

The Analysis of Types And Voices of The Sentences In *Lembar Kerja Siswa* (Students'Worksheet) For Grade 8

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Abstract

In supporting student teaching and learning activities at school, there are several tools used, one of which is the students' worksheet (LKS). This kind of tool is commonly chosen because it is considered more practical and more affordable in terms of price. Because of its wide usage, it is necessary to analyze the suitability of the worksheet for the learning process. This research aims to find out the types and voices of the sentences in the students' worksheet (LKS) Interactive English, Workbook for Junior High School Year VIII first semester 2013 Curriculum Revised Edition, and its relevance with the characteristics of emergent readers. This current study applied descriptive qualitative with content analysis. The data were the sentences in reading and dialogue texts collected from the English worksheet especially declarative and interrogative sentences, Interactive English Workbook for Junior High School Year VIII first semester 2013 Curriculum Revised Edition. The result showed that most of the sentences were simple sentences and the voices of the sentence were active voices. The dominance of simple sentences and active voice were relevant to the characteristics of emergent readers. Therefore it is suggested that the LKS be used in the learning process for the students in grade 8 of Junior High School.

Keywords: *Students' worksheet, types of sentences, voices of sentences, emergent readers.*

A. Introduction

One type of teaching material that is commonly used in the learning process is student worksheets (LKS). It is because the price is relatively cheap and easy to get. Prastowo (2015) stated that LKS is printed teaching material in the form of

sheets of paper containing material, summaries, and instructions for implementing learning tasks that must be done by students which refer to the basic competencies that must be achieved (p, 204). Ahmadi (2010) states that the Students' Worksheet (LKS) is one of the appropriate learning alternatives for students because LKS helps students to add information about the concepts learned through systematic learning activities (p, 1). But the worksheets that have been owned by students so far have not facilitated students to construct their knowledge. Ahmadi (2010) stated that the contents of the LKS message must pay attention to the elements of graphic media writing, material hierarchy, and the selection of questions as an efficient and effective stimulus (p,2). Therefore, the developed worksheets must attract students' attention to read them. Dezricha and Rohati (2014) stated that the content of the worksheets is more emphasized on a detailed explanation (definition) of a concept, then followed by an example question (p, 98). Besides, there are several reading comprehension texts and dialogue texts. In addition, worksheets usually contain dense material so that they do not encourage students to develop their thinking skills. In terms of presentation, they also look less attractive because they don't have a color image.

One of the LKS that is widely used in junior high schools (e.g., SMP Darul Ulum 1 Unggulan) is the Interactive English Workbook for Junior High School Year VIII first semester 2013 Curriculum Revised Edition. This book is the second printed worksheet book written by FX. Sukristiono, Nursahid, and Sudarso in June 2017. In the students' worksheets, there are 80 pages with 2 types of reading/text, namely reading comprehension text and dialogue/conversation text, also equipped with a collection of practice questions. Therefore it is important to find out the appropriateness of using the book with the learning syllabus to achieve student learning objectives.

Students at this level are still new in learning the English language, the first step that has to be mastered by them was introducing the phrase, clause then sentences. Teale and Sulzby (1986) categorized students at this level as emergent readers, this term is used to describe the reading and writing experiences of young children before they learn to write and read well. Abroad this stage is for children in 8-10 years, but in Indonesia who have used the English language as the second language, so they are categorized as emergent readers that are still new in learning the English language.

This current research revealed the types and the voices of the sentences contained in 2 reading texts in the students' worksheets, namely reading texts and dialogue texts. In addition, this study also proved the relevance of the material in the reading text in English worksheets with the types and voices of the sentences in characteristics of emergent readers.

B. Literature Review

1. *Students Worksheets (LKS)*

According to Fahri (2012), Student Worksheets (LKS) are sheets that are used as guidelines in learning and contain tasks that must be done by students in certain

studies. According to Sudrajat (2008), Student Worksheets are sheets containing assignments that students must do. LKS is a teaching material that has been packaged in such a way so that students are expected to be able to learn the teaching material independently. In the LKS, students will get material, summaries, and assignments related to the material. In addition, students can also find structured directions to understand the material provided. and, at the same time, students are given material and assignments related to these materials (Belawati, 2003: 327). Meanwhile, according to Prastowo (2011), LKS is printed teaching material in the form of paper sheets containing material, summaries, and instructions for implementing learning tasks that must be done by students, which refers to the basic competencies that must be achieved (p, 204).

