A THESIS

**THE EFFECTIVENESS OF STUDENTS' WORKSHEET (LKS)
IN TEACHING ENGLISH DURING COVID-19 PANDEMIC
AT THE SECOND GRADE OF SMAN 5 PINRANG**

By:

NURJANNAH JASRUDDIN

Reg. Number: 16.1300.009

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic Institute of Parepare in partial of Fulfilment of the Requirements for the Degree of Sarjana Penddidikan (S.Pd)

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of Sarjana Pendidikan (S.Pd)

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To

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
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ENDORSEMENT OF CONSULTANT COMMISIONS

Name of Student	: Nurjannah Jasruddin
The Title of Thesis	: The Effectiveness of Students' Worksheet (LKS) in Teaching English During Covid-19 Pandemic at The Second Grade of SMAN 5 PINRANG
Student's Reg. Number	: 16.1300.009
Faculty	: Tarbiyah
Study Program	: English Education
By Virtue of Consultant Degree	: The Dean of Tarbiyah Faculty Certificate Num : B. 1833/In.39.5/PP.00.9/10/2019

Approved by:

Consultant commissions

Consultant	: Hj. Nurhamdah, M.Pd	
Nip	: 197311161998032007	(………………..)
Co-Consultant	: Mujahidah, M.Pd	
Nip	: 197904122008012020	(………………..)

Cognizant of:

Tarbiyah Faculty

Dean,

Dr. H. Saepudin, S.Ag., M.Pd.
NIP. 197212161999031001

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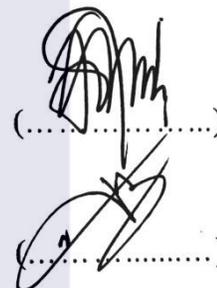
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Approved br:

Consultant Commisssions

Consultant	: Hj. Nurhamdah, M.Pd	
Nip	: 197311161998032007	(……………..….)
Co-Consultant	: Mujahidah, M.Pd	
Nip	: 197904122008012020	(…….…..……)

Cognizant of:
Tarbiyah Faculty

Dean,

Dr. H. Saepudin, S.Ag., M.Pd.
NIP. 197212161999031001

v

ENDORSEMENT OF EXAMINER COMMISSIOS

Name of Student	: Nurjannah Jasruddin
The Title of Skripsi	: The Effectiveness of Students' Worksheet (LKS) in Teaching English During Covid-19 Pandemic at the Second Grade of SMAN 5 PINRANG
Student's Reg. Number	: 16.1300.009
Faculty	: Tarbiyah
Study Program	: English Education
By Virtue of Consultant Degree	: The Dean of Tarbiyah Faculty Certificate Num : B. 1833/In.39.5/PP.00.9/10/2019
Date of Graduation	: July 29th, 2021

Approved by:

Examiner commissions

Hj. Nurhamdah, M.Pd	(Chairman)	(……………....)
Mujahidah, M.Pd	(Secretary)	(……………...)
Dr. H. Saepudin, S.Ag, M.Pd	(Member)	(……………...)
Drs. Ismail Latif, M.M	(Member)	(……………...)

Cognizant of:
Tarbiyah Faculty

Dean,

Dr. H. Saepudin, S.Ag., M.Pd.
NIP. 197212161999031001

v

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

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The researcher realizes that this Thesis is not perfect. Therefore, the researcher receives any constructive criticism and suggestion with pleasure. The researcher hopes that this Thesis will be useful for them who are in the field of education. Aamiin.

Parepare, Juni 14th 2021

The Researcher

NURJANNAH JASRUDDIN
Reg Num. 16.1300.009

DECLARATION OF THE RESEARCH AUTHENTICITY

The researcher who signed the declaration below:

Name   : NURJANNAH JASRUDDIN

Student Reg. Number   : 16.1300.009

Study Program   : English Education

Faculty   : Tarbiyah Faculty

Title of Thesis   : The Effectiveness of Students' Worksheet (LKS) in Teaching English During Covid-19 Pandemic at the Second Grade of SMAN 5 PINRANG.

Stated that this Thesis is her own writing and if can be proved that it was copied, duplicated or complied by any other people, this Thesis and the degree that has been gotten would be postponed.

Parepare, Maret [14th] 2021

The Researcher

NURJANNAH JASRUDDIN
Reg Num. 16.1300.009

ABSTRACT

Nurjannah Jasruddin. *The Effectiveness Of Students' Worksheet (Lks) In Teaching English During Covid-19 Pandemic At The Second Grade Of SMAN 5 PINRANG.* (Supervised by Nurhamdah and Mujahidah).

This study aims to determine the effectiveness of using student worksheets (LKS) effectively in learning English during covid-19 pandemic at the second grade in SMAN 5 PINRANG. The subject of this research is 34 students in the second grade in SMAN 5 PINRANG.

The type of the research is Descriptive Quantitative and Qualitative research. The instrument of this research used in data collecting consist of: (1) The questionnaire to find out the students' responses, (2) the interview of the English teacher. The results of the interviews were analyzed qualitatively and the results of the questionnaire were analyzed by calculating the percentage of student responses using the formula:
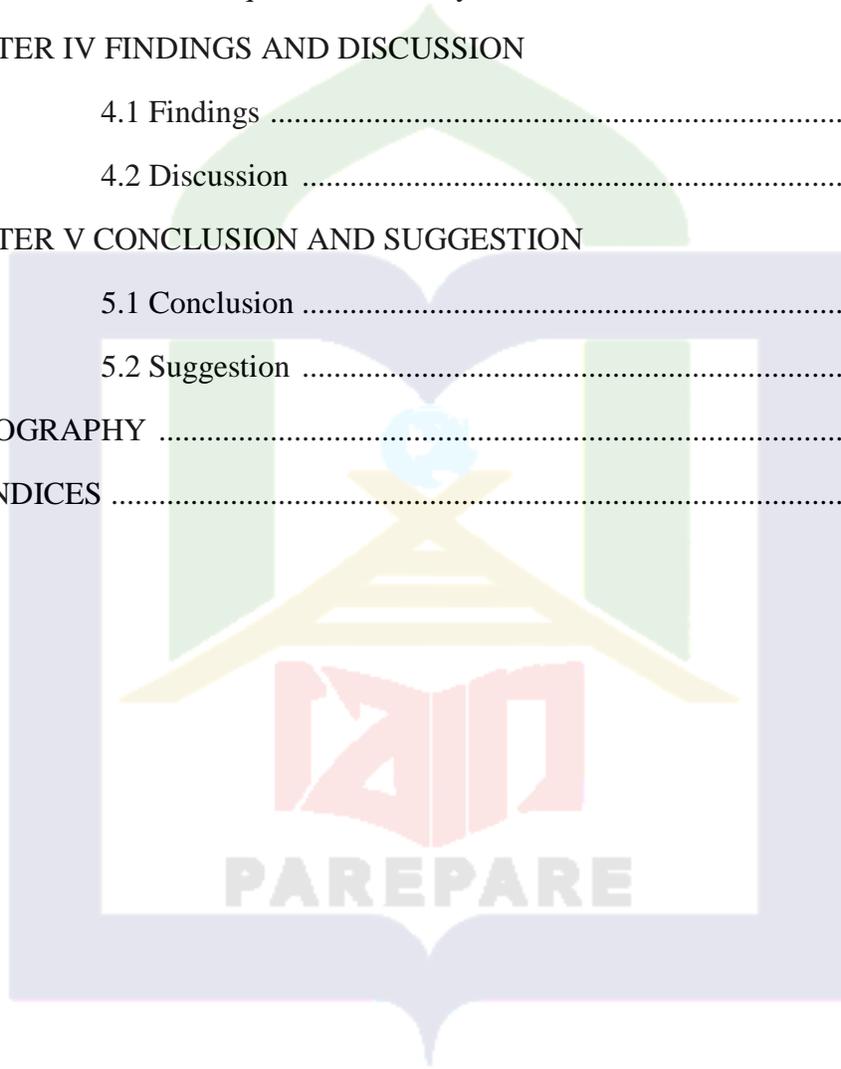
$$P = \frac{F}{N} \times 100\%$$

Based on the results of data analysis from questionnaires and interviews, it can be concluded that the use of Student Worksheets (LKS) in learning English during the Covid-19 pandemic can be said to be quite effective. This is evidenced by the results of the analysis of the questionnaire and the interview where the percentage score of the questionnaire is 63.44% and the results of the teacher's interview which state that the student worksheet can be said to be suitable for use in the online learning process.

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CHAPTER I
INTRODUCTION

A. Background

Since the 2019 Corona Virus Pandemic or better known as COVID-19 entered Indonesia with the first positive case findings in March 2020, a number of policies or steps related to the handling and prevention of this deadly outbreak have been implemented by the Indonesian Government. Starting from the application of Social Distance, Physical Distance, Selective Boundaries, to the implementation of the Large-Scale Social Restrictions (PSBB) policy was carried out. The goal is none other than so that the chain of the spread of COVID19 can be immediately broken.

Especially in the world of education, the Ministry of Education and Culture (Kemendikbud) itself has asked all of them education units given Ease of Learning in a Covid-19 Emergency. Helping the Government and Society for WFH (Working From Home, and Implementing Social Restrictions to break the chain of spreading the Corona Virus Disease (Covid-19).

Not only WFH but also LFH (Learn From Home) or online learning is applied because this is a pandemic. Online learning is the newest and most popular form of distance education today. Within the past decade it has had a major impact on postsecondary education and the trend is only increasing.[1] Online learning it also the

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[1] Joshua Stem, "Introduction to Online Teaching and Learning" (Journal of English Education and Teaching), p. 1.

process of answering a sequence of questions given (maybe partial) knowledge of the correct answer to previous questions and possibly additional available information.[2]

Online learning today is integrated with social network connectivity, which builds an ecosystem for interaction between students, teacher, and professors from every corner of the world, providing them with free and accessible online resources. In this case, all subjects are carried out by LFH or online learning. One of the subjects taught online is English.

With the existence of a government policy that requires learning from home or online learning, it requires educational institutions to be able to create or innovate in the learning process that is carried out online. One of the innovations made is by utilizing information technology as a means of the learning process. In learning English, the teachers make use of various application media in learning such as Google Classroom, Zoom, E-Learning, WhatsApp group and so on. One application that is widely used is the WhatsApp group. WA Group is used as a place to conduct learning by providing material and exercises regarding learning to students.

In online learning like today, the teacher must have a strategy so that learning is not boring. Especially in learning English so that learning remains active as in face-to-face learning. In this case, many teachers have prepared teaching materials that are easy for students to understand. Although with students in English language learning students to use some alternative media in learning such as using your own dictionary and applications existing today, so that they are easy to understand each vocabulary tasks that have been assigned by the teacher.

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[2] Shai Shalev-Shwartz, "Online Learning and Online Complex Optimization" (Fundations and Trends in Mechine Learing 4, no.2, 2011), p. 108.

In online learning as it is now learning media into one of the most important things in achieving effective learning. Learning media is a tool that functions to convey learning messages. Learning media is anything that can be used to distribute information and anything that can be used to clarify material or achieve learning objectives.

According to Heinich, learning media are messages or information that aim at learning or contain learning purposes.[3] It means that learning media is everything that is needed to communicate with learning. Besides that, H. Malik also defines learning media as anything that can be used to transmit messages (learning materials) so that it can stimulate students' attention, interest, thoughts and feelings in learning activities to achieve certain learning goals.[4]

Using media in teaching can make it easier for students and accelerate them to understand what the teacher teaches. The English teacher must be able to choose the appropriate media with the English material to be taught. The suitability of the media with the subject matter is important to stimulate students in order to increase learning motivation and help understanding the material, so that it will increase student achievement. Student worksheets (LKS) can be considered as a medium or learning tool, because they are used by the teacher as an intermediary in carrying out teaching activities to achieve specific instructional goals or specific learning objectives. The definition of worksheets put forward by Bulu is "Student worksheets (LKS) are worksheets that contain information and instructions from teachers to students to do a

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[3] Rudy Sumisuharsono and Hisbiyatul Hasanah, *Media Pembelajaran: Buku Bacaan Wajib Dosen, Guru dan Calon Pendidik* (Jember: CV PUSTAKA ABADI, 2017), p. 9.

[4] Rudy Sumisuharsono and Hisbiyatul Hasanah, *Media Pembelajaran: Buku Bacaan Wajib Dosen, Guru dan Calon Pendidik* (Jember: CV PUSTAKA ABADI, 2017), p. 10.

learning activity in the form of work, practice, or in the form of implementing learning outcomes to achieve a goal ".[5]

Students' worksheets (LKS) are also one of the many media used in the teaching and learning process in schools. In teaching Islamic religious subjects, LKS media is widely used to provoke student learning activities. Because with LKS students will feel given moral responsibility to complete a task and feel they have to do it, especially if the teacher gives full attention to the results of student work in the LKS.[6]

The purpose of using the Students' Worksheet to achieve process skills skill for students listed in the formulation of ICT as a stimulus for students.[7] Therefore, the Student Worksheet (LKS) is a component of a series of events in the teaching and learning process first, it must mean that the teacher's efforts are not only in arranging learning events, but learning events are carried out by the teacher in the hope of providing continuity of the learning process for students.

Currently Students' Worksheets (LKS) in several schools are still used as a media in controlling student learning outcomes or as a media in evaluating student learning outcomes even though learning is currently being done online. LKS has long been used by several schools as a companion media for text books in learning. Before the pandemic, the worksheets had been used for several years as a means of seeing learning outcomes or the extent to which students were successful in learning.

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[5] Batjo Bulu, *Mendalami dan Menganalisa Materi Pengajaran, Memuat dan Menerapkan LKS* (Ujung Pandang: Diklat, 1993), p. 8.

[6] Batjo Bulu, *Mendalami dan Menganalisa Materi Pengajaran, Memuat dan Menerapkan LKS* (Ujung Pandang: Diklat, 1993), p. 2.

[7] Drs. Moh.Uzer Usman, *Menjadi Guru Profesional* (Bandung : Remaja rosda karya, 1992), p. 63.

Although LKS is currently rarely used because many schools think that LKS is not effective in use, especially during the current pandemic. Therefore, teachers prefer to use text books as a media in learning because text books are more complete and more effective in learning.

In such cases not all schools to replace Worksheet Students (LKS) as a media of learning even though at the time of the current pandemic. There are still schools that use LKS as a media for online learning. One of the schools at SMAN 5 Pinrang Pinrang uses the worksheets as a learning media. One of the subjects using Students' Worksheet (LKS) is teaching English, where teachers provide LKS as a learning medium that is not only used when schools take place but also used in online learning as a result of the current pandemic. In this case students are given the task of understanding the material related to the material in the LKS, then students are required to answer assignments on the worksheets related to the learning material that has been studied.

