

CHAPTER I

INTRODUCTION

A. Background of Study

English is one of the languages that could take someone to get better education is English. People who learn English would be much easier in receiving new information in a wider scope, it helps them to develop technological science, to get better job, and to travel abroad. As time passed and the need for information, English becomes one of the compulsory subjects in Indonesian schools, which means student are require to follow the teaching and learning process of English subject.

In 1967, English has been established as a foreign language taught at the level of junior high school to senior high school by providing students with opportunities to access science and technology, as well as strengthening international relations between nations. But in the process of implementation, at that time, learning English was more focused on improving reading skills, compared to other abilities such as listening, speaking and writing. These results mismatched between learning material, students' expectations, and the teacher's understanding of the curriculum applied. The lack of material related to students' experience and initial knowledge made them difficult in expressing their ideas (Jazadi, 2000).

Based on these problems, the government decided to revise the competency-based curriculum (KTSP) which contains a variety of authentic learning materials adopted from source language culture (English) with the aim that students have sufficient knowledge about the state and culture of English speakers. This is quite difficult for teachers and students to understand the material because of their lack of understanding of the target countries and their culture.

To improve the curriculum, the government made another change by implementing 2013 curriculum which emphasizes on the scientific approach. Furthermore, English learning material is emphasized on language competence as a communication tool to convey ideas and knowledge. In the scientific approach, the learning process is expected to direct students in practicing analytical thinking (it taught how to make decisions) not just to think mechanically (memorize and listen only). The scientific approach has stages, specifically observing, asking questions, trying to cultivate, present, and create (Majid & Rochman, 2014).

Learning process must be carried out with scientific values, principles, or criteria. These principles include: (1) learning material based on facts or phenomena that could be explained with logic, not merely limited to fantasy and fairy tales, (2) teacher explanations, student responses, and educational reactions should be free from distorted reasoning, (3) encourage and inspire students to think critically, analytically, and precisely in identifying, solving

problems, and applying them to learning material, (4) inspiring students to be able in understand and apply rational and objective thinking patterns in responding the learning materials, (5) learning are based on concepts, theories, and empirical facts that can be accounted for (Sudarman, 2013).

In achieving those principles of scientific approach, students should be involving in meaningful learning situations. Meaningful learning itself happened when students have a high curiosity towards the learning material given. Meaningful learning stimulated through activities or material which the situations are relevant for students' environment and general knowledge (Syahril, 2020). Based on Jonassen's (2003) theory, meaningful learning covers five attributes which could be applied in teaching and learning activity at school, they are active learning, constructive learning, collaborative learning, intentional learning, and authentic learning.

Meaningful learning leads to a learning process where new information is linked to the understanding structure that has been learned from the previous learning process. As stated on the Holy Qur'an Surah Ibrahim verse 52 as follows:

هَذَا بَلَاغٌ لِلنَّاسِ وَلِيُنذِرُوا بِهِ وَلِيَعْلَمُوا أَنَّ مَا هُوَ إِلَهٌُ وَاحِدٌ وَلِيَذَّكَّرَ أُولُو الْأَلْبَابِ

Based on interpretation of Al-Muyassar, Al-Qur'an is announcement from Allah to gain human's awareness about punishment, and to realize that the right worship of humans is only Allah. The descent of Al-Qur'an also

served as stern warnings for them to not associate Him with anything, and to realize this, and the right-minded people who read Qur'an is expected to take the advice and lessons from it (Al-Qarni, 2007). This is related to meaningful learning; the things that we learn are not limited in write and read only, but also how we understand more deeply to take advantage of the new lessons we get.

Attributes of meaningful learning could be inserted through learning resource which contains meaningful instructions or activities. The learning resource refers to collection of ideas, data, fact, and situations that arranged for students to make them easier to follow learning process (Prastowo, *Panduan Kreatif Membuat Bahan Ajar Inovatif*, 2012). The learning resources which generally used in Indonesian schools is textbook. The main aims of the use of textbook as the learning resource is to make the process of learning be more efficient and focused, it helps teachers to implement the curriculum because it is arranged based on the evolving curriculum (Prastowo, 2012). In addition, Teachers as the facilitator have responsibility to explore and develop optimally the learning resource, teacher also take hold of positions to manage and to monitor the classroom activity during the process of teaching and learning (Victoria State Government, 2017).

This study aims to see the attributes of meaningful learning that inserted during teaching and learning activity. As stated before, the researcher analyzed the learning resource, which is English textbook to find out

attributes of meaningful learning reflected on the instructional of the textbook. As well as the teachers who takes the role as facilitator in managing teaching and learning activity including learning resource, got interviewed to see their ways in applied those attributes of meaningful learning in teaching and learning activity during pandemic days of COVID-19.