Student Worksheets (LKS) are used as guidance for students in the learning process. Arianti (2015) said that LKS can help teachers in providing learning materials and assignments to be given by the teacher (p, 7). According to Trianto (2009), Student Worksheets are student guides used to carry out investigative or problem-solving activities (p, 222). Arianti (2015), student Worksheets contain a set of basic activities that must be carried out by students to maximize understanding to form basic abilities according to indicators of achievement of learning outcomes that must be taken (p, 7). Worksheets that contain this material are expected to be studied by students independently. Students can also find structured directions to understand the material given.

2. Types of sentence

Baker (1989) says, "By the Syntax of a language, we mean the body of rules that speakers of the language follow when they combine words into sentences." Thus, when investigating English Syntax, we tried to study the rules which underline how English speakers combine words to make sentences (p, 3).

A sentence is a group of words that we use to communicate our ideas in writing or in speaking. In this thesis, the types and the voices of the sentences will be explained.

One traditional scheme for classifying English sentences is by the number and types of finite clauses. There are four types of sentences :

1. A simple sentence consists of a single independent clause with no dependent clauses. For example :
 - a. Jenny is singing in the bathroom.
 - b. James and Don do exercise every morning. (It contains a compound subject).
 - c. My mother goes to the supermarket and buys some vegetables. (It contains a compound verb).
2. A compound sentence consists of multiple independent clauses with no dependent clauses. These clauses are joined together using conjunctions (for, but, or, nor, yet, so, and). for example :
 - a. The man stole jewelry and he hid it in his home.
 - b. She likes to eat much but her body is thin.
 - c. My younger sister wants to be the first rank in her class, so she studies harder now.

3. A complex sentence consists of one or more independent clauses with at least one dependent clause. A dependent clause starts with a subordinating conjunction, such as that, because, although, where, which, and since.
 - a. I am suspicious of a man that walked in front of our house when I went home last night. (One independent clause and two dependent clauses).
 - b. You can drink a soft drink, although the water is healthier. (One independent clause and one dependent clause).
4. A compound-complex sentence consists of multiple independent clauses, at least one of which has at least one dependent clause.
 - a. I love shopping and my sister loves traveling because they can refresh our minds. (Two independent clauses and one dependent clause).
 - b. You can go by taxi, but going by train is faster as you can get there early. (Two independent clauses and one dependent clause).
5. Passive Voice

In a passive sentence, the subject does not perform the action in the sentence. In fact, the action is performed on it. For example:

 1. They would have been met by him.
 2. The floor is swept by Jane.
 3. Mary has been bitten by John.
 4. The cake was eaten by the dog.
6. Active Sentence

Active voice describes a sentence where the subject performs the action stated by the verb. Example:

 1. He would have met them.
 2. Jane sweeps the floor.
 3. John has bitten Mary.
 4. The dog ate all the biscuits.

3. The Characteristics of Emergent Readers/Learners

Because the subject of the research is the students of grade 8 which can be grouped as emergent readers/learners, so the characteristics of such kinds of readers or learners are explained in this section.

Speech Emergence By this stage, learners typically acquire a vocabulary of up to 3,000 words and learn to communicate by putting the words in short phrases, sentences, and questions. Again, they may not be grammatically correct, but this is an important stage during which learners gain greater comprehension and begin reading and writing in their second language.

The typical early language development is categorized as follows :

- Pre-production (silent period): minimal comprehension; no verbal production;
- Early Production: Limited comprehension; one to two-word responses; random errors;
- Emergent stage: increased comprehension; simple sentences; unable to correct errors; possible backsliding (plateau);

- Intermediate fluency stage: Good comprehension; more complex sentences; complex errors in speech; able to correct errors when they are pointed out;
- Stabilization stage: No problem with fluency and intended meanings; able to self-correct errors; possible fossilization (carry L1 into L2 permanently).

