. Three chapters on the LKS Formatif 1 got 1 point each. Five chapters on the LKS Formatif 2 also got 1 point per each. The LKS Formatif 3 did well too. Each chapter on the LKS Formatif 3 got 1 point. This criterion was fulfilled by all the LKS.

On the front cover of each LKS, there was a box where students could write their identity. The column consisted of four parts which such as students’ name, class, students’ number, and also name of the school. This column helped the process of identifying the owner of the LKS.

![Figure 4.49 Students’ identity column](image)

There was another column at the end of each chapter. In that column, the teacher might write down students’ score, teacher’s signature, and also notes. Note column was specially made so that the teacher might give his/her suggestion to certain students.
C. The Fulfillment of Technical Requirement

Technical requirement becomes the third and the last requirement to become the consideration aspect to decide whether the LKS has good quality or not. It consists of five criteria in it. These five criteria have to be considered carefully. In this part, the fulfillments of those three English LKS are going to be discussed per chapter as the previous two requirements before.

<table>
<thead>
<tr>
<th>Evaluating aspect</th>
<th>Chap.1</th>
<th>Chap.2</th>
<th>Chap.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The topic should be bold and the font size is bigger</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2. Using short sentence. No more than 10 words in one sentence</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3. Using frame to differentiate the instructional</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4. The comparison between picture and the words is harmonious</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>5. Using appropriate picture</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total percentage</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>Average percentage</td>
<td>80%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The percentages on the table above are the percentage of the LKS Formatif 1 in fulfilling the technical requirement. It has been discussed in the previous
explanation that LKS Formatif 1 consisted of three chapters. The result of the analysis is as seen on the table above. According to the categorization, the LKS Formatif 1’s achievement is on the good level of achievement.

Next result is the representation of the LKS Formatif 2’s achievement in fulfilling the technical requirement. There are five chapters on this LKS. The result is presented on the table below.

<table>
<thead>
<tr>
<th>Evaluating aspect</th>
<th>Chap.1</th>
<th>Chap.2</th>
<th>Chap.3</th>
<th>Chap.4</th>
<th>Chap.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The topic should be bold and the font size is bigger</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2. Using short sentence. No more than 10 words in one sentence</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3. Using frame to differentiate the instructional</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4. The comparison between picture and the words is harmonious</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>5. Using appropriate picture</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total percentage</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
<td>40%</td>
<td>80%</td>
</tr>
<tr>
<td>Average percentage</td>
<td></td>
<td></td>
<td></td>
<td>72%</td>
<td></td>
</tr>
</tbody>
</table>

Each chapter has the same percentage except for chapter 4. Chapter 1, 2, 3, and 5 fulfill this requirement until 80%. Chapter 4 only fulfills this requirement by 40%. Chapter 1, 2, 3, and 5 fulfill 4 out of 5 criteria. They only miss the point on the second criterion on this requirement. The average percentage of the LKS Formatif 2 in fulfilling technical requirement places it into fair level of achievement.
The last one is the achievement which is done by the *LKS Formatif* 3 in fulfilling the technique requirement. The result of the analysis is as seen on the table below. There are 7 chapters on this *LKS*.

**Table 4.9 LKS Formatif 3 fulfillment on technique requirement**

<table>
<thead>
<tr>
<th>Evaluating aspect</th>
<th>Chap.1</th>
<th>Chap.2</th>
<th>Chap.3</th>
<th>Chap.4</th>
<th>Chap.5</th>
<th>Chap.6</th>
<th>Chap.7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The topic should be bold and the font size is bigger</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2. Using short sentence. No more than 10 words in one sentence</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3. Using frame to differentiate the instructional</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4. The comparison between picture and the words is harmonious</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>5. Using appropriate picture</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total percentage</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
<td>40%</td>
<td>80%</td>
</tr>
<tr>
<td>Average percentage</td>
<td>74,28%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The data which is presented above shows that the higher percentage achieved by the *LKS Formatif* 3 is 80%. The lowest achievement in fulfilling this requirement is on the same number as the *LKS Formatif* 2 which is 40%. The highest achievement is one chapter 1, 2, 4, 5, and 7. The lowest percentage is achieved by chapter 6.

