

BEYOND THE PROHIBITION OF LKS IN INDONESIA: A REVIEW ON ENGLISH LKS USED IN ELEMENTARY SCHOOL

Emmi Naja

*IAIN Tulungagung
najaemmi@gmail.com*

Abstract:

The LKS (Lembar Kerja Siswa) usage has been criticized by educational experts in the latest decade, including in Indonesia. Publishing permendikbud no 8 tahun 2016 that administered both textbook and non-textbook used in Indonesian schools becomes government respond to this issue. This present article tries to find facts that contradict to those rules by reviewing 8 English LKS for Elementary Students. Moreover, some theoretical controversies also find in those LKS such as grammatical errors, ignoring young learners' characteristics, and less of enjoyable activities for young learners. So, this review results are supported to government decision in banning LKS usage in Indonesia.

Keywords: *Prohibition, LKS, Elementary School*

Lembar kerja siswa (LKS) is a well-known material in most Indonesian schools that is containing questions and more exercises. Teachers in every educational level claimed that using LKS beside the textbook assist learners understand materials easily, because they are drilled by answering questions. So, it becomes the simplest way to reach a good score in their final examination. The other benefit of using LKS is saving teachers' time, since they do not need to construct materials or worksheets for students.

Parents' perspective toward students' learning style and successful comes to be other crucial factor of using LKS in Indonesia. Parents assume that children are studying when they are doing homework consist of many questions like stated in LKS. So, parents are enthusiastic when their children get much homework. In addition, parents think that the parameter of students' successful is getting high score/excellent mark. Parents believe that a good score equals to a smart student, means that they measure learners' fruitful in learning based on students' examination score. They did not aware on the process s of teaching and learning and the essence of education itself. A good score is the final goal of education.

Based on the demands and facts above, LKS is chosen as an alternative ways to fulfil this distance. However, the government realized that many non-standardize LKS are published and applied in schools. No guarantee whether or not it is suitable and appropriate for students. Low price is usually as teachers' consideration to select which one they will use in teaching. Moreover, big bonus is offered by publisher to schools when certain LKS are selected. So, government start to prohibit the use of LKS in every level of school, from elementary to secondary school. The only LKS that sill some requirements stated in permendikbud no 8 tahun 2016 will be allowed to be used.

Related to governments' reason to the banning of LKS in Indonesia above, there are many reasons to be considered by teachers and schools to leave LKS behind. Therefore, this article tries to describe inappropriate parts that can be found in LKS supported by relied theory. It reviewed 8 English LKS for Elementary schools as samples to find that inappropriateness. Moreover, some examples are appeared as well to support argumentations and assumptions.

YOUNG LEARNER CHARACTERISTICS.

Young learners under 15 years old have unique characteristics, not like teenagers even adult. Scott and Ytreberg (1990: 6-7) mentioned the

following young learners characteristics.

a. Love to play

Every child love to play everywhere and every time are undeniable. Children play in their homes, schools, even on the way they go to schools because playing is the only one activity that they like to do. By playing, they can run, chat, laughing and giggling, moving and explore environment. It seems that they are playing only, albeit they are learning in their own and natural ways. Playing gain positive effects to children mental development, because they can soften sensory motor, sense and imagination. Playing give a chance for young learners to do social activities such as communicate and interact to others. So, this activity is very crucial for them to do so.

b. Understand a concrete thing is easier rather than the abstract one

Children consider easier to understand something real rather than the abstract one because they still in the mental development stage. Young learners forget easily to vocabulary that they memorize. However, they remember vocabulary that is include in games, songs, and rhymes because they involve their five senses in learning vocabulary. As a specific example, young learners can sing a walking- walking song while they are dancing or moving. They walk when say “walking-walking”, and they hop when they say “hop-hop”, etc. So, by doing this activity, young learners can memorize the meaning of “walking” and “hop” easily and keep them in their long term memory.

c. Have short span attention and do physical movements

Why do young learners’ class always crowd every time? Children who make crowded situation and class usually identified as naughty students. However, actually children cannot pay attention to teacher in a long time, because they have short span attention. They can focus to teachers’ explanation around 3 to 5 minutes before they do other interesting activities

that they want to. To anticipate this condition, teachers are suggested to have various physical activities like dancing, playing games and other physical movement activities during teaching in order to get student's attention.

