

CHAPTER I

INTRODUCTION

This chapter discusses the background of the research, scope of the research, statement of the research, objective of the research, and significance of the research.

A. Background of the Research

Curriculum is a plan that is used as a guide or internal guide teaching and learning process activities. Therefore, curriculum is plans and arrangements regarding objectives, content, learning materials and methods used, as a guide in teaching and learning process activities for achieve educational goals. In line with the times, the curriculum also developed to meet educational demands. Curriculum and education are a relationship which cannot be separated. As is known that the curriculum acts as a guide in implementation education. If there is no curriculum then there is no education can be achieved and educational goals will not be realized, as a guideline for organizing education, in addition to the curriculum always adjusted to the existing situation and circumstances. The curriculum is prepared systematically, clearly and in detail with objectives so that it is easy to understand and used as an implementation guide teaching and learning process (Sukmadinata, 2009).

According to Pamilasari (2015), curriculum and learning are two things that cannot be separated even though they have different positions. The next problem that arises is how to structure the curriculum for learning objectives so that it can be implemented optimally. There are several possible relationships

between curriculum and learning as follows; dualistic model, curriculum and learning stand alone. The curriculum which should be a guide in carrying out learning is not visible. Likewise, learning which should be used as a benchmark for achieving curriculum goals does not occur, the model is interrelated, the curriculum and learning are interrelated. In this model, there are parts of the curriculum that become part of the learning, and vice versa.

The 2013 curriculum is that prioritizes understanding, skills, and character education. Students are required to understand the material, be active in discussions and presentations and has high discipline manners. In terms of this is curriculum, namely an integrated curriculum, meaning it is a curriculum model which can integrate skills, themes, concepts, and topics in good form within single disciplines, across several disciplines and within and across learners. In other words, it can be said that an integrated curriculum is a concept as a learning system and approach that involves several disciplines or subjects fields of study to provide experience meaningful and broad to students.

One of the objectives of implementing the 2013 curriculum is to create quality humans through education that is applied to diverse national cultures to build the nation's life now and in the future (Kemendikbud, 2013). Thus, based on the 2013 curriculum, apart from teachers being required to carry out learning that can provide space for students, teachers are also required to improve students' abilities.

According to Syah (2019) teaching is a way of working with students, an interaction process in which the teacher does something for the students; students

do something in return. Learning is a process facilitated by teachers to gain knowledge, mastery of skills and character, as well as attitudes and beliefs. In other words, learning is a process to help students learn effectively. Furthermore, according to Morgan (2014), learning is a key process - some would say a key process - in human behavior; it encompasses everything people do and think. It plays an important role in the language people use, customs, attitudes and beliefs, goals, personality traits (both adaptive and maladaptive), and even the perceptions

Apart from that, in learning, there must also be good interaction between students. So sometimes students experience difficulty in completing questions because they don't understand the learning and the material presented is just too short which can cause low student learning outcomes. Reviewing these problems, it is appropriate for teachers to use materials innovative teaching and learning models that can help the learning process to achieve learning objectives that can improve student learning outcomes. One of materials that teacher can use that can help in learning process is the use of LKPD.

According to Trianto (2013), LKPD is a student guide that is used to develop cognitive aspects and all aspects of learning in the form of investigative activities and solving problems according to indicators. This LKPD is very important, because it is used as a supporting tool in learning activities. The LKPD contains practice questions that aim to maximize students' abilities. Furthermore, LKPD is not only a means of supporting learning activities in class, but can also be an important part for teachers to convey good values to students. Then, for quality

LKPD, it must contain brief material information, activity guides, exercises for students, and character education values.

Prastowo (2014) explained the stages or good steps in compiling LKPD teaching materials. These steps are curriculum analysis this is done to determine which materials require teaching materials LKPD. It is important to do because making LKPD is of course necessary refers to the curriculum and material that will be studied by students, it should be no difference between the material and the concept developed in the LKPD because it will cause the LKPD to become does not describe the actual abilities that must be mastered by students. In general, in determining the material, steps the analysis is carried out by looking at the main material, learning experiences, and the material to be taught.

Trianto (2009) stated that student worksheets function as a guide for training in developing cognitive aspects and all aspects learning in the form of experimental guides or demonstrations. Whereas, according to Prastowo (2012), the function of student worksheets is as material teaching that can minimize the role of educators and more activate participants students, as teaching materials that make it easier for students to understand the material provided as well as the skill competencies, as teaching materials which is concise and contains elements of training students' skills, and facilitate the implementation of learning.

According to Septian et al.(2019), teachers can use LKPD in learning increasing students' responses to learning and affects students' learning achievement, especially in learning. Therefore, it can be said that utilization

LKPD influences the implementation and learning outcomes particularly in learning so that it can be used as one alternative problem solving in learning.

Student activity sheets (LKPD) can be viewed as a student guide used of carry out problem solving activities, and contain a set of activities that must be carried out by students to maximize understanding for the formation of basic abilities according to indicators of achievement of learning outcomes that must be taken (Trianto,2015). In other words, student worksheets are an important medium to use in the learning process to support students in achieving learning goals.

Based on preliminary observation PPL activities at SMP Nasional Banau Kota Ternate, researcher conducted an interview with English teachers on class VII students. Researcher asked about Worksheets (LKPD) which were used as learning tools. The use of worksheets (LKPD) it is not clear enough to have an impact. It makes some students lack interest, motivation and activeness when studying discussion using worksheets in classroom learning.

However, there is evidence of using worksheets (LKPD) in learning of English has not been investigated. Then, this research is intended to analysis the use of worksheets(LKPD) in learning process. Therefore, based on the phenomenon above the researcher was interested in exploring students' perceptions and experience about the LKPD that the students use. By knowing students' perceptions, teachers can understand students' better. The researcher are interested in doing research entitled *"Students' Perceptions and Experiences on The Use of Worksheet (LKPD) In Learning English At Smp Nasional Banau Kota Ternate"*.

B. Scope of the Research

This research focuses on the students' perception and experience on the use of worksheet (LKPD) in learning English at SMP Nasional Banau Kota Ternate.

C. Statement of the Problems

The problem of this research can be formulated as follows:

What are the students' perception and experience on the use of worksheet (LKPD) in learning English at SMP Nasional Banau Kota Ternate ?

D. Objective of the Research

The aim of this research is to find out the students' perception and experience on the use of student worksheets (LKPD) in learning English at SMP Nasional Banau Kota Ternate.

E. Significance of the Research

The result of this research are expected to attain the benefits, as follows:

1. Theoretical Significance

To add and extend information about students' perception and experience on the use of worksheets (LKPD) in learning English at SMP Nasional Banau Kota Ternate.

2. Practical Significance

a. For teachers

Can be used as a guide in the worksheet so that it can be improved and create better worksheets based on the results of this research.

b. For other researchers

The result of this research can be used as input in the teaching and learning process regarding students' perception and experience of the use of LKPD.

c. For readers

Readers will get knowledge and information about the use of LKPD.