1. **The topics should be bold and the font is bigger**

All of the English *LKS* which are analyzed by the researcher show a perfect achievement in fulfilling this criterion. From the total numbers of the chapters in
these LKS, each one of them fulfills this criterion well. Based on the finding, the researcher gives each chapter 1 point due to the perfect achievement.

The comparison between the topics’ letter size and the ordinary explanation letter size is as seen in the following picture. Each topic in every chapter is given a special treatment. Special treatment here means that each of them is given a frame. The following picture is taken from LKS Formatif 2. It is the picture of the first chapter of the second LKS. This LKS Formatif 2 is used by XI grade of vocational high school students.

![Image of front size of the topic]

**Figure 4.51** The front size of the topic

Another point is that these three English LKS show a great consistency in way of writing down the topic in the same font type and also same letter size. Each topic is written with bigger size and in the bold mode.

### 2. Using short sentence

According to the research finding, all three LKS Formatif failed in fulfilling this point. The result finding shows that all of these three English LKS have not fulfilled this criterion. The researcher found that these three LKS had a tendency to
provide a very long sentence both in the explanation part and also in the instructional sentences. According to the criterion, one sentence should not consist of more than 10 words. 10 words in one sentence would become the maximum amount of the words that formed a sentence. The researcher could not find any chapter on each LKS Formatif which fulfilled this criterion. Based on the rule, the researcher gave each chapter on each LKS 0 point.

The following picture is a figure of an instructional sentence which consisted of more than 10 words in one sentence. An instructional sentence is supposed to be simple and easy to understand. The instructional sentence in the picture consisted of two instructions in one sentence. The picture is taken from page 5 of the LKS Formatif 1.

![Figure 4.52 A very long instructional sentence](image)

The instructional sentence above was an example of a quite long sentence. Another problem was that sentence also contained a grammatical error. The sentence sounds like this “in pairs, complete the dialogue with your own and practice them with your partner in front of the classroom!”. The words your own should be corrected into on your own.
The very long sentence does not only exist in the instruction sentence. It can be found easily also in the explanation in the LKS. One of the examples is on page 15 of the LKS Formatif 2. Take a look at the sentence in the picture below.

Figure 4.53 A sentence which consists of more than ten words

According to the suggested rule, one sentence should consist no more than 10 words. The sentence which is presented above consists of more than 10 words. Another problem which occurs in that sentence is that sentence forms a paragraph. The LKS designer only gave one sentence in a paragraph. One paragraph should consist of more than one sentence. One paragraph consists of one main idea and supported by some more supporting sentences.

3. Using frame to differentiate the instructional sentences and students’ answer

This criterion only works for exercises part only. It is because of this criterion only involved instructional sentence and students’ answer. It means that the frame could be given to the instructional sentences or to the students’ answers.

The achievements of these three English LKS in fulfilling this criterion were satisfying. Based on the analysis result, the researcher found that these LKS used the frame to differentiate between the instructions and the answers. One of the examples was on page 4 of the LKS Formatif 1. There were open ended questions. Underneath
each of the question, there was a space and in the form of a line where the students could write down their answer.

**Figure 4.54 Frame to write the answers**

Another good example from different task could be found on page 6 of the *LKS Formatif 1*. There was a task for the students where they should make a dialogue about greeting and leave takings. After finishing the task, the students were asked to read the dialogue in front of the class. The box provided by the *LKS* designers helped the students to find the space to write the answer of the task given.