d. Cannot distinguish between fiction and reality

Young learners like to listen to story because they cannot decide which one is imaginary and vivid thing. The stories in the books seem as a true event that really happen in the real life, even for irrational stories. For instance, a mouse toy from teachers pocket is consider as a real mouse that comes from the story book already read by teachers (Wright:1998)

STUDENTS' WORKSHEET

LKS or Lembar Kerja Siswa 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. Today, electronic worksheets seem popular among students and teachers, because of the growth of technology. It is simpler and easier to be accessed anywhere and anytime with or without the internet connection. 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 (Ransom: 2013).

In case of Indonesia, many schools obligate students to have LKS for every subject. It means, 10 LKS should be owned by students in early class of Elementary school, because they have 10 subjects. Moreover, students have to bring both LKS and textbook when they schools, and it is a must for them to complete all exercises both in textbook and LKS. Therefore, it is terrible for students to do it within a semester, because of students' time limitation. Educators have sought to remove worksheets from classrooms

for many decades. Saying that worksheets or filling in blanks could not help students think about their world (Daniels and Bizar: 2008)

Contrary to the fact that LKS does not give any benefits for students, the teachers usually take advantages from it. This happens in most Indonesian schools, teachers asked students to do LKS when they are busy with another jobs such as correcting, preparing lesson plan, or even when they attend to teachers' meeting. So, LKS is used as alternative activities to make students learning independently. Moreover, schools gain toward LKS usage, because the publishers often compromise an additional income 5% to 10 % from total LKS divesting to schools.

Indonesian people, especially teachers and schools often did not know yet about the prohibition of LKS by Indonesia government. One reason of this banning is author clarity, means that the publishers did not include author bibliography in back page of LKS. The authors' name cannot guarantee the quality, even they are educational experts. Beside educational expert, mostly LKS in Indonesia are developed by a group of teachers come from dissimilar schools. They use it in their altered schools. Unfortunately, students' condition and characteristics was different for each school. So, ideally every single English teacher has to develop material including worksheet for learners. Ransom (2013) stated that the experts who design worksheets are not the true experts of each class: the expert of each classroom is the individual teacher charged with educating the students in her or his care.

Below are the result reviews from 8 English LKS published and used for Elementary school in Indonesia that contradict to both permendikbud nomer 8 tahun 2016 and theoretical framework in teaching young learners.

AUTHOR BIBLIOGRAPHY DOES NOT INCLUDE IN THE END OF BOOK

As stated in Permendikbud no 8 2016 (chapter 4 verse 2) one requirement of textbook or non-text book as materials in schools is including authors' bibliography that aimed to guarantee the quality of text book, together with LKS. This consists of authors' name, expertise, literary works,

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

LKS DO NOT INCLUDE REFERENCES AS THE SOURCE OF MATERIALS.

The books 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 8:2016, chapter 3 verse 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.

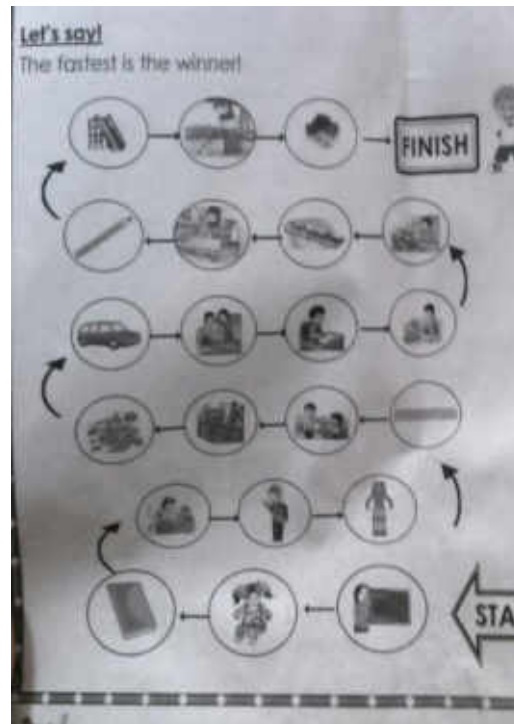
The facts describe above that LKS did not require to government roles. So, this banning seems logic to be applied. In addition, commentary results follow are based on theoretical framework of teaching young learners. This finding supports to government' decision to prohibit LKS usage, means that the use of LKS is theoretically inappropriate as well.

