# QUESTION TO PROMOTE MEANINGFUL LEARNING : A CASE AT LIMBANGAN SENIOR HIGH SCHOOL

**THESIS**

Submitted in Partial Fulfillment of the Requirements for the Degree of Bachelor of Education in English Language Education

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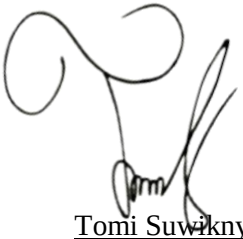

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*Wassalamu'alaikum, wr. wb.*

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# ABSTRACT


Tittle : **Question to Promote Meaningful Learning : A Case at Limbangan Senior High School**

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This academic research aimed to explain teacher questions to promote meaningful learning. Question is one of many aspect of the learning process. This study taking in one of English teaching learning classroom in Limbangan Senior High School. The finding revealed the type of questions that teacher pose in teaching learning is promoting remembering level questions and understanding questions level. To promote meaningful learning we need to get retention (remembering level) and transfer (understanding). However the result does not promote deeper understanding or critical thinking skills. So from this study we can conclude that the learning activity in one of English teaching learning classroom in Limbangan Senior High School is Rote Learning..



**Keyword :** ***Meaningful learning, Teacher Question, Education, Retention and Transfer***.

## MOTTO

**كان ومَن .مَغْبُون فٔ هو اَمسه مـ ثل يَوْمُهُ كَانَ وَمَنْ .رَابِحُ فَهُوَ اَمسِهِ مِنْ خَيْرًا يَوْمُهُ كَانَ مَنْ مَلْعُون فٔ هو امـ سه مِنْ شَرًّا يـ ومه**

*"Whoever is better today than yesterday is one of the lucky ones. Whoever has the same day as yesterday is a loser. Whoever today's day is worse than yesterday, he is cursed."* Hr. Al Hakim

**Fortiz Furtuna Adiuvat**

"Fortune Favor the Brave"

# DEDICATION

Praise is given to Allah SWT, who has blessed me so that I could finish the thesis.

This thesis is dedicated to all of the English teachers and everyone who supported me in accomplishing the thesis, especially to my beloved parent, my brother and my lovely partner who always give me support, motivation, and endless love. I am honor for having you.

## ACKNOWLEDGMENT

*Bismillahirrohmanirrohim,*

Praise is always given to Allah SWT as the most beneficial, and the most merciful who blessed me so that this thesis is accomplished. *Shalawat* and *salam* also raised to Prophet Muhammad SAW, who brings *ummah* from the darkness into the brightness era.

In arranging this thesis, I realize that many people were willing to help, whether directly or indirectly. Hence, in this chance, the researcher would like to express great appreciation to:

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5. My beloved father and mother, My dad Wasis Kunarto and My Mom Sutinah, who has been helping me by giving attention, affection, enthusiasm, and unceasing prayer, was flowing for the smoothness and my success in completing this thesis. I can't say anything. I just say thanks for everything you gave to me.
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9. Also thanks to my big brother Rio Adi Putranto and who help me to finish this final mission.
10. Those who cannot be mentioned one by one who has supported me to finish this thesis.

Finally, I realize that this thesis is far from the perfect arrangement. Therefore, I will be happily accepting any constructive suggestions to make this thesis better.

## TABLE OF CONTENT


**COVER** ..... i

**THESIS PROJECT STATEMENT** ..... ii

**RATIFICATION** ..... iii

**ADVISORAPPROVAL** ..... iv

**ABSTRACT** ..... v

**MOTTO** ..... vi

**DEDOCATION** ..... vii

**ACKNOWLEDGEMENT** ..... viii

**TABLE OF CONTENT** ..... x

**LIST OF TABLE** ..... xi

**LIST OF FIGURE** ..... xi

**LIST OF APPENDICES** ..... xi

**CHAPTER I** ..... 1

A. Background of the Study ..... 1

B. The Reason for Choosing this Topic ..... 7

C. Research Question ..... 8

D. Objectives of the research ..... 8

E Significances of the Research ..... 8

F Limitation of the research ..... 10

G Outlines of the research ..... 10

**CHAPTER II** ..... 12

A. Previous Studies ..... 12

B. Theoretical Framework ..... 15

C. Literature Review ..... 52

**CHAPTER III** ..... 65

A. Research Methodology ..... 65

B. Research Design ..... 65

C. The Participants of The Study ..... 65

D. Roles of The Researcher ..... 67

E. Data Collection ..... 68

F. The Instrument of Data Analysis ..... 68

G. The Method of Analyzing data ..... 70

H. The Procedures of Analyzing Research ..... 71

**CHAPTER IV** ..... 72

A. The Finding of the Research ..... .... 72

1. The Type of Question Used by Teacher in Teaching Learning ..... .... 72

2. Question that is Contain a Promoting No Learning, Rote Learning, or Meaningful Learning ..... .... 80

3. Limitation ..... .... 82

**CHAPTER V** ..... 84

A. Conclusion..... 84

B. Suggestion ..... 85

**REFERENCE** ..... 87

**APPENDIX** ..... 90

## LIST OF TABLE

Table 1.1 The table of cognitive process dimension

Table 1.2 The table of Retention

Table 1.3 The table of Transfer

## LIST OF FIGURE

Figure 1.1 The Picture Miles and Max Huberman's Theory

Figure 1.2 The Figure of Theoritical Framework

## LIST OF APPENDICES

Appendix 1 Transkrip

Appendix 2 Lesson Planning

Appendix 3 Pre-Research Letter

Appendix 4 Research Letter

Appendix 5 Documentation

Appendix 6 Curriculum vitae

# CHAPTER I

# INTRODUCTION

In this chapter, I present: the background of the research, the research question, the reasons for choosing the topic, the objective of the research, and the significances of the research, which this research high points the Question to Promote Meaningful Learning : A Case at Limbangan Senior High School.

## A. Background of the Research

Learning is the process of acquiring new knowledge, skills, behaviors, or attitudes through experience, study or exposure to new information. It is a dynamic and ongoing process that occurs throughout a person's life and can take place in a variety of settings, including School, University, Workplaces and other social culture.

Teaching, on the other hand, is the act of implementing knowledge, skills, or behaviors to other through instruction, demonstration, or guidance. It involves the use of various teaching method and strategis to help student learn and develop their skills and knowledge. Teaching can occur in a variety of setting, including traditional classrooms, online environments, and informal setting, such as museums or community centers. Furthermore learning and teaching are closely interconnected and are essential for personal and societal growth and development. They are fundamental to the education process and involve a

dynamic exchange of information, ideas, and experience between learners and teachers.

In the process of teaching learning in education we will need a question, because question is something great important in the educational process because they help student to engage with the material being learned, think critically and develop their problem-solving skills. Asking question allows students to clarify their understanding, identify areas where they need further explanation or help, and explore different perspective on a subject.

Question also facilitated the teacher's role as a facilitator of learning. By asking question teacher can gauge student' understanding and adjust their instruction accordingly. Additionally, posing question to student can stimulate discussion and encourage student to engage with the material in a more interactive and collaborative way.

Two of the most important education goals are to promote retention and to promote transfer (which, when it occurs, indicated meaningful learning). Retention is the ability to remember material at some later time in much the same way as is was presented during the instruction. Transfer is ability to use what was learned to solve new problem, to answers new question, or to facilitate learning new subject matter. In short, retention require that student remember what they have learned, whereas transfer require student not only to to remember but also to make sense of end be able to use what they have learned. Stated somewhat

differently, retention focuses on the past, whereas transfer emphasizes the future. After the student read the text book lesson on Ohm's law. For example, a retention test might ask them to write the formula for Ohm's law. In contrast, a transfer test might ask student to rearrange an electrical circuit to maximize the rate of electron flow or to use Ohm's law to explain a complex electrical circuit.[1]

A focus on meaningful learning is consistent with the view of learning as knowledge construction, in which students seek to make sense of their experience. In constructivist learning, student engage in active cognitive processing, such as paying attention to relevant incoming information, mentally organizing incoming information into coherent representation, and mentally integrating incoming information with existing knowledge. Meaningful learning is recognized as an important educational goal. It requires that instruction go beyond the simple presentation of factual knowledge and that assessment tasks require more of student than simply recall or recognition of factual knowledge[2.]

