

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

This chapter presents the findings and discussions. The findings are designed to answer the research questions about attributes of meaningful learning reflected in English textbook ‘Bahasa Inggris Kelas XI’ published by Ministry of Education and Culture, and teachers’ ways in applied its attributes of meaningful learning during online learning at Vocational High School 1 Kandangan in the year of 2020.

#### **A. Findings**

This section contains the data collected by researcher through document analysis for analyzing attributes of meaningful learning in English Textbook ‘Bahasa Inggris’, after that, the researcher also conducted interview and observation to find out teachers’ ways in applied attributes of meaningful learning during online learning due to COVID-19 pandemic.

##### **1. Attributes of Meaningful Learning Reflected in English Textbook ‘Bahasa Inggris’ Published by Ministry of Education and Culture**

Regarding to the research questions, the researcher analyzed this textbook using indicators of attributes of meaningful learning based on theories

contained in chapter two. The data founded is summed up in general by presenting the table below.

No.	Page	Topic	Attributes of Meaningful Learning	Activities
1.	2	Suggestion and Offers	Constructive	Read the conversation and guess the conversation about.
2.	14	Suggestion and Offers	Collaborative and Authentic	Students involving in real situations and solve the problems.
3.	16	Suggestion and Offers	Collaborative	Work in pair to give a suggestion, discuss it, and take the conclusion together.
4.	17	Suggestion and Offers	Intentional	Do a reflection about students' strengths and weaknesses during learning the topic, and discuss if the goals have been achieved.
5.	19	Opinion and Thoughts	Constructive	Read the conversation and guess the conversation about.
6.	27	Opinion and Thoughts	Constructive and Collaborative	Work in pair to develop the conversation about certain issues based on their own poin of view.
7.	30.	Opinion and Thoughts	Collaborative and Authentic	Work in group to interview people about social issue around students.
8.	31	Opinion and Thoughts	Intentional	Do a reflection about students' strengths and weaknesses during learning the topic, and discuss if the goals have been achieved
9.	33	Party Time	Intentional	Asking studets' opinion towards the importance of invitation.


10.	41	Party Time	Constructive and Collaborative	Work in pair creating a dialogue.
11.	43	Party Time	Collaborative and Authentic	Work in pair to create a formal invitation.
12.	44	Party Time	Intentional	Do a reflection about students' strengths and weaknesses during learning the topic, and discuss if the goals have been achieved.
13.	46	National Disaster-An Exposition	Constructive	Asked students if they have involved in national disasters.
14.	53	National Disaster-An Exposition	Constructive	Build students' understanding by asked them to discuss with expressions.
15.	60	National Disaster-An Exposition	Intentional	Do a reflection about students' strengths and weaknesses during learning the topic, and discuss if the goals have been achieved.
16.	62	Letter Writing	Constructive	Analyzing kind of letter that presented on the first page of chapter.
17.	71	Letter Writing	Constructive	Create a dialogue using role-play approach.
18.	73	Letter Writing	Intentional	Do a reflection about students' strengths and weaknesses during learning the topic, and discuss if the goals have been achieved.
19.	75	Cause and Effect	Constructive	On the first page of the chapter, it asked students about the conversation presented and asked them to discuss if smoking is dangerous.
20.	83	Cause and Effect	Constructive	It asked students about the effect of flooding, corruption, and bullying.
21.	84	Cause and Effect	Collaborative	Work in group to create a Cause and Effect tree.

22.	85	Cause and Effect	Intentional	On the first page of the chapter, it asked students about the conversation presented and asked them to discuss if smoking is dangerous.
23.	89	Meaning Through Music	Constructive	Listen a song and discuss about the content of the song.
24.	97	Meaning Through Music	Constructive and Collaborative	Group of five of students to have a discussion about their favorite song, poem, and singer using the provided expressions.
25.	98	Meaning Through Music	Intentional	On the first page of the chapter, it asked students about the conversation presented and asked them to discuss if smoking is dangerous.
26.	100	Explain this!	Constructive	On the first page of the chapter, students are asked about earthquake as a common disaster in Indonesia.
27.	108	Explain this!	Constructive	Do a mini-research about phenomenas such as how Tsunami are formed.
28.	113	Explain this!	Intentional	On the first page of the chapter, it asked students about the conversation presented and asked them to discuss if smoking is dangerous.

The table above is explained descriptively to explain the attributes of meaningful learning reflected, as follows:

### a) Constructive Learning

**Conversation 1**  
With a partner, read the conversation given below.



Hi, John.

Hi, Jane. What are you doing?

Nothing much. Would you like to go to movies?

I would love to, but not right now.

How about in the afternoon?

Great! What movie do you want to watch?

Let's watch "Ring".

I would rather not. I am not much into horror movies. How about Peanuts?

Ok. Let's go. When do you want to go?

4 o'clock show.

It sounds good. Okay, see you then!

Okay, see you!

What kind of interpersonal transaction is going on in the conversation given above?  
Write down your answer here.