There are many different levels of learning a language. It's like stepping up a ladder. For example:

- Young learners of English usually start with very simple things like numbers and colors.
- Next, they might learn vocabulary and grammar linked to everyday topics, such as animals, family, food and drink, sports, and games.

Then, they might start to read about their favorite animal, write about their brothers and sisters, listen to a song, or talk about the games they enjoy playing.

C. Research Methodology

The content analysis which was qualitative in nature applying the content analysis. The aim of this content analysis according to Ary et.al. (2010: 457) is to identify particular characteristics of the written or visual materials. The written and visual material can be the textbook, newspaper, web pages, speeches, television programs, advertisements, music videos, musical compositions, and many other document types. Based on the explanation above, this study used content analysis to identify the types and voices of sentences in LKS and their relevance with the characteristics of emergent readers

1. Participants/Population and Sample

The data of this research were the sentences that containing declarative and interrogative sentences in reading and dialogue texts in the students' worksheet. The source of data was students' English worksheet entitled Interactive English Workbook for Junior High School Year VIII Student Worksheets in the first Semester 2013 Curriculum Revision Edition, written by FX. Sukristiono, Nursahid and Sudarso. The proofreaders of this book were Kenneth W. Ament, B.S.ChE, Asih Nuraini, S.Pd, and Sari Rahayu, S.Pd. This book was edited by E. Marsudiono, Page-Layout: #mka and the cover designer is Dede Suidiana. The first edition of this book was in June 2017. The students' worksheets contained 80 pages with 46 texts, 32 texts of reading texts, and 14 dialogue texts.

2. Instruments

The research instrument of this study used a document checklist (see appendix 2, P. 40). They were the relevance between the types and voices of the sentences in reading texts and dialogues in students' worksheets Interactive English Workbook for Junior High School Year VIII first Semester Edisi Revisi Kurikulum 2013 and the characteristics of emergent readers.

3. Data Collection and analysis

The data were collected through the following steps :

- The data about students' worksheets
 1. Read in detail the reading comprehension text and dialogue text in student' worksheets for the Interactive English Workbook for Junior High School Year VIII Second Semester, 2013 Curriculum Revision Edition.
 2. Look for the texts contained in the students' worksheets and choose which are reading texts and which are dialogue texts.
 3. Group each reading and dialogue text that makeup students' worksheets in a table.
 4. Breakdown the content of each passage in the students' worksheets into a sentence (see appendix 3, P. 41)
 5. Identify the types and voices of the sentences contained in the reading comprehension and dialogue texts.
 6. Group each sentence based on sentence type (Simple, Compound, Complex, Compound-Complex) and voices of the sentences (Active and Passive Sentences), the table of reading text (see appendix 3, P.41) and the table of dialogue text (appendix 4, P. 57)
 7. Coding the sentences. The steps of data analysis

The data collected from the types and voices of the sentences in reading comprehension and dialogue texts on students' worksheets Interactive English Workbook for Junior High School Year VIII first Semester Edisi Revisi Kurikulum 2013 were analyzed through the following steps of data analysis:

1. Analyzing the types and voices of the sentences to know which types and voices of the sentences are dominant in the reading and dialogue texts.
2. Analyzing the relevance of the types and voices of the sentences with the characteristics of emergent readers.

Concluding the relevancy of the types and voices of the sentences contained in the Interactive English Workbook for Junior High

D. Findings

In general, the type of sentence that dominates the reading texts was "Simple Sentence" with a total of 82 simple sentences. Several other reading texts also contain compound and complex sentences, and only a few of the reading texts contain compound-complex sentences. Concerning the types of simple sentences, the majority were located in the early parts of the reading texts, text 1 to

text 13.