The researcher chooses EFL textbook 'Bahasa Inggris' which published by Ministry of Education and Culture to be analyzed. This textbook is commonly used by most of public senior high school in Indonesia, and among schools that use this textbook, the researcher choose Vocational High School 1 Kandangan as her participant to conduct this research.

Based on the characteristic of English subject in vocational high school, Learning English in Vocational High schools aims to make students have the ability to master the basic knowledge and skills of English to support the achievement of competence in the expertise program. Meanwhile, learning English in Vocational High Schools has not accommodated specific vocational fields. It means, learning English is still in the form general as senior high schools including the use of textbook. This issue causes vocational students have difficulties to communicate in English when they are revealed into a specific world of work (Direktorat Pembinaan Sekolah Menengah Kejuruan, 2017). In addition, the national education curriculum only provides two hours of meetings a week for English subject. This requires teachers to find creative and effective solutions in order to overcome this problem.

One of the effective solutions to face the English issue in Vocational High Schools is to apply meaningful learning model in activities that based on the scientific approach. This is supported by Irwan Syahril, the General Director of Teachers and Education Workforce (Dirjen GTK), he said on *Sonora* FM radio, Teachers in Indonesia have to apply meaningful learning for their students, especially during online learning due to COVID-19 pandemic (Syahril, 2020). Thus, the researcher analyzed attributes of meaningful learning reflected in the English textbook used in 11th grade, and see the teachers' ways in applied the attributes meaningful learning during online learning of pandemic COVID-19. Based on this introduction, the researcher conducted the research entitled, "ATTRIBUTES OF MEANINGFUL LEARNING IN ENGLISH TEACHING AND LEARNING THROUGH ONLINE AT VOCATIONAL HIGH SCHOOL".

B. Research Questions

Based on the background of the study above, the formulation of the problem revealed in this study can be stated as follows:

1. What are attributes of meaningful learning reflected in EFL textbook "Bahasa Inggris Kelas XI" published by Ministry of Education and Culture?
2. What is teachers' way in applied attributes of meaningful learning in teaching and learning during online learning?

C. Objectives of Study

The objectives of this study are point out the statement problems. This study managed to find out:

1. To find out attributes of meaningful learning reflected in EFL textbook “Bahasa Inggris Kelas XI” published by Ministry of Education and Culture.
2. To describe teachers’ way in applied attributes of meaningful learning in teaching and learning during online learning.

D. Significance of Study

The significances of this study could be theoretically and practically.

The result of this study is expected to:

1. Theoretically

The result of this study is emphasized the weightiness of meaningful learning inserted in teaching and learning activity, including the learning resource which is textbook. In addition, the result of this study could also supports students of education department in conduct a research related to the concept of meaningful learning or any of textbook analysis.

2. Practically

- a. For English teachers, the result of this study is expected to gain teachers' readiness and creativity in the realizations of meaningful learning during teaching and learning activity, including the use of learning source. Especially in online teaching and learning activity due to pandemic (in the year of 2020 until it ends) or any other occasion.
- b. For students, the result of this study is expected to bring students' awareness to be focus in follow the teaching and learning activity so that meaningful learning could maximally manifested.

E. Definition of Key Terms

In order to avoid any misinterpretation of the research title, the researcher elaborates the words in the title into related definitions, as follows:

1. Meaningful Learning

Meaningful learning in this research refers to the process of relating new information learned in learning resource, which is textbook involving the instructional of activities, to relevant concept contained in the cognitive structure of student. The cognitive structure here covers the information that has been learned before or general knowledge from student's life experience. Learning would also be considered meaningful if students' experience at firsthand what they are learning by activating more senses than just listening teachers delivering material.

2. Attributes of Meaningful Learning

Attributes of meaningful learning in this research refers to the learning models which manifested into variety of learning activities that support teaching and learning to be meaningful. In short, learning activity would be meaningful when they emphasized those attributes to be applied, especially on textbook as learning resource which contains instructions of learning activities for students. There are five attributes in meaningful learning based on Jonassen's theory (2003); active, constructive, intentional, authentic, and cooperative learning.

3. Teaching and Learning

Teaching and learning refers to educative interactions between teacher and students by meaningful actions or activities. Students are those who learn and given knowledge meaningfully by activities they do themselves, with the help of teachers who takes roles as facilitator, mediator, and evaluators. Teaching and learning activities in this research has done by online due to pandemic COVID-19 in the academic year of 2020-2021.