Figure.4.1 Constructive Learning

The picture above is reflecting constructive learning. It shown on the first page of the chapter with a simple conversation between two, discussing about recommended movie they are interested to watch. Students are instructed to read the conversation with their partner, after that, they should guess what kind of conversation given above. In this part, students are expected to bring up their outset knowledge because their answer served as a clue about the topic they are going to learn on the next pages. As Horsley's theory about the first step of constructive learning, it said students should be given some questions about the phenomena they often encounter in real life, then relate it to the new concept of

material to be discussed (Abidin, 2009). These kinds of constructive learning activities could be seen on first page of the new chapters on the textbook, it could also be found at pages 2, 19, 75, 83, 89, and 100.

Students could also build their understanding by creating a dialogue along with their peer. As stated on Figure 4.2, students asked to work together do a role-play with the theme of asking agreement. This activity contains two attributes, which is Constructive Learning, and Collaborative Learning where students work together with their peer. Students are given the opportunity to develop the conversation in accordance with their point of views to the issues addressed at conversation above, whether they agree or have any other opinions.

Complete the following transactional conversations. Using the role-play approach, reenact the conversation with your classmates.

**Buying a New Car**

I think we should buy a new car.

Why? Our old car is fine and functional.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Banning of Cigarettes**

I believe that smoking should be banned.

I don't think I agree with you.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Figure 4.2 Constructive Learning and Collaborative Learning, page 27

The similar pattern of activity could be seen at page 41 on the textbook, it's instruct students to work together with their peers creating a dialogue contains a conversation about how to accept and declining the invitation. These kind of activities relevant to Horsley's that constructive learning means students given opportunity to illustrate their understanding of the concept to the real conversation (Abidin, 2009).

Apart from conversations, students could also construct their understanding by trigger them with some questions. Still on first page of the chapters, students are asked about their knowledge about global warming before they specifically study about the main topic is Analytical Exposition text. This thing intended to make them easier in getting illustrations and relate its knowledge to the topic will be studied. This is in accordance with Horsley's about constructive learning which students should encouraged to put forward their first idea about the concept that will be taught on the next page (Abidin, 2009). See the picture below.

**Discussion**

1. What is global warming?
2. Is it a severe problem? Why?
3. What kind of text is given above?

Figure.4.3 Constructive Learning, page 46

Another kind of activities that contains constructive learning could be seen on pages 27 and 41 on the textbook. The picture on Figure 4.4 below contains things that also refer to the occurrence of constructive learning and collaborative learning, which students asked to work together do a role-play with the theme of asking agreement. Students are given the opportunity to develop the conversation in accordance with their point of views to the issues addressed at conversation above, whether they agree or have any other opinions.

**Complete the following transactional conversations. Using the role-play approach, reenact the conversation with your classmates.**

**Buying a New Car**

I think we should buy a new car.

Why? Our old car is fine and functional.

**Banning of Cigarettes**

I believe that smoking should be banned.

I don't think I agree with you.

Figure.4.4 Constructive and Collaborative Learning, page 27



This is relevant to Horsley's that constructive learning means students given opportunity to illustrate their understanding of the concept to the real conversation (Abidin, 2009).

The next instruction that contains constructive learning is relate to the way of construct students' understanding of learning material (See Figure.4.5). First of all, the topic presented above is about smoking and the importance of English. Then, students are asked to discuss with their partner using some expressions of exposition which they've learned in the form of text, and now they have to do it orally like a normal discussion. This is in line with the theory of Constructive Learning, which students build new information from the knowledge they got previously. The past knowledge here refers to the topic which about smoking and the importance of English which closely related to their environment and must be experienced it. This pattern of activity of constructive learning could also be seen at page 71.

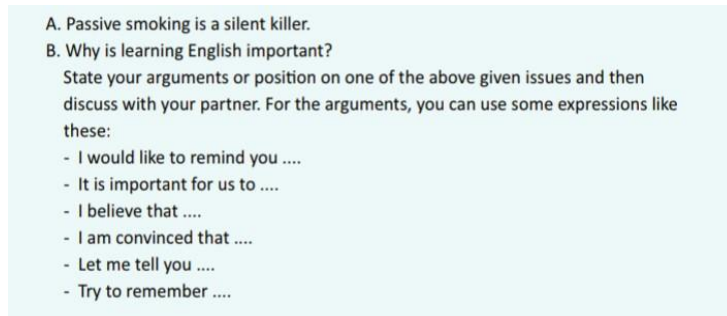


Figure.4.5 Constructive Learning, page 53

Constructive learning could also be manifested by instructing students to do a research. As the picture at Figure 4.6, students are instructed to do a research about three topics selected and pour their research's result into explanation text. This kind of project is one of activities that reflecting meaningful learning, because students are given opportunity to find a concept of learning explanation text through collecting data then interpret it by themselves (Abidin, 2009).