LKS IS NOT SUITABLE FOR YOUNG LEARNERS' CHARACTERISTICS

a. No physical movements.

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 (Scoot & Ytreber: 1990). However, Only 1 out of 8 LKS

used in elementary level including a game in the end of a chapter (chapter 5) but this is not included in every chapter. The picture below considers as an example of activity and song taken from LKS.



b. Limited songs

Pupils cannot be separated from singing and dancing wherever they are, including in learning (Collins :2004). So, teaching them should include those activities in order to be effective teaching. Teacher employed song that related to topic to attract students or to cheer up classroom atmosphere when the boredom appears. Moreover, teachers are able to visualize materials through this way, because children are easier to understand concrete things rather than abstract things. For example: students together with teachers can point to certain part of body while they are singing the song “Head and Shoulders knees and toes” or they may practicing some movements while singing “Walking walking “. So, the acted based on what they said. In contrary, not all LKS are including songs as extra attractive activities for teaching and learning. Some of them include only 1 to 3 songs in each LKS. Below is the example of song appears in LKS.

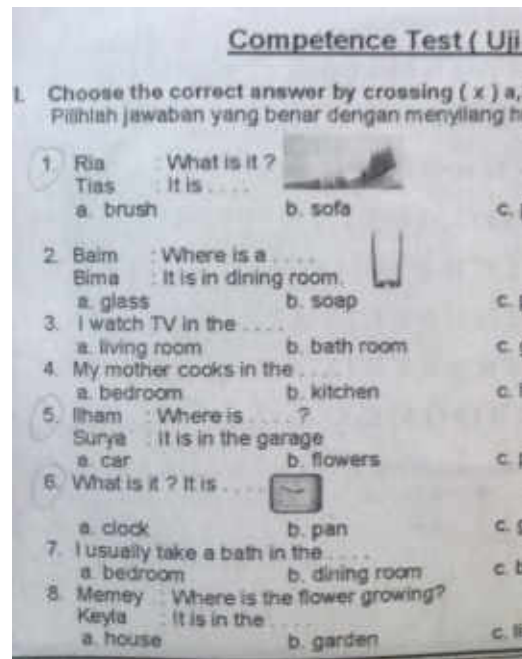
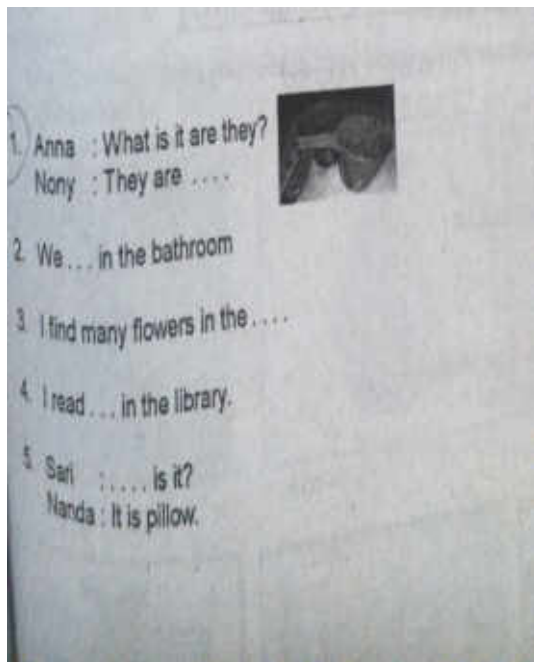


Pictures in LKS Does Not Eye Catching

Designing a text book, workbook, or worksheet have to consider students' level or age, in order to they interested in those books. Pictures in textbooks or other materials sometimes to be functioning as teaching media that have to eye catching in term of size and colour for students to invite students into a topic going to discuss (Munadi:2008, Azhar:2009). In addition, these eye catching pictures assist young learners who have short span attention to interested in topic going to discuss (Scoot & Ytrebeg: 1990). Unfortunately, no one of 8 LKS fill this gap. It can be found that all pictures in LKS are colourless or black-white picture. Reaching low prices is the main reason to do this decision in order to it is affordable for all schools and students.