**Figure 4.55 Frame to write a dialogue**

More examples in this criterion could be seen on page 8 of the *LKS Formatif 2*. *LKS Formatif 2* was used by second grade vocational high school students. At the
bottom of page 8, there was a task about changing the verbs in the bracket into the correct form. Before the brackets, there are lines for the students to write down the answer.

<table>
<thead>
<tr>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fill these brackets with the correct answer!</td>
</tr>
<tr>
<td>1. I didn’t like ________ (come) here yesterday.</td>
</tr>
<tr>
<td>2. He succeeded in ________ (find) the book he is looking for.</td>
</tr>
<tr>
<td>3. Bob confessed ________ (steal) the jewels.</td>
</tr>
<tr>
<td>4. He started ________ (study) after midnight.</td>
</tr>
<tr>
<td>5. The room needs ________ (decorate).</td>
</tr>
<tr>
<td>6. We enjoy ________ (see) them again after so many years.</td>
</tr>
<tr>
<td>7. (Practice) ________ English frequently is the best way to master it.</td>
</tr>
<tr>
<td>8. My mother used to ________ (cook) alone. Nobody help her.</td>
</tr>
<tr>
<td>9. My winning in getting the first prize is dedicated to ________ (face) the new life.</td>
</tr>
<tr>
<td>10. Don’t stop ________ (sing). I really like your voice.</td>
</tr>
</tbody>
</table>

**Figure 4.56 Frame to differentiate between the answer and the question**

4. The comparison between picture and the words is harmonious

On this criterion, the percentages of these three LKS achievement were varied one another. **LKS Formatif 1** gained the highest percentage which was 100 %. Every chapter on the **LKS Formatif 1** fulfilled the criterion well. **LKS Formatif 2** and **LKS formatif 3** failed in gaining the perfect percentage because there were chapters which did not provide any picture in it.

**LKS Formatif 1** consisted of three chapters. Every chapter provided pictures in it. The pictures were provided in the explanation parts or even in the exercises part.
According to the rule, every chapter on the *LKS Formatif 1* valued 1 point due to the success in fulfilling this criterion.

Then, the *LKS Formatif 2*’s achievement was not perfect. The *LKS Formatif 2* consisted of five chapters. There were only four out of five chapters on this *LKS* which successfully fulfilled the criterion. The four chapters which fulfilled the criterion were chapter 1, chapter 2, chapter 3, and chapter 5. Chapter 4 was an exception. On chapter 4, there was no single picture even presented. This condition resulted chapter 4 became the only chapter that gained 0 point. The other four chapters such as chapter 1, chapter 2, chapter 3, and chapter 5 were valued 1 point each.

*LKS Formatif 3* Failed in fulfilling this category perfectly. The *LKS Formatif 3* consisted of seven chapters. From the total numbers of the chapters in this *LKS*, six out of seven chapters fulfilled the criterion. There was only one chapter which had not provided any picture in it. It was chapter 6 which had not provided picture in it. The other chapters such as chapter 1, chapter 2, chapter 3, chapter 4, chapter 5, and chapter 7 were successfully fulfilling this criterion by providing pictures in it. The fact that chapter 6 did not provide any picture causing this chapter got no point at all. It means that this chapter got 0 point.

There were some good examples of good comparison between the figure size and the font size. One of them could be seen on page 54 of *LKS Formatif 3* which was used by grade XII students. There was a conversation about operating the fan.
There was also a picture of a fan. Even though the size of the figure was not too big; the students may still see it clearly as a fan.

Another example of the comparison between the picture and the letter size can be seen below. It was taken from the LKS Formatif 3 page 52. On page 52, the lesson was about procedure. The procedure which was taught on this page was about how the microwave oven works.
It can be seen on the picture above that the picture of microwave is very clear. The size of the picture on the *LKS* was also not too small and not too big. The letters’ size was also good. The letters’ size was not too small. The quality of the picture of the microwave was also good enough. On the right side of the picture, there was a paragraph explaining about how the microwave oven works. The size of the letter on the picture helped the students to be able to read them.