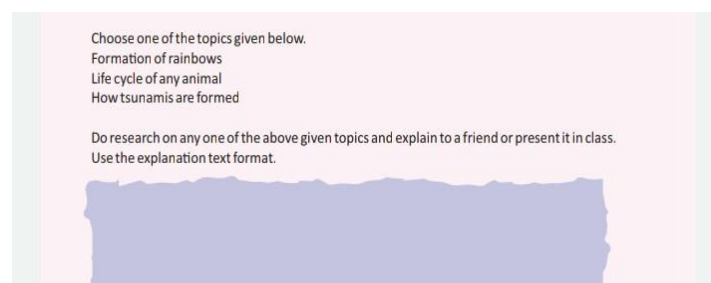


Figure.4.6 Constructive Learning, page 108

## b) Collaborative Learning

The next attribute of meaningful learning which inserted in English textbook 'Bahasa Inggris Kelas XI' published by Ministry of Education and Culture is Collaborative Learning.

Use the thinking technique, "THINKPAIRSHARE" to offer and suggest a solution to the problem given below.

You came to know that your friends had a fight. They are not on talking terms for some time now. Since you are a common friend, it is difficult for you because you want to hang out with both of them but they can't stand each other. You have to find a way to offer and suggest a solution so that the fight is over.

<p><b>THINK</b></p> <p>About the suggestions and offers you can make to solve the problem.</p>	<p><b>PAIR</b></p> <p>In pairs, discuss the best suggestions and offers. Give at least four.</p>	<p><b>SHARE</b></p> <p>Then share the outcome of your discussion by acting it out in front of your teacher and classmates.</p>
------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------

Figure.4.7 Collaborative and Authentic Learning, page 14

The section above is reflecting two attributes, which is collaborative learning and authentic learning. Students are given situation which could happen or they have experienced it about how to deal with two friends who had a fight. Students are encouraged to find solutions by giving them suggestions to solve the problem, then discussed the best suggestions to their peers which refer to collaborative learning, then share it in front of teachers and classmate. The situation draw is related to authentic learning indicators which students should involve to real world context or stimulated in case-based learning

environment to get better understood and more consistently transferred to new situations.

Collaborative learning is also expected to happen when students are instructed to work in pair to create a poster and present it in front of classes. Collaborative learning means students could learn from each group members' point of views about something. As seen at Figure 4.7, Students here are instructed to make some suggestions, then share it to their partner, discuss it, and put the conclusion into a poster.

- Choose one of the following activities for your project.**
1. With a partner, come up with ideas and suggestions to improve the English environment in your school. Make a poster and put these ideas and suggestions on the poster and share them with your teacher and classmates.
  2. With your partner, come up with offers to improve the English environment school. Make a poster and present it in class.
  3. With a partner, create a dialogue using suggestions and offers on any topic. Act this dialogue in front of the class.

Figure.4.8 Collaborative Learning, page 16

The next collaborative activity appears could be seen at Figure 4.8. In addition to collaborative learning, it also contains authentic learning. First of all, students asked to work in pair to conduct an interview containing a maximum of six questions and answers related to several social issues, such as

the impact of social media, pollution, global warming, drugs, etc.

1. The objective of this activity is to gather opinions of people by conducting an interview. With a partner, choose a topic, preferably a social issue, for example social media, smoking, corruption, global warming, pollution, poverty, drug abuse, etc. Write a series of interview questions of not more than 6 that will help you collect opinions of people on the issue you have chosen. After the interview, create a dialogue using the opinions you have collected. You can present your work in the form of a role play, a poster, a movie or a PowerPoint presentation. Make sure you share it in your class.

**Sample questions on the issue of corruption for the interview:**

- What is corruption (in your opinion)?
- Do you think that corruption is prevalent in our society?
- How would you define corruption?
- Do you think corruption should be a punishable crime?
- Do you think the government is making enough efforts to eradicate corruption from our society?
- What are you doing to help eradicate corruption?

3. Find an editorial in any English newspaper or magazine. Use the Visible Thinking technique or “Reporter's Notebook” to identify and separate facts and opinions from this article. Work in groups of five.

Focus on the following points:

- Identify an issue or dilemma from the article.
- Identify facts and opinions.
- See if you understand them or you need more information.
- After the discussion with your group members and teacher, express your opinion based on the information you have at hand.

Figure 4.9 Collaborative and Authentic Learning, page 30

This activity above is reflecting collaborative learning indicators, where students work together stating their own viewpoints on social issues they know, then discuss it until the compilations of their opinions become one dialogue that will be presented in front of class. Next, students work in five finding editorials from newspapers or magazines to classify between the writer's opinion and facts from the events that

occurred. This activity is also included the realization of authentic learning, because it uses real object to be discussed (in the form of an English newspaper and magazine) on the process of extracting information.

The next activity of collaborative learning in this textbook also covers authentic learning. As instruction written at Figure 4.9, it stated that students have to work by partner to create a formal invitation. Students are asked to work together in learning and creating something together. This picture is also in accordance with Authentic Learning theory by which involving real problems and relevant project to students. The students are asked to make a formal invitation to head of district which could be applied at the real world in their future (Donovan, Bransford, & Pellegrino, 1999).