Based on the description above, the researchers wanted to see the effectiveness of using students' worksheet during the pandemic compared to the use of worksheets before the pandemic or during the face-to-face learning process. So in this case the researcher is interested in researching this with the title "THE EFFECTIVENESS OF USING STUDENTS' WORKSHEET (LKS) IN TEACHING ENGLISH AT PANDEMIC TIME (Case study at the second grade in SMAN 5 PINRANG)".

B. Research Question

Based on the statement in the background, there is problem that will be investigated through this study. The problem is:

Is Students' Worksheet (LKS) is effective or not in teaching English during covid-19 pandemic at the second grade in SMAN 5 PINRANG?

C. Objective of Research

Based on the problem statement above, the researcher formulated problem statement of this research is:

To find out whether Students' Worksheet (LKS) is effective or not in teaching English during covid-19 pandemic at the second grade in SMAN 5 PINRANG.

D. Significance of the Research

1. For Teacher

The result of this research is students' worksheet as media in education to a tool used in order to further optimize the interaction between teachers and students in the learning process in the classroom expected to be an input data for teacher.

2. For Student

The result of this study can increase the knowledge of reading comprehension and give motivation for the students in orders to have interest in learning English.

3. For Researcher

As a reference to other researchers who want to know the effectives of using student's worksheet in English teaching class.

CHAPTER II

REVIEW OF RELATED LITERATUR

A. Previous Research Findings

There are some researches findings which are related to this research, below are some of previous research finding which are related to this research:

Enggar Bondan Prakoso in his research " Pemanfaatan Bahan Ajar Lembar Kerja Siswa (Lks) Untuk meningkatkan Efektifitas Pembelajaran Pendidikan Agama Islam Kelas VII Di Sekolah Menengah Pertama (Smp) Muhammadiyah 2 Surakarta " stated that the use of student worksheets (LKS) can increase the effectiveness of education learning Class VII Islam at SMP Muhammadiya 2 Surakarta. This is evidenced by the results of research by researchers who concluded that: (1) Utilizing student worksheets (LKS) in classroom teaching and learning activities in Islamic Religious Education (PAI) subjects makes students happier in a structured learning process and students are also easier. Learn while at home. In addition, with the existence of student worksheets (LKS), Islamic Religious Education (PAI) teachers are easier to convey material even though they have to provide additional material that is not in the student worksheets (LKS). (2) Utilizing student worksheets (LKS), students find it easier to accept, understand, and master the content of Islamic Religious Education (PAI) subject matter.[8]

In the other research, Bernadita Ivana Devi Astuti "Efektivitas Penggunaan Lembar Kerja Siswa Pada Pembelajaran Matematika Pokok Bahasan Bilangan Bulat Ditinjau Dari Hasil Belajar Dan Pemahaman Siswa Kelas VII Compassion Smp

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[8] Enggar Bondan Prakoso, "Pemanfaatan Bahan Ajar Lembar Kerja Siswa (Lks) Untuk meningkatkan Efektifitas Pembelajaran Pendidikan Agama Islam Kelas VII Di Sekolah Menengah Pertama (Smp) Muhammadiyah 2 Surakarta", (Publikasi ilmiah: Pendidikan Agama Islam, 2016).

Joannes Bosco Yogyakarta" her research use descriptive qualitative and quantitative research as a research design. The result of her research is that the use of student worksheets using the group discussion method is effective in influencing student learning outcomes. The analysis showed that the overall percentage of student learning outcomes was 82.60%. The average score of student learning outcomes tests has reached 83.33.[9]

Adib Rifqi and Surotul Ilmiyah in their research "Students' Worksheet for distance Learning Based on Scientific Literacy in the Topic Coronavirus Disease 2019 (COVIC-19)." Their research aims to design and implement primary students' worksheet that can scientific literacy through distance learning in the topic Coronavirus disease 2019 (COVID-19). From their research the result showed that Students' Worksheet (LKS) is worthy of being used in leaning. This is based on the validation result from researcher research.[10]

From some of the research finding above, there are similarities and different from the researcher's research. The previous researchers focused on the effectiveness of using Students' Worksheet (LKS) as a media in the learning being studied as well as researchers who focused in her research on the Effectiveness of Students' Worksheet (LKS) but the different is in some subjects from the research and some researcher focused on Students' Worksheet for distance learning. In this research the

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[9] Bernadita Ivana Devi Astuti, "Efektivitas Penggunaan Lembar Kerja Siswa Pada Pembelajaran Matematika Pokok Bahasan Bilangan Bulat Ditinjau Dari Hasil Belajar Dan Pemahaman Siswa Kelas Vii Compassion Smp Joannes Bosco Yogyakarta", (Publiksi Ilmiah: MATEMATIKA, 2016).

[10] Adib Rifqi Setiawan & Surotul Ilmiyah, "Students' Worksheet for distance Learning Based on Scientific Literacy in the Topic Coronavirus Disease 2019 (COVIC-19)", (Journal ilmiah, 7 April 2020).

researcher more interested in The Effectiveness of using Students' Worksheet (LKS) in Teaching English at pandemic time.

From the research finding above, the researcher concludes that the use of Students' worksheets (LKS) in learners is effective and can be use as a media in teaching English even though it is at pandemic time as shown in the result of the previous studies.

B. Some Pertinent Ideas

1. Students' Worksheets (LKS)

1) The Nature of Students' worksheet (LKS)

LKS or *Students' Worksheet* refers to worksheet compilation. It consists of summary materials and a lot of questions with different form of answer such as filling the blanks and multiple choices. Of course, not all "sheets" define as worksheets; it can be diagram, graph and completing table. According to Trianto, the Students' Worksheet (LKS) is a student guide that is used to carry out investigative activities or problem solving. LKS can be in the form of a guide to practice developing aspects of learning in the form of an experimental or demonstration guide.[11] A worksheet is a piece of paper, a computer screen or a projection that contains problems. These problems have right and wrong answers and there is generally only one way to complete a problem. The answers fit neatly on the page-conforming to bubbles, blanks or circling.[12]

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[11] Trianto, *Model Pembelajaran Terpadu, Konsep, Strategi, dan Implementasinya dalam Kurikulum Tingkat Satuan Pendidikan* (Jakarta, Bumi Aksara: 2012), p. 111.

[12] Ransom, M. and Manning M, *Worksheet, worksheet, worksheet* (ACEI network group: 2013).

According to Kaymakc worksheet is one of the most important materials for achieving the goals of educational activities. Worksheet is a kind of printed instructional material that is prepared and frequently used by teachers in order to help students to gain knowledge, skills and values by providing helpful comments about the course objectives and enabling students to engage in active learning and learning-by doing in and out of the school.[13]

In line with Davies who stated that, the definition of worksheet is a sheet which is given to the students in the class to act the Teaching – learning process. Worksheet could support the students to learn by them based on the passages in the paper.[14] According to Palepong the definition of the worksheet is sheet given to the students in the class or acts the teaching learning activity. It is a paper that provides information and instruction from teacher or application of learning value to get the objective.[15]

The students' worksheet is learning medium because by it, the students could apply their learning process to get any objectives. Besides that, the student's worksheet also could support them to learn English based on the passage in the paper. Learning value of the students in this activity gave satisfaction to students and it was unforgettable thing in their life.

Students' Worksheets are worksheets for students in both instructional and curricular activities to facilitate discussion of the subject matter obtained. For the

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[13] Kaymakc, S, "History Teachers' Views About Worksheets" (Unpublished Master's Thesis, Karadeniz Technical University Graduate School of Social Sciences, 2006), p. 5.

[14] Davies, Ivor K., *Instructional Technique* (New York: McGraw-Hill Inc, 1981), p. 326.

[15] Palepong, Gonna, "Improving English Vocabulary by Using the Worksheet" (Thesis. FBS UNM, 2001), p. 12.

teacher, it is to guide students in various activities that need to be given and to consider what thought processes will be cultivated in their students.[16] It means that Students' Worksheet (LKS) is a sheet given to students as a means of carrying out teaching and learning activities in schools.

The role of the media will not be seen if its use is not in line with the content of the formulated teaching objectives. Therefore, the purpose of teaching must be used as a reference base for using the media. When ignored, the media is no longer a teaching tool, but as a barrier to achieving goals effectively and efficient.[17]

From the definition above about students' worksheet it can be concluded that Students' Worksheet (LKS) is a worksheet in the form of a student guide that contains information, questions, orders and instructions from educators to students to carry out an investigation or activity and solve problems in the form of work, practice or experiment in which it can develop all aspects of learning. It also help students to gain knowledge, skills and values by providing helpful comments about the course objectives and enabling students to engage in active learning and learning-by doing in and out of the school.

b. Types of Students' Worksheet (LKS)

Each LKS is prepared with certain materials and assignments that are packaged in such a way for a specific purpose. Based on the purpose of making worksheets, worksheets are divided into several forms. According to Muslim Student Worksheets (LKS) are divided into two types:

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[16] Muhammad Azhar, *Proses Belajar Mengajar Pola CBSA* (Penerbit Usaha Nasional: Surabaya, 1993), p. 31.

[17] Syaiful Bahri Dzamarah dan Aswain Zein. *Strategi Belajar Mengajar*. (Bandung: PT.Rineka Cipta, 2006), p. 121.

1) Activity sheets that contain tools to train develop skills and determine concepts in a theme or often referred to as unstructured Student Worksheets (LKS). This LKS acts as a tool for student activities that is used to deliver lessons and teaching aids that can be used to accelerate lessons, provides learning encouragement for each individual, contains a few instructions, written or oral to direct the work of students.

2) Students' Worksheets (LKS) are designed to guide students in a teaching and learning process without guidance from the teacher or so-called information and assignments. In this Student Worksheet (LKS), instructions and directions have been disused, giving enthusiasm and can encourage learning and giving guidance to each student.[18]

c. The Purpose of Students' Worksheet

Preparation of students' worksheet has the intention to facilitate the learning process of students, especially in terms of the interaction of subject matter, so there is no mistake in understanding make, it easy for educators to assign tasks to learners.

Regarding the purpose of the use of students' worksheet in the learning process, Azhar said that, "Students' worksheet was made aims to guide students to a variety of activities that needs to be given and consider the thought processes that will be grown on students themselves.[19]

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[18] Trianto, Mendesain *Model Pembelajaran Inovatif-Progresif: Konssep, Landasan, dan Implementasinya Pada Kurikulum Tingkat Satuan Pendidikan (KTSP)* (Jakarta: Prena Media Group, 2003), p. 209.

[19] Alfan Nur Azizi, "Developing Students' Worksheet of Science On Earth And Universe With Asmaul Husna Approach To Improve Learning Achievement Of Fourth Grade Students Of Islamic Elementary School Of Salafiyah Khairudin Gondanglegi Malang" (Thesis Faculty of Islamic University Maulana Malik Ibrahim, 2014), p. 13.

Meanwhile the other purpose of students' worksheet is:

1) Training students to think steadier in learning activities.

2) Fixing students interest to learn, for example teacher make more systematic worksheet, color and picture to attract attention in learning the students' worksheet.

Based on the explanations above, the aims in using students' worksheet in the learning process in the classroom are:

1) Making students more active in the learning activities.

2) Helps students develop concepts.

3) Training students to discover and develop process skills.

4) Assistance students in obtaining information about concepts learned through the process of systematically learning activities.

d. The function of Students' Worksheet

There are two functions of worksheets in the teaching and learning process, namely:[20]

1) In terms of students: the function of the LKS is as a learning tool both in the classroom, in the practical room and outside the classroom so that students have a great opportunity to develop abilities, apply knowledge, practice skills, process themselves to get their acquisition;

2) From the teacher's point of view: through student worksheets, the teacher in carrying out teaching and learning activities has implemented the "teaching students" method with high SAL (Student Active Learning) levels. Interventions

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[20] Batjo Bulu, *Mendalami dan Menganalisa Materi Pengajaran, Memuat dan Menerapkan LKS* (Ujung Pandang: Diklat:1993).

given by the teacher are not in the form of answers to student questions, but in the form of guides for students to solve problems.

According to Prastowo we can know that the students' worksheet has at least four functions, namely:[21]

a) As teaching materials that can minimize the role of the teacher, but rather to enable the students.

b) As teaching materials that facilitate students to understand the material provided.

c) A as a concise instructional materials and rice tasks for practice.

d) Facilitate the implementation of teaching to students.

e. Various Form of Students' Worksheets

Student' worksheet prepared with materials that will be studied by the student with the intent and specific purposes. The different packaging material on this students" worksheet respectively, resulting in students' worksheet has various kinds and forms. Prastowo says that there are five different forms of worksheets that are often used by students, including:[22]

1) Worksheets help students find a concept.

This students' worksheet type contains the student what to do, including doing, observing, and analyzing. Therefore, teachers should formulate the steps that must be students, and then students are asked to observe the phenomenon of

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[21] Andi Prastowo, *Panduan Kreatif Membuat Bahan Ajar Inovatif: Menciptakan Metode Pembelajaran yang Menarik dan Menyenangkan* (Yogyakarta: Diva Press,2011), p. 205.

[22] Andi Prastowo, *Panduan Kreatif Membuat Bahan Ajar Inovatif: Menciptakan Metode Pembelajaran yang Menarik dan Menyenangkan* (Yogyakarta: Diva Press,2011), p. 208.

activities. Furthermore, the teacher gives the analysis questions that help students to relate what they have observed phenomena with their own concepts.

2) Worksheets help students apply and integrate various concepts.

Students are required to apply the concepts they have learned in everyday life. How, students are asked to discuss an issue with each student to express opinions that can be accounted for. Thus, it has provided a way for implementing democratic values in students.

3) Worksheets that serve as study guides.

Students' worksheet this form contains questions and answers to these questions. So that students are able to memorize and understand the learning material that is in this book. Students' worksheet is also appropriate for the purposes of mediation.

4) Worksheets that serves as reinforcement.

Students' worksheet this form is given after students finish studying a particular topic. Learning materials in this students' worksheet more leads to deepening, so it is suitable for enrichment worksheets.

5) Worksheets that serves as a practical guide.

In this form of worksheets, lab manual is one of the content (content) of the students' worksheet.

The fifth form of worksheets that have been described above, it will not run properly without any books or other references, such as a book that is used for verification of materials for students. In the independent study, students must have the ability to read and study the teaching materials well. Given this capability,

students have ample opportunity to achieve learning goals, if adequate learning resources available.

f. Advantages of Student Worksheets (LKS)

   The advantages of using Student Worksheets (LKS) are:

1) Increase learning activities.