Cognitive processed for retention and transfer. If we were interested mainly teaching and assessing the degree to which student learned some subject matter content and retained it over

[1] Anderson, Lorin W and David R Kratwohl, *A Taxonomy for Learning and Teaching and Assesing*, Abriget Edition, (New York : Longman :2001) hlm. 63

[2] Anderson, Lorin W and David R Kratwohl, *A Taxonomy for Learning and Teaching and Assesing*, Abriget Edition, (New York : Longman :2001) hlm. 65

some period of time, we would focus primarily on one class of cognitive processes-namely, those associated with Remember. In contrast, if we wish to expand our focus by examining ways to foster and assess meaningful learning, we need to examine process that go beyond remembering. What cognitive processed are used to retention and transfer? There are six categories of processed, one most closely related to retention (remember) and other five increasingly related to transfer (Understand, Apply, Analyze, Evaluated, and Created).[3]

Meaningful learning is defined as learning which can encourage student to expand, modify, and develop information systematically, so that the concepts studied are relevant to long-term memory. It can occur if student actively interact independently and collaboratively on meaningful tasks, so that they are practicing critical thinking and problem-solving skills.

Meaningful learning has three main requirements, as listen below.

1. Student must have the initial knowledge relevant to the placing and capturing of new knowledge.
2. Students should believe that the material to be learned is relevant to other knowledge and must contain significant concepts and proporsitions.

[3] Anderson, Lorin W and David R Kratwohl, *A Taxonomy for Learning and Teaching and Assesing,* Abriget Edition, (New York : Longman :2001) hlm. 66

3. Student must consciously and deliberately choose to relate to any new knowledge and to develop their initial knowledge.[4]

Meaningful learning involves continuous construction of the interpretation of action and phenomena as well as the results of these action. It is claimed that the learning experience becomes meaningful only when the learner Him- or Herself gives meaning to it: experience must personally affect and be subjectively valued by the learner. All experience are potential learning means of learning, but no experience solely guarantees more high-quality learning or behavior. Moreover, no learning experience or amount of experiences is as important as how an individual apply these gained experiences. This reflective orientation and critical consciousness through dialogue can help learning experience to be more meaningful. The constructive dimension of meaningful learning enables reconstructions of the learner's self-image and sense of self and allows growth. This can also manifest, for example, as an improvement in skills or the expediting of some desire change.[5]

Although meaningful learning is highly desire, it can also be quite an inconvenient and elicit awkward feelings, strong

[4] Yunita Arian Sani Anwar, *the Multilevel Inquiry Learning Approach to Achieving Meaningful learning in Biocheemistry Course,* Volume 00, Willeyonlinelibrary.com, 2019, hlm. 2

[5] Emma Kostainein, Tuija Ukskoski, Maria Rouhotie-lyhty, and Tommi Makinen, *Meaningful learning in teacher education,* www.elsevier.com, 2018, hlm. 2

emotions and cognitive dissonance. According to Sterling (2003, pp.287-288) this deep level of knowing or epistemic/transformative learning "can be deeply uncomfortable, because it involves a restricting of basic assumptions caused by the recognition of "incoherence" between assumption and experience". Uncomfortable feelings related to meaningful learning can be caused by experience that challenge the learner's content mastery or by the unfamiliarity of the situation. A sense of risk-tasking and feelings awkwardness also seem to be related to meaningful learning experiences.[6]

Examining meaningful learning in the context of teacher education is important in order to gain more refined understanding of the processes and experiences by which student teachers construct learning. This understanding could help teacher educators develop courses that foster experiences that enable richer and more relevant learning.

Overall, based on the Important of question and meaningful learning in education, the researcher is interested to investigate *"Question to Promote Meaningful learning: a Case at Limbangan Senior High School".*

## B. The Reason For Choosing this Topic

[6]Emma Kostainein, Tuija Ukskoski, Maria Rouhotie-lyhty, and Tommi Makinen, *Meaningful learning in teacher education,* www.elsevier.com, 2018, hlm. 3

I have some goals to accomplish this research. As we know, meaningful learning is the goals of every teacher, especially in English education. There are many aspect to aim the meaningful learning, and here I am interest to investigate “the Teacher Question” in the teaching learning process teacher always gives questions to the student because question is the basic important in the education.

So that is why I am interested in this research with the title Question to promote meaningful learning: a case at Limbangan Senior High School.

Furthermore, why I am choosing Limbangan Senior High School because in My research, because SMA N Limbangan had a vision to Creating People Who Have Character, Knowledge, are Skilled, Are Globally Competitive, and Are Environmentally Insightful Based on Faith and Piety," This Vision Is Expected To Provide Inspiration, Motivation, And Strength For All Citizens Of SMA Negeri 1 Limbangan Who Have An Interest In The Future Of SMA Negeri 1 Limbangan. The vision of SMA 1 Limbangan is appropriate with the goals of meaningful learning in education.

## C. Research Question

The following research questions are as follows:

1. What type of questions used by teacher in teaching and learning?

2. What questions given by teacher is promoting meaningful learning?

## D. Objectives of the Research

The objectives of research:

1. To find out the type of question include meaningful learning made by English teacher.
2. To find out the question that is contain a promoting No Learning, Rote Learning or Meaningful Learning.

## E. Significances of the Research

By the using this research, there are some significances to the Readers, English teacher, student and other researcher.

A. Theoretical Benefit

The goals of this study to find out the question to promote meaningful learning, meaningful learning is to help individuals develop a deeper understanding and retention of information, as well as the ability to apply that knowledge in a practical and relevant manner. This type of learning involves actively engaging with the material and making connections to personal experiences and prior knowledge. It aims to promote critical thinking, problem solving, and lifelong learning skills. Ultimately, the goal of meaningful learning is to

foster personal and professional growth and enable individuals to make informed decisions and take meaningful action in their lives.

B. Practical benefit

1) The English Teacher

I expect that this result for this study might useful for the Teacher to know the types of questions they ask for student will greatly support the learning process towards meaningful learning.

2) The English Student

I expect that this result for this study might useful for the student to know the type of question asked by the teacher will help to answer accurately and provides critical answers that will supporting meaningfull learning.

3) The Writer

With this research I hope that I can get many useful knowledge about question to promote meaningful learning and also I can improve my knowledge about meaningful learning.

4) The Other research

I hope someday my research can be references for the other researches.

## F. Limitation of the Research

The research is limited to maintain the focus of the research itself. The limitations of this study are:

1. The participants of this research are the English Teacher of nine grades of SMA N 1 Limbangan in EFL Classroom, Central Java in the academic 2022/2022 in IX IPA 1.
2. This study only focuses on teacher questions to promote meaningful learning.
3. The data collection is authentically gained from the class observation by record the questions that teacher pose at ninth grades of SMA N 1 Limbangan in EFL Classroom.

## G. Outlines of the research

The researcher divides this study into five chapters. It consists of Chapter I, II, III, IV, and V.

1. Chapter I is an introduction, it presents the background of the research, the reasons for choosing the topic, the research question, the objective of the research, the significances of the research, the limitations of the research, and the outlines of the research.

2. Chapter II is the review of related literature; it presents the previous research and the theoretical review.
3. Chapter III is the method of the research; it presents the research design, the research object, the research instruments, the method of collecting data, and the procedure of analyzing data.
4. Chapter IV is an analysis of data and the result discussion; it presents the analysis of data obtained, and limitation.
5. Chapter V consists of data conclusion and the suggestion; it presents the conclusion and also some suggestion according to the result of the research.

