

## ABSTRACT

**Nurul Azkiya (2019): 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).

Resource books or student books can influence students' understanding in the learning process. Students find learning materials difficult because they may learn less meaningful. In this case, they have to know whether their source book is meaningful or not. This study is intended to analyze the attributes of meaningful learning in English student book entitled “When English Rings a Bell” created by the Ministry of Education, and students' responses to meaningful learning in the “When English Rings a Bell” student book of the scientific approach. Furthermore, this study was implemented to achieve the objectives: 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.

A qualitative study was applied in this study, particularly a descriptive analysis. The participants are the student book and students of eight grade Islamic Junior High School of Ar-Raudloh. To obtain the data, document analysis and interview were used. The document analysis was conducted to “When English Rings a Bell” student book using attributes of meaningful learning theory by Jonassen, et al (2003). Moreover, the interview were conducted to know students' perceptions about meaningful learning on the student book. Furthermore, the interview data was conducted using open-ended questions and it was held for four times alternately that consist of three students in every section.

The result of this research shows that all attributes of meaningful learning in “When English Rings a Bell” student book of the scientific approach has appeared, but the most frequent attributes of meaningful learning reflected in the student book of the scientific approach are active learning, authentic learning, and intentional learning. However, the application of meaningful learning principles in this book based on students' perceptions is still lack and there are some parts of the book that are less meaningful. Because almost in each principle only few students can understand the instructions and material in the book and only few students have the ease of practicing the conversation.

In conclusion, the finding shows that the attributes of meaningful learning in “When English Rings a Bell” student book for seventh-grade students categorized into good criteria of meaningful learning for student book based on Jonassen's, et al (2003) theory. However, the student book is not appropriate to be used for self-study at home without guidance from the teacher because students find it hard to learn meaningfully.