As seen in reading text 1 (P. 66), out of 7 sentences that make up the text, 5 of them were simple sentences, and only 2 sentences were classified as complex sentences. In reading text 2, a simple sentence widely dominates the text. In reading 3, out of 4 declarative sentences that compose the text, all were classified as simple sentences. The same situation is also found in other reading texts i.e., text 4, 7, 9, 10, 11, 12, 14, 15, 16, 18, 20, 21, 23, and 29, where all declarative sentences that make up the texts were classified as simple sentences. A slight difference occurs in reading 5 where 1 declarative sentence was classified as a complex sentence. Reading 6 also showed the same situation, out of two declarative sentences one was a simple sentence and the other belongs to a compound sentence. In reading text 13, however, there were no simple sentences that make up the text. Of the declarative sentences making up the text, 1 sentence was compound and another was a complex sentence.

More various sentence types can be seen in reading text 23, where there is no simple sentence at all. A similar situation occurs in reading text 24, where out of 10 sentences that make up the text, 6 are classified as simple sentences, 3 are compound sentences, and 1 is a compound-complex sentence. Reading texts 26, 27, 28, 30, 31, and 32 have similar compositions where the types of sentences are more varied.

The characteristics of simple sentence types found in reading texts generally follow the S + V + O structure as in "Flights to Hong Kong or Macao do not require reconfirmation." (R1/07/SS/AV) or "Cash, jewelry, medicines and important documents should be carried in your hand luggage." (R2/08/SS/PV). The example showed that the sentences consist of one independent clause and no dependent clause. This is such a kind of clause structure that commonly found throughout the reading texts in the worksheet.

In addition to the simple sentences, compound sentences are also the type of sentence that makes up the reading texts in the worksheet. Although not as many as a simple sentence, they are not hard to spot the reading passages. Out of 130 sentences that make up the reading texts, 14 of them belong to compound sentences. In early reading texts (text 1 to text 5), this type is not found because they are dominated by simple sentences.

A compound sentence can be found in reading text 6, where out of 2 sentences making up the text, 1 sentence is a compound sentence. Likewise, in reading text 8, of the 6 sentences that make up the reading text, 2 sentences are classified as compound sentences. Reading text 13 has only 1 sentence that belongs to the compound sentence of the 2 sentences that make up the text. A similar situation occurs in reading texts 17, 18, 25, 28, 31, and 32 where only 1 sentence can be classified as a compound sentence in each text. However, in reading text 30, more compound sentences can be found. Here, 5 sentences are classified as compound sentences.

The characteristics of the type of compound sentence that often appear are the conjunction "and" after the first independent clause, for example: "I'll be turning 15 **and** go further in my dreams." (R8/02/CS/AV), "It starts at three **and** by five it's done." (R8/06/SS/AV/PV). These examples showed that the sentences consist of two dependent clauses using conjunctions "and".

A complex sentence is another type of sentence that is often found in the reading texts of the worksheet. From 130 sentences that make up reading texts, 31 sentences are classified as complex sentences. For example, as in reading text 1, out of 7 sentences, 2 sentences are classified as complex sentences. In reading text 2, out of 8 sentences that compose the text, 4 are complex sentences. In reading text 5, there is 1 sentence that can be classified as a complex sentence. Likewise, the reading text 13 has 1 complex sentence.

This type of sentence commonly presents in the last texts, as in texts 24, 25, 26, 27, 28, 30, 31, and 32, where such type of sentence is more common to find. The characteristics of the sentence types that often appear in the reading text above are marked by the subordinating conjunction "which", as in "Carry-on luggage is limited to one piece, which should not exceed 10 x 16 x 20 inches or 22 pounds (10 kilos)." (R2/03/CxS/PV), "Ambarawa train museum houses 21 antique locomotives plus two more, which are stored in the depot." (R24/01/CxS/P V), and "The main building of this museum is the defunct Ambarawa railway station which was built in 1873." (R24/03/CxS/PV). The example showed that the sentences consist of one independent clause and one dependent clause with subordinating conjunction "which".