# CHAPTER II

# REVIEW OF THE RELATED LITERATURE

This chapter highlights two major points (A) previous study (B) the theoretical framework and also (C) the review of related literature which scientifically discuss question to promote meaningful learning.

## A. Previous Study

The literature review is used to provide a comparison against existing research, both on the excess or shortage that existed before. In this study, there are some previous studies either from international research where it is appropriate with this study, they are:

An academic paper was written Kostiainen, Emma., Tuija Ukskoski., Maria Rouhotie-Lyhty., Merja Kauppinen., Johanna Kainulainen, Tommi Makinen. 2017. "Meaningful Learning in Teacher Education". In this study, teacher education and teacher professional development have regularly raised the problems of teacher education preparing teacher for delivering a predetermined curriculum instead of supporting their critical reflection and thinking skills and presenting teaching as mere technical activity. The aim of this study is to explore the features of meaningful learning experiences in the context of teacher education. Meaningful learning is understood as a concept describing personally valued, rich and worthwhile learning experiences from the perspective of the learner, here student teachers. . The focus of

study was not the learning outcomes of the students, but what they consider meaningful in their learning experience. To examine their learning experiences, they asked the following research questions:

RQ1 : What makes learning meaningful for teacher students ?

RQ2 : What features of teaching and learning in teacher education produce meaningful learning?

The finding of this study was dimension that make learning experience meaningful for teacher student (RQ1), these are: 1. importance of phenomenon and theme; 2) Common goals and commitment ; 3) intensiveness; 4)Linking theory and practice ; 5)Daring and taking risks ; 6) Becoming heard and seen; 7)Belonging, equality, and roles ; 8)Sense of subjectivity ; 9)safety; 10) Authenticity and trust and; 11) Feeling of bafflement and Wonder. In addition, these 11 themes formed three main intertwined dimensions that are necessary to generate meaningful learning experience in the context of teacher education. (RQ2): 1) Course design; 2) Gaining strong experience; and 3) Broad spectrum of emotions. The results are presented according to these three main categories and the 11 subcategories of these dimensions, which provide insights into the features of the dimensions. This related research was mostly in the issue of meaningful learning. That took a similar discuss about meaningful learning in teacher education. Whereas the scope of treatment was purposefully different; the previous study was to explore the

features of meaningful learning from the perspective of the learner and my research was to find out the question to promote meaningful learning.[7]

The study conducted by Leena Aarto-Pesonen and Arja Piirainen. "Teacher students' meaningful learning in widening learning worlds" in this study aim to provide a wider picture of teacher student' frames of meaningful learning in andragogical and university-based teacher educational programme. The programme catered to the specific learning needs of adult students in the context of university-based teacher education. The finding revealed three major learning worlds of adult students' meaningful learning, which formed a common system widening from the professional awakening to the transformative community and agency in social. Based on the findings, this study was argues that in andragogical teacher education, which emphasizes collaboration and networking in accordance with the current trend in higher education, teacher students may become empowered participants and active agents in society. The finding can be used in planning curricula and developing programme of higher education in general and teacher education in particular. [8]

[7] Emma Kostainein, Tuija Ukskoski, Maria Rouhotie-lyhty, and Tommi Makinen, *Meaningful learning in teacher education,* www.elsevier.com, 2018.

[8] Leena Aarto-Pesonen, and Arja Piirainen, Teachers student' meaningful learning in widening learning worlds, Routladge, (UK : taylor and francis :2019) hlm. 2

This study seemed closely different from what I wanted to do with the current study yet it's about Meaningful learning in Andragogy and what I would like to do next is meaningful learning in pedagogy. Also in this previous study the focus is in Teacher students' in widening worlds, and the focus of what would I do next is teacher question to promote meaningful learning.

## B. Theoritical Framework

The aim of this qualitative study is to explore the features of meaningful learning experiences in the context of teacher education. Meaningful learning is unsderstood as a concept describing personally valued, rich and worthwhile learning experiences. From the perspective of the questions that teachers pose, from Bloom's taxonomy theory.

Meaningful learning is usually described in term of cognitive development and changes in the learner's cognitive structure. In meaningful learning the knowledge learned must be relevant to exciting knowledge and feature significant concepts and issue. This anchoring and situating of new knowledge and experiences in to relevant prior knowledge and cognitive structure is important in facilitating meaningful learning. Furthermore, the construction

of meaningful involves the interpretation of new information and experiences by connecting them with the prior knowledge.[9]

Much of Schooling focuses on Factual knowledge, we suggested that this limited focus can be expanded by placing greater emphasis on a broader range of knowledge types, including Conceptual knowledge, Procedural knowledge, and Metacognitive knowledge. Similarly, we suggested that although in struction, assessment and question commonly emphasis one kind of cognitive processing remembering schooling can be expanded to include a broader range of cognitive process. In fact, the predominant use of the original framework has been in the analysis curricula and examinations to demonstrate their overemphasis on remembering and their lack of emphasis on the more complex process categories.[10]

Two of the most important educational goals are to promote retention and to promote transfer (which, when it occurs, indicates meaningful learning).[11] Then what cognitive processed are used for retention and transfer? As we discussed before, there was six categories of process one most closely related to retention

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[9] Emma Kostainein, Tuija Ukskoski, Maria Rouhotie-lyhty, and Tommi Makinen, *Meaningful learning in teacher education,* www.elsevier.com, 2018, hlm. 67

[10] Anderson, Lorin W and David R Kratwohl, *A Taxonomy for Learning and Teaching and Assesing,* Abriget Edition, (New York : Longman :2001) hlm. 63

[11] Anderson, Lorin W and David R Kratwohl, *A Taxonomy for Learning and Teaching and Assesing,* Abriget Edition, (New York : Longman :2001) hlm. 63

(Remember) and other five increasingly related to transfer (Understand, Apply, Analyze, Evaluate and Created). [12]

A. Table of knowledge dimension.

| Major types and subtypes | Examples |
|---|---|
| **A. Factual knowledge –** the basic elements students must know to be acquainted with a discipline or solve problem in it | |
| Knowledge of terminology | • Technical vocabulary<br>• Music symbol |
| Knowledge of specific detail and element | • Major natural resources<br>• Reliable sources of information |
| **B. Conceptual knowledge –** the interrelationships among the basic element within a larger structure that enable them to function together. | |
| Knowledge of classifications and categories | • Periods of geological time<br>• Form of business ownership |
| Knowledge of principles and generalizations | • Pythagorean theorem<br>• Law of supply and demand |
| Knowledge of theories, models, | • Theory of evolution |

[12] Anderson, Lorin W and David R Kratwohl, *A Taxonomy for Learning and Teaching and Assesing*, Abriget Edition, (New York : Longman :2001) hlm. 66

| | |
|---|---|
| and structure | • Structure of congress |
| **C. Procedural knowledge –** how to do something, method of inquiry and criteria for using skills, algorithms, techniques, and method | |
| Knowledge of subject-specific skills and algorithms | • skills used in painting with water colors<br>• whole-number division of algorithm |
| Knowledge of subject-specific techniques and methods | • interviewing techniques<br>• scientific method |
| Knowledge of criteria for determining when to use appropriate procedures | • criteria used to determine when apply a procedure involving Newton's second law<br>• criteria used to judge the feasibility of using particular method to estimate business coasts |
| **B. Metacognitive knowledge –** knowledge of cognition in general as well as awareness and knowledge of one's own cognition | |
| Strategic knowledge | • Knowledge of outlining as a means of capturing the structure of a unit of subject |

| | |
|---|---|
| | matter in a text book<br>• knowledge of the use of heuristics |
| Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge | • Knowledge of the type of test particular teachers administer<br>• Knowledge of the cognitive demands of different tasks |
| Self-knowledge | • Knowledge that critiquing essays is a personal strength, whereas writing essays is personal weakness<br>• Awareness of one's own knowledge level.[13] |

[13] Anderson, Lorin W and David R Kratwohl, *A Taxonomy for Learning and Teaching and Assesing,* Abriget Edition, (New York : Longman :2001)

B. Categories of the cognitive process dimension.

In the discussion that follows, Bloom's define the cognitive processes within each of the six categories in detail, however in this paper I will write down two of them which is Remember and Understand, making comparisons with other cognitive processes, 'where appropriate. Bloom's offer sample educational objectives and assessments in various subject areas as well as alternative versions of assessment tasks. Each illustrative objective in the following material should be read as though pre-ceded by the phrase "The student is able to..." or "The student leans to. ..."