**Choose one of the activities given below.**

- With a partner, create a formal invitation for the head of your school, inviting him/her to the graduation ceremony in your school. Use the format you have learnt in the building blocks.
- With a partner, create a formal invitation for the head of your district, inviting him/her to the ribbon-cutting ceremony to inaugurate the new science laboratory in your school. Use the format you have learnt in the building blocks.
- Design and create a formal invitation card template.

Figure.4.10 Collaborative and Authentic Learning, page 43

Another kind of collaborative activity inserted on the textbook is related to explore students' creativity. As the picture at Figure 4.10, students are asked to work together with their peers creating a Cause and Effect Tree in the form of video, comic strips, PowerPoint presentation, or a blog. This activity may encourage students to exchange their general knowledge to their peers about the theme raises (smoking, extreme weathers, and global warming) before they stated the conclusions that has been agreed in the form of Cause and Effect Tree.

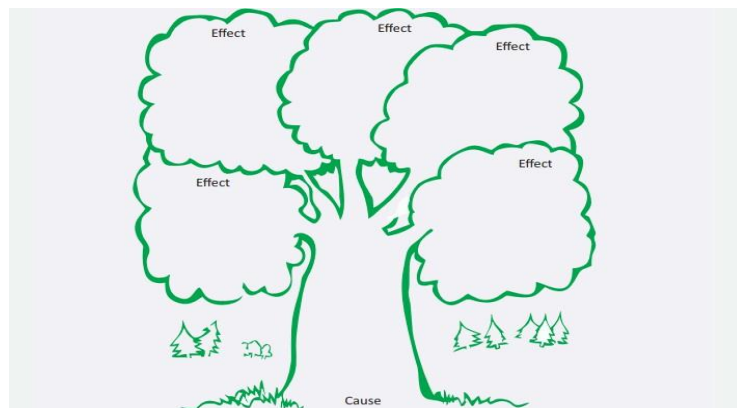


Figure 4.11 Collaborative Learning, page 84

### c) Intentional Learning

**I can do this.**  
**Complete these statements.**  
 1. The most interesting thing I learned in this chapter was \_\_\_\_\_  
 2. The part I enjoyed most was \_\_\_\_\_  
 3. I would like to find more about \_\_\_\_\_  
 4. The hardest part in this chapter was \_\_\_\_\_  
 5. I need to work harder at \_\_\_\_\_

**Read the statements below and tick ( ✓ ) the option that is most applicable to you.**

	Definitely	Yes	Maybe	No	Not at all
The story was easy to understand.					
I can tell the difference between offer and suggestion.					
I could write a dialogue between two people.					
<b>My plan to overcome the difficulties of this chapter</b>					

Figure 4.12 Intentional Learning

The picture above is shown how intentional learning created. Intentional learning not only about students' clearly knows their goals of learning, but also intentionally knows their strengths and weaknesses during study the material about Cause and Effect, and whether their goals have been achieved or not yet (Freeth, 2014). This activity could be seen on the last page of the chapters, specifically at pages 17, 31, 44, 60, 73, 85, 98, and 113.

Another pattern of learning intentionally is leading students to know the benefit of learning certain material. As stated on Figure 4.12, the activity is in the form of discussion page where students' are asked about their opinion towards the importance of invitations. Furthermore, this section is shown at the first page of the chapter 'Party Time' which the chapter is



study about invitation things. This is in accordance with Catherine's theory that learning intentionally means students knows the objective of things they are going to learn (Ahmed, 2017). By asking students' thoughts about the importance of invitations at the beginning of the lessons, it could direct them to think and find by themselves the benefit they will get after learning this material, and motivate them.

**Discussion**

1. Why do people write and send invitations?
2. Why do you think invitations have become important in our society?
3. What kind of invitation do you think is in the excerpt given above?  
How can you say that?  
Write down your thoughts here.

---

---

---

---

Figure 4.13 Intentional Learning, page 33

#### **d) Authentic Learning**

Authentic learning activities that inserted in the textbook mostly appear along with Collaborative learning and Constructive learning, for example like activities that instruct students to work in pair and put them in real-life situations. Another activity that contains authentic learning in this textbook appears on the topic of writing letters, could be seen at Figure 4.13 below.

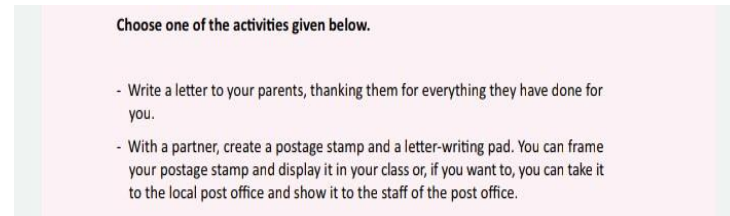


Figure 4.14 Authentic Learning

The picture above is reflecting authentic learning. Students are asked to write a letter for their parents thanking everything their parents have done for them. This activity is involving letter as the real and useful object to create and their parents as the real thing. By asked students to write letter to their closest persons, students may emotionally affected to write a letter from their heart. This task is not only made to get scores, but could be something meaningful for them.