Besides the 3 types of sentences, there has been another type of sentence that is rarely present in the texts, namely compound-complex sentence. In a total of 130 sentences, only 3 of which are classified as compound-complex sentences. This type is found at last reading texts, namely at numbers 24, 27, and 30. The compound-complex sentence consists of one multiple independent clause and one dependent clause, for example: "Why is the trip so special? Because the participants will board an antique train and the train will travel on a 4.9 kilometer-cog railway, which is the only one in the world." (R24/10/CCS/AV) and "The results of each race are combined to determine two annual World Championships, one for the drivers and one for the constructor teams, track officials, organizers, and circuits required to be holders of valid super licenses, the highest class racing license issued by the FIA." (R27/04/CCS/VP). The example showed that the sentences consist of multiple independent clause with one or more dependent clause.

The voices of the sentences found in the reading texts

In general, as in appendix 5 (P. 66), the voice of sentence that dominates the reading texts is "Active Voice" with a total of 108 active voice sentences. However, passive voice is also present in some reading texts. For example, in reading text 1, all sentences are written in active voice, while in some reading texts (i.e., texts 2, 3, 6, 8, 9, 11, 24, 25, 27, 30, and 32), passive voice exists. Overall, it can be seen that the active voice is more dominant than the passive voice throughout the texts.

The characteristics of active voice sentence types that often appear in reading texts are with the S + V + O structure as in "Pool reserved for hotel guests only." (R3/01/SS/AV), "Mr. and Mrs. Joseph Sembiring invite you to share the joy of the marriage uniting their daughter." (R4/01/SS/AV), and "Mom and Dad are going to have a party for me." (R8/03/SS/AV). The example showed that the subject perform the action and using verb 1.

While the characteristics of the passive voice type that often appear are the

arrangement of "Subject + verb + to be + past participle" as in "The amount of luggage you are allowed to carry on board is limited by weight, dimensions, and the number of pieces." (R2/01/CxS/PV), "Carry-on luggage is limited to one piece, which should not exceed 10 x 16 x 20 inches or 22 pounds (10 kilos)." (R2/03/CxS/PV), and "Certain items such as purses and newspapers may be carried on board, over and above the free baggage allowance if you keep them on your person." (R2/05/CxS/PV). The example showed that the subject does not perform the action, but the action performed on it.

The number of the Dialogue text is 14 texts consisting of 123 sentences. Unlike in the reading texts, the sentences in the dialogue texts are mostly interrogative. In general, the type of sentence that dominates the dialogue text is "Simple Sentence" which reached 113 simple sentences, the same as in the reading texts. Several other dialogue texts also contain compound and complex sentences.

As seen in dialogue text 1 (P. 67), out of 17 sentences that make up the dialogue text, 16 of them are simple sentences, and only 1 sentence is classified as a complex sentence. In dialogue text 2, a simple sentence widely dominates the text. However, concerning the types of simple sentences, the majority are in the dialogue texts 3, 4, 5, 7, 11, 12, and 13, in which all sentences are classified as simple sentences. The characteristics of simple sentences found in the dialogue texts generally follow the pattern of S + V + O, as in "I made it by myself." (D3/05/SS/AV) or "I cannot sing." (D6/07/SS/AV) and "I'll help you." (D7/05/SS/AV). The example showed that the sentence consists of one independent clause.

In the dialogue texts, compound sentences are also found in the dialogue texts in the students' worksheets. Out of 14 dialogue texts, compound sentences are only found in texts 9, 10, and 14 with a total of 4 compound sentences. The characteristics of the type of compound sentence that often appear are the conjunction "and" and "so" after the first independent clause, as in "It helps to control blood pressure **and** improves blood circulation." (D9/08/CS/AV) and "The party is at 7 p.m., **so** I will pick you up at 6.30." (D14/04/CS/AV). The sentences showed that the sentences consist of two independent clauses using conjunction "and, so".