5. Using appropriate picture

This fifth point had a very close relationship with the previous point. The achievement of each English *LKS* on the previous point, which was number 4, gave a clue about how success was this point fulfilled by these three English *LKS*. This point had a relationship with point number four in the main point which was discussed. Point number four and five all together discussed about pictures matter. The difference is only that point number four focused on the comparison between the picture and the letter size, while point number five focused on the appropriateness of the pictures to the lesson.

The achievements which were gained by these three English *LKS* were exactly as their achievements on point number four above. *LKS Formatif 1* successfully fulfilled this criterion. *LKS Formatif 2* could not fulfill this criterion perfectly since there was no picture at all on chapter four. The *LKS Formatif 3* also could not fulfill this criterion because on chapter 6 there was no picture at all.
The appropriateness of the picture was seen from the suitability between the pictures given with the lesson. The existence of the picture on LKS was meant to add more clues to the students about the certain topics. A good picture would always help the students to understand the material well.

An example of a good picture provided by English LKS was as seen on page 37 of the LKS Formatif 1. In this chapter, the lesson was about describing thing. One of the aspects which were taught in this part was to recognize the shape of things. The picture presented below was a picture of an exercise where the students are asked to match the pictures and the correct answers from the boxes.

**Figure 4.59 Matching the pictures exercise**

The pictures above were considered as good and appropriate picture since the topic of the lesson was describing thing. It was an example of an exercise’s variations provided by the LKS. The first box was full of the vocabularies related to the shape of...
things. The second box was the place where the writer of the LKS put the pictures of several things and several shapes.

Still about describing thing on pages 38 there were three different pictures of things. This time the students were asked to describe the picture that they see in LKS. The size of the picture was big enough for the students to recognize. The LKS designer also chose the most familiar pictures for the student such as ball, copy machine, and sofa.

![Figure 4.60 Describing thing material](image)

On page 56 of LKS Formatif 2, the picture helped the students to get more idea about what they could say about department store. The student may recognize it since the first time they see the picture.
On page 69, there were four pictures provided by the *LKS* designer. Those pictures were meant to be the object of discussion for the students. The students are asked to give their opinion about the picture. The quality of the picture is very good that the students may recognize what they are. In the first picture we may see it clearly that there are shrimps in the plate. The second picture is also very clear that the boy in the picture is writing or studying. In the third picture the students may realized that the man in the front is Bill gates. The last picture is a car.

Another very helpful picture can be found in the *LKS Formatif 3* which was used by students grade XII. The students are asked to arrange the sentences into a good order of procedure. In this case the students need to make the procedure about
how to record on a cassette. The picture provided is a picture of a tape. It is a very appropriate picture for this task.

![Figure 4.63 A clear picture of a tape recorder](image)

After seeing the picture of the tape recording above, the students were asked to rearrange the jumble sentences into a correct paragraph about how to operate the tape recorder. The presence of the picture helped the students to get the pictures in their mind about how to operate it correctly.

**D. LKS percentages in Fulfilling Three Requirements**

Total percentage which achieved by the *LKS Formatif* 1 in fulfilling all three requirement was 70.69%. The percentage placed this LKS in fair level.

*LKS Formatif* 2 made it by 67.58%. This achievement placed the *LKS Formatif* 2 in Fair level.

*LKS Formatif* 3 made it by 68.89%. This achievement placed this *LKS* exactly like the previous two *LKS* which was in fair level. *LKS Formatif* 1, *LKS Formatif* 2, and *LKS Formatif* 3 were in the same level of fulfillment.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of two parts, namely conclusions and recommendations. The first part contains the conclusions of the research according to the research findings. The second part consists of the recommendation for the English LKS writer and publisher, the English teacher, and the future researchers who intend to conduct the same topic of research.