1. Remember

When the objective of instruction is to promote retention of the presented material in much the same form as it was taught, the relevant process category is Remember. Remembering involves retrieving relevant knowledge from long- term memory. The two associated cognitive processes are recognizing and recalling. The relevant knowledge may be Factual, Conceptual, Procedural, or Metacognitive, or some combination of these.

To assess student learning in the simplest process category, the student is given a recognition or recall task under conditions very similar to those in which he or she learned the material. Little, if any, extension beyond those conditions is expected. If, for example, a student learned the English equivalents of 20 Spanish words, then a test of remembering could involve

requesting the student to match the Spanish words in one list with their English equivalents in a second list (i.e., recognize) or to write the corresponding English word next to each of the Spanish words presented in the list (i.e., recall).

Remembering knowledge is essential for meaningful learning and problem solving as that knowledge is used in more complex tasks. For example, knowledge of the correct spelling of common English words appropriate to a given grade level is necessary if the student is to master writing an essay. Where teachers concentrate solely on rote learning, teaching and assessing focus solely on remembering elements or fragments of knowledge, often in isolation from their context. When teachers focus on meaningful learning, however, remembering knowledge is integrated within the larger tasks of constructing new knowledge or solving new problem.

a. Recognizing

Recognizing involves retrieving relevant knowledge from long-term memory in order to compare it with presented information. In recognizing, the student searches long-term memory for a piece of information that is identical or extremely similar to the presented information (as represented in working memory). When presented with new information, the student determines whether that information corresponds to previously

learned knowledge, searching for a match. An alternative term for recognizing is identifying.

Sample of objectives and corresponding in social studies, an objective could be for students to recognize the correct dates of important events in U.S. history. A corresponding test item is: "True or false: The Declaration of Independence was adopted on July 4, 1776." In literature, an ob- jective could be to recognize authors of British literary works. A corresponding assessment is a matching test that contains a list of ten authors (including Charles Dickens) and a list of slightly more than ten novels (including David Copperfield). In mathematics, an objective could be to recognize the numbers of sides in basic geometric shapes. A corresponding assessment is a multiple- choice test with items such as the following: "How many sides does a penta- gon have? (a) four, (b) five, (c) six, (d) seven."

Assessment formats as illustrated in the preceding paragraph, three main methods of presenting a recognition task for the purpose of assessment are verification, matching, and forced choice. In verification tasks, the student is given some information and must choose whether or not it is correct. The true-false format is the most common

example. In matching, two lists are presented, and the student must choose how each item in one list corresponds to an item in the other list. In forced choice tasks, the student is given a prompt along with several possible answers and must choose which answer is the correct or "best answer." Multiple-choice is the most common format.

b. Recalling

Recalling involves retrieving relevant knowledge from long-term memory when given a prompt to do so. The prompt is often a question. In recalling, a student searches long-term memory for a piece of information and brings that piece of information to working memory where it can be processed. An alternative term for recalling is retrieving.

Sample objectives and corresponding assessment In recalling, a student remembers previously learned information when given a prompt. In social studies, an objective could be to recall the major exports of various South American countries. A corresponding test item is "What is the major export of Bolivia?" In literature, an objective could be to recall the poets who wrote various poems. A corresponding test question is "Who wrote The Charge of the Light Brigade?" In mathematics, an objective could be to

recall the whole-number multiplication facts. A corresponding test item asks students to multiply 7 x 8 (or "7 x 8 = ?").

Assessment formats : Assessment tasks for recalling can vary in the number and quality of cues that students are provided. With low cueing, the student is not given any hints or related information (such as "What is a meter?"). With high cueing, the student is given several hints (such as "In the metric system, a meter is a measure of..").

Assessment tasks for recalling can also vary in the amount of embedding, or the extent to which the items are placed within a larger meaningful context. With low embedding, the recall task is presented as a single, isolated event, as in the preceding examples. With high embedding, the recall task is included within the context of a larger problem, such as asking a student to recall the formula for the area of a circle when solving a word problem that requires that formula.

2. Understanding

As we indicated, when the primary goal of instruction is to promote retention, the focus is on objectives that emphasize Remember. When the goal of instruction is to promote transfer, however, the focus shifts to the other five cognitive processes,

Understand through Create. Of these, arguably the largest category of transfer-based educational objectives emphasized in schools and colleges is Understand. Students are said to Understand when they are able to construct meaning from instructional messages, including oral, written, and graphic communications, however they are presented to students: during lectures, in books, or on computer monitors. Examples of potential instructional messages include an in-class physics demonstration, a geological formation seen on a field trip, a computer simulation of a trip through an art museum, and a musical work played by an orchestra, as well as numerous verbal, pictorial, and symbolic representations on paper.

Students understand when they build connections between the "new" knowledge to be gained and their prior knowledge. More specifically, the incoming knowledge is integrated with existing schemas and cognitive frameworks. Since concepts are the building blocks for these schemas and frameworks, Conceptual knowledge provides a basis for understanding. Cognitive processes in the category of Understand include interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.

a. Interpreting

Interpreting occurs when a student is able to convert information from one representational form to another. Interpreting may involve converting

words to words (e.g., paraphrasing), pictures to words, words to pictures, numbers to words, words to numbers, musical notes to tones, and the like.

Alternative terms are translating, paraphrasing, representing, and clarifying. sample objectives objective and corresponding assessments: In interpreting, when given information in one form of representation, a student is able to change it into another form. In social studies, for example, an objective could be to learn to paraphrase important speeches and documents from the Civil War period in U.S. history. A corresponding assessment asks a student to para- phrase a famous speech, such as Lincoln's Gettysburg Address. In science, an objective could be to learn to draw pictorial representations of various natural phenomena. A corresponding assessment item asks a student to draw a series of diagrams illustrating photosynthesis. In mathematics, a sample objective could be to learn to translate number sentences expressed in words into alge- braic equations expressed in symbols. A corresponding assessment item asks a student to write an equation (using B for the number of boys and G for the number of girls) that corresponds to

the statement "There are twice as many boys as girls in this class."

Assessment format: Appropriate test item formats include both constructed response (i.e., supply an answer) and selected response (i.e., choose an answer). Information is presented in one form, and students are asked either to construct or to select the same information in a different form. For example, a constructed response task is: "Write an equation that corresponds to the following statement, using T for total cost and P for number of pounds. The total cost of mailing a package is $2.00 for the first pound plus $1.50 for each additional pound." A selection version of this task is: "Which equation corresponds to the following statement, where T stands for total cost and P for number of pounds? The total cost of mailing a package is $2.00 for the first pound plus $1.50 for each additional pound. (a) T = $3.50 + P, (b) T = $2.00 +$1.50(P), (c) T = $2.00 + $1.50(P-1)."

To increase the probability that interpreting rather than remembering is being assessed, the information included in the assessment task must be new. "New" here means that students did not encounter it during instruction. Un- less this rule is observed, we cannot

ensure that interpreting rather than remembering is being assessed. If the assessment task is identical to a task or example used during instruction, we are probably assessing remembering, despite our efforts to the contrary.