GRAMMATICAL ERRORS ARE FOUND IN LKS

There are a lot of grammatical errors that can be found in LKS, mostly in constructing question. Those errors found mostly in LKS developed by a group of English teachers in certain area. No editors include in this LKS, yet it mentioned 8 teachers named as author team. An example of those errors appears in the questions below.



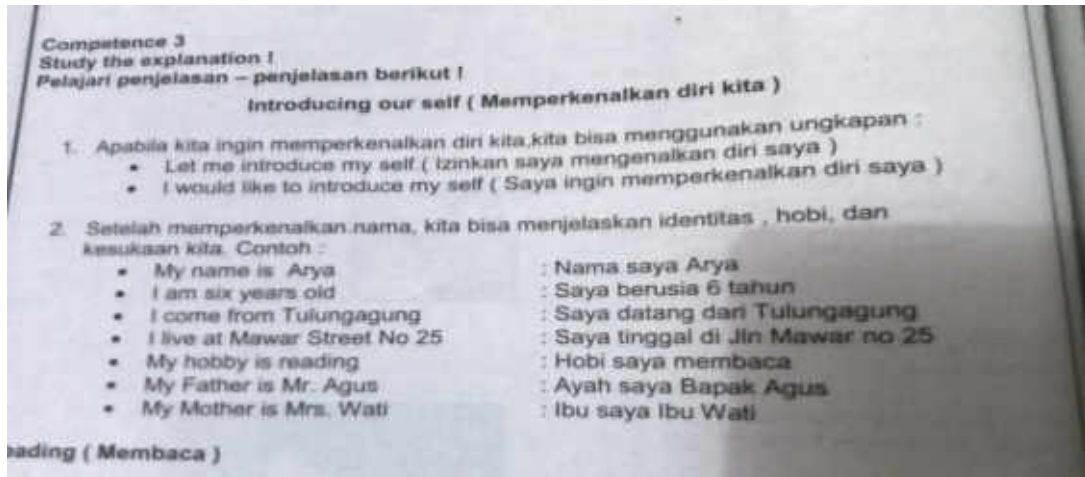
The above question showed in the first picture is considered as incorrect question, because this question used 2 linking verbs (is and are) are used. It should be “What are they?” In addition, the second pictures showed that question 1, 5 and 6 are fewer articles “a”. They should be added by article “a” before blanks. The question should be in the following form.

Ria : What is it?
Tias : It is a.....

DIRECT TRANSLATION

Direct translation consider as inappropriate strategy used in teaching English for young learners, teachers may translate new vocabulary by using media such as pictures, video or even gestures (Helliwell:2012). Ideally, English classroom have to limit mother tongue interference, means teachers totally used English as language interaction in classroom. It seems confusing students, albeit they will understand later by times. This concept can be applied in textbooks or LKS as well. Students cannot take any benefits for direct translation; they will be easier to forget vocabulary that they got from direct translation. So, it is better for students to know vocabulary from

guessing the contexts, gestures, and riddles as well. Unfortunately, most LKS instruct learners to do direct translation. Below is an example of this case.



The topic in one LKS above is introduction, especially explaining the way to introduce ourselves. This material is directly translated sentences used in introduction into Indonesia. Why are they translated openly? Many ways to avoid translation for elementary students, teachers may help students to translate those sentences by giving a clue, showing pictures or gestures to describe those sentences. So, direct translation can be evaded.

CONCLUSION

LKS seems assist teachers' duty, albeit students cannot take any benefit from it. It may save teachers' time and help teachers to provide alternative activities in classroom. However, many LKS do not include enjoyable activities for learners, especially for young learners. There are no games, crossword puzzles, limited songs and no other attractive activities. Students have to sit down and think the answers while they are working with LKS, it seems increasing students' boredom. In addition, some grammatical errors found in LKS as well such as inappropriate questions form and article usage. Those facts support to government decision in banning of LKS usage that stated in Permendikbud no 8 tahun 2016. Most LKS in Indonesia did not follow government rules like there are no references and authors'

bibliography. Finally, it is still possible for teachers to use worksheet, but it is suggested for teachers to develop attractive worksheet for students by considering their characteristics.

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