A. Conclusions

The purpose of this study was to discover the achievement of three English LKS in fulfilling three LKS requirements. Those three English LKS were LKS Formatif 1, LKS Formatif 2, and LKS Formatif 3. LKS Formatif 1 was used by Vocational High School students grade X. LKS Formatif 2 was used by Vocational High School students grade XI. LKS Formatif 3 was used by Vocational High School students grade XII. The three requirements which were used to analyze the quality of the LKS were didactic requirement, construction requirement, and technical requirement. Each requirement consisted of numbers of criteria. The result of the analysis would be used to categorize the fulfillment of each English LKS.

The analysis result showed that the achievement of LKS Formatif 1, LKS Formatif 2, and LKS Formatif 3 in fulfilling didactic requirement were various. LKS
**Formatif** 1 got 77.77% average percentage in fulfilling didactic requirement. **LKS Formatif** 2 got 73.33% average percentage. Based on the categorization, **LKS Formatif** 1 belongs to good level and **LKS Formatif** 2 belongs to fair level. The average percentage of the **LKS Formatif** 3 was 54.75%. It placed the **LKS Formatif** 3’s achievement in fair level.

There were two points in the didactic requirement which seemed to be the points with the lowest achievement. The first point was developing students’ morality. Only two English **LKS** which provided material related to this matter. The materials were only found on certain chapters. Those two **LKS** which provided material related to developing students morality were the **LKS Formatif** 1 and the **LKS Formatif** 2. On the **LKS Formatif** 1, the material could be found on chapter 1 and chapter 3. The **LKS Formatif** 2 only provided the material related to this matter on chapter 1 and chapter 2. There was no lesson related to developing students’ morality that could be found on the **LKS Formatif** 3.

Second, the achievement of these three English **LKS** in fulfilling the construction requirement varied from one to another. The **LKS Formatif** 1 made it by 62.5%. The percentage placed this **LKS Formatif** 1 on fair level. The **LKS Formatif** 2 also got the same percentage. It put the **LKS Formatif** 1 and the **LKS Formatif** 2 into fair level. The **LKS Formatif** 3 became the **LKS** which achieved the highest percentage in fulfilling this requirement. The **LKS Formatif** 3 fulfilled this requirement by 73.28%. Even though the achievements of these three English **LKS**
were different, according to the categorization they belonged to the same level which was fair level.

Construction requirement consisted of 8 criteria in it. There were 4 points which could be fulfilled by the three English LKS by 100%. The four points which successfully fulfilled by those three English LKS were having a good sequence in deliberating material, does not refer to the source which is out of students’ ability, having clear goal, and having identity to facilitate the administration such as class, lesson, topic, and name of students.

Third, the achievements of each LKS Formatif in fulfilling the technical requirement were various. The highest average percentage in fulfilling this requirement was 80%. The highest achievement was gained by the LKS Formatif 1. According to the categorization, this LKS’s achievement was in good level. LKS Formatif 2’s percentage in fulfilling this requirement was 72%. It made this LKS was placed in fair level. The LKS Formatif 3 got 74.28%. It meant this LKS was also on fair level.

There were two points of technical requirement which could be fulfilled by those three English LKS perfectly. The first point which was fulfilled by 100% of each LKS was the topic should be bold and the size is bigger. Then, another point which was perfectly fulfilled by all three English LKS was using frame to differentiate the instructional. The criterion which gained the lowest achievement was
using a short sentence and no more than 10 words in it. Each chapter in every English LKS could not fulfill this point. The percentage of every chapter on each English LKS in fulfilling this criterion was 0%.

The total percentage of the LKS Formatif 1 in fulfilling all three requirements was 70.69%. LKS Formatif 2 made it by 67.58%. LKS Formatif 3 made it by 68.89%.

Based on the categorization on chapter 3, all of the LKS which were analyzed in this research belong to fair level. There were some aspects on these LKS which need an improvement.

B. Recommendations

This part consists of three recommendations.