## **2. Teachers' Ways in Applied Attributes of Meaningful Learning During Online Learning**

After identifying attributes of meaningful learning reflected in the learning resource which is English textbook 'Bahasa Inggris Kelas XI' published by Ministry of Education and Culture, now the researcher has found about teachers' ways in applied its attributes during online learning due to COVID-19 pandemic. The data has collected through in-depth interview with three teachers of class 11 of Vocational High School 1 as

the participants. The three teachers here represented as Teacher 1 (Female), Teacher 2 (Male), and Teacher 3 (Female). After the interview has finished, the researcher clarified the data found based on interview through online class observation for four weeks.

a. Active Learning

One attribute that could encourage meaningful learning is active learning. Although active learning is excluded in textbook analysis, there are various attempts by teachers to make online learning become meaningful while maintaining students' activeness. All of English teachers who have interviewed did similar things to make students not passively receiving material. They used to ask several students to read a reading text or simple written conversation in the textbook, after that, teacher would give them feedback especially about their pronunciation. This activity is carried out using voice note feature which available on *WhatsApp* platform, and they use *WhatsApp* group as the main place of online learning.

This activity is in accordance to the observation result in January 28<sup>th</sup>, 2021, aside from reading simple conversation in order to keep students active during online learning, Teacher 2 was also inviting students to point out which sentence referring to the pattern grammar they have learned. Meanwhile, Teacher 1 slightly asked students to make one sentence containing the grammar pattern that has

been learned. All students are given about five minutes time and the activity is carried out through *WhatsApp* group. Finally, Teacher 1 allows other students to have a correction when there was any incorrect sentences by quoting the chat bubble of its incorrect sentence and write the right one. "...Paling sering di grup *WhatsApp*, (siswa) saya suruh membuat kalimat, tapi waktunya hanya 5 menit, semuanya *submit* kalimatnya di grup (*WhatsApp*) supaya siswa lain melihat. Setelah semua selesai, saya minta mereka satu-sama lain meng-*quote* kalimat yang dirasa kurang tepat dari kalimat bikinan teman-temannya, lalu benar dan salahnya didiskusikan bersama. Walau tidak dibahas semua, hanya dua-tiga saja." (Teacher 1, Interview on January 6<sup>th</sup>, 2021)

Teacher 3 once asked students to have online discussion through *WhatsApp* group chat feature. The theme of online discussion was regarding the importance of English for the majors they took in the future (e.g. How English used in Culinary Art, and others). Before they started the discussion, Teacher 3 asked students to make an argument about the theme related in one sentence and keep it by themselves. Then, Teacher 3 pointed out several students to state their arguments. After that, another students was allowed to give their point of view whether it's agree or disagree by quoting the chat bubble and they should also stating their reasons. "...Waktu itu materinya tentang

*How to state argument*, kalau tidak salah, itu ada di chapter terakhir sebelum ulangan. Saya baru satu kali mencoba diskusi seperti ini, bagus, walau siswa masih pakai bahasa Indonesia, setidaknya mereka tahu dulu konsep materinya seperti apa. Sayangnya agak susah mengontrol mereka dan memakan waktu cukup lama karena interaksinya sangat terbatas oleh waktu.” (Teacher 3, Result of Interview on January 7<sup>th</sup>, 2021).

#### **b. Constructive Learning**

In reaching out meaningful learning, it is important to build the material that will be taught before actually explaining it explicitly. Based on the interview, most of teachers are rarely construct the material before their class has started. When the researcher showed the textbook in the part of *pre-activity*, all teachers agreed that during normal class, they used to introduce the material by direct students to see its first page of textbook chapter, then asking “*What do you see?*” or “*What is that?*” yet, during online learning, there is only one teacher who did those things for like twice times in *Zoom* live video meeting. “...Kalau siswa sudah siap semua, langsung saya minta mereka melihat gambar serta teks percakapannya, lalu simpulkan mau belajar apa. Tapi hanya selama *Zoom*, dan kita tidak melakukan *Zoom* setiap *meeting*. Kalau lewat group *WhatsApp* belum pernah, jadi *to the point* dan mengalir saja.” (Teacher 1 Interview on January 6<sup>th</sup>, 2021)

Statement from teacher above is in line to the researcher witnessed when observing through *Zoom* live video meeting on class of Teacher 1 at January 21<sup>st</sup>, 2021 ago. At that time, the teacher asked students to see the letter presented in *Pre-Activity* section on their textbook, then asked about the contents of the letter, who are the letter for, and what type of letter was listed.

Meanwhile, based on an interview with Teacher 2, it indicated that a day before learning has started, the teacher have reminded students on *WhatsApp* group to read the material first before the topic to be studied on the following day. "... Kalau materinya lumayan complicated, saya minta baca dulu materinya di malam hari, temukan beberapa kosa kata yang dirasa susah lalu diterjemahkan sendiri. Supaya besok lebih mudah belajarnya, karena yang presentasi teman-temannya. Begitu saja." (Teacher 2, Interview result on January 6<sup>th</sup>, 2021)

Furthermore, when the researcher made observations on the first week (January 21<sup>st</sup>, 2021), it shown that a day before learning began, Teacher 3 was asked students to make a written letter to their relatives or family, then its letter has to be stored first before reviewed on the next meeting. After entering the third week, on February 4<sup>th</sup>, 2021, which they have already studied the entire material for two consecutive meetings, Teacher 3 asked students to take a look of the

letters they have written on the previous meeting, then checked the correctness by themselves. Things to check are those they have learned, which covers the linguistic features, such as sentence structure and language style of the letters. Revised letters are collected through the teacher's personal *WhatsApp* contact to be given a score. (Observation result in Teacher 3 class on 21<sup>st</sup> of January to 4<sup>th</sup> of February, 2021).