2) Encourage students to be able to work alone.

3) Guiding students well towards concept development.

4) Can be learned anytime and anywhere.

5) Can develop student abilities.

6) Students can learn and advance at their own pace.

7) Students can repeat learning by themselves the material that has been delivered at the time of theory.

g. The Weakness of Using Students' Worksheet *(LKS)*

   In *Permendikbudtahun 2016*, there are some weaknesses to use *Students' Worksheet (LKS)* in teaching and learning English, there are:[23]

1) Author Bibliography Does Not Include in the End of Book

   As stated in *Permendikbud no. 8 tahun 2016* (chapter 4 verse 2) one requirement of textbook or non-textbook as materials in schools is including authors" bibliography that aimed to guarantee the quality of text book, together LKS. This consists of authors" name, expertise, literary works, and education background and job experiences. So, by looking for bibliography, both students and teachers know whether or not this book compatible and able to support teaching and learning

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[23] Muhammad ikhwan fauzi, "Students' Perception On Using Students' Worksheet (Lks) In Learning English" (thesis: IAIN Surakarta, 2019), p. 35.

process. In contrary, no single LKS contain authors" identity, instead of a group of authors" name. Editor and illustrator did not appear as well.

2) *LKS* Do Not Include References as the Source of Materials

The book authors cannot work well without any supporting relevance sources which are agree or oppose with their thinking and ideas. Therefore, they have to include references that usually put in the end of books (*Permendikbud no. 8 tahun 2016 chapter 3 verses 7*). So, it will be easier to see whether or not the *LKS* include to trustworthy and qualified books. However, no one from 8 English *LKS* fill this requirement, it can be assumed that all materials in LKS are not supported by educational experts" opinion or references.

3) *LKS* Is Not Suitable For Young Learners' Characteristics

a) No physical movement

Questions, more questions and the most activities in *LKS* are answering questions with monotonous model; filling the blank, direct translation and sentence completion are dominated question forms in *LKS*. Moreover, *LKS* does not give a chance for students to do physical movements. It allows students to sit down within hours with their paper and pencil. This fact contradicts to young learners characteristics that they like to play and do physical movement.[24]

b) Limited songs

Pupils cannot be separated from singing and dancing wherever they are including in learning.[25] So, teaching them should include those activities in order to be effective teaching and learning. Teacher employed song that related to

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[24] Scott, W, A. and Ytreberg L, *Teaching English to Children* (London: Longman, 2000).

[25] Collins, *Teaching and Learning with Multimedia* (New York: Longman, 2004).

topic to attract students or to cheer up classroom atmosphere when the boredom appears.

c) Grammatical Errors Are Found in *LKS*

There are a lot of grammatical errors that can be found in LKS, mostly in constructing question. No editors include in this LKS. So, it can make the students get wrong materials.

d) Direct Translation

Direct translation consider as inappropriate strategy used in teaching English for young learners, teacher may translate new vocabulary by using media such as pictures, video or even gestures. The students cannot take any benefits for direct translation; they will easier to forget vocabulary that they got from direct translation.

The other weakness in use LKS in pandemic time are:

1) The students are difficult to control, whether they do the Students' Worksheet or other.

2) It is not easy to give assignments according to the abilities of each individual student.

3) For students who are lazy to use worksheets in learning it will be very boring.

g. Student Worksheet Quality Criteria

According to Darmodjo and Kaligis in Eureka Pendidikan, the existence of LKS has a considerable influence in the teaching and learning process so that the preparation of LKS must meet various requirements, namely didactic requirements, construction requirements, and technical requirements.[26]

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[26] Fikrotur rofiah, *Lembar Kerja Siswa (LKS) eurekapendidikan.com/2015/01/lembar-kegiatan-siswa-lks.html* (diakses pada 18 Desember 2020).

1) Didactic requirements

Didactic requirements are requirements related to the principles of effective learning, namely:

a) Pay attention to individual differences so that it can be used by all students who have different abilities.

b) Emphasizes the process of finding concepts so that it serves as a guide for students to seek information, not a means of informing information.

c) Has a variety of stimuli through various media and student activities so that it can provide opportunities for students to write, experiment, practice, and so on.

d) Developing social, emotional, moral and aesthetic communication skills in children, so that they are not only shown to know facts and academic concepts as well as social and psychological abilities.

e) Determine learning experiences with the aim of students' personal development not on the material.

2) Construction requirements

Construction requirements are requirements relating to the use of language, sentence structure, vocabulary, difficulty level, and clarity in the worksheets. The construction conditions are:

a) Using language appropriate to the maturity level of students.

b) Using a clear sentence structure.

c) Have a lesson sequence according to the level of student ability.

d) Avoid questions that are too open.

e) Does not refer to source books beyond the ability of the student.

f) Provide sufficient space to give students space to write and describe the things that students want to convey.

g) Use simple and short sentences.

h) Using more illustrations than words.

i) Have clear and useful learning objectives.

j) Have an identity to facilitate administration.

3) Technical requirements

Technical requirements are requirements related to the presentation of worksheets, namely in the form of writing, pictures and appearance.

a) The writing in the worksheets is expected to pay attention to the following matters:

1) Using printed letters and not Latin or roman letters.

2) Use bold font which is rather large for the topic.

3) Use a maximum of 10 words in a line.

4) Using frames to differentiate the command sentences from the students' answers.

5) Strive for harmony in the ratio of the letter size with the image.

b) A good image for the LKS is an image that can effectively convey the message or content of the image to the LKS user.

c) The appearance aspect is very important in the LKS. Students will initially be interested in appearance not in content. Therefore, LKS must be made attractive so that students are motivated to use LKS.

b) Teaching English at Pandemic Covid-19

Teaching English has developed dramatically in the recent years because globalization impact and everyone should understand English as their International

language. The development of English education can also be seen in Indonesia, in which English starts to be taught earlier to young learner. In the past, English language was given just to students in junior and senior high school, but now English subject is given from the first grade until sixth grade of elementary students. In Elementary School, English language is still taught as a local content.

In the world of education like today, the Teaching English is done learn from home because of pandemic Covid-19. Covid-19 or Corona virus is a group of new types of viruses that originated in Wuhan, a city in China. This new type of Corona virus has become a cause of disease in animals and humans called Covid-19 as an acronym for Corona virus disease 2019.[27] The pandemic corona virus 2019 (COVID-19) has become an international concern and poses challenges to psychological resilience in all fields, one of which is education. Therefore an effective learning strategy is needed to deal with this pandemic.

One way in learning at pandemic is by utilizing Smartphone and computer as a tool used in Learning. Most applications used in learning is WhatsApp. WhatsApp is a cross-platform Smartphone messenger that requires internet data. In terms of its use in educational field, WhatsApp enables students to send text messages, images, video, audio, documents, and even location. It provides students and instructors with the ability to create group that supports interactions of each members. Cheung et al in Amry state that students' engagement through mobile technologies influences their motivations for social interactions.[28]

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[27] Yuliana, Y, Corona virus diseases (Covid-19); Sebuah tinjauan literatur. "Wellness And Healthy Magazine" (Universitas Aisyah Pringsewu, 2020, February).

[28] Armeria Wijaya, "Students' Responses Toward The Use Of Whatsapp In Learning" (Journal :Teaching & Learning English in Multicultural Contexts, 2 num.1), p. 47.

With WhatsApp use then English Teaching at pandemic will continue to use some media in the Learning process such as the use of Students' Worksheet (LKS) as a media in Teaching English.

C. Conceptual Framework

The conceptual framework of this research is presented as following diagram:

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┌─────────────────────────────┐
│   Teaching English at       │
│   Pandemic Time             │
└─────────────────────────────┘
              ↓
┌─────────────────────────────────────────────────┐
│  Using Students' Worksheet (LKS) as a media in   │
│  Teaching English through Online Learning        │
└─────────────────────────────────────────────────┘
        ↓                           ↓
┌──────────────────┐      ┌──────────────────┐
│ The Advantages of│      │ The Weakness of  │
└──────────────────┘      └──────────────────┘
```

The Advantages of

- Increase learning activities.
- Encourage students to work alone.
- Guiding students well towards concept development.
- Can be learned anytime and anywhere.
- Can develop students ability

The Weakness of

- The students are difficult to be controlled.
- For students who are lazy will be very boring.

- LKS is not suitable for young learners'

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

In this research the researcher used the design Descriptive Quantitative and Qualitative research. This research used a combination method or mix method. A mixed methods research design is a procedure for collecting, analyze, and mixing both quantitative and qualitative research and methods in a single study to understand research problems. Furthermore, Creswell said that the basic assumptions of using qualitative and quantitative methods in a single unit provide a better understanding of the research problem compared to using only one method.[29]

Through this research, the researcher wanted to see the effectiveness of Students' worksheet in teaching English during covid-19 pandemic at the second grade in SMAN 5 PINRANG. In this research the researcher looks at the effectiveness of Students' worksheet in teaching English by providing two types of instruments. At the stage of quantitative methods will use the questionnaire to the students at the second grade especially in class XI MIPA 4 and qualitative data will use to interview the English teacher at the second grade.

From the explanation above, it can be concluded that the used of mix methods in this study is because this study has two types of data, namely quantitative data in the form of questionnaires and qualitative data in the form of interviews. Therefore, by using the mix method, the researcher hopes to get the maximum results from the research of researchers who want to know the effectiveness of Students' worksheet

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[29] Iwan Dudy Gunawan, "Penerapan Model Pembelajaran Berbasis Tugas (Task-Based Learning) Bagi Peningkatan Keterampilan Berbicara Bahasa Inggris" (Bandung: Universitas Pendidikan Indonesia, 2013), p.94-95.

(LKS) in teaching English during Covid-19 pandemic at second grade in SMAN 5 PINRANG.

B. Location and Duration of the Research

The research is conducted in SMAN 5 PINRANG it is located on Jl. Poros Malimpung Pinrang South Sulawesi and it will take duration is about less than one month.

C. Subject of the Study

The subject of this research are teacher English and the students at the second grade in SMAN 5 PINRANG in the academic year 2020/2021, which the total number are 35 students of the class. It is class XI MIPA 4.

Table 3.1 Subject of the Research

No	GRADE/CLASS	STUDENTS		TOTAL OF STUDENTS
		MALE	FEMALE	
1	XI MIPA 4	13	22	35

D. Focus of the Research

The researcher make focused on the effectiveness of Students' worksheet (LKS) in teaching English at pandemic time in SMAN 5 PINRANG. The research focused on the effectiveness of using LKS in teaching English because from several schools where researchers have conducted observations of students and the used of media in online learning, only 30% of schools used LKS as a media in their online learning, especially in learning English. Therefore, the researcher focused more on the effectiveness of using Students' worksheets (LKS) in Teaching English at the second grade of SMAN 5 PINRANG.

E. Types and Data Sources

This research, the researcher used several components that become data sources, as for what is mean by the data source in this research is the subject from which the data is obtained. The sources of data in this research are divided into primary and secondary data. The data collected for this research are primary data and secondary data. Primary data is data that is directly obtained from the first data source at the research location or research object. Meanwhile, secondary data is data obtained from a second source or secondary source of the required data.[30] It is classified into:

1) Primary Data

Primary data were obtained from interviews with teachers who used students' worksheets (LKS) as a media in Teaching English.

2) Secondary Data

Secondary data were obtained from a questionnaire given to class XI MIPA 3 related to research problems.

F. Instrument of the Research

One of most important activities in doing research is how to get and collected the data needed: the researcher has tried to apply some appropriated research instrument. The instruments of this research are interview and Questionnaire. The interview is used to obtain interview data from the English teacher class XI MIA 4 regarding the effectiveness of the worksheets used in learning English online. Meanwhile, the questionnaire was used to collect data about students' responses regarding the effectiveness of using worksheets in learning English during a

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[30] Burhan Bungin, *Metode Penelitian Kuantitatif* (Jakarta: Kencana, 2006), p. 122.

pandemic. Researchers make use of documents related to the object of research such as lists of student names and teacher names.

The researcher used this instrument because the researcher wants to information about the effectiveness of using Students' Worksheet (LKS) in teaching English at pandemic tine.

G. Procedure of Collecting Data

The researcher used more procedure of collecting data in this research were:

1) The researcher observed the data or the document from the school of SMAN 5 PINRANG, especially the second grade and the English teacher in the second grade.

2) The researcher collected the student's contact and make whatsApp group to communicate with other.

3) The researcher interview the English teacher of the second grade consist of the research problem about the effectiveness of using Students' Worksheet (LKS) in teaching English by using whatsApp media.

4) The researcher make questionnaire and the researcher send the questionnaire to the students' and the students answer the questionnaire according to their opinions. But, before the students answer the questionnaire, the researcher explaind first about the step to filling the questionnaire. It is to collect more information about the effectiveness of using Students' Worksheet (LKS) in teaching English.

5) Next, the research analyzed the data from the students respond from the questionnaire by used quantitative and the interview with the English teacher analyzed by descriptive.

6)   The last step is the researcher make conclusion about the result of analyzed

the students answer in questionnaire and the interview.

H. Technique of Data Analysis

Having collected all of data from questionnaire and interview, the researcher

analyzed the data. The procedures of analyzing the data are:

1) The analyze of Questionnaire

a) Classification

Classification is the process of classifying all sufficient data based on a

category. After answering all the students' questionnaires, the researcher

started to make a classification based on students' answer from the

questionnaire.

b)   Interpretation

After classification the data, researcher had to interpret data, gave the meaning

to information, evaluated, concluded, responded appropriately and predicts the

result, identification & evaluation. But, before interpreting the data, the

researcher has to analyze the result of the data from the questionnaire that

already being given to the students by descriptive text.

The questionnaire of this research used 20 questions which consisted of 10

positive and 10 negative statements. The researcher used liker scale. Liker scale was a

scale can be used for measure attitude, opinion or perception of person about criteria

object or phenomenon.[31] The researcher use liker scale that can be seen on the

following table:

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[31] Syofian Sirager, *atistika Deskriptif untuk Penelitian* (Jakarta: PT Raja Granfindo Persada. 2010), p.138.

Table 3.2 Liker Scale

Positive statement score	Category	Negative statement score
5	Strongly Agree (SA)	1
4	Agree (A)	2
3	Natural (N)	3
2	Disagree (D)	4
1	Strongly Disagree (SD)	5

All of these classifications are obtained by percentage using the following formula:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage number

F = Frequency of respondents

N = Total number.[32]

In addition the classification of the students' response based on the criteria below:

No	Qualification	Interval
1	Very Strong (VS)	81% - 100%
2	Strong (S)	61% - 80%
3	Neutral (N)	41% - 60%
4	Low (L)	21% - 40%
5	Strongly Low (SL)	0% - 20%[33]

In order to compile and process the collected data so that it can produce a justifiable conclusion. To determine the effectiveness of using student worksheets

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[32] Anas Sudijono, *Pengantar Statistik Pendidikan,* (PT. Raja Grafindo Persada: Jakarta, 2007), p. 43.

[33] Subagyo, *Metode Penelitian Pendidikan* (Bandung: Penerbit Alfabeta, 2010*),* p. 135.

(LKS) in teaching English, indicators can be clarified into categories: effective, moderately effective, less effective and ineffective.

Meanwhile, quantitatively the effectiveness of using student worksheet media (LKS) in learning is determined from the percentage of research results:

76% - 100% (Effective)

56% - 75% (Quite effective)

40% - 55% (Less effective)

0% - 39% (Ineffective)[34]

In accordance with the applicable provisions that in this case the effectiveness of the application of student worksheets (LKS) in teaching English is classified into four categories:

a) The effectiveness of using Students' Worksheet (LKS) can be categorized as effective when the percentage reaches 76% to 100%.

b) The effectiveness of using Students' Worksheet (LKS) can be categorized as quite effective when the percentage reaches 56% to 75%.

c) The effectiveness of using Students' Worksheet (LKS) can be categorized as less effective if the percentage reaches 40% to 55%.

d) The effectiveness of using Students' Worksheet (LKS) can be categorized as ineffective when the percentage reaches 0% to 39%.

2) The Analysis of Interview

In analyzing the data the researcher used the descriptive method. Data analysis is conducted as follows:

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[34] Suharsimi Arikunto, *Prosedur Penelitian (Suatu pendekatan Praktek* (Jakarta:Rineka Cipta, 1993), p. 246.

a) Data Reduction

The data obtained by researchers through interviews. The data is reduced by summarizing, selecting and focusing the data on things that are in accordance with the objectives of the researcher. At this stage, the researcher reduces the data by sorting, categorizing and making abstracts from the interview notes.

b) Data Display

After the data is reduced, the next step is to display the data. Data presentation is done in the form of tables, graphs, phi chards, pictograms and the like. By presenting the data, the data can be organized, arranged in a relationship pattern, so that it will be easier to understand. In this research, data can be done in the form of brief descriptions, charts, relationships between categories and the like.

This technique is used arranging the information, description, or narration to draw conclusion. By presenting data, the researcher considered what the researcher should do. The researcher can analyze the other action based on her understanding.

c) Conclusion and Verification

In this final stage, based on the data that has been reduced and presented, the next researcher makes conclusions that are supported by strong evidence at the data collection stage. The conclusion is the answer to the research problem and questions that the researcher has expressed since the beginnin

CHAPTER IV
FINDING AND DISCUSSION

This chapter consists of two sections, the section deals with the finding of the research and discussions of the research. The finding of the research cover the description of the result of data collected through questionnaire and interview that can be discussed in the section below.

A. Finding

In this finding of the research consists two sections, the finding through questionnaire and the finding through the interview. The first finding is discussed as follow:

1) The finding through questionnaire.

The description would show the researcher about the result of the student's response in questionnaire. In this section the researcher used the questionnaire to find out the effectiveness of students' worksheets in teaching English during a covid-19 pandemic. In this case the researcher focuses on student's response about how their opinion on the use of students' worksheets in the learning process is carried out online through questionnaire, especially in teaching English.