1. The English LKS designer and Publisher

The LKS designer should be more serious in considering the quality of the LKS. The LKS designer may use the result of the research in improving some aspects which were still need improvement.

The publisher needs to evaluate the quality of the English LKS before publishing it. The publisher has to check whether there are some mistakes in the LKS or not. The publisher should not publish the book which contains a lot of mistake in it. The publisher has to pay more attention to the quality of the LKS before it is published and spread to the market.
2. The Vocational High School English Teacher

Teachers take very important roles in learning process in class. Using a good quality English LKS really helps the students in improving their English skill. Using English LKS which contains a lot of mistake in it can make teacher’s job become more difficult. The teacher should be very careful in correcting all errors in the English LKS to make sure that the students do not take wrong example and learn wrong thing.

3. The other researchers who intend to conduct similar research

There are a lot of criteria that can be used in analyzing the quality of the LKS. The researcher used one of the criteria by the expert. The analysis result proved that there were still many mistakes made by the published English LKS. The future researchers can use the result of this study as a consideration in starting the research related to content analysis of the LKS.
REFERENCES


PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
## CONTENTS

<table>
<thead>
<tr>
<th>CONTENTS</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>STANDAR ISI</td>
<td>2</td>
</tr>
<tr>
<td>PETA KEDUDUKAN MODUL</td>
<td>2</td>
</tr>
<tr>
<td>MODULE 1 HOW'S LIFE?</td>
<td>3</td>
</tr>
<tr>
<td>A. Greetings and Leave Takings</td>
<td>3</td>
</tr>
<tr>
<td>B. Introducing Oneself and Others</td>
<td>7</td>
</tr>
<tr>
<td>C. Thanking and the Responses</td>
<td>13</td>
</tr>
<tr>
<td>D. Expressing Regrets and Apologies</td>
<td>17</td>
</tr>
<tr>
<td>Competency Evaluation 1</td>
<td>22</td>
</tr>
<tr>
<td>MODULE 2 WHAT DATE IS IT TODAY?</td>
<td>27</td>
</tr>
<tr>
<td>A. Dealing with Numbers</td>
<td>27</td>
</tr>
<tr>
<td>B. Describing Things</td>
<td>36</td>
</tr>
<tr>
<td>C. Describing People</td>
<td>40</td>
</tr>
<tr>
<td>D. Comparing Things</td>
<td>45</td>
</tr>
<tr>
<td>Competency Evaluation 2</td>
<td>52</td>
</tr>
<tr>
<td>MODULE 3 COULD YOU LEAVE THE DOOR OPEN, PLEASE?</td>
<td>57</td>
</tr>
<tr>
<td>A. Expressing Commands and Requests</td>
<td>57</td>
</tr>
<tr>
<td>B. Expressing Feelings</td>
<td>61</td>
</tr>
<tr>
<td>C. Expressing Offers</td>
<td>66</td>
</tr>
<tr>
<td>Competency Evaluation 3</td>
<td>71</td>
</tr>
<tr>
<td>TEST PREDICTION FOR SEMESTER 1</td>
<td>75</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>80</td>
</tr>
</tbody>
</table>
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Study the following the expressions of greetings and leave takings!

