

CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher took descriptive qualitative in describing the quality of social influence in the form of scientific language that cannot be explained and measured through a quantitative approach (Sugiyono, 2009). The data arranged from the qualitative approach is in the form of descriptive data consisting of written words from people or things that are analyzed (Moloeng, 1999). This study was focused on analyzing attributes of meaningful learning inserted during teaching and learning in Vocational High School 1 Kandangan.

As explained in the previous chapter, teaching and learning activity could not be separated from learning resource which is textbook as the main source of learning in Vocational High School 1 Kandangan. In this study, the researcher analyzed English textbook 'Bahasa Inggris Kelas XI' published by Ministry of Education and Culture using document analysis based on the five attributes of meaningful learning theory by Jonassen et al., (2003) and described in the form of narrative. Besides, the researcher was also conducted semi-structured interview and online class observation to find out the ways of teachers in applied attributes of meaningful learning during teaching and learning activity of online learning due to COVID-19 pandemic.

B. Research Setting

This research was conducted at Vocational High School 1 Kandangan, which located on Batuah Street, Kota Kandangan. In accordance with the textbook analysis, English teachers at grade 11 were chosen as the participants for interview. The interview was conducted face to face on January 6th to January 7th, 2021, after that, the researcher also did an online class observation through *WhatsApp*, *Zoom*, and *Google Meeting* on January 21st, 2021 to February 11th, 2021.

C. Participants / Subject

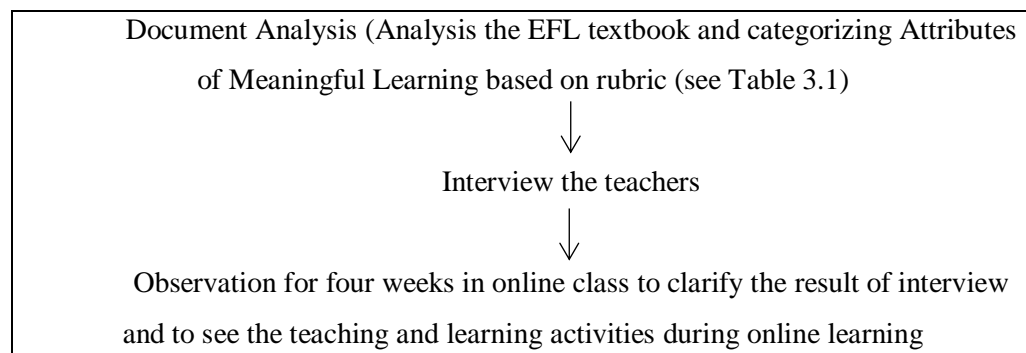
The participants of this research are English teachers who taught in grade 11 at Vocational High School 1 Kandangan. There are total three English teachers who have been interviewed. As what explained at the previous chapter, this study discussed the attributes of meaningful learning inserted in teaching and learning activity in the 11th grade including their learning resource used, which is English textbook published by the Ministry of Education and Culture. While the researcher analyzed attributes of meaningful learning on the textbook, the researcher also conducted interview to English teachers as the main facilitator in teaching and learning activity, including convey the content or instructions on the EFL textbook.

D. Data

The data in this research are attributes of meaningful learning reflected in English textbook 'Bahasa Inggris Kelas XI' published by Ministry of Education and Culture and English teachers of Vocational High School 1 Kandangan. Furthermore, the data was collected through document analysis for analyzing the textbook, and the researcher also did semi-structured interview following by online class observation to gain information from the English teachers related to their ways in applied attributes of meaningful learning in (online) teaching and learning activity.