**c. Collaborative Learning**

Collaborative learning is shown to create such critical learning within cooperative atmosphere. During online learning due to COVID-19, collaborative learning was only manifested by one teacher, which is Teacher 1, meanwhile the rest never done any collaborative activity during online learning.

Based on to the interview, collaborative activity was started after the regulations related to social distancing began to be loose on around September, 2020. This activity is making presentation video about materials from third chapter to the last chapter of the textbook. Each chapter divided into several group to explain different sub topics, and the group members arranged based on the nearest house. The video has presented according to sequence of materials with maximum duration five minutes. The form of video is *Power Point* presentation with students' voice explanation inserted. The video shared by stated

the *YouTube* link through *WhatsApp* group before class has started. During the researcher's observation on January 21<sup>st</sup>, 2021, the group who had the turn was firstly sent a *YouTube* video link about their presentation on the *WhatsApp* group, then students were given about 10 minutes to watch the video carefully and asking several questions. "...Aktivitas ini adalah alternatif dari kerja kelompok yang biasa dilakukan saat belajar luring. Biasanya siswa berkelompok melakukan presentasi di depan kelas dari *chapter* pertama sampai akhir, lalu diadakan tanya jawab bagi siswa yang ingin bertanya." (Teacher 1, Result of Interview on January 6<sup>th</sup>, 2021).

#### **d. Authentic Learning**

Authentic learning generally refers to learning activities that involve real things around students. This refers to the use of learning media as a medium in the form of concrete things in conveying information or material. In this case, students become more interactive by participating in observing, doing, and demonstrating the concrete things around them, so that meaningful learning could be realized (Kemp and Dayton cited in Azhar Arsyad, 2010). The realization of authentic learning during online learning is manifested in several ways including the use of media. Based on the results of the interview, two out of three teachers stated that they have done the learning process



involving the real things and the real situation, even though both of them said the activity only did once.

During online learning, Teacher 1 once asked students of Culinary Art class did food review using the structure of stating opinion and thought. The food itself came from the task of subject PCKI (Produk Cake dan Kue Indonesia) of Culinary Art class. Based on the task, students were instructed to make cakes and sell it through online promotions. The teacher took advantage of this activity to improve students' capability of stating opinion and thought by asking students to buy the cakes from their peers then do the reviews using some expression they have learn. "...Kebetulan waktu itu saya mengajar bahasa Inggris di kelas Tata Boga, dan mereka sedang dalam masa praktek lalu hasilnya akan dijual, jadi saya gunakan kesempatan ini untuk untuk sekalian mengajar siswa materi di buku dengan melakukan review makanan. Kalau hanya diberi materi atau menjawab soal, tidak bisa benar-benar melihat apakah mereka sudah paham atau belum, apalagi masa-masa kelas daring seperti ini." (Teacher 1, Result of Interview on January 6<sup>th</sup>, 2021). The reviews was in the form of video with duration about 2 to 5 minute, the video reviews contains the shots of packaging, variety, taste, other related aspects, with students' voice of opinion towards the cake inserted. Students may choose by themselves which one of their friends' cakes they want to

buy, and this activity was individual task and uploaded to *YouTube* platform.

In the same sequence of material, Teacher 2 was using newspapers and magazines as the media for analyzing text. Students directed by her to find a physical magazine or newspaper as a media to identify facts and opinions contained in the articles therein. "...Kalau melihat dari instruksi buku teks, seharusnya ini adalah pekerjaan kelompok, namun untuk menghindari kerumunan, saya menjadikannya tugas individual saja." (Teacher 2, Result of Interview on January 6<sup>th</sup>, 2021). He asked students to write the name and the release date of its newspaper or magazine they found, then took a picture of article which the fact and opinion has given a circle, and give explanation written in *Microsoft Word*, then submit it through his personal *WhatsApp*.

**e. Intentional Learning**

In learning process, it is important for students to be directed in learning and knowing about the goals of studying a material. They should know about things they want to achieve and know their strengths and weaknesses during the process of learning. It could help students increase their motivation to be more focused and directed in learning. However, all of teachers stated that they didn't have much time to do this activity during online learning.

Based on interview, Teacher 2 does this only if they still have enough time, it means he told students about the benefits of learning a material at the end of the lesson. The teacher asked students to make their own conclusions, such as reflection first. "...Misalnya setelah selesai belajar materi '*analytical exposition text*', saya bertanya di grup *WhatsApp*, seperti '*What did you get after learning this topic?*' terus ada yang mau ditanyakan atau tidak. Setelahnya baru saya yang memperjelas." (Teacher 2, Interview result on January 21, 2020). However, Teacher 2 added, when he was asking students to ask about material they have not understand, the class become quiet, only one to two students responded, even on several occasions, none of students asked the question. In the end, this situations make the teacher just straightly explained the conclusion of material instead of waiting for the students to ask.