A complex sentence is another type of sentence that is found in the dialogue texts of the worksheet but only 6 complex sentences make up the dialogue texts. Same as a compound sentence, this type of sentence is also difficult to find in dialogue text. For example, as in the dialogue 1 and 2 where there are complex sentences in them even though there is only 1 sentence. The same thing happened to the dialogue text 6, 8, and 9 which also have 1 complex sentence, except in dialogue 9 that have 2 sentences belong to complex sentence. The characteristics of the complex sentence types that appear in the reading text above are marked by the subordinating conjunction "that" and "what" as in "What a beautiful blouse you are wearing, it matches your skirt." (D1/06/CxS/AV) or "But could you tell me first what is so special about it." (D2/10/CxS/AV) and "I had to review my lessons for the test today." (D8/09/CxS/AV). The example showed that the sentences consist of one independent clause and one dependent clause with subordinate conjunction "that, what".

The types of sentence voices found in the dialogue texts

In general, as in appendix 6 (P. 68), the voice of sentence that dominates in the dialogue texts is "Active Voice" which reached 121 sentences. The passive voice is also present, but there is only 1 sentence in the dialogue texts. From dialogue text 1 to 8, all sentences are written in active voice, while the dialogue 9, a sentence written in passive voice exists. The characteristics of the active voice arrangement that often appear are S + V + O as in "My mother gave it to me on my birthday." (D1/07/SS/AV) or "I'll help you." (D7/05/SS/AV) and "I need some eggs, a kilo of chicken, and two kilos of carrots to make the dinner." (D11/05/SS/AV). The passive voice that is present in the dialogue text is "My mother is being hospitalized" (D9/01/SS/PV).

E. Discussion

The results of the analysis of the types and the voices of the sentences show that most of the sentences can be categorized as simple sentences with active voice dominance. The results correspond to the characteristics of emergent readers. As described in chapter II, some of the characteristics of emergent readers are increased comprehension; simple sentences; unable to correct errors; possible backsliding (plateau). Conroy (2020).

Students as emergent readers who are still new in recognizing sentences, of course, need very simple sentences. The simple sentence can be shown by a clear sentence structure characterized by a subject and a verb. In addition, simple sentences are sentences that are following the abilities of 8th-grade junior high school students. So in the 8th-grade book, simple sentences should be used to support student learning.

In the reading text contained in the students' worksheet, the types of sentences contained in the text vary greatly. This is because the content of the reading text is more than other texts. In addition to simple sentences that dominate each sentence in the reading text, there are also other types of sentences such as compound and complex sentences that make up the text and the number is quite large. However, the compound and complex sentences contained in the text are made as simple as possible and the subject and verb are clear so that students can more easily understand the reading text contained in the book.

In addition to the reading text, there is also a dialogue text in the students' worksheet. In this dialogue text, the number of sentences is less than the reading text. Different from the reading text, which uses a lot of declarative sentences, the dialogue text uses interrogative sentences a lot. However, in terms of sentence types, the two are not much different, only in the dialogue text, the sentence types are not too varied. This is because the sentences are shorter than the sentences in the reading text. So that in this dialogue text, simple sentences are the sentences that appear more often than other sentences, while there are only a few compounds and complex sentences, and no compound-complex sentences at all.

Other than that simple declarative sentences, 8th graders of course also need to learn the voices of the sentences. As contained in the reading and dialogue text in the students' worksheets, in which there are many active voice sentences. The same thing with simple sentences, voices of the sentences that are suitable to be taught to students are active voice sentences. This is considered because of the

structure of the sentence, the active voice is easier for students to understand than the passive voice. It can be concluded that active voice is the right choice to be used in teaching 8th-grade students as emergent readers. So the suitability of sentence types and voices of the sentences in students' worksheets with the characteristics of emergent readers is appropriate.

F. Conclusion

Based on analysis findings and discussion it can be concluded the reading text and dialogue text contained in the students' English worksheet Interactive English Workbook for Junior High School Year VIII First Semester Revised 2013 Curriculum Edition that the sentence types and voices of the sentences are quite good. This can be seen from the majority of the findings of many simple sentences used in reading texts and dialogue texts. While the voices of sentences are also quite good because the majority of the sentences in the book are active voices. This is following the target readers of the student's worksheets, namely as Emergent Readers where students are still in the early stages of learning English, so they need simple sentences and active voice sentences.

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