Although we will not repeat this point from here on, it applies to each of the process categories and cognitive processes beyond Remember. If assessment tasks are to tap higher-order cognitive processes, they must require that students cannot answer them correctly by relying on memory alone.

b. Exemplifying

Exemplifying occurs when a student gives a specific example or instance of a general concept or principle. Exemplifying involves identifying the defining features of the general concept or principle (e.g., an isosceles triangle must have two equal sides) and using these features to select or construct a specific instance (e.g., being able to select which of three presented triangles is an isosceles triangle). Alternative terms are illustrating and instantiating.

Sample objectives and corresponding assessment In exemplifying, a student is given a concept or principle and must select or produce a specific example or instance of it that was not encountered

during instruction. In art history, an objective could be to learn to give examples of various artistic painting styles. A corresponding assessment asks a student to select which of four paintings represents the impressionist style. In science, a sample objective could be to be able to give examples of various kinds of chemical compounds. A corresponding assessment task asks the student to locate an inorganic com- pound on a field trip and tell why it is inorganic (i.e., specify the defining features). In literature, an objective could be to learn to exemplify various play genres. The assessment may give the students brief sketches of four plays (only one of which is a romantic comedy) and ask the student to name the play that is a romantic comedy.

Assessment formats exemplifying tasks can involve the constructed response format in which the student must create an example-or the selected response format-in which the student must select an example from a given set. The science example, "Locate an inorganic compound and tell why it is in- organic," requires a constructed response. In contrast, the item "Which of these is an inorganic

compound? (a) iron, (b) protein, (c) blood, (d) leaf mold" re- quires a selected response.

c. Classifying

Classifying occurs when a student recognizes that something (e.g., a particular instance or example) belongs to a certain category (e.g., concept or principle). Classifying involves detecting relevant features or patterns that "fit" both the specific instance and the concept or principle. Classifying is a complementary process to exemplifying. Whereas exemplifying begins with a general concept or principle and requires the student to find a specific instance or example, classifying begins with a specific instance or example and requires the student to find a general concept or principle. Alternative terms for classifying are categorizing and subsuming.

Sample objectives and corresponding assessment in social studies, an objective could be to learn to classify observed or described cases of mental disorders. A corresponding assessment item asks a student to observe a video of the behavior of a person with mental illness and then indicate the mental disorder that is displayed. In the natural sciences, an objective could be to learn to categorize

the species of various prehistoric animals. An assessment gives a student some pictures of prehistoric animals with instructions to group them with others of the same species. In mathematics, an objective could be to be able to determine the categories to which numbers belang. An assessment task gives an example and asks a student to circle all numbers in a list from the same category.

Assessment formats: In constructed response tasks, a student is given an instance and must produce its related concept or principle. In selected response tasks, a student is given an instance and must select its concept or principle from a list. In a sorting task, a student is given a set of instances and must determine which ones belong in a specified category and which ones da not, or must place each instance into one of multiple categories.

d. Summarizing

Summarizing occurs when a student suggests a single statement that represents presented information or abstracts a general theme. Summarizing involves constructing a representation of the information, such as the meaning of a scene in a play, and abstracting a summary from it, such as

determining a theme or main paints. Alternative terms are generalizing and abstracting.

Sample objectives and corresponding assessment: In summarizing, when given information, a student provides a summary or abstracts a general theme. A sample objective in history could be to learn to write short summaries of events portrayed pictorially. A corresponding assessment item asks a student to watch a videotape on the French Revolution and then write a short summary. Similarly, a sample objective in the natural sciences could be to learn to summarize the major contributions of famous scientists after reading several of their writings. A corresponding assessment item asks a students to read selected writings about Charles Darwin and summarize the major paints. In computer science, an objective could be to learn to summarize the purposes of various subroutines in a program. An assessment item presents a program and asks a student to write a sentence describing the sub goal that each section of the program accomplishes within the overall program.

Assessment formats: Assessment tasks can be presented in constructed response or selection formats, involving either themes or summaries.

Generally speaking, themes are mare abstract than summaries. For example, in a constructed response task, the student may be asked to read an untitled passage on the California Gold Rush and then write an appropriate title. In a selection task, a student may be asked to read a passage on the California Gold Rush and then select the most appropriate title from a list af four possible titles or rank the titles in order of their "fit" to the point of the passage.

e. Inferring

Inferring involves finding a pattern within a series of examples or instances. Inferring occurs when a student is able to abstract a concept or principle that accounts for a set of examples or instances by encoding the relevant features of each instance and, most important, by noting relationships among them. For example, when given a series of numbers such as 1, 2, 3, 5, 8, 13, 21, a student is able to focus on the numerical value of each digit rather than on irrelevant features such as the shape of each digit or whether each digit is odd or even. He or she then is able to distinguish the pattern in the series of numbers (i.e., after the first two numbers, each is the sum of the preceding two numbers).

The process of inferring involves making comparisons among instances within the context of the entire set. For example, to determine what number will come next in the series above, a student must identify the pattern. A related process is using the pattern to create a new instance (e.g., the next number on the series is 34, the sum of 13 and 21). This is an example of executing, which is a cognitive process associated with Apply. lnferring and executing are often used together on cognitive tasks.

Finally, inferring is different from attributing (a cognitive process associated with Analyze). As we discuss later in this chapter, attributing focuses solely on the pragmatic issue of determining the author's point of view or intention, whereas inferring focuses on the issue of inducing a pattern based on presented information. Another way of differentiating between these two is that attributing is broadly applicable to situations in which one must "read between the lines," especially when one is seeking to determine an author's point of view. Inferring, on the other hand, occurs in a context that supplies an expectation of what is to be inferred. Alternative terms for inferring are extrapolating, interpolating, predicting, and concluding.

Sample objectives and corresponding: In inferring, when given a set or series of examples or instances, a student finds a concept or principle that accounts for them. For example, in learning Spanish as a second language, a sample objective could be to be able to infer grammatical principles from examples. For assessment, a student is given the article noun pairs "la casa, el muchacho, la senorita, el pero" and asked to formulate a principle for when to use "la" and when to use "el." In mathematics, an objective could be to learn to infer the relationship expressed as an equation that represents several observations of values for two variables. An assessment item asks a student to describe the relationship as an equation involving *x* and *y* for situations in which if x is 1, then *y* is O; if x is 2, then *y* is 3; and if x is 3, then *y* is 8.

Assessment formats: Three common tasks that require inferring (often along with implementing) are completion tasks, analogy tasks, and oddity tasks. In completion tasks, a student is given a series of items and must determine what will come next, as in the number series example above. In analogy tasks, a student is given an analogy of the form A is to B as C is to D, such as "nation" is to "president"

as "state" is to __ The student's task is to produce or select a term that fits in the blank and completes the analogy (such as "governor"). In an oddity task, a student is given three or more items and must determine which does not belong. For example, a student may be given three physics problems, two involving one principle and another involving a different principle. To focus solely on the inferring process, the question in each assessment task could be to state the underlying concept or principle the student is using to arrive at the correct answer.

f. Compairing

Comparing involves detecting similarities and differences between two or more objects, events, ideas, problems, or situations, such as determining how a well known event (e.g., a recent political scandal) is like a less familiar event (e.g., a historical political scandal). Comparing includes finding one-to-one correspondences between elements and patterns in one object, event, or idea and those in another object, event, or idea. When used in conjunction with inferring (e.g., first, abstracting a rule from the more familiar situation) and implementing (e.g., second, applying the rule to the less familiar situation), comparing can contribute to

reasoning by analogy. Alternative terms are contrasting, matching, and mapping.

Sample objectives and corresponding assessment: In comparing, when given new information, a student detects correspondences with more familiar knowledge. For example, in social studies, an objective could be to understand historical events by comparing them to familiar situations. A corresponding assessment question is "How is the American Revolution like a family fight or an argument between friends?" In the natural sciences, a sample objective could be to learn to compare an electrical circuit to a more familiar system. In assessment, we ask "How is an electrical circuit like water flowing through a pipe?" Comparing may also involve determining correspondences between two or more presented objects, events, or ideas. In mathematics, a sample objective could be to learn to compare structurally similar word problems. A corresponding assessment question asks a student to teil how a certain mixture problem is like a certain work problem.