Based on the results of observations by researcher on January 29, 2021, another teacher has indirectly mentioned the learning objectives at the beginning of the learning process. At that time the learning process was carried out through *Google Meet* platform, before entering the material explanation, she directed the students by saying, "... Ayo diperhatikan materinya dengan seksama, ini penting buat kalian suatu saat mau bikin surat lamaran pekerjaan atau surat proposal pengajuan dana."

## **B. Discussion**

After the data has processed in the form of description, this section presents discussions of the findings from document analysis, interview and observation to the theories in chapter two about attributes of meaningful learning. This section also discusses if there is any outlying data or any exceptions found during the process of conducting the research. The researcher discussed the findings into two objectives: (1) attributes of meaningful learning reflected on EFL textbook 'Bahasa Inggris' published by Ministry of Education and Culture, and (2) teachers' ways in applied the meaningful learning during online learning due to COVID-19 pandemic.

### **1. Attributes of Meaningful Learning Reflected in English Textbook 'Bahasa Inggris' Published by Ministry of Education and Culture**

After analyzing EFL textbook 'Bahasa Inggris Kelas XI' published by Ministry of Education and Culture, the researcher found that all Attributes of Meaningful Learning are reflected on the textbook with a variety of frequencies. The attributes appears are Constructive Learning, Collaborative Learning, Authentic Learning, and Intentional Learning, meanwhile Active Learning is excluded because the textbook instructions are obviously conceive Active Learning indicators which is about to stimulates students activeness with their

involvement in the form of peer to peer interactions, teacher and students interactions, and interaction towards things around students (Machmudah & Wahab, 2008). The English teachers who have interviewed also state similar viewpoint, they said that all of the textbook's instructions have already covers instructions that pull students to learn actively. Thus, the researcher took only four out of five attributes of Meaningful Learning by Jonassen's theory (2003).

The highest appears attributes of Meaningful Learning is Constructive Learning, which emerge 14 times (40%). This attribute mostly come up at the first page of the chapters by exploring students' general knowledge towards the material related in the form of simple conversation, reading text related, and following by some questions. These activities are in line with theory of Horsley (1990), that Constructive Learning occurs when students' basic knowledge stimulated with questions about familiar phenomena and linking them to the concepts to be discussed. Moreover, Constructive Learning reflected on this textbook is also come up after material explanation pages in order to build students' understanding. The activity used such as created some dialogues and conduct a mini research. As Horsley (1990) said, in reaching out meaningful learning, students should be given opportunity to construct their understanding through illustrations or communication of the concept of material (Abidin, 2009). The most

common constructive learning activities in this textbook is providing students dialogue or reading material with some questions related to the material will be taught, this activity come up for 50%, followed by creating dialogue (43%), and one activity of mini research (7%).

The second highest attributes of meaningful learning appears is Intentional Learning which emerge 9 times (26%). 8 out of 9 intentional learning activities on this textbook are placed at the last page of chapters, it contains students' awareness towards their strengths and their weaknesses during the process of achieving the goals of learning (Freeth, 2014). In addition, mention the learning goals at the beginning of the lesson is also important, as Catherine (2003) said, intentional learning refers to students awareness to follow learning process because they knows the goals they want to achieve (Ahmed, 2017). However, there is only 1 activity reflecting intentional learning that appears on the first page of chapter in the form of asking students about the importance of learning to write letter. Moreover, intentional learning also defines as purposeful learning which involve activity in the form of organizing the material's sequences and making connection, such as mind mapping which could help students get better understand and retain knowledge in a way that suits their specific needs (American Accounting Association, 1995). Yet, there is no such activity on the textbook.

The next attribute of meaningful learning appears on this English textbook is Collaborative Learning which emerge 8 times (23%). The researcher took conclusion that textbook using 3 out of 10 types of collaborative learning developed by experts of student team learning from John Hopkin University (Kurniawan, 2021), the types included are *Learning Together*, *Team Accelerated Instruction*, and *Academic-Constructive Controversy*. Learning Together refers to group of students with different background knowledge work together to complete a task which the valuation is based on the result of group work itself, the activities reflected on the textbook are create dialogue, create things together, and class presentation (71%). Meanwhile, Team Accelerated is a combination of individual task and collaborative task, the activity reflected is Think-Pair-Share which appears once. The next type appears on the textbook is Academic-Constructive Controversy which prioritizing students' critical thinking towards situation that requires students to solve problems together, and this kind of activity also appears once. However, there are still many types of collaborative learning could be suitable pulled out to students in senior high school, such as *Student Team Achievement Divisions* (STAD), *Cooperative Learning Structure* (CLS), and *Cooperative Integrated Reading and Composition* (CIRC) which the explanation could be find on Chapter 2.

The least attribute of meaningful learning appears is Authentic Learning, which emerge 4 times (11%). The activities are analyzing real object (physical newspaper or magazine), creating a formal invitation, creating letter to parents, and real-world context stimulation. This is supported by authentic learning indicators which students should involves to real world context or stimulated in case-based learning environment to get better understood and more consistently transferred to new situations (Donovan, Bransford, & Pellegrino, 1999).

## **2. Teachers' Ways in Applied Attributes of Meaningful Learning During Online Learning**

All of three teachers list several attributes that could foster meaningful learning based on their viewpoints, they mentioned collaborative learning as activities that involve two or several students to solve problems, also active learning as practice speaking English with simple conversations, and other students' centered activities. One teacher added, in pulled out meaningful learning, it should be balanced to teachers' role as the motivator and director for students to learn more which refers to intentional learning. However, they said, these attributes couldn't be applied well during online learning, but they



have several ways to keep the learning process meaningful during online learning.

Based on the results presented in findings section, all of teachers' agreed that during online learning they use *WhatsApp* group chat feature as the main room for online learning where they communicated textually and using *voice note* feature for reading activity. Teachers pulled out some activities in *WhatsApp* group chat such as reading simple conversation, create a sentence, questions-answers, and general discussion. These activities are in line to (Vergoesen, 2020) about online learning strategies to keep students engaged at home, which is teacher have to provide discussion board for students' activity during online learning. In this case, the main discussion board used by teachers is *WhatsApp* group. These activities may help students to boost their activeness in thinking during online learning while they just sit down facing their gadget. Moreover, this room also used by teachers to send feedbacks for students and insert some links of video material related. This kind of activity is similar to strategy arranged by (Team Cornell University, 2020) that in the way of raising students' activeness during online learning, teacher may provide students a video topic-related to be discussed. However, the researcher found during observation that the learning process through *WhatsApp* group chat was kind of spent a lot of time, this happened

mostly due to wait for students' proper response, especially during the time of questions-answers and create sentence. Hence, teacher couldn't ask all students and could only pulls out at least one activity during online learning.

Aside from the platform of *WhatsApp* group as the main place for teacher reaching out meaningful learning during online learning, teachers also use other platforms named *Zoom* and *Google Meet* live video for explaining the material and questions-answers. One of three teacher use *Zoom* meeting for applied *pre-activity* section on the textbook which representing constructive learning. During *Zoom* live, she asked students several questions related to the material students' going to learn at the first minutes of the lesson time. This effort by teacher is in line to the theory of Horsley (1990) about the first step of constructive learning, it says, teacher should trigger students with some questions about phenomena in their daily life that related to the concept material be discussed (Abidin, 2009). However, teacher doesn't use this application as often as *WhatsApp* due to several external problems, such as internet connection and internet access quota, so that constructive learning doesn't always realizes during online learning. In addition, other two teachers never construct students' first understanding to the material they are going to learn as Horsley's theory nor use the *pre-activity* section for it.

The researcher found that teachers have modified the textbook instructions to be able used during online learning. For example like authentic learning activity reflected on the textbook which instructing students to work in group and bring physical newspaper or magazine, teacher has replaced it to online magazine and newspaper to be analyzed. Another modified textbook's instruction by teacher was asking students to write a letter a night before its material explained instead of use *pre-activity* section on the textbook to construct or built students' understanding. The letter created was corrected and rewritten after students have learned about the social functions and linguistic features of writing letter. As the teacher said, this activity held in order to save the time of learning and maximize students' understanding during online learning, and this activity could encourage two attributes of meaningful learning, first is constructive learning because students' instructed to build their knowledge by themselves through writing letter, and the second one is authentic learning because they involved real object in the form of letter as their media to get the information. However, it is difficult to find out whether all students have written the letter or not, because the letters was not collected, and the teacher did not ensure that all students have completed their letters. If students did not write letters first, constructive learning has not been maximally achieved.

Teachers also instructed students did activities apart from textbook during online learning, such as video presentation about the material from the 3<sup>rd</sup> chapter to the end of chapter and make a food review. As explained in findings section, the presentation video is in the form of *Power Point* presentation with students' voice of explanation inserted. This kind of activity is similar to strategies of online collaborative activities could be manifested by asking students to work in pair or small group of three and let them to discuss certain issue together in discussion board or private video meeting, then present the result in the form of presentation (Vergoesen, 2020). The researcher found, this activity is carried out by two to three students where they work together virtually and keep communicating during the process of making the video. This is in accordance to Patel's theory about collaborative learning activity, it says, collaborative learning refers to a process of learning that involves functional dependence between students by combining their skills and tools (Davidson & Major, 2014). In this case, students work together to rely on their skills in making simple to creative *Power Point* videos to be showed in front of their classmates. Next, activity that apart from textbook during online learning was making a food review. As explained on the findings section, this activity involved the real things that very familiar to students because they come from Culinary Art

class. This is in accordance to the realization of authentic learning, which students involved to real world context or stimulated in case-based learning environment to get better understood and more consistently transferred to new situations (Donovan, Bransford, & Pellegrino, 1999).