E. Technique of Data Collection

Data collection method is systematic procedures used in obtaining the data needed (Komariah & Satori, 2011). The technique in collecting data for this research is document analysis, and interview following by observation. The documentation taken from EFL textbook 'Bahasa Inggris Kelas XI', also face to face interview and following by online class observation. The systematic procedure for this research as follows:



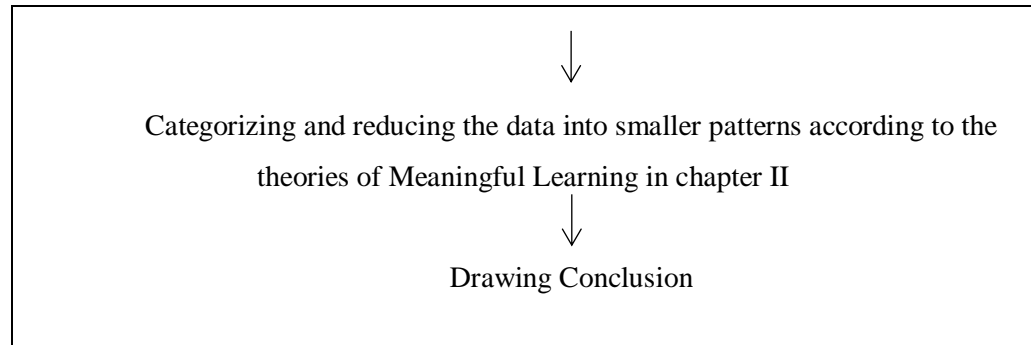


Figure 3.1 Procedure of Research

Detailed explanation for technique of collecting the data, as follows:

1. Document Analysis

Instruction of the material contained in the textbook 'Bahasa Inggris' are the main focuses in gathering the data. The researcher studied the entire contents of the book first, and use rubric which inspired from Mohammed Amin and Amelia (2009) based on Jonassen's theory identified five attributes of meaningful learning.

The list for identify attributes of meaningful learning in the textbook is arranged by the researcher yet inspired from rubric by Muhammad Amin and Amelia (2009) based on Jonassen's (2003) theory. The researcher focused on analyzing attributes of meaningful learning reflected in the EFL textbook. The rubric consists of attributes (active, constructive, collaborative, authentic, and intentional) with indicators in

each attributes. The researcher analyzed the English textbook, and described those parts of the textbook that fulfill the indicators.

Here is the list items for identifying attributes of meaningful learning that reflected on EFL textbook ‘Bahasa Inggris Kelas XI’ published by Ministry of Education and Culture.

Attributes of Meaningful Learning	Indicators
Constructive Learning	<ol style="list-style-type: none"> 1. The instructions on EFL textbook could lead students to construct a learning object then reflecting it into new knowledge. It usually happened when teacher proposes students a concept that they are going to learn for the first time. 2. The instructions on EFL textbook encourage students to have a discussion with teacher or their peers in accommodate their thoughts about the things they are going to learn. (Sharan, 2014)
Collaborative Learning	<ol style="list-style-type: none"> 1. The textbook instruction provide students to share their knowledge by doing productive conversation whether in the form of small or large group investigation, or tutoring activity between students to each other. 2. The textbook instructions could lead students to cooperate in solving problem. (Thomas & MacGregor, 2005)
Authentic	<ol style="list-style-type: none"> 1. The material and instruction of the EFL textbook direct students to use media (real object) and content material which related to students personal experience, histories, and

Learning	belief. 2. The textbook is relevant to social content that students would be able to apply it on their daily life
Intentional Learning	1. The textbook inserting learning goals so that the students know what to achieve by the end of a lesson. (Jokisalo and Riu, 2009) 2.

2. Interview

The researcher conducted semi-structured interview to collect the data needed. This type of interview aims to find out the problems needed openly and deeply (Sugiyono, 2009). There were three main components that researcher use to conduct the interview, it was build upon the research question 2 which is about teachers' ways in applied meaningful learning during online learning, as follows:

- a. Teachers' understanding towards meaningful learning.
- b. Teachers' strategies in applied the attributes of meaningful learning that reflected on the textbook during online learning.
- c. The follow up of the activity based on textbook that reflected meaningful learning.

Based on those three components, the researcher had prepared and mastering 15 questions that covers teachers' ways in applied attributes of meaningful learning during (online) teaching and learning activity. Before

the researcher did the interview, she have done the document analysis for answering research question 1 and found out attributes of meaningful learning reflected on the textbook, and these answer also alluded to the research questions chapter two related to teachers' ways in applied attributes of meaningful learning in teaching and learning of online learning which involved the use of textbook's instructions activities.