1. **Expressions Greetings and Leave Takings**

<table>
<thead>
<tr>
<th>Formal Greetings</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good morning: 0.00 until 12.00 a.m.</td>
<td>Hello.</td>
</tr>
<tr>
<td>Good afternoon: 12.00 until 06.00 p.m.</td>
<td>Hello, good morning.</td>
</tr>
<tr>
<td>Good noon/day: 12.00 o’clock p.m.</td>
<td>Good noon.</td>
</tr>
<tr>
<td>Good evening: 06.00 until 09.00 p.m.</td>
<td>I am fine thank you.</td>
</tr>
<tr>
<td>Good night: to go bed (06.00 p.m. to midnight time).</td>
<td>Not so bad, thank you.</td>
</tr>
<tr>
<td>How are you?</td>
<td>Etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Informal Greetings</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hi, how’s life?</td>
<td>Terrific/great, and you?</td>
</tr>
<tr>
<td>What’s news?</td>
<td>Just fine, thanks.</td>
</tr>
<tr>
<td>How’s everything?</td>
<td>Alright thanks.</td>
</tr>
<tr>
<td>How’s business?</td>
<td>Pretty well. What about you?</td>
</tr>
<tr>
<td>– How are you getting on?</td>
<td>Etc.</td>
</tr>
<tr>
<td>– How are you doing?</td>
<td></td>
</tr>
<tr>
<td>How are things?</td>
<td></td>
</tr>
<tr>
<td>Good to see you?</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** In “greeting” the tone rises at the end of the last word.
<table>
<thead>
<tr>
<th>Task 2</th>
<th>Match the situation in column A with the proper expression in column B!</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td><strong>B</strong></td>
</tr>
<tr>
<td>1. A receptionist welcomes a guest at 10 a.m.</td>
<td>(…)</td>
</tr>
<tr>
<td>2. You part with a friend after school.</td>
<td>(…)</td>
</tr>
<tr>
<td>3. A TV presenter closes her evening’s program.</td>
<td>(…)</td>
</tr>
<tr>
<td>4. You end a conversation with a friend.</td>
<td>(…)</td>
</tr>
<tr>
<td>5. A mommy takes her little son to bed.</td>
<td>(…)</td>
</tr>
<tr>
<td>6. You greet your teacher at 1 p.m.</td>
<td>(…)</td>
</tr>
<tr>
<td>7. Lita meets an old friend.</td>
<td>(…)</td>
</tr>
<tr>
<td>8. A teacher greets her students.</td>
<td>(…)</td>
</tr>
<tr>
<td>9. Someone opens a speech at 7 p.m.</td>
<td>(…)</td>
</tr>
<tr>
<td>10. You meet your classmate.</td>
<td>(…)</td>
</tr>
<tr>
<td>a. Hello, Rena. Nice to see you again.</td>
<td>(…)</td>
</tr>
<tr>
<td>b. Thank you for joining us. Good night.</td>
<td>(…)</td>
</tr>
<tr>
<td>c. Sorry, I really must go now.</td>
<td>(…)</td>
</tr>
<tr>
<td>d. Good afternoon, Ma’am.</td>
<td>(…)</td>
</tr>
<tr>
<td>e. Good morning, Class.</td>
<td>(…)</td>
</tr>
<tr>
<td>f. Good evening, Ladies and Gentlemen.</td>
<td>(…)</td>
</tr>
<tr>
<td>g. Good morning, Sir.</td>
<td>(…)</td>
</tr>
<tr>
<td>h. Good night, Sweet dream.</td>
<td>(…)</td>
</tr>
<tr>
<td>i. How are you today?</td>
<td>(…)</td>
</tr>
<tr>
<td>j. Bye. See you tomorrow.</td>
<td>(…)</td>
</tr>
</tbody>
</table>

Homework

**Read the dialogue and tell what it tells about!**

**Mr. Jimmy**: Hi, Tom.
**Tommy**: Hello, Mr. Jimmy. How are you today?
**Mr. Jimmy**: I’m fine, thanks. And you?
**Tommy**: Pretty good, thank you.
**Mr. Jimmy**: Where do you want to go?
**Tommy**: I want to buy a kilogram of sugar in the store.
**Mr. Jimmy**: Oh really? See you Tom.
**Tommy**: Goodbye Mr. Jimmy.

Group/Pair Work

**Character Value**: Creative, responsible, and friendly

**Task 1**

In pairs, complete the dialogue with your own and practice them with your partner in front of the classroom!