The description would show the researcher about the result of the student's response.

a) The results of students' response based on each item

1) Statement with Regard to Kevalidan Aspect

In this section shows the result of the statement in kevalidan aspect, there are 8 items both of 3 positif statement and 5 negative statement.

Table 4.1 Item number 3 (Materi pembelajaran bahasa inggris menggunakan LKS sangat sulit untuk dipahami dari yang saya harapkan). (Negative Statement)

According with the term above, it can be seen in the table below:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	1	2	2
2	Agree	2	19	38
3	Natural	3	5	15
4	Disagree	4	7	28
5	Strongly Disagree	5	1	5
	Total		34	88

The data shows that the total score of the item 3 are 88, so that $\frac{88}{170} \times 100\% =$ 51,76%%, where 170 is the maximum score. So it can be categorized Neutral.

Table 4.2 Item number 4 (LKS yang digunakan guru dalam pembelajaran online dapat meningkatkan cara berfikir saya secara mendalam tentang bahasa inggris).(Positive statement)

According with the term above, it can be seen in the table below:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	5	1	5
2	Agree	4	16	64
3	Natural	3	9	27
4	Disagree	2	7	14
5	Strongly Disagree	1	1	1
	Total		34	111

The data shows that the total score of the item 4 are 111, so that $\frac{111}{170} \times$ 100% =65,30%, where 170 is the maximum score. So it can be categorized Strong.

Table 4.3 Item number 6 (Guru menjelaskan materi pembelajaran secara online sebelum memberikan tugas didalam LKS. (Positive Statement)

According with the term above, it can be seen in the table below:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	5	27	135

2	Agree	4	5	20
3	Natural	3	2	6
4	Disagree	2	0	0
5	Strongly Disagree	1	0	0
	Total		34	161

The data shows that the total score of the item 6 are 161, so that $\frac{161}{170} \times$ 100% =94,70%, where 170 is the maximum score. So it can be categorized Very Strong.

Table 4.4 Item number 10 (Gaya tulisan dalam LKS sangan membosankan dan tidak menarik). (negative Statement)

According with the term above, it can be seen in the table below:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	1	0	0
2	Agree	2	3	6
3	Natural	3	3	9
4	Disagree	4	25	100
5	Strongly Disagree	5	3	15
	Total		34	130

The data shows that the total score of the item 10 are 130, so that $\frac{130}{170} \times$ 100% =76,47%, where 170 is the maximum score. So it can be categorized Strong.

Table 4.5 Item number 11 (Saya kesulitan menjawab soal-soal di LKS karena materi yang disajikan sangat sedikit dan kurang dipahami). (negative Statement)

According with the term above, it can be seen in the table below:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	1	13	13
2	Agree	2	12	24
3	Natural	3	5	15
4	Disagree	4	4	16
5	Strongly Disagree	5	0	0
	Total		34	68

The data shows that the total score of the item 11 are 68, so that $\frac{68}{170} \times$ 100% = 40%, where170is the maximum score. So it can be categorized Low.

Table 4.6 Item number 14 (Materi dalam LKS sangat sedikit dan sulit untuk

dipahami.). (negative Statement)

According with the term above, it can be seen in the table below:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	1	7	7
2	Agree	2	12	24
3	Natural	3	8	24
4	Disagree	4	7	28
5	Strongly Disagree	5	0	0
	Total		34	83

The data shows that the total score of the item 14 are 83, so that $\frac{83}{170} \times$

100% =48,82%, where 170 is the maximum score. So it can be categorized Neutral.

Table 4.7 Item number 16 (Materi yang diberikan di LKS sesuai dengan

silabus dan RPP pembelajaran online). (Positive Statement)

According with the term above, it can be seen in the table below:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	5	3	15
2	Agree	4	19	76
3	Natural	3	5	15
4	Disagree	2	7	14
5	Strongly Disagree	1	1	1
	Total		34	121

The data shows that the total score of the item 16 are 121, so that $\frac{121}{170} \times$

100% =71,17%, where 170 is the maximum score. So it can be categorized Strong.

Table 4.8 Item number 17 (Menggunakan LKS dalam pembelajaran online

lebih banyak kekurangannya dibanding dengan kelebihannya).

(negative Statement)

According with the term above, it can be seen in the table below:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	1	8	8
2	Agree	2	9	18
3	Natural	3	6	18
4	Disagree	4	6	24
5	Strongly Disagree	5	5	25

	Total			34	93

The data shows that the total score of the item 17 are 93, so that $\frac{93}{170} \times$ 100% =54,70%, where 170 is the maximum score. So it can be categorized Neutral .

2)   Statement with Regard to kepraktisan Aspect

In this section shows the result of the statement in kevalidan aspect, there are 6 items both of 4 positif statement and 2 negative statement.

Table 4.9 Item number 2 (Saya mudah memahami materi bahasa inggris dengan menggunakan LKS sebagai media dlam pembelajaran online). (Positive Statement)

According with the term above, it can be seen in the table below:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	5	2	10
2	Agree	4	13	52
3	Natural	3	10	30
4	Disagree	2	9	18
5	Strongly Disagree	1	0	0
	Total		34	110

The data shows that the total score of the item 2 are 110, so that $\frac{110}{170} \times$ 100% =64,70%, where 170 is the maximum score. So it can be categorized Strong.

Table 4.10 Item number 5 (LKS yang digunakan guru dalam pembelajaran online membuat saya tertarik untuk belajar bahasa inggris). (Positive Statement)

According with the term above, it can be seen in the table below:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	5	1	5
2	Agree	4	11	44
3	Natural	3	15	45
4	Disagree	2	6	12
5	Strongly Disagree	1	1	1
	Total		34	107

The data shows that the total score of the item 5 are 107, so that $\frac{107}{170} \times$ 100% =62,94%, where 170 is the maximum score. So it can be categorized Strong.

Table 4.11 Item number 7 (Pembelajaran secara online menggunakan LKS kurang menarik bagi saya). (negative Statement)

According with the term above, it can be seen in the table below:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	1	0	0
2	Agree	2	7	14
3	Natural	3	8	24
4	Disagree	4	18	72
5	Strongly Disagree	5	1	5
	Total		34	115

The data shows that the total score of the item 7 are 115, so that $\frac{115}{170} \times$ 100% =67,64%, where 170 is the maximum score. So it can be categorized Strong.

Table 4.12 Item number 12 (Dengan penggunaan LKS dalam pembelajaran online dapat membuat saya mengerjakan berbagai soal-soal bahasa inggris dengan baik). (Positive Statement)

According with the term above, it can be seen in the table below:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	5	4	20
2	Agree	4	15	60
3	Natural	3	13	39
4	Disagree	2	1	2
5	Strongly Disagree	1	1	1
	Total		34	122

The data shows that the total score of the item 12 are 122, so that $\frac{122}{170} \times$ 100% =71,76%, where 170 is the maximum score. So it can be categorized Strong.

Table 4.13 Item number 15 (Saya lebih senang menggunakan textbook daripada LKS dalam pembelajaran bahasa inggris secara online). (negative Statement)

According with the term above, it can be seen in the table below:

No	Category	Score	Frequent	Sum of score

1	Strongly Agree	1	1	1
2	Agree	2	11	22
3	Natural	3	12	36
4	Disagree	4	9	36
5	Strongly Disagree	5	1	5
	Total		34	100

The data shows that the total score of the item 15 are 100, so that $\frac{100}{170} \times$ 100% =58,82, where 170 is the maximum score. So it can be categorized Neutral.

Table 4.14 Item number 18 (Dengan pembelajaran menggunakan LKS maka saya yakin bahwa akan bermanfaat bagi saya). (Positive Statement)

According with the term above, it can be seen in the table below:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	5	11	55
2	Agree	4	20	80
3	Natural	3	2	6
4	Disagree	2	1	2
5	Strongly Disagree	1	0	0
	Total		34	143

The data shows that the total score of the item 18 are 143, so that $\frac{143}{170} \times$ 100% =84,12%, where 170 is the maximum score. So it can be categorized Very Strong.

3) Statement with Regard to Kegunaan Aspect

In this section shows the result of the statement in kevalidan aspect, there are 6 items both of 3 positif statement and 3 negative statements.

Table 4.15 Item number 1 (LKS lebih menarik dibandingkan dengan media pembelajaran online lainnya). (Positive Statement)

According with the term above, it can be seen in the table below:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	5	10	50
2	Agree	4	8	32
3	Natural	3	4	13
4	Disagree	2	12	24
5	Strongly Disagree	1	0	0

Total			34	119

The data shows that the total score of the item 1 are 119, so that $\frac{119}{170} \times$ 100% =70%, where 170 is the maximum score. So it can be categorized Strong.

Table 4.16 Item number 8 (Saya dapat meingkatkan kemampuan *reading* saya ketika menggunakan LKS sebagai media pembelajaran online). (Positive Statement)

According with the term above, it can be seen in the table below:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	5	8	40
2	Agree	4	8	32
3	Natural	3	8	24
4	Disagree	2	10	20
5	Strongly Disagree	1	0	0
	Total		34	116

The data shows that the total score of the item 8 are 116, so that $\frac{116}{170} \times$ 100% =68,24%, where 170 is the maximum score. So it can be categorized Strong.

Table 4.17 Item number 9 (Tugas-tugas latihan pada LKS sangat sulit untuk dikerjakan). (negative Statement)

According with the term above, it can be seen in the table below:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	1	2	2
2	Agree	2	9	18
3	Natural	3	9	27
4	Disagree	4	12	48
5	Strongly Disagree	5	2	10
	Total		34	105

The data shows that the total score of the item 9 are 105, so that $\frac{105}{170} \times$ 100% =61,76%, where 170 is the maximum score. So it can be categorized Strong.

Table 4.18 Item number 13 (Saya percaya bahwa saya akan mendapatkan hasil yang baik setelah menggunakan LKS dalam pembelajaran online). (Positive Statement)

According with the term above, it can be seen in the table below:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	5	6	30
2	Agree	4	14	56
3	Natural	3	7	21
4	Disagree	2	7	14
5	Strongly Disagree	1	0	0
	Total		34	121

The data shows that the total score of the item 13 are 121, so that $\frac{121}{170} \times$ 100% =71,18%, where 170 is the maximum score. So it can be categorized Strong.

Table 4.19 Item number 19 (Saya lebih senang belajar menggunakan LKS disekolah dibanding dengan belajar menggunakan LKS secara online). (negative Statement)

According with the term above, it can be seen in the table below:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	1	18	18
2	Agree	2	11	22
3	Natural	3	2	6
4	Disagree	4	3	12
5	Strongly Disagree	5	0	0
	Total		34	58

The data shows that the total score of the item 19 are 58, so that $\frac{58}{170} \times$ 100% = 34,11% where 170 is the maximum score. So it can be categorized Low.

Table 4.20 Item number 20 (saya merasa kurang mendapatkan pengetahuan dari pembelajaran online menggunakan LKS).(negative Statement)

According with the term above, it can be seen in the table below:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	1	10	10
2	Agree	2	11	22
3	Natural	3	2	6

4	Disagree	4	11	44
5	Strongly Disagree	5	0	0
	Total		34	82

The data shows that the total score of the item 20 are 82, so that $\frac{82}{170} \times 100\%$ =48,24%, where 170 is the maximum score. So it can be categorized Neutral.

Distribution Percentage from the students' response.

No	Negative Statement	Percentage score	Positive Statement	Percentage score
1	Item 3	51,76%	Item 1	70%
2	Item 7	67,65%	Item 2	64,70%
3	Item 9	61,80%	Item 4	65,30%
4	Item 10	76,47%	Item 5	62,94%
5	Item 11	40%	Item 6	94,70%
6	Item 14	48,82%	Item 8	68,24%
7	Item 15	58,82%	Item 12	71,76%
8	Item 17	54,70%	Item 13	71,18%
9	Item 19	34,11%	Item 16	71,18%
10	Item 20	48,24%	Item 18	84,12%
		54,24%		72,41%

From the results of the percentage of data above which have been grouped into negative statements and positive statements, it can be said that student responses on each item can be said that on negative items students respond get the total percentage is 54,24% it means that the student response is less well or disagree regarding the use of worksheets which are considered inappropriate or ineffective for use in the online learning process. Meanwhile, in the positive statement, the students responded get the total percentage is 72,41%, it means that the students responses is quite well or agreed regarding the use of worksheets in learning which were considered appropriate or effective to be used in the online learning process.

b) The results of students' response based on total score of questionnaire.

Table 4.21 the score of questionnaire

Respondent	Item																				Total
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	
1	4	4	3	4	3	5	4	4	3	4	3	3	4	4	3	5	2	5	1	3	71
2	4	4	4	4	3	4	4	5	4	4	2	4	4	2	4	4	2	4	4	4	74
3	2	3	2	4	3	5	4	5	2	4	1	3	4	1	3	4	4	5	1	4	64
4	5	4	4	4	4	4	4	5	3	5	2	4	5	2	3	4	2	5	1	4	74
5	4	4	1	3	4	5	3	4	1	2	3	3	4	2	2	3	2	5	1	1	57
6	4	3	3	4	4	4	3	4	3	4	2	2	3	2	3	3	2	4	3	4	64
7	5	5	3	5	4	5	3	4	4	4	4	5	4	3	4	2	4	5	1	2	76
8	5	4	2	3	3	5	4	3	2	4	2	3	5	3	4	4	5	4	1	4	70
9	2	3	2	4	3	5	4	5	2	4	1	3	4	1	3	4	4	5	1	4	64
10	4	2	2	3	3	3	4	2	3	2	2	3	3	3	3	3	3	4	1	2	55
11	5	3	3	3	3	5	3	2	1	3	1	5	3	1	1	3	3	5	1	1	55
12	5	4	2	3	3	5	4	3	2	4	2	3	5	3	4	4	5	4	1	2	68