The interview has done face to face by visited the school in order to make it easier in explaining the complexity of problems to the respondents. There were total 3 responded that had been interviewed, all of them are English teachers who teaches in grade 11 of Vocational High School 1 Kandangan.

3. Observation

Observation refers to a process of gathering information directly in the place where the objective of research is conducted. The researcher use indirect observation, which means the researcher acted as non-participant observer and not involving on anything, just keep in track on the learning process naturally (Creswell, 2012).

The observation was held in four weeks on January 7, 2021 to January 28, 2021 by joined online class. The researcher focused on observing how teachers pulled out learning activies during online learning

to verify teachers' answers during interview. The researcher took the notes and some screenshots of the activities which held in *WhatsApp* group, *Zoom*, and *Google Meet*, about teaching and learning activity that facilitated by teachers to make the learning process meaningful even during online learning.

F. Data Analysis

Data analysis is an attempt to search and organize the result of interviews and documents to increase the researcher's understanding about the case under study and then present it as an invention (Muhadjir, 1998). In qualitative research, the conceptualization, categorization, and description are developed on the basis of the "events" which obtained when fieldwork takes place. Therefore, the data collection and data analysis is not separated. The process is cyclical and interactive.

There are three processes of data analysis after data collection in the study of qualitative descriptive. There are data reduction, display data, and drawing conclusions, and verification. Data reduction is the process of selecting or simplifying rough data arising from written records in the field. Data reduction includes: (1) summarizing data, (2) coding, (3) tracing themes, and (4) creating clusters (Sugiyono, 2009). The researcher made a rigorous selection of data, summaries, and classified them into smaller patterns. The next process of data analysis is data display, it is the preparation of a set of

information until the researcher found the possibilities that can be drawn into conclusions and taking action. The form of qualitative data is presented in the form of narrative text which summarizes a coherent and easily achieved form. The final process is drawing conclusions, by rethinking data during writing, reviewing field notes, and extensive efforts to place copies of findings in other data sets. These conclusions must be handled loosely, remain open and skeptical.

Thus, the steps of data analysis for this research based on Miles theory, as follows:

1. Data Reduction

In this stage, the researcher has listened carefully to the results of the interview in the form of voice recorder on her smartphone. Next, the researcher made summary which categorizes the data collected from the interview. In the summary, the researcher was selecting parts of interview that related to the concern of research which is teachers' ways in applied attributes of meaningful learning during teaching and learning activity of online learning. The researcher also reducing data that unable to answer the research question to make the data does not stacked up and complicates the next analysis.

2. Data Display

After the data was reducing, the researcher compiled the information that provides possibilities of drawing conclusions. The researcher presented the data obtained in the form of simple notes which contains the ways of teachers in applied attributes of meaningful learning during teaching and learning of online class. Apart from describing the data in a narrative form, the researcher also carried out a continuous process of analysis until the conclusion was drawn.

For document analysis in finding the attributes of meaningful learning that reflected in the instructional of EFL textbook, the researcher have read and studied the whole contents of the EFL textbook 'Bahasa Inggris Kelas XI' published by Ministry of Education and Culture. After that, the researcher defined the instructional of the book that concern to the research questions (five attributes of meaningful learning based on Jonassen's theory) use the list items that made by the researcher herself which inspired by Mohammed Amin and Amelia (2009). The last step was interpreting the data from documents in form of narrative with picture of the textbook's instructions inserted.

3. Conclusion Drawing and Data Verification

The researcher verified the data using triangulation method by did an observation in order to compare teachers' perspective in interview. The aim of triangulation is to gain more understanding towards the data and fact that has been collected. Triangulation method use to minimize the possibility of bias on the study's result which use a single method or data (Sugiyono, 2009)

After classified and describing the data from interview into narrative form, the researcher get temporary conclusion which still need to verify. The researcher did an online class observation by entering platforms of *WhatsApp* group, *Zoom* and *Google Meet* of students in grade 11, and took notes on teachers and students activities in order to verify how applied meaningful learning in classroom during online class.