Assessment format A major technique for assessing the cognitive process of comparing is mapping. In mapping, a student must show how each

part of one object, idea, problem, or situation corresponds to (or maps onto) each part of another. For example, a student could be asked to detail how the battery, wire, and resistor in an electrical circuit are like the pump, pipes, and pipe constructions in a water flow system, respectively.

g. Explaining

Explaining occurs when a student is able to construct and use a cause-and effect model of a system. The model may be derived from a formal theory (as is often the case in the natural sciences) or may be grounded in research or experience (as is often the case in the social sciences and humanities). A complete explanation involves constructing a cause-and-effect model, including each major part in a system or each major event in the chain, and using the model to determine how a change in one part of the system or one "link" in the chain affects a change in another part. An alternative term for explaining is constructing a model.

Sample objectives and corresponding assessment: In explaining, when given a description of a system, a student develops and uses a cause-and-effect model of the system. For example, in social studies, an objective could be to explain the causes of

important eighteenth-century historical events. As an assessment, after reading and discussing a unit on the American Revolution, students are asked to construct a cause-and-effect chain of events that best explains why the war occurred. In the natural sciences, an objective could be to explain how basic physics laws work. Corresponding assessments ask students who have studied Ohm's law to explain what happens to the rate of the current when a second battery is added to a circuit, or ask students who have viewed a video on lightning storms to explain how differences in temperature affect the formation of lightning.

Assessment formats: Several tasks can be aimed at assessing a student's ability to explain, including reasoning, troubleshooting, redesigning, and predicting. In reasoning tasks, a student is asked to offer a reason for a given event. For example, "Why does air enter a bicycle tire pump when you pull up on the handle?" In this case, an answer such as "It is forced in because the air pressure is less inside the pump than outside" involves finding a principle that accounts for a given event. In troubleshooting, a student is asked to diagnose what could have gone wrong in a malfunctioning system. For example,

"Suppose you pull up and press down on the handle of a bicycle tire pump several times but no air comes out. What's wrong?" In this case, the student must find an explanation for a symptom, such as "There is a hole in the cylinder" or "A valve is stuck in the open position." In redesigning, a student is asked to change the system to accomplish some goal. For example, "How could you improve a bicycle tire pump so that it would be more efficient?" To answer this question, a student must imagine altering one or more of the components in the system, such as "Put lubricant between the piston and the cylinder." In predicting, a student is asked how a change in one part of a system will effect a change in another part of the system. For example, "What would happen if you increased the diameter of the cylinder in a bicycle tire pump?" This question requires that the student "operate" the mental model of the pump to see that the amount of air moving through the pump could be increased by increasing the diameter of the cylinder.[14]

C. Tabel of Cognitive process dimension

[14] Anderson, Lorin W and David R Kratwohl, *A Taxonomy for Learning and Teaching and Assesing,* Abriget Edition, (New York : Longman :2001) hlm. 69-76

| Categories | Alternatives Names | Definition and Example |
|---|---|---|
| 1. Remembering | Retrieve relevant knowledge from long-term memory. | |
| 1.1. Recognizing | Identifying | Locating knowledge in long-term memory that is consistent with presented material (e.g., Recognize the dates of important events in U.S. history. |
| 1.2. Recalling | Retrieving | Retrieving relevant knowledge from long term memory (e.g,. Recall the dates of important |

| | | |
|---|---|---|
| | | events in U.S. History) |
| 2. Understand | Construct meaning from instructional messages, including oral, written and graphic communication. | |
| 2.1. Interpreting | Clarifying, Paraphrasing, Representing, Translating. | Changing from one form of representation (e.g,. Paraphrase important speeches and documents). |
| 2.2. Exemplifying | Illustrating, instantiating. | Finding a specific example or illustration of a concept or principle (e.g,. Give example of various artistic |

| | | |
|---|---|---|
| | | painting style) |
| 2.3. Classifying | Categorizing, submising. | Determining that something belongs to a category (e.g,. concept or principle) (e.g,. classify observed or described cases of mental disorders) |
| 2.4. Summarizing | Abstracting, generalizing. | Abstracting a general theme or major points (e.g,. write a short summary of the event portrayed on a videotape) |
| 2.5. Inferring | Concluding, extrapolating, | Drawing a logical |

| | | |
|---|---|---|
| | interpolating, predicting. | conclusion from presented information (e.g,. in learning a foreign language, infer grammatical principles from examples) |
| 2.6. Comparing | Contrasing, mapping, matching. | Detecting correspondent between two ideas, object, and the like. (e.g,. Compare historical events to contemporary situation) |
| 2.7. Explaining | Constructing model, | Constructig a cause and effect model |

| | | |
|---|---|---|
| | | of a system (e.g,. Explain the causes of important 18th century event in france) |
| 3. Apply | Carry out or use a procedure in a given situation. | |
| 3.1. Executing | Carrying out | Applying a procedure to a familiar task (e.g,. divide one whole number by another by another whole number, both with multiple digital) |
| 3.2. Implementing | Using | Applying a procedure to an unfamiliar task (e.g,. use new ton's |

| | | |
|---|---|---|
| | | second law in situation in which it is appropriate)[15] |
| 4. Analyse | Break material into its parts and determine how the parts relate to one another and to an overall structure or purpose. | |
| 4.1. Differentiating | Discriminating, distinguishing, focusing, selecting. | Distinguishing relevant from irrelevant parts or important from unimportant parts of presented material (e.g,. Distinguish between relevant and irrelevant numbers in a |

[15] Anderson, Lorin W and David R Kratwohl, *A Taxonomy for Learning and Teaching and Assesing,* Abriget Edition, (New York : Longman :2001) hlm. 67

| | | |
|---|---|---|
| | | mathematical word problem) |
| 4.2. Organizing | Finding, coherence, integrating, outlining, parsing, structuring. | Determining hoe elements fit or function within a structure (e.g,. structure evidence in a historical description into evidence for and against a particular historical explanation) |
| 4.3. Attributing | Deconstructing | Determine a point of view, bias, values, or intent underlying presented material. (e.g,. determine the |

| | | |
|---|---|---|
| | | point of view of the author of an essay in term of his or her political perspective) |
| 5. Evaluated | Make judgements based on criteria and standards | |
| 5.1. Checking | Coordinating, detecting, monitoring, testing. | Detecting inconsistencies or fallacies within a process or product, determining whether a process or product has internal consistency has internal consistency, detecting the effectiveness |

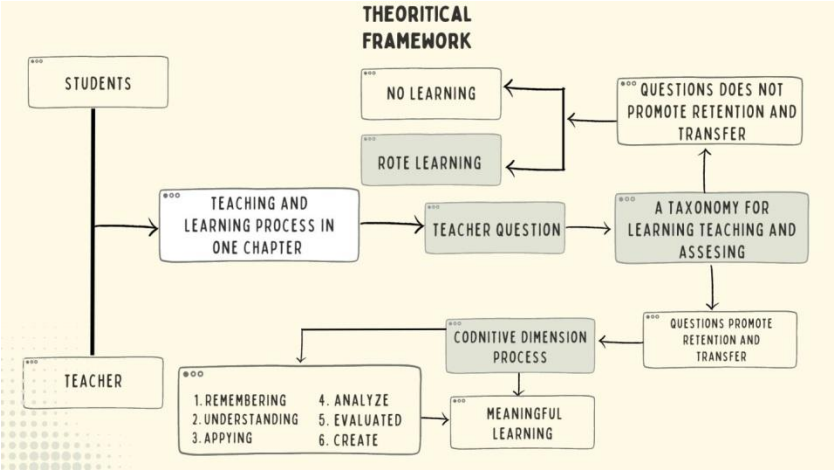
| | | |
|---|---|---|
| | | of a procedure as it is being implemented. (e.g., determine if a scientist's conclusions follow from observed data) |
| 5.2. Critiquing | Judging | Detecting inconsistencies or fallacies between a product and external criteria, determining whether a product has external consistency , detecting the appropriatenes s of a |

| | | |
|---|---|---|
| | | procedure for a given problem (e.g,. judge which of two methods is the best way to solve a given problem) |
| 6. Create | Put element together to form a coherent or functional whole, reorganize elements into a new pattern or structure. | |
| 6.1. Generating | Hypothesizing | Coming up with alternative hypotheses based on criteria. (e.g,. generate hypotheses to account for an observed phenomenon) |
| 6.2. Planning | Designing | Devising a |

| | | |
|---|---|---|
| | | procedure for accomplishing some task (e.g,. plan a research paper on a given historical topic) |
| 6.3. Producing | Constructing | Inventing a product (e.g,. built habitats for a specific purpose)[16] |