13	2	2	2	2	2	5	2	2	4	4	1	4	2	2	2	4	1	4	2	1	50
14	4	2	2	3	3	3	4	2	3	2	2	3	3	3	3	3	3	4	1	2	55
15	2	2	2	2	2	5	2	2	4	4	1	4	2	2	2	4	1	4	2	1	50
16	2	2	2	2	2	5	2	2	4	4	1	4	2	2	2	4	1	4	2	1	50
17	2	2	2	2	2	5	2	2	4	4	1	4	2	2	2	4	1	4	2	1	50
18	5	4	2	3	3	5	4	3	2	4	2	3	5	3	4	4	5	4	1	2	68
19	5	5	2	3	5	5	3	5	4	3	1	4	4	4	2	5	3	5	4	2	74
20	2	3	2	4	3	5	4	5	2	4	1	3	4	1	3	4	4	5	1	4	64
21	5	4	2	3	3	5	4	3	2	4	2	3	5	3	4	4	5	4	1	2	68
22	2	2	2	2	2	5	2	2	4	4	1	4	2	2	2	4	1	4	2	1	50
23	2	2	2	2	2	5	2	2	4	4	1	4	2	2	2	4	1	4	2	1	50
24	3	4	5	4	4	5	4	3	5	4	3	4	4	4	3	3	1	4	2	3	72
25	2	3	2	4	3	5	4	5	2	4	1	3	4	1	3	4	4	5	1	4	64
26	3	3	4	2	3	5	4	3	3	4	2	4	3	2	3	3	3	3	2	2	61
27	5	4	3	4	4	4	4	3	2	3	3	4	3	3	2	3	2	2	1	4	63
28	2	3	2	4	3	4	2	4	4	4	2	3	3	1	2	4	3	4	2	1	57
29	3	4	4	4	4	5	4	5	4	4	4	4	4	4	4	4	4	4	2	4	79
30	4	3	2	4	4	5	3	4	3	4	2	4	4	2	4	3	2	4	4	4	69
31	2	2	1	1	1	5	5	2	3	5	1	1	2	1	2	3	1	3	1	1	43
32	5	4	4	4	4	5	3	4	5	4	3	5	4	4	5	5	5	4	1	2	80
33	4	3	4	4	4	5	4	4	3	4	4	4	4	4	3	4	2	4	2	2	72
34	3	4	4	4	4	5	3	3	4	5	4	5	5	4	4	3	2	5	3	2	76
Total																					2157

From the table above showed the results of the students' response from 34 students who have been questioned by the questionnaire of the 20 statement showed that the total result of the student's response as much 2157. To get the percentage of the results, the researcher analyzed the data in the following ways:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage number

F = Frequency of respondents

N = Total number.

So,

$$P = \frac{2157}{34} \times 100\%$$

$$= 63,44\,\%$$

Based on the score of questionnaire above from 10 positive statements and 10 negative statements of questionnaire, the researcher concluded that the students' response about the effectiveness of students' worksheet in teaching English during covid-19 pandemic is quite effective because the result of percentage showed that 63,44%. The statement can be seen by the defined standards as the following:

76% - 100% (Effective)

56% - 75% (Quite effective)

40% - 55% (Less effective)

0% - 39% (Ineffective)

2. The finding through Interview

The result data from interview that has been processed through data reduction and display are representative responds present below:

a) Analysis of the results of teacher interviews

From the results of interviews conducted with two eighth grade English teachers using WhatsApp as a media for conducting online interviews, they stated that the use of students' worksheet as a media in online learning can be said to be quite effective. The use of Students' worksheet as a medium in online learning is considered to be able to help students in the online learning process. The two English teachers use a learning system by explaining the learning material first then giving assignments according to the material that has been taught.

"Kalau dari saya sendiri, biasanya tugas LKS yang saya berikan saya padukan dengan pembelajaran yang saya dapat dari youtube, kemudian dijelaskan kepada siswa mengenai tugas-tugas yang akan mereka kerjakan sesuai dengan yang ada di LKS dengan memperhatikan materi yang telah dijelaskan dari youtube"(informant 1), this is in line with the statement from the 2nd informant who provides explanations to students first and then gives the assignments in the old worksheets according to the material that has been given.

"Biasanya kami munggunakan sistem pembelajaran bahasa inggris menggunakan LKS, saya memberikan penjelasan materi yang berhubungan dengan soal-soal yang akan dijawab. Kami menjelaskan secara rinci serta memberikan contoh yang berhubungan dengan soal-soal tersebut. Kami juga memberikan kesempatan kepada siswa untuk bertanya ketika ada penjelasan yang kurang dimengerti, kemudian saya akan menjelaskan kembali".

From the system used by the two teachers, students gave positive responses in the learning process. The constraints faced by teachers in using Students' worksheet in online learning are more related to the difficulties of teachers in monitoring the student learning process. In accordance of the two teachers, "Mengenai masalah atau kendala itu yahhh saya rasa banyak sekali jika ingin dijelaskan. Tetapi, masalah pertama yaitu pemahaman siswa yang sulit untuk diukur. Karena kalau pada saat tatap muka langsung, kita dapat melihat kemampuan siswa, kita dapat berkomunikasi secara baik ketika mereka tidak mengerti, jadi kita dapat menjelaskannya kembali, maka dapat diterima oleh siswa dengan baik." Another obstacle is the network problem that is sometimes faced by students when the learning process takes place according to the statement from the teacher who states that "Dibandingkan dengan pembelajaran online kita tidak dapat mengukur siswa, apakah pada saat menerima materi itu dapat tepat waktu, apakah mereka benar-benar memahami materi yang diberikan, kemudian juga masalah jaringan, karena ada beberapa siswa yang sulit menjangkau jaringan." This is also referred to as a deficiency in the use of worksheets in online learning.

From the results of interviews by the two English teachers, the researcher concluded that the use of Stundents' worksheetin Teaching English through online can be said to be quite effective because LKS not only helps in the face-to-face learning process but also helps in the online learning process even though it has a few obstacles in the learning process. In addition, student learning outcomes using LKS can be said well because it reaches 80%. However, the teacher suggests that in addition to using Students' worksheet in online learning, the teacher must also use other media such as textbooks so that students can understand the material well.

B. Discussion

In this section, the researcher would like to describe the discussion of the result of the data analysis about the effectiveness of Students' Worksheet in teaching English at the second grade in SMAN 5 PINRANG. In this case, the researcher wanted to see if the worksheets were also effectively used in online learning.

According to the result of the data from students respond about the effectiveness of Students' Worksheet in teaching English the writer calculates the data in several steps. The questionnaire was analyzed based on each item of the questionnaire and an analysis of the overall score from the students' answers, and the interviews were analyzed in 3 stages, namely data reduction, data display, and conclusion and verification. Based on the result from the questionnaire based on the each item show that on item 6 (the teacher explains the learning material online before giving the assignment in the LKS) as the higher score with the percentage is 94,70% which means students have very strong response. It means that before doing online learning, the teacher first explains the material in the LKS. The lowest score is the item 19 (Saya lebih senang belajar menggunakan LKS disekolah dibanding dengan belajar menggunakan LKS secara online) with the percentage is 34,11% which means students have Low response. It means that besides enjoying using LKS at school, students also enjoy using LKS during online learning.

The other step is the analysis questionnaire based on the total score from students response about the effectiveness of Students' Worksheet in teaching English. In this section the writer concluded the data with the formula. The total score from students' response is 2157 and the total of students is 34. The results of quantitative data analysis after being calculated using the formula, the results show a percentage

of 63.44% so that it can be categorized as quite effective. It means that the use of LKS in the online learning process based on student responses, it can be said that the LKS is quite effective in using online learning. This is supported by a research by Bernadita Ivana Devi Astuti"Efektivitas Penggunaan Lembar Kerja Siswa Pada Pembelajaran Matematika Pokok Bahasan Bilangan Bulat Ditinjau Dari Hasil Belajar Dan Pemahaman Siswa Kelas VII Compassion Smp Joannes Bosco Yogyakarta" that found the use of student worksheets using the group discussion method is effective in influencing student learning outcomes. The analysis showed that the overall percentage of student learning outcomes was 82.60%. The average score of student learning outcomes tests has reached 83.33[35]. So it can be concluded that the use of Students' Worksheet in teaching can be said quite effective.

The other research by Adib Rifqi and Surotul Ilmiyah in their research "Students' Worksheet for distance Learning Based on Scientific Literacy in the Topic Coronavirus Disease 2019 (COVIC-19)." Their research aims to design and implement primary students' worksheet that can scientific literacy through distance learning in the topic Coronavirus disease 2019 (COVID-19). From their research the result showed that Students' Worksheet (LKS) is worthy of being used in leaning. This is based on the validation result from researcher research[36]. It means that the use of LKS is not only effectively used in face-to-face learning but is also effectively used during distance learning or online learning.

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[35] Bernadita Ivana Devi Astuti, "Efektivitas Penggunaan Lembar Kerja Siswa Pada Pembelajaran Matematika Pokok Bahasan Bilangan Bulat Ditinjau Dari Hasil Belajar Dan Pemahaman Siswa Kelas Vii Compassion Smp Joannes Bosco Yogyakarta", (Publiksi Ilmiah: MATEMATIKA, 2016).

[36] Adib Rifqi Setiawan & Surotul Ilmiyah, "Students' Worksheet for distance Learning Based on Scientific Literacy in the Topic Coronavirus Disease 2019 (COVIC-19)", (Journal ilmiah, 7 April 2020).

In general, effectiveness is showing the level of achievement of an effective if it achieves its goals.[37] In this case, the results of research on the effectiveness of LKS are considered to have achieved their objectives. As contained in the theory which explains that LKS is a paper that provides information and instruction from teacher or application of learning value to get the objective. This is consistent with the results of the study where the results show that teachers have achieved the goals in learning because they provide information and instructions to students in the online learning process so that the results obtained by students are not much different from the results obtained during the face-to-face process. The other purpose of the LKS according to the previous theory is that the purpose of the LKS is training students to think steadier in learning activities. This is in line with the results of the study which showed that students' responses to this matter received a strong response from students. This is shown in item 13 (Saya percaya bahwa saya akan mendapatkan hasil yang baik setelah menggunakan LKS dalam pembelajaran online) by reaching a percentage of 71,18%. It means that students think that students' thinking about the use of worksheets can make them get good results.

Apart from the concept and purpose of LKS, using LKS certainly has advantages and disadvantages. The advantages possessed by LKS include; (1) Increase learning activities, (2) Encourage students to be able to work alone, (3) Guiding students well towards concept development. These advantages are not only found in the face-to-face process, but when online learning also has the same advantages based on the results of the researcher's analysis. Another advantage that is obtained in the online learning process is that students find it easier to do assignments

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[37] Pringgodigjo, *"Ensiklopedia Umum",* (Yogyakarta: Yayasan Kanisius, 1973). P. 29

in LKS because students can work on them in a long period of time. In addition to having advantages, LKS also has several disadvantages, based on the theory that has been explained, among these, namely LKS is not suitable for young learners and also has a disadvantage in terms of completeness of LKS content. In the online learning process, the most disadvantages of LKS based on the results of data analysis conducted by researchers is the difficulty of controlling the learning process carried out by students because it is done online or learning at home. Another disadvantage is the difficulty of teachers in providing daily values and attitude values from students.

From the description above, the use of LKS media in learning English online can be said to be quite effective because it can help in the online learning process according to the results of questionnaires and interviews with second grade English teachers. It means that selain effective digunakan dlam proses pembelajaran tatap muka, LKS juga effective digunakan dalam proses pembelajaran online. In addition to using LKS media, in the online learning process the teacher also uses other media so that learning runs smoothly and well and students can really understand what is conveyed or taught by the teacher and what the English teacher expects so that behavior changes and the application of knowledge obtained in learning carried out online can be applied in everyday life. In addition, English teachers at SMAN 5 Pinrang expect students to be more motivated to use Student Worksheets in learning both online learning and face-to-face learning.

CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, there are two parts, those are conclusion and suggestion.

