

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the background of the study, research questions, research purposes, research benefits, theoretical framework, and previous researches on the student book analysis.

#### **A. Background**

This study is to find out the meaningful learning in an English learning resource focusing on the scientific approach found in "When English Rings a Bell" student book. According to Frankl (1984) cited by Johnson (2002: 36), "People search for meaning is the main motivation of their life; meanwhile, the meaning only can be fulfilled by themselves." It is because everyone has a different measure of meaning, so only they who can understand "meaning" that is really to enable motivating themselves to achieve meaningful goals in life.

Furthermore, the concept of meaningful learning experience refers to students' learning processes and various events, activities, and circumstances that they consider to have a special meaning to them (Hakkarainen et al., 2007; Okukawa, 2008, cited by (Kostiainen et al., 2018). Again, Jonassen et al. (2003), cited by Sailin and Mahmor (2017), state that meaningful learning occurs within "knowledge construction, not a reproduction; conversation, not reception; articulation, not repetition; collaboration, not a competition; reflection, not a prescription." The three definitions show that meaningful learning appears with its principle when students enjoy the learning activity that gives special meaning for their understanding.

Elsewhere, the 2013 Curriculum for the education system in Indonesia has been gradually implemented since the 2013/2014 academic year. This curriculum provides a new approach to the teaching process. It provides a scientific approach to develop the student's skill, knowledge, and attitude. According to Law of Ministry of Education and Culture (2013), the scientific approach in the 2013 Curriculum focuses on the productive, creative, innovative, and affective students through integrated skills, attitudes, and knowledge.

This goal can be achieved by designing effective and meaningful instruction for the students. Law of the Ministry of Education and Culture (2013) also states that the teaching and learning process uses the scientific approach at the teaching part. There are three parts of the teaching process; pre-activity, main activity, and closing-activity. In the main activity of teaching using a scientific approach, there are five steps: observing, questioning, experimenting, associating, and communicating.

Meanwhile, O'Neill (1982); Richards (2001), as cited by Lau et al. (2018) state that student book supports learners to study at their step giving them a sense of autonomy and independence. Similarly, Tomlinson (2012) states that a textbook or student book is all of something that can be used to facilitate learning in the teaching and learning process. Also, students' book, especially for the seventh-grade with the 2013 Curriculum design, is made to students enable to practice further, primarily used scientific approach.

In the preliminary observation at one of the junior high schools in Cileunyi-Bandung, students found the meaning of unfamiliar vocabulary hard, especially those written in the book "When English Rings a Bell" student book, specific to *This is My World* theme about animals. The students were asked to describe a picture of a flamingo and a cat. They can represent a cat correctly because they often see it but cannot answer what flamingo is because they have never seen it directly, and the animal is not found in Indonesia. Even though flamingo is a popular animal recently, but they never see it, so they cannot describe the flamingo well. This case means that the material is less meaningful because the students cannot relate the object to their real life. To build meaningful learning for students, this study has analyzed the meaningful learning concept in the scientific approach written in the seventh grade of Junior High School student book.

This research is focused on meaningful learning and analysis of textbook that has previously been conducted by several researchers. First, a research by Kostianen (2018) who explores meaningful learning in the context of teacher education. Second, a research by Sailin and Mahmor (2016) who show that Create-Share-Collaborate is one of the effective strategies in promoting meaningful

learning. Third, a research by Setiawati (2015) who analyzes the relevance of the materials in the book with the core and basic competencies of the 2013 Curriculum. Finally, the fourth is a research by Putri (2017) who provides an analysis of reading materials in *When English Rings a Bell* textbook. In the mentioned previous researches above, the researchers can analyze all meaningful learning from the teacher perspective, cognitive, and psychomotor of the 2013 Curriculum perspective. Besides, it also includes the media, which consists of meaningful learning and reading material of the student book. However, this research is different from the previous researches. While the previous researches focus on strategy, meaningful learning in context teacher education, relevance the materials in the textbook based on the 2013 Curriculum and reading material in the textbook, this research focuses on analyzing the existence of meaningful learning in learning resources of the seventh grade Junior High School textbook entitled “When English Rings a Bell”.

Furthermore, this research aims to analyze the attributes of meaningful learning in the scientific approach in “When English Rings a Bell” student book for seventh-grade. It is inspired by Jonassen et al., (2003) cited by Sailin & Mahmor (2017), who state that there are five attributes of meaningful learning; active, constructive, intentional, authentic, and cooperative learning. The reason for choosing these five attributes is that the use of “When English Rings a Bell” is a resource of English learning in classrooms. Every English teacher uses this book for teaching in junior high school, especially for the seventh grade. The scientific approach included in the book is analyzed to find out the meaningful learning content of the book. Finally, this research is entitled, “Attributes of Meaningful Learning in “When English Rings a Bell” Student Book of the Scientific Approach (A Descriptive Analysis at the 7<sup>th</sup> Grade Junior High School Student Book Used at MTs Ar-Raudloh, Cileunyi, Bandung).”

## **B. Research Questions**

This research attempts to answer the following questions:

1. What attributes of meaningful learning are reflected in “When English Rings a Bell” student book of the scientific approach?

2. What are the students' perceptions about meaningful learning in "When English Rings a Bell" student book of the scientific approach?

### **C. Research Purposes**

Regarding the research questions above, the purposes of this research are:

1. To find out the attributes of meaningful learning that reflected in "When English Rings a Bell" student book of the scientific approach
2. To reveal the students' perceptions of meaningful learning in "When English Rings a Bell" student book of the scientific approach

### **D. Research Benefits**

This research is expected to provide theoretical and practical significances.

1. Theoretical significances

This study justifies the importance of meaningful learning through learning resources, especially in the scientific approach, to develop students' deep understanding of the book. Furthermore, it supports prior research on the analysis of a meaningful learning concept.

2. Practical significances

- a. English teachers

This research can encourage English teachers to apply meaningful learning concept in their class, which potentially enhances students' deep understanding, especially in the scientific approach of the student book, and foster students' learning interest.

- b. Students

This research hopefully helps students to improve their deep understanding through learning sources so that they can comprehend the fully by meaningful learning concept.

- c. The researcher

This study gives a new experience to the researcher in analyzing meaningful learning in an English student book. The researcher can find the answers from the textbook, whether it is found a meaningful concept or not.

## **E. Theoretical Framework**

The concept of meaningful learning is first proposed by Ausubel (1963). Grabe & Grabe (2007); Jonassen (1995); Karppinen (2005), as cited by Huang & Chiu (2015) said that the process of helping students gain a deeper understanding of learning objects such as visual and auditory materials, organize them into a coherent mental structure and further integrate with relevant prior knowledge is called meaningful learning. Furthermore, (Harpaz, 2013) said meaningful learning is a process in which learners reorganize their understandings and lay the foundations for deeper understanding. Meanwhile, Jonassen et al., (2003: 15) cited by Sailin & Mahmor (2017) assert that meaningful learning occurs within “knowledge construction, not a reproduction; conversation, not reception; articulation, not repetition; collaboration, not a competition; reflection, not a prescription.” Hence, the definitions above can be concluded that meaningful learning is the process of gaining a more in-depth understanding through some media to connected prior knowledge with new information to solve the problem by its principles.

On the other hand, a scientific approach is an approach in the curriculum of 2013. According to the Law of Ministry of Education and Culture (2013), the scientific approach is a basic concept that accommodates, inspires, strengthens, and underlies the idea of how learning methods are applied based on certain theories. This approach also has three focuses points in teaching and learning process; attitudes (affective), skills (psychomotor), and knowledge (cognitive). These three points are expected to make students affective, creative, innovative, and productive. In other words, with these three points, students have soft skills and hard skills to live properly. Moreover, in the scientific approach, five steps in the teaching and learning process consist of observing, questioning, experimenting, associating, and communicating. Thus, this approach greatly influences learning and teaching activities in English classes by encouraging student-center so that students can participate more in class.

Additionally, "When English Rings a Bell" student book is used as the authentic material to stimulate meaningful learning. Authentic materials can be

interpreted as experience to fulfil the social purpose in its community (Guariento and Morley, 2001, cited by Fatima (2016). Meanwhile, Tomlinson (2012) state that textbook or student book is all of something that can be used to facilitate learning in the teaching and learning process. Students need a student book to support their learning. The student book also helps the teachers to provide the materials, plan for learning, and to develop contextual learning.

To analyze meaningful learning in a scientific approach, this research focuses on reading. Anderson et al. (1985), cited by Pourhosein Gilakjani & Sabouri (2016), defined reading as the process of making meaning from written texts. Reading can also be beneficial to the process in which readers learn something from what they read and involve in the academic context of education (Grabe, 2009 cited by Shafira Putri (2017).

The characteristics that should be fulfilled by the scientific approach in the textbook based on the 2013 curriculum is consist of meaningful learning based on Jonassen et, al theory, such as active, constructive, intentional learning, authentic, and cooperative learning. Moreover, the 2013 curriculum English textbooks of seventh-grade Junior High School were filled with many pictures and conversation texts. Therefore, in the scientific approach in the textbook, it should contain at least one characteristic of meaningful learning.

This research uses qualitative descriptive technique research that aims to analyze the meaningful learning in the scientific approach at the seventh grade of Junior High School student book. The data of this research are the scientific approach from “When English Rings a Bell” student book and interviewing twelve students of seventh-grade Junior High School of Ar-Raudloh.

#### **F. Previous Research**

There are four previous studies that have a similar focus to this research. Two of them are about meaningful learning, and the others are about a textbook. First is meaningful learning in teacher education (2018) is written by Kostianen, et.al. This study aims to explore meaningful learning in the context of teacher education, and it shows the importance of course design in generating meaningful learning that has the opportunity to gain intense experience are crucial, and it can be created by

allowing the combination and mutual influence valued content and shared experiences. This first previous study has similarities, such as use meaningful learning as the focus of the study. Also, this first previous study has differences with this research. The main aim of the first previous study is to explore meaningful learning in the context of teacher education, while this research is to examine the existence of meaningful learning in the student book.

The second previous study is promoting meaningful learning through create-share-collaborate (2016) is written by Sailin and Mahmor. The second study aims to provide an example of meaningful teaching-learning activities designed within Create-Share-Collaborate by utilizing the Web 2.0 tool, namely Popplet, which is one of the effective strategies in promotes meaningful learning. Then, the similarities of the second study are also used meaningful learning as the focus of the study. The difference of the second previous study with this study is that the second previous study uses Popplet as the object of the study, while this research uses the textbook as the object of the study.

The third previous study is a content analysis of the student book “When English Rings a Bell” for grade VIII Junior High School (2015) is analyzed by Setiawati from State University of Semarang. The third study aims to analyze the relevance of the materials in the book with the core and basic competencies in the 2013 Curriculum in terms of Cognitive and Psychomotor domains of learning. Furthermore, it showed that the relevancy of cognitive and psychomotor domains of learning of the materials in the textbook is a balance. This previous study has similarities with this research. The research uses “When English Rings a Bell” textbook as the subject of the research. Then, the difference is the previous study to look for relevance to the materials in the textbook based on curriculum 2013 and reading material in the textbook. Meanwhile, this research focuses on analyzing the existence of meaningful learning.

The fourth previous study is the analysis of reading materials on *when English rings a bell* textbook for seventh-grade students of junior high school (2018) is analyzed by Putri. The fourth previous study aims to analyze the reading materials in *When English Rings a Bell* textbook, and it shows that this book fulfilled the

criteria of good reading materials based on Patel and Jain's theory. The similarity of the fourth study is also using the same book titled "When English Rings a Bell" textbook for seventh-Grade of Junior High School. Furthermore, the difference is the fourth previous study focuses on reading material, while this study focuses on meaningful learning. From the gap above, the researcher can analyze whether from teacher meaningful learning perspective, cognitive and psychomotor of meaningful learning of the Curriculum 2013, the media which consist of meaningful learning and, reading materials of the student book.

However, this research is different from previous studies. While the previous research focuses on strategy, meaningful learning in context teacher education, relevance the materials in the textbook based on curriculum 2013, and reading material in the textbook, this research focuses on analyzing the existence of meaningful learning in learning resources at the seventh grade Junior High School textbook entitled "When English Rings a Bell".