Tabel 1.1

[16] Anderson, Lorin W and David R Kratwohl, *A Taxonomy for Learning and Teaching and Assessing,* Abriget Edition, (New York : Longman :2001) hlm. 68




Picture 1.2

## C. Literature Review

a. Meaningful Learning

Meaningful learning is generally described in term of cognitive and development in the learner's cognitive structure. Meaning construction involves the interpretation of new knowledge and experiences by connecting them with prior knowledge and by giving the experiences coherence. When learners's new knowledge does not fit the previous structure of her or his knowledge, meaningful learning in about to occur. Meaningful learning experiences tend to challenge former knowledge, allow new question to arise, affect the learner

personally and are subjectively valued by him or her. Eduart Lindeman, who came to be know as the 'father of adult education' and andragogy, underlines the emphatic importance of significant experiences in meaning-making processes. He states that adult education is actually a process thought which learners become aware of their significant experiences. Meaning accompany experiences when learners know what is happening, and especially what importance the event carries for their personality. It is also noted that the students construction of her or his identify as a teacher may be based on the teacher students processes of meaning making in teacher education.[17]

The concept of meaningful learning refers here to learning processes and the experiences of various activities, circumstance and event that adult students have considered to have a special meaning to them. There is some research on meaningful learning experiences in the context of adult learning, non-formal education and in various online and virtual learning environments. We also know a little about meaning making process and the

[17] Leena Aarto-Pesonen, and Arja Piirainen, Teachers student' meaningful learning in widening learning worlds, Routladge, (UK : taylor and francis :2019) hlm. 2

identification of the characteristic of meaningful learning in initial teacher education. [18]

b. Meaningful learning and its characteristics Generally

Meaningful learning refers to the intentional effort involved in relating new information to prior knowledge, especially new knowledge that is relevant to or experiential for the individual *(Perlman et al., 2010)*. A number of researchers *(Jonassen et al., 2008; Keengwe & Onchwari, 2011; Ruokamo & Pohjolainen, 2000)* have discussed the characteristics of meaningful learning in order to suggest possible interventions to achieve it. Some of these characteristics include INT, cooperative learning (CLO), authentic learning (AUT), active learning and constructive learning. However, these descriptions present confounded ideas and lack clarity in terms of how they can be meaningfully measured. For instance, *Jonassen (2008)* described active and constructive learning as part of meaningful learning; however, a review of the notions of active and

[18] Leena Aarto-Pesonen, and Arja Piirainen, Teachers student' meaningful learning in widening learning worlds, Routladge, (UK : taylor and francis :2019) hlm. 3

constructive learning revealed that these two notions encompass multiple constructs and very much overlap. [19]

The key ideas of these two notions are inherently represented in cooperative, authentic and INT. When learners are situated in a meaningful learning environment, they must possess the intentionality to fulfill their learning goals. *Taasoobshirazi and Sinatra (2011)* also stated that an intentional learner is one who utilizes knowledge and beliefs to engage in goal-directed action, which is similar to *Berieter and Scadamalia's (1989)* interpretation that INT is goal oriented and involves the active construction of knowledge. In constructivist learning environments, there is always the emphasis on AUT tasks. If learning is decontextualized, it has little meaning to the learner *(Jonassen et al., 2008)*. As a constructive approach, AUT focuses on making learning relevant to the real world context so that learners can better appreciate the value of learning. It provides learners with the opportunity to actively examine problems from multiple perspectives *(Herrington & Oliver, 2000),* and to articulate their thoughts *(Herrington, 2006)*. Realistically, people interact with others for the purposes of problem solving or knowledge

[19] Beng lee – Cwee, *Initial development of the meaningful learning with tecnology scale (MeLTS)* for high school student (Routledge, taylor and francis group : 2017) hlm. 2

building *(Bereiter & Scardamalia, 2006)* as they engage in CLO. As part of meaningful learning, CLO is an active pedagogy that fosters positive interdependence, knowledge construction, social skills and group reasoning *(Brown & Ciuffetelli, 2009)*.[20]

c. Meaningful learning in teacher education

Current understanding defines teacher as an emotional, relational, ethnical and innovative profession. As a result, moral, emotional and relational dimensions as well as research orientation have also been highlighted in teachers' professional development. This is aligned with a greater shift away from previous cognition-centered ideas of learning towards an idea of learning embracing action and caring aspects. However, while our understanding of teacher developments has changed, this has not always been similarly reflection in teacher education practices.

Recent discussion of teachers' professional development have regularly raised the problem of teacher

[20] Beng lee – Cwee, *Initial development of the meaningful learning with tecnology scale (MeLTS)* for high school student (Routledge, taylor and francis group : 2017) hlm. 3

education preparing teachers for delivering a predetermined curriculum instead of supporting their critical reflection and thinking, and presenting teaching as a mere technical activity. As a result of these critiques, several changes to the pedagogy and curriculum of teacher education have been suggested in many recent studies. Until now, there has, however, been little research on how they are experience by the student teachers. More understanding is needed of how learners personally construe and construct their learning experiences. Especially in teacher education programs, the provision of meaningful learning experiences for student is considered critical for ensuring the student teachers understand what is to be learned. Understanding students' experiences of meaningful learning in teacher education is central to developing emotionally, relationally and morally sound pedagogical practices. [21]

d. The distinction between rote and meaningful learning

The distinction between rote and meaningful learning is certainly the most important of *Ausubel's* contributions: meaningful learning serves as the critical process in

[21] Emma Kostainein, Tuija Ukskoski, Maria Rouhotie-lyhty, and Tommi Makinen, *Meaningful learning in teacher education,* www.elsevier.com, 2018, hlm. 66

conceptual change. By meaningful learning, we refer to the non arbitrary, non verbatim, substantive incorporation of new knowledge into long term memory. Meaningful learning requires a strong and deliberate commitment to forging links between new knowledge and relevant aspects of prior knowledge that constitute the learner's existing cognitive structure. *Ausubel* refers to this commitment as a meaningful learning set. When this commitment is lacking or when the learner's prior knowledge is inadequately structured, new knowledge is incorporated in an arbitrary, verbatim fashion, an event that *Ausubel* calls rote learning. Unfortunately, rote learning accounts for a substantial portion of school learning, including that occurring in most science classrooms.[22]

In *Ausubel's* original formulation, meaningful learning is a product of essentially four processes: subsumption, superordinate learning, integrative reconciliation, and progressive differentiation. Subsumption occurs when new and less-inclusive concepts are linked to more general, higher-order concepts present in the learner's cognitive structure; for example, when students learn that certain unicellular organisms may be classified as

[22] Mintzes, Joel J, *Meaningful learning in science : The human constructivist persperctive,* (University of Nort Carolina at Wilmington 1970), hlm 419

"animals", the latter concept assumes substantively new meaning. Subsumption is undoubtedly the most common form of meaningful learning in science and accounts for much of the weak restructuring (i.e., tuning and accretion) that typifies conceptual change in schools. In superordinate learning, a new, more general and inclusive concept is linked to more specific concepts already a part of the learner's cognitive structure; for example, when students learn that visible light and radio waves represent different frequencies of electromagnetic energy. This kind of learning that accounts for much strong restructuring is the "stuff" of which creative activity is made; unfortunately, however, it is characteristic of only a small proportion of what goes on in public (and private) education.[23]