A. Conclusion

Based on the result of the analysis in the previous chapter, it can be concluded that. The research of the questionnaire showed that the result and the classification from 20 statement which had been calculated and analysis in the previous chapter, the researcher concluded that the Students' Worksheet in teaching English during covid-19 pandemic at the second grade in SMAN 5 PINRANG is quite effective. This is in accordance with the percentage results of the analysis of data based on each item and also the result of the questionnaire that showed the percentage of 63,44%. In accordance with the standard that has been established that the percentage of 56% - 75% is categorized as quite effective. The results of the interviews conducted by researchers with second grade English teachers showed that the use of Students' worksheet during the pandemic was quite effective because after analyzing the results of the teacher's answers it was stated that the LKS was feasible or helped in the process of learning English online. .

B. Suggestion

Based on the conclusion above, the researcher would like to gives some suggestion.

1) For teachers, they should improve the English learning method or system using worksheets in the learning process, especially online learning so that students are more active and active in the learning process so that students' mastery of

knowledge and skills can be achieved and measured. In addition, teachers must also have other guidelines besides worksheets, such as textbooks and so on.

2) Students should use worksheets properly and correctly in order to improve the quality of teaching because worksheets are deemed effective in the online learning process and can make students more independent in working on the questions on the LKS.

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APPENDICES

Appendix 1 : QUESTIONNAIRE

ANGKET PENELITIAN

Nama : …… …………………………………

PETUNJUK PENGISIAN

1. Berilah tanda cek (√) pada pilihan yang kalian anggap paling tepat.
2. Bacalah setiap item dengan teliti.
3. Isilah angket ini sesuai dengan keadaan kalian yang sebenarnya.

No.	Pernyataan	SS	S	RR	TS	STS
1	LKS lebih menarik dibandingkan dengan media pembelajaran online lainnya.					
2	Saya mudah memahami materi bahasa inggris dengan menggunakan LKS sebagai media dalam pembelajaran online.					
3	Materi pembelajaran bahasa inggris menggunakan LKS sangat sulit untuk dipahami dari yang saya harapkan.					
4	LKS yang digunakan guru dalam pembelajaran online dapat meningkatkan cara berfikir saya secara mendalam tentang bahasa inggris.					
5	LKS yang digunakan guru dalam pembelajaran online membuat saya tertarik untuk belajar bahasa inggris.					
6	Guru menjelaskan materi pembelajaran secara online sebelum memberikan tugas didalam LKS .					
7	Pembelajaran secara online menggunakan LKS kurang menarik bagi saya.					
8	Saya dapat meingkatkan kemampuan *reading* saya ketika menggunakan LKS sebagai media pembelajaran online.					
9	Tugas-tugas latihan pada LKS sangat sulit untuk dikerjakan.					
10	Gaya tulisan dalam LKS sangat membosankan dan tidak menarik.					
11	Saya kesulitan menjawab soal-soal di LKS karena materi yang disajikan sangat sedikit dan kurang dipahami.					
12	Dengan penggunaan LKS dalam pembelajaran online dapat membuat saya mengerjakan berbagai soal-soal bahasa inggris dengan baik.					
13	Saya percaya bahwa saya akan mendapatkan hasil yang baik setelah menggunakan LKS dalam pembelajaran online.					
14	Materi dalam LKS sangat sedikit dan sulit untuk dipahami.					
15	Saya lebih senang menggunakan textbook daripada LKS dalam pembelajaran bahasa inggris secara online.					
16	Materi yang diberikan di LKS sesuai dengan silabus dan RPP pembelajaran online.					
17	Menggunakan LKS dalam pembelajaran online lebih banyak kekurangannya dibanding dengan kelebihannya.					
18	Dengan pembelajaran menggunakan LKS maka saya yakin bahwa akan bermanfaat bagi saya.					
19	Saya lebih senang belajar menggunakan LKS disekolah dibanding					

	dengan belajar secara online.					
20	saya merasa kurang mendapatkan pengetahuan dari pembelajaran online menggunakan LKS.					

Keterangan :

SS   : Sangat setuju

S   : Setuju

RR   : Ragu-ragu

TS   : Tidak setuju

STS   : Sangat tidak setuju

Appendix 2 : INTERVIEW

Pertanyaan untuk guru:

1. Apakah menurut bapak/ibu penerapan Lembar Kerja Siswa (LKS) dapat membantu proses pembelajaran bahasa inggris secara online?

2. Bagaimana system pembelajaran bahasa inggris yang bapak/ibu terapkan dengan menggunakan LKS sebagai media pembelajaran online?

3. Dengan penggunaan system pembelajaran bahasa inggris menggunakan LKS dalam pembelajaran online, bagaimana respond siswa mengenai hal tersebut?

4. Dibanding dengan penggunaan LKS pada saat pembelajaran tatap muka, kendala apa saja yang bapak/ibu hadapi ketika menggunakan LKS dalam pembelajaran online saat ini?

5. Bagaimana hasil belajar siswa dengan penggunaan LKS dalam pembelajaran online dibandingkan dengan hasil belajar siswa pada saat pembelajaran tatap muka?

6. Mengenai hal tersebut, menurut bapak/ibu apa saja kelebihan dan kekurangan dalam menggunakan LKS dalam pembelajaran online dibanding dengan pembelajaran tatap muka?

7. Bagaimna menurut bapak /ibu menenai penggunaan LKS dalam pembelajaran bahasa inggris secara online, apakah sudah sesuai atau layak digunakan dalam pembelajaran online?

Nama : NASTUTI

PETUNJUK PENGISIAN
4. Berilah tanda cek (√) pada pilihan yang kalian anggap paling tepat.
5. Bacalah setiap item dengan teliti.
6. Isilah angket ini sesuai dengan keadaan kalian yang sebenarnya.

Nama : …… …………………………………

No.	Pernyataan	SS	S	RR	TS	STS
1	LKS lebih menarik dibandingkan dengan media pembelajaran online lainnya.		✔			
2	Saya mudah memahami materi bahasa inggris dengan menggunakan LKS sebagai media dalam pembelajaran online.			✔		
3	Materi pembelajaran bahasa inggris menggunakan LKS sangat sulit untuk dipahami dari yang saya harapkan.			✔		
4	LKS yang digunakan guru dalam pembelajaran online dapat meningkatkan cara berfikir saya secara mendalam tentang bahasa inggris.		✔			
5	LKS yang digunakan guru dalam pembelajaran online membuat saya tertarik untuk belajar bahasa inggris.		✔			
6	Guru menjelaskan materi pembelajaran secara online sebelum memberikan tugas didalam LKS .		✔			
7	Pembelajaran secara online menggunakan LKS kurang menarik bagi saya.			✔		
8	Saya dapat meingkatkan kemampuan *reading* saya ketika menggunakan LKS sebagai media pembelajaran online.		✔			
9	Tugas-tugas latihan pada LKS sangat sulit untuk dikerjakan.			✔		
10	Gaya tulisan dalam LKS sangat membosankan dan tidak menarik.				✔	
11	Saya kesulitan menjawab soal-soal di LKS karena materi yang disajikan sangat sedikit dan kurang dipahami.		✔			
12	Dengan penggunaan LKS dalam pembelajaran online dapat membuat saya mengerjakan berbagai soal-soal bahasa inggris dengan baik.				✔	
13	Saya percaya bahwa saya akan mendapatkan hasil yang baik setelah menggunakan LKS dalam pembelajaran online.			✔		
14	Materi dalam LKS sangat sedikit dan sulit untuk dipahami.		✔			
15	Saya lebih senang menggunakan textbook daripada LKS dalam pembelajaran bahasa inggris secara online.			✔		
16	Materi yang diberikan di LKS sesuai dengan silabus dan RPP pembelajaran online.			✔		
17	Menggunakan LKS dalam pembelajaran online lebih banyak kekurangannya dibanding dengan kelebihannya.		✔			
18	Dengan pembelajaran menggunakan LKS maka saya yakin bahwa akan bermanfaat bagi saya.		✔			
19	Saya lebih senang belajar menggunakan LKS disekolah dibanding dengan belajar secara online.			✔		
20	saya merasa kurang mendapatkan pengetahuan dari pembelajaran online menggunakan LKS.				✔	

Nama : NURUL ASHARI S

PETUNJUK PENGISIAN

7. Berilah tanda cek (√) pada pilihan yang kalian anggap paling tepat.
8. Bacalah setiap item dengan teliti.
9. Isilah angket ini sesuai dengan keadaan kalian yang sebenarnya.

| No.	Pernyataan	SS	S	RR	TS	STS
1	LKS lebih menarik dibandingkan dengan media pembelajaran online lainnya.				√	
2	Saya mudah memahami materi bahasa inggris dengan menggunakan LKS sebagai media dalam pembelajaran online.			√		
3	Materi pembelajaran bahasa inggris menggunakan LKS sangat sulit untuk dipahami dari yang saya harapkan.		√			
4	LKS yang digunakan guru dalam pembelajaran online dapat meningkatkan cara berfikir saya secara mendalam tentang bahasa inggris.		√			
5	LKS yang digunakan guru dalam pembelajaran online membuat saya tertarik untuk belajar bahasa inggris.			√		
6	Guru menjelaskan materi pembelajaran secara online sebelum memberikan tugas didalam LKS .	√				
7	Pembelajaran secara online menggunakan LKS kurang menarik bagi saya.				√	
8	Saya dapat meingkatkan kemampuan *reading* saya ketika menggunakan LKS sebagai media pembelajaran online.	√				
9	Tugas-tugas latihan pada LKS sangat sulit untuk dikerjakan.		√			
10	Gaya tulisan dalam LKS sangat membosankan dan tidak menarik.				√	
11	Saya kesulitan menjawab soal-soal di LKS karena materi yang disajikan sangat sedikit dan kurang dipahami.	√				
12	Dengan penggunaan LKS dalam pembelajaran online dapat membuat saya mengerjakan berbagai soal-soal bahasa inggris dengan baik.			√		
13	Saya percaya bahwa saya akan mendapatkan hasil yang baik setelah menggunakan LKS dalam pembelajaran online.		√			
14	Materi dalam LKS sangat sedikit dan sulit untuk dipahami.	√				
15	Saya lebih senang menggunakan textbook daripada LKS dalam pembelajaran bahasa inggris secara online.			√		
16	Materi yang diberikan di LKS sesuai dengan silabus dan RPP pembelajaran online.		√			
17	Menggunakan LKS dalam pembelajaran online lebih banyak kekurangannya dibanding dengan kelebihannya.				√	
18	Dengan pembelajaran menggunakan LKS maka saya yakin bahwa akan bermanfaat bagi saya.		√			
19	Saya lebih senang belajar menggunakan LKS disekolah dibanding dengan belajar secara online.		√			
20	saya merasa kurang mendapatkan pengetahuan dari pembelajaran online menggunakan LKS.				√	

Nama : MUH. IRWAN

PETUNJUK PENGISIAN
10. Berilah tanda cek (√) pada pilihan yang kalian anggap paling tepat.
11. Bacalah setiap item dengan teliti.
12. Isilah angket ini sesuai dengan keadaan kalian yang sebenarnya.

No.	Pernyataan	SS	S	RR	TS	STS
1	LKS lebih menarik dibandingkan dengan media pembelajaran online lainnya.	√				
2	Saya mudah memahami materi bahasa inggris dengan menggunakan LKS sebagai media dalam pembelajaran online.			√		
3	Materi pembelajaran bahasa inggris menggunakan LKS sangat sulit untuk dipahami dari yang saya harapkan.			√		
4	LKS yang digunakan guru dalam pembelajaran online dapat meningkatkan cara berfikir saya secara mendalam tentang bahasa inggris.			√		
5	LKS yang digunakan guru dalam pembelajaran online membuat saya tertarik untuk belajar bahasa inggris.			√		
6	Guru menjelaskan materi pembelajaran secara online sebelum memberikan tugas didalam LKS .	√				
7	Pembelajaran secara online menggunakan LKS kurang menarik bagi saya.			√		
8	Saya dapat meingkatkan kemampuan *reading* saya ketika menggunakan LKS sebagai media pembelajaran online.				√	
9	Tugas-tugas latihan pada LKS sangat sulit untuk dikerjakan.	√				
10	Gaya tulisan dalam LKS sangat membosankan dan tidak menarik.			√		
11	Saya kesulitan menjawab soal-soal di LKS karena materi yang disajikan sangat sedikit dan kurang dipahami.	√				
12	Dengan penggunaan LKS dalam pembelajaran online dapat membuat saya mengerjakan berbagai soal-soal bahasa inggris dengan baik.	√				
13	Saya percaya bahwa saya akan mendapatkan hasil yang baik setelah menggunakan LKS dalam pembelajaran online.			√		
14	Materi dalam LKS sangat sedikit dan sulit untuk dipahami.	√				
15	Saya lebih senang menggunakan textbook daripada LKS dalam pembelajaran bahasa inggris secara online.	√				
16	Materi yang diberikan di LKS sesuai dengan silabus dan RPP pembelajaran online.			√		
17	Menggunakan LKS dalam pembelajaran online lebih banyak kekurangannya dibanding dengan kelebihannya.			√		
18	Dengan pembelajaran menggunakan LKS maka saya yakin bahwa akan bermanfaat bagi saya.	√				
19	Saya lebih senang belajar menggunakan LKS disekolah dibanding dengan belajar secara online.	√				
20	saya merasa kurang mendapatkan pengetahuan dari pembelajaran online menggunakan LKS.	√				

Nama : CINTA

PETUNJUK PENGISIAN
13. Berilah tanda cek (√) pada pilihan yang kalian anggap paling tepat.
14. Bacalah setiap item dengan teliti.
15. Isilah angket ini sesuai dengan keadaan kalian yang sebenarnya.

| No.	Pernyataan	SS	S	RR	TS	STS
1	LKS lebih menarik dibandingkan dengan media pembelajaran online lainnya.				√	
2	Saya mudah memahami materi bahasa inggris dengan menggunakan LKS sebagai media dalam pembelajaran online.			√		
3	Materi pembelajaran bahasa inggris menggunakan LKS sangat sulit untuk dipahami dari yang saya harapkan.		√			
4	LKS yang digunakan guru dalam pembelajaran online dapat meningkatkan cara berfikir saya secara mendalam tentang bahasa inggris.		√			
5	LKS yang digunakan guru dalam pembelajaran online membuat saya tertarik untuk belajar bahasa inggris.			√		
6	Guru menjelaskan materi pembelajaran secara online sebelum memberikan tugas didalam LKS .	√				
7	Pembelajaran secara online menggunakan LKS kurang menarik bagi saya.				√	
8	Saya dapat meingkatkan kemampuan *reading* saya ketika menggunakan LKS sebagai media pembelajaran online.	√				
9	Tugas-tugas latihan pada LKS sangat sulit untuk dikerjakan.		√			
10	Gaya tulisan dalam LKS sangat membosankan dan tidak menarik.			√		
11	Saya kesulitan menjawab soal-soal di LKS karena materi yang disajikan sangat sedikit dan kurang dipahami.	√				
12	Dengan penggunaan LKS dalam pembelajaran online dapat membuat saya mengerjakan berbagai soal-soal bahasa inggris dengan baik.			√		
13	Saya percaya bahwa saya akan mendapatkan hasil yang baik setelah menggunakan LKS dalam pembelajaran online.		√			
14	Materi dalam LKS sangat sedikit dan sulit untuk dipahami.	√				
15	Saya lebih senang menggunakan textbook daripada LKS dalam pembelajaran bahasa inggris secara online.			√		
16	Materi yang diberikan di LKS sesuai dengan silabus dan RPP pembelajaran online.		√			
17	Menggunakan LKS dalam pembelajaran online lebih banyak kekurangannya dibanding dengan kelebihannya.				√	
18	Dengan pembelajaran menggunakan LKS maka saya yakin bahwa akan bermanfaat bagi saya.	√				
19	Saya lebih senang belajar menggunakan LKS disekolah dibanding dengan belajar secara online.	√				
20	saya merasa kurang mendapatkan pengetahuan dari pembelajaran online menggunakan LKS.				√	

APPENDIX 3 : Trascribe of Questionnaire
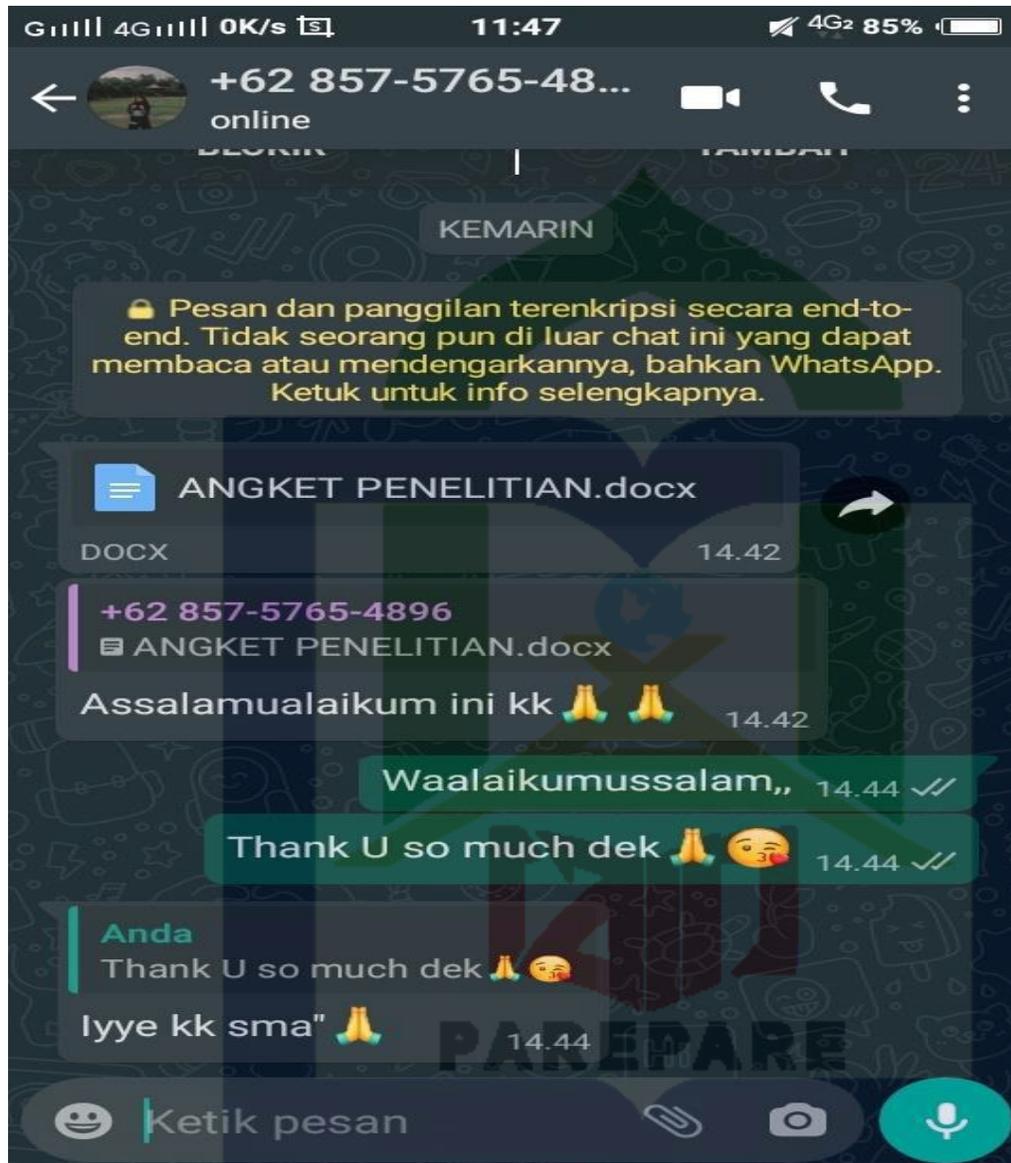
Respondent 01
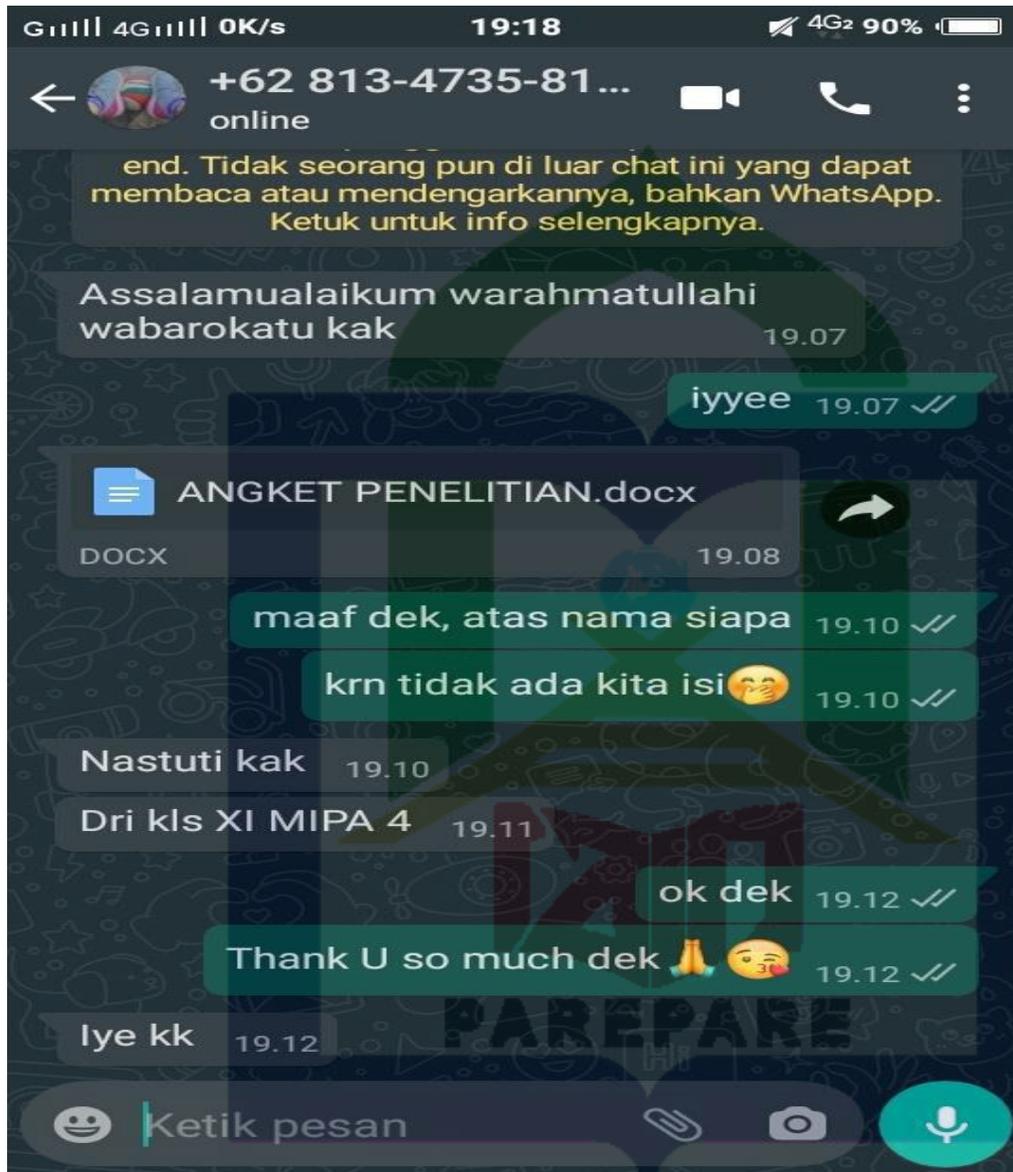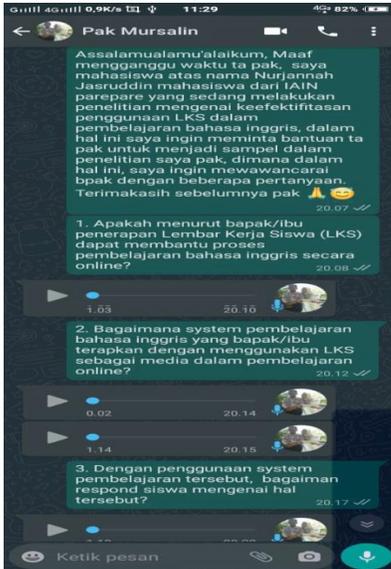
Respondent 02

Respondent 03
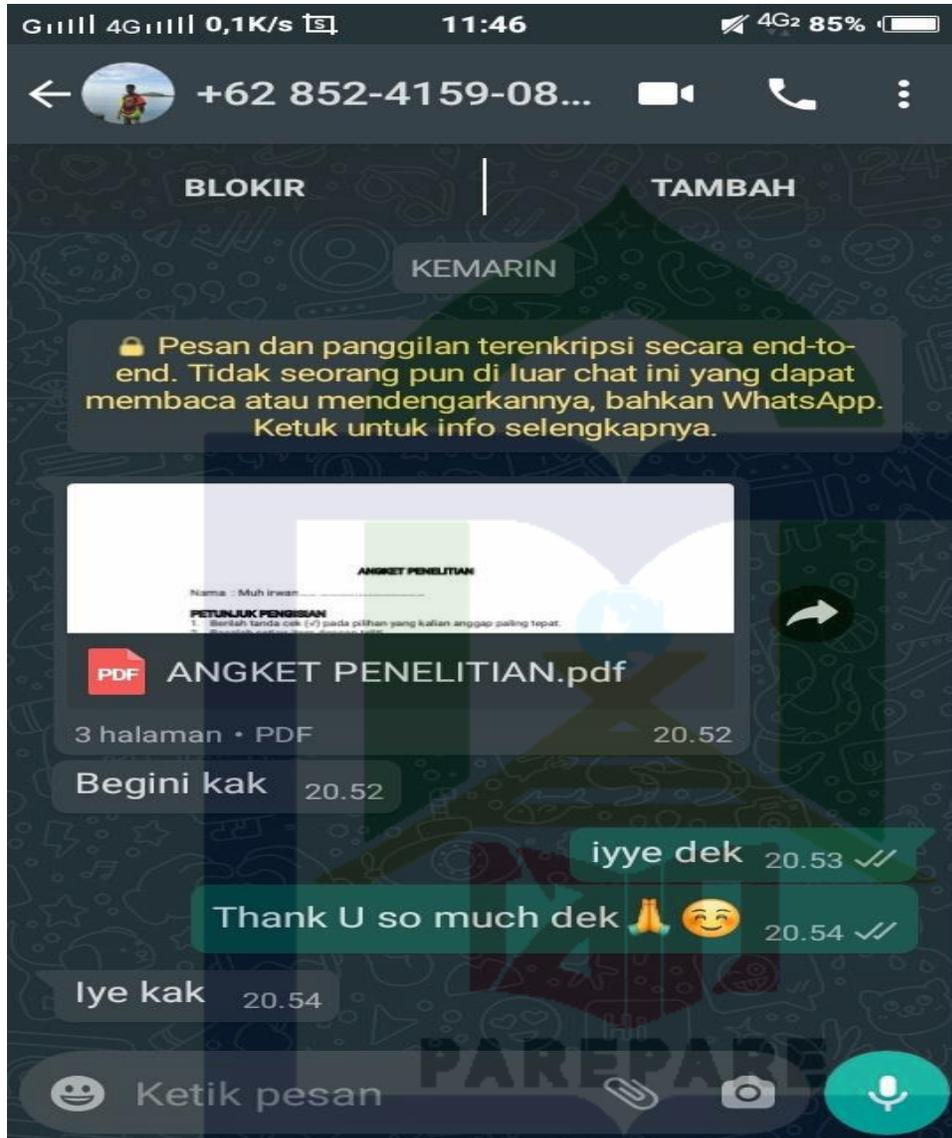
Respondent 04

Appendix 4: Transcribe of Interview

Respondent 01

Researcher :"Assalamu'alaikum, maaf mengganggu waktu ta pak, saya mahasiswa atas nama Nurjannah Jasruddin mahasiswa dari IAIN Parepare yang sedang melakukan penelitian mengenai Keefektifitasan LKS dalam pembelajaran Bahasa Inggris, dalam hal ini saya ingin meminta bantuan bapak untuk menjadi sample dalam penelitian saya, dimana dalam hal ini saya ingin mewawancarai bapak dengna beberapa pertanyaan. Terimakasih sebelumnya pak."

:"saya kirim pertanyaannya pak, nanti kita jawab lewat pesan suara pak."

:"Apakah menurut bapak/ibu penerapan Lembar Kerja Siswa (LKS) dapat membantu proses pembelajaran bahasa inggris secara online?."

Interviewed :"Saya kira, LKS sangat membantu dalam pembelajaran secara online, kenapa? Karena di LKS ada soal-soal, jadi siswa lebih mudah mengerti karena modelnya sangat singkat dan ada

penjelasan dari soal-soal. Jadi saya kira cocok untuk digunakan karean guru juga tidak perlu untuk terlalu banyak menjelaskan. ”

Researcher	:”Bagaimana system pembelajaran bahasa inggris yang bapak/ibu terapkan dengan menggunakan LKS sebagai media pembelajaran online?.”
Interviewed	:”Biasanya kami munggunakan sistem pembelajaran bahasa inggris menffunakan LKS, saya memberikan penjelasan materi yang berhubungan dengan soal-soal yang akan dijawab. Kami menjelaskan secara rinci serta memberikan contoh yang berhubungan dengan soal-soal tersebut. Kami juga memberikan kesempatan kepada siswa untuk bertanya ketika ada penjelasan yang kurang dimengerti, kemudian saya akan menjelaskan kembali. ”
Reseaarcher	:”Dengan penggunaan system pembelajaran bahasa inggris menggunakan LKS dalam pembelajaran online, bagaimana respond siswa mengenai hal tersebut? “
Interviewed	:”Saya kira sistem pembelajaran tersebut, respon siswa yaitu siswa menyukai system pembelajaran tersebut karena lebih muda dan praktis, karena materinya sudah ada di LKS dan meterinya juga tidak bertele-tele(padat). Jadi, siswa lebih senang menggunakan system pembelajaran menggunakan LKS. Karena LKS lebih mudah karena terdapat penjelasan dan tugas-tugas.”
Researcher	:”Dibanding dengan penggunaan LKS pada saat pembelajaran tatap muka, kendala apa saja yang bapak/ibu hadapi ketika menggunakan LKS dalam pembelajaran online saat ini? ”
Interviewed	:”Adapun kendala yang kami hadapi ketika menggunakan LKS dalam pembelajaran online, ada beberapa kendala.”
Researcher	:”Mengenai hal tersebut, menurut bapak/ibu apa saja kelebihan dan kekurangan dalam menggunakan LKS dalam pembelajaran online dibanding dengan pembelajaran tatap muka? Yang pertama itu kendalanya ada siswa yang malu bertanya, ada juga siswa yang terkendala dengan jaringan,biasa juga hpnya rusak atau kuotanya habis. Sedangan, pada saat tatap muka kita mengecek langsung jawaban dari siswa.”
Interviewed	:”Jadi pertama, saya menjelaskan mengenai kelebihan menggunakan LKS secara online. Saya kira, siswa mudah untuk menjawab pertanyaankarena sudah ada di LKS, jadi mereka tidak

kesusahan untuk menulis pertanyaan lagi karena telah tersedian di LKS kemudian di fotodan dikirim. Kemudian kekurangannya, kita susah melihat apakah siswa sudah mengerti atau tidak, karena kebanyakan siswa malu untuk bertanya. Yang kedua kelebihannya saat tatap muka, pada saat proses pembelajaran guru tidak terlalu menjelaskan, serta kita dapat memantau langsung pproses pembelajaran menggunakan LKS. Tetapi kelemahannya pada saat tatap muka, siswa kurang menguasai materi yang ada di LKS jadi harus di barengi dengan penggunaan buku paket."

Researcher :"Bagaimana hasil belajar siswa dengan penggunaan LKS dalam pembelajaran online dibandingkan dengan hasil belajar siswa pada saat pembelajaran tatap muka?"

Interviewed :"Adapun hasil belajar siswa menggunakan LKS pada saat pembelajaran online, saya kira sangat ada perbedaan, ketika pembelajaran online biasanya tidak terlalu bagus jawabanny, hanya siswa yang pintar atau paham yang jawabannya baik dan bagus, terkadang juga ada yang memiliki jawaban yang sama, mungkin mereka menyontek punya temannya. Sedangkan hasil belajar siswa menggunakan LKS pada saat tatap muka saya kira lebih bagus dibandingkan dengan pembelajaran online. Jadi saya kira sangat berbeda."

Researcher :Sebagai kesimpulan dari bapak/ibu, Bagaimna menurut bapak /ibu menenai penggunaan LKS dalam pembelajaran bahasa inggris secara online, apakah sudah sesuai atau layak digunakan dalam pembelajaran online?"

Interviewed :"Saya kira penggunaan LKS sudah layak digunakan sebagai media pembelajaran online. Karena di LKS ada materi serta soal-soal, akan tetapi tetap perlu untuk menggunakan buku paket yang berhubungan dengan materi yang ada di LKS. Jadi, kalau hanya menggunakan LKS saja, saya kira wawasan siswa sangat sempit. Jadi, perlu adanya buku paket atau buku penunjang. Akan tetapi LKS dapat dikatakan lyak untuk digunakan tetapi dibarengi dengan buku penunjang atau buku paket."

Researcher :"jadi, sebagai kesimpulan dari hasil wawancara yang saya lakukan kepada bapak selaku guru bahasa inggris kelas dua, maka dapat disimpulkan bahwa menurut bapak penguunaan LKS

dalam pembelajaran bahasa inggris secara online dapat dikatakan cukup effective sesuai dengan hasil dari wawancara yang bapak sampaikan."
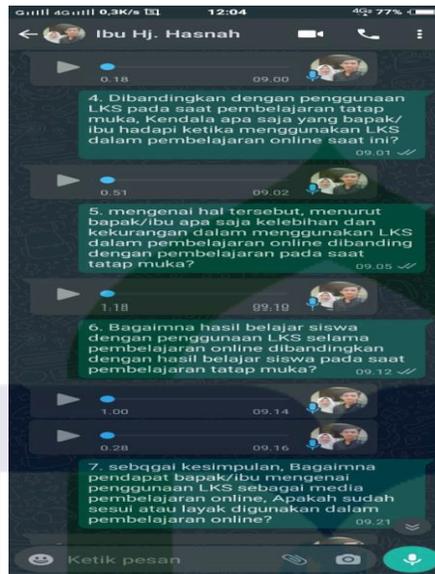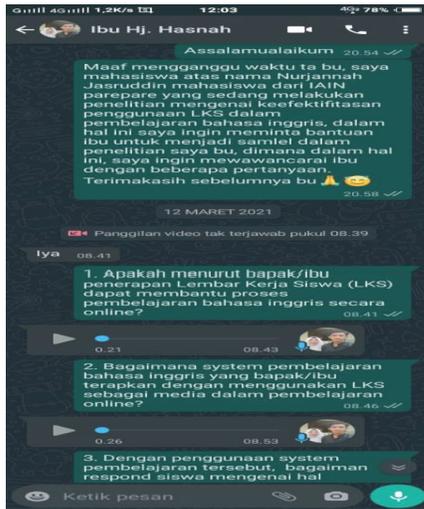
:"Untuk waktu dan jawabannya, saya ucapkan banyak terimakasih pak, semoga hal ini dapat membantu dalam penelitian saya,"

:"Assalamu'alaikum warahmatullahi wabarakatu".

Interviewed :"Waalaikumussalam. Semoga berhasil".

Respondent 02

Researcher :"Assalamu'alaikum, maaf mengganggu waktu ta bu, saya mahasiswa atas nama Nurjannah
Jasruddin mahasiswa dari IAIN Parepare yang sedang melakukan penelitian mengenai
Keefektifitasan LKS dalam pembelajaran Bahasa Inggris, dalam hal ini saya ingin meminta
bantuan ibu untuk menjadi sample dalam penelitian saya, dimana dalam hal ini saya ingin
mewawancarai ibu dengna beberapa pertanyaan. Terimakasih sebelumnya bu."

Interviewed :"waalaikumusssalam, boleh, silahkan mengirimkan ke saya pertanyaannya."

Researcher :"Oiyaa bu, satu-satu saya kirim pertanyaannya bu, nanti kita jawab lewat pesan suara bu."

Interviewed :" Iya."

Researcher :"Apakah menurut bapak/ibu penerapan Lembar Kerja Siswa (LKS) dapat membantu proses
pembelajaran bahasa inggris secara online?"

Interviewed :"Menurut saya, Iya, LKS itu dapat membantu siswa belajar online dirumah, karena dengan
adanya tugas-tugas yang ada di LKS mereka dapat mengerjakannya secara mandiri di rumah."

Researcher	:"Bagaimana system pembelajaran bahasa inggris yang bapak/ibu terapkan dengan menggunakan LKS sebagai media pembelajaran online?."
Interviewed	:"Kalau dari saya sendiri, biasanya tugas LKS yang saya berikan saya padukan dengan pembelajaran yang saya dapat dari youtube, kemudian dijelaskan kepada siswa mengenai tugas-tugas yang akan mereka kerjakan sesuai dengan yang ada di LKS dengan memperhatikan materi yang telah dijelaskan dari youtube."
Reseaarcher	:"Dengan penggunaan system pembelajaran bahasa inggris menggunakan LKS dalam pembelajaran online, bagaimana respond siswa mengenai hal tersebut?."
Interviewed	:"Dengan menggunakan system pembelajaran seperti ini, saya melihat respond siswa dapat dikatan baik. Karena tugas-tugas yang masuk atau yang mereka kumpulkan hampir mencapai 80%".
Researcher	:"Dibanding dengan penggunaan LKS pada saat pembelajaran tatap muka, kendala apa saja yang bapak/ibu hadapi ketika menggunakan LKS dalam pembelajaran online saat ini?."
Interviewed	:"Mengenai masalah atau kendala itu yahhh saya rasa banyak sekali jika ingin dijelaskan. Tetapi, masalah pertama yaitu pemahaman siswa yang sulit untuk diukur. Karena kalau pada saat tatap muka langsung, kita dapat melihat kemampuan siswa, kita dapat berkomunikasi secara baik ketika mereka tidak mengerti, jadi kita dapat menjelaskannya kembali, maka dapat diterima oleh siswa dengan baik. Dibandingkan dengan pembelajaran online kita tidak dapat mengukur siswa, apakah pada saat menerima materi itu dapat tepat waktu, apakah mereka benar-benar memahami materi yang diberikan, kemudian juga masalah jaringan, karena ada beberapa siswa yang sulit menjangkau jaringan."
Researcher	:" Mengenai hal tersebut, menurut bapak/ibu apa saja kelebihan dan kekurangan dalam menggunakan LKS dalam pembelajaran online dibanding dengan pembelajaran tatap muka?."
Interviewed	:"Menurut saya, untuk kelebihan belajar menggunakan LKS pada siswa pada pembelajaran online, siswa bisa mengerjakan tugas dengan waktu yang panjang, mereka dapat menggunakan waktu untuk mengerjakan tugas yang diberikan, apakah itu dalam bentuk essay atau tugas-tugas

multiple choice. Namun kekurangannya disini adalah mengenai tugas siswa, kebanyakan dari mereka yang mengerjakan tugasnya ketika teman yang lainnya sudah mengirimkan tugas mereka, jadi mereka hanya menunggu jawaban temannya atau menyontek jawaban dari temannya. Disbanding dengan tatap muka, kita bisa melihat serta mendampingi siswa pada saat mengerjakan tugas yang ada di LKS. Jadi, yang punya kesulitan itu bisa kita bantu atau apa saja yang dapat kita bantukan untuk siswa."

Researcher : "Bagaimana hasil belajar siswa dengan penggunaan LKS dalam pembelajaran online dibandingkan dengan hasil belajar siswa pada saat pembelajaran tatap muka?."

Interviewed : "Kalau menurut saya, saya tidak dapat menjamin kemampuan siswa, akan tetapi yang saya amati mungkin cuman rata-rata diatas 80% pencapaian hasil dari belajar mereka dengan menggunakan LKS dalam pembelajaran online, dikarenakan waktu yang terbatas dan tugas-tugasa siswa dari mata pelajaran yang lain. Jadi, ketika dibandingkan dengan pembelajaran tatap muka, maka menurut saya hasil yang lebih baik itu ketika pembelajaran secara tatap muka."

Researcher : Sebagai kesimpulan dari bapak/ibu, Bagaimna menurut bapak /ibu menenai penggunaan LKS dalam pembelajaran bahasa inggris secara online, apakah sudah sesuai atau layak digunakan dalam pembelajaran online?."

Interviewed : "Sebagai kesimpulan dari saya, untuk materi pembelajaran menggunakan LKS sudah layak atau sudah sesuai digunakan siswa dalam pembelajaran dirumah secara online dimasa pandemic. Akan tetpai, lebih baik lagi ketika dipadukan dengna materi yang diambil dari buku teks agar pembelajaran lebih memadai dan memudahkan siswa untuk memahami materi pembelajaran terkhususnya bahasa inggris."

Researcher : "jadi, sebagai kesimpulan dari hasil wawancara yang saya lakukan kepada ibu selaku guru bahasa inggris kelas dua, maka dapat disimpulkan bahwa menurut ibu penguunaan LKS dalam pembelajaran bahasa inggris secara online dapat dikatakan cukup effective sesuai dengan hasil dari wawancara yang ibu sampaikan."

: "Untuk waktu dan jawabannya, saya ucapkan banyak terimakasih bu, semoga hal ini dapat membantu dalam penelitian saya,"

:"Assalamu'alaikum warahmatullahi wabarakatu".

Interviewed   :"Waalaikumussalam. Semoga bermanfaat ananda".

CURRICULUM VITAE

The researcher's name is Nurjannah Jasruddin, she was born on May 07[th] 1998 in Teppo, exacly in Pinrang.she is the second child in her family; she has two sister and one brother. Her father's name is Jasruddin and her mother's name is Sappe. Her educational background began 2004 in SDN 183 Patampanua, Kec. Patampanua, Kab Pinrang and graduated on 2010. She continued her study at SMPN 2 Patampanua, Kab. Pinrang and graduated on 2013. In the same year, she registered in SMAN 1 Patampanua, Kab. Pinrang but now it was changed become SMAN 5 PINRANG, Kec. Patampanua, Kab. Pinrang and graduated on 2016.

She continued her education at the State Islamic College (STAIN) Parepare before changed become State Islamic Institute (IAIN) Parepare and took English Program of Tarbiyah Department as her major. Finally, she graduated her study at State Islamic Institute (IAIN) Parepare and has gotten S1 degree in English Program of Tarbiyah Department on 2021 with the title of her thesis "THE EFFECTIVENESS OF STUDENTS' WORKSHEET (LKS) IN TEACHING ENGLISH DURING COVID-19 PANDEMIC AT THE SECOND GRADE OF SMAN 5 PINRANG."