1. **Tora**: (1) ________ Hesel?
   **Hesel**: Good evening, Tora!
   **Tora**: How are things with you?
   **Hesel**: (2) ________? (3) ________?
   **Tora**: I’m pretty well too. (4) ________?
   **Hesel**: My parents are just fine too.
   **Tora**: (5) ________?
   **Hesel**: It is 03.15 p.m.
   **Tora**: O.K. Goodbye, Hesel.
   **Hesel**: (6) ________.

2. **Donna**: How are you getting on, Wella?
   **Wella**: Hi, (1) ________.
   **Donna**: (2) ________ thanks, By the way. (3) ________?
   **Wella**: I am doing my homework. Is your homework completed?
   **Donna**: (4) ________ I’ll do it soon. (5) ________?
   **Wella**: It is 9.30 p.m.
   **Donna**: I must go home now, goodbye.
   **Wella**: (6) ________.
4. A: Who will meet (they)?
   B: (They) friend will.

5. A: Where does (you) brother?
   B: I don't know where (his) is.

6. Tomy and (he) brother will make a trip on (they) semester holiday.

7. (We) friends have gone to Borobudur Temple thrice.

8. (Her) want to Jakarta with (she) uncle.

9. (My) hate (your) saying bad things about (my).

10. The children are wonderful. (Them) sang the song together.

---

**Homework**

On a piece of paper, please write a speech of introduction about yourself! Mention as much information as you can! Include your name, address, family, hobby, and your future plan! Then act it out in front of your friends!

---

**Group/Pair Work**

Character Value: Creative, responsible, and friendly

Task 1

In pairs, find the expressions showing introduction then and practice the dialogue!

Kevin: Hi, how do you do?
Caroline: How do you do.
Kevin: My name is Kevin O'Brian. May I know your name?
Caroline: My name is Caroline Smith. But you can call me Carol.
Kevin: Nice to meet you, Carol.
Caroline: Nice to meet you too, Kevin.
Kevin: By the way, where do you come from, Carol?
Caroline: I come from England. What about you, Kevin?
Kevin: I am the native here. I am an American. What are you doing here?
Caroline: I am visiting my aunt and spending my holiday here.
Kevin: By the way, how old are you, Carol?
Caroline: I am 21 years old. What about you?
Kevin: I am 22. Are you a college student?
Caroline: Yes, I am. I study in Harvard University. How about you?
Kevin: I study Biology in Colorado University. What subject do you take, Carol?
Caroline: I study about Ecology.
Kevin: It seems great. Well, if you want to walk around, I will be so glad to accompany you.
Caroline: It's a pleasure, if you don't mind. Let's go!
Kevin: Alright.
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Task 2
Write the expressions showing introduction!


Task 3
Work in a group of three! Practice introducing oneself and the others!
1. Introducing oneself


2. Introducing the others


Homework

Read the conversation text carefully and answer the questions!
Ruben : Hi, San. How are you this morning?
Santo : Just fine, thank you. And you?
Ruben : Very well, thanks! Do you go to school with Nina by bus every morning?
Santo : Not every morning, now. But when I was in elementary school I liked to go by bicycle. Do you always go by bicycle?
Ruben : No, I usually go by bus. Besides it's very practical, I just get off the bus exactly in front of our school.
Santo : How much is the fare from your house to school?
Ruben : It's only a hundred rupiah. I spend hundred rupiah everyday.
Santo : How much does your mother give you everyday?
Ruben : I get five hundred rupiah when there is a sport class. I always feel thirsty after sport class. But in other days I only get three hundred. I can save a hundred everyday.
Santo : You're very lucky. At least you can save three thousand rupiah every month. As for me, my mother never gives me money. But she gives me money when I need it.
Ruben : Oh, the bell is ringing. Let's go to the classroom! We are going to have a match class, aren't we? Our teacher is always angry when we are late to class.

Questions
1. Where does the conversation take place?

2. Are Santo and Ruben classmates?

3. How does Ruben go to school everyday?

4. Why does Ruben like to go by bus?