As new concepts are added to cognitive structure either through subsumption or superordinate learning, the existing framework is progressively differentiated, resulting in a gradual clarification of concept meanings. Additionally, learners begin to delineate similarities and differences among existing concepts resulting in a more cohesive and integrated framework of knowledge. Among the most characteristic features of expertise in

[23] Mintzes, Joel J, *Meaningful learning in science : The human constructivist persperctive,* (University of Nort Carolina at Wilmington 1970), hlm 420

knowledge domains is the strongly differentiated and highly integrated nature of cognitive structure that enables the expert to recognize large patterns and regularities in that domain, to process information rapidly, and to represent problems at a deeper, more principled level than the novice. The best available evidence suggests that experts actually "see" the world differently than novices, and this perceptual superiority provides the expert with his or her competitive "edge."[24]

e. Three Learning Outcomes

As an introduction we briefly consider three learning scenarios. The first exemplifies no learning (that is, no intended learning), the second rote learning, and the third meaningful learning.

1) No learning

Amy reads a chapter on electrical circuits in her science textbook. She skims the material, sure that the test will be a breeze. When she‘s asked to recall part of the lesson (as a retention test), she is able to remember very few of the

[24] Mintzes, Joel J, *Meaningful learning in science : The human constructivist persperctive,* (University of Nort Carolina at Wilmington 1970), hlm 421

key terms and facts. For example, she cannot list the major components in an electrical circuit even though they were described in the chapter. When she is asked to use the information to solve problems (as part of a transfer test), she cannot. For example, she cannot answer an essay question that asks her to diagnose a problem in an electrical circuit. In this worst-case scenario, Amy neither possesses nor is able to use the relevant knowledge. Amy has neither sufficiently attended to nor encoded the material during learning. The resulting outcome can be characterized as essentially no learning.

2) Rote learning

Becky reads the same chapter on electrical circuits. She reads carefully, making sure she reads every word. She goes over the material and memorizes the key facts. When she is asked to recall the material, she can remember almost all of the important terms and facts in the lesson. Unlike Amy, she is able to list the major components in an electrical circuit. When she is asked to use the information to solve problems, however, she cannot. Like Amy, she cannot

answer the essay question about the diagnosis of a problem in an electrical circuit. In this scenario, Becky possesses relevant knowledge but cannot use that knowledge to solve problems. She cannot transfer this knowledge to a new situation. Becky has attended to relevant information, but she has not understood it and therefore cannot use it. The resulting learning outcome can be called rote learning.

3) Meaningful learning

Carla reads the same textbook chapter on electrical circuits. She reads carefully, trying to make sense out of it. When she is asked to recall the material, she, like Becky, can remember almost all of the important terms and facts in the lesson. Furthermore, when she is asked to use the information to solve problems, she generates many possible solutions. In this scenario, not only does Carla possess relevant knowledge, but she also can use that knowledge to solve problems and to understand new concepts. She can transfer her knowledge to new problems and new learning situations. Carla has attended to relevant formation and

has understood it. the resulting outcome can be called meaningful learning.

Meaningful learning provides students with the knowledge and cognitive processes they need for successful problem solving. Problem solving occurs when a student devises a way of achieving a goal that he or she has never previously achieved, that is, of figuring out how to change a situation from its given state into a goal state. Two major components in problem solving are problem representation-in which a student builds a mental representation of the problem-and problem solution-in which a student devises and carries out a plan for solving the problem *(Mayer, 1992).* Consistent with recent research, the authors of the original Handbook recognized that students often solve problems by analogy. That is, they reformulated the problem in a more familiar form, recognize that it is similar to a familiar problem type, abstract the solution method for that familiar

problem type, and then apply the method to the to-be-solved problem.[25]

[25] Anderson, Lorin W and David R Kratwohl, *A Taxonomy for Learning and Teaching and Assesing,* Abriget Edition, (New York : Longman :2001) hlm. 64-65

# CHAPTER III

# METHODOLOGY OF THE RESEARCH

This chapter is an overview part of the method of the research. It practically serves an urgent role in research since it impacts the findings as well as the discussion. Before conducting the study, I procedurally have to refer to and apply the appropriate technique to find accurate data. Here, this study represents a clear description of the research design, the setting of the research, the participant of the study, the role of the researcher, the technique of data collection, and the procedure of data analysis.

## A. Research Methodology

This part discusses the method applied in conducting this research which consists of the research design, the participants of the study, the roles of the researcher, the data collection technique, the instrument of the data collection, the method of analyzing data, and the procedures of analyzing the study. The research method is a scientific way to get data with a special purpose and use.[26] Thus, the role of a method is very important and significant to determine appropriate methods in deciding whether research will be a success or failure.

## B. Research Design

[26] Cohen, L., Manion, L., & Morrison, K. (2007).R*esearch Methods in Education (6th ed)*.Routledge.

This study will use Qualitative research. Qualitative research is a type of research that involves the collection, analysis, and interpretation of data in the form of words, images, or sounds, rather than numbers. It is often used to explore people's attitudes, beliefs, behaviors, and experiences in a more in-depth and nuanced way than is possible with quantitative research methods, which rely on numerical data.

Qualitative research can take many forms, including interviews, focus groups, observations, and document analysis. It is typically used in fields such as sociology, anthropology, psychology, and education, as well as in market research and other applied fields.

One of the key characteristics of qualitative research is that it is often focused on understanding a particular phenomenon from the perspective of the people being studied. It is often used to explore complex social and cultural issues and to gain insights into the subjective experiences and meanings that people attach to various events, behaviors, and phenomena.

Qualitative research is often considered to be more exploratory and inductive than quantitative research, which is more deductive in nature. It is often used to generate hypotheses or to identify patterns and trends that can be further tested using quantitative methods. However, it can also be used as a stand-alone method for understanding and describing complex social phenomena.

*Cresswell* stated that research design has two types. Those are qualitative and quantitative research. [27]Here I objectively employ to conduct this study qualitative data in which the findings and some procedures dependently serve in table, interpretation, or explanation. According to *Newman and Benz* that "Qualitative research is a multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. It can be stated in other opinions that the qualitative method is the approach with its result from non-numerical data or it is only qualitative data. [28]

In this study, I analyze question to promote meaningful learning in one of English class at Limbangan senior high school. And this study to find out the type of question that Teacher pose in their teaching learning activity.

## C. The Participants of the Study

In conducting this scientific report, I need the subject of the study to collect accurate data. In this research I need one class and one teacher in English teaching learning. Whereas the research's setting will be conducted in SMA 1 Limbangan Kendal at the beginning of the new semester in academic year of 2022/2023; the participation are the Teacher and one class with one circulation

[27] John W. Cresswell, *Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Educational Research*, Fouth Edi (Pearson, 2014)
[28] Newman, I & Benz, R. C (1998). *Qualitative-quantitative Research Methodology. Exploring the Interactive Continum.* USA. Southern Illinois University Press.

learning. The research administrated only use a note and recorder to write and records teacher question in class.

## D. Roles of the Researcher

In analyzing the document of the study, I have some academic procedures in reporting this legal report: first, I acted as the data collector. In other words, in this case of study, I collected the objective of the document where this instrument will be the prominent data of analysis. Second, I analyzed this objective of the data by serving the supporting academic paper.

## E. Data Collection

Before conducting research, I determined the type of data to be carried out and the steps to be taken. I required descriptive analysis, looking at notes, verbal notes, doing observations and interviews, and information from documentation materials from data sources. Collecting data is identifying and selecting individuals for study, obtaining their permission to study them, and gathering information by interviewing the people or observing their behaviors of paramount concern in this process is the need to obtain accurate data from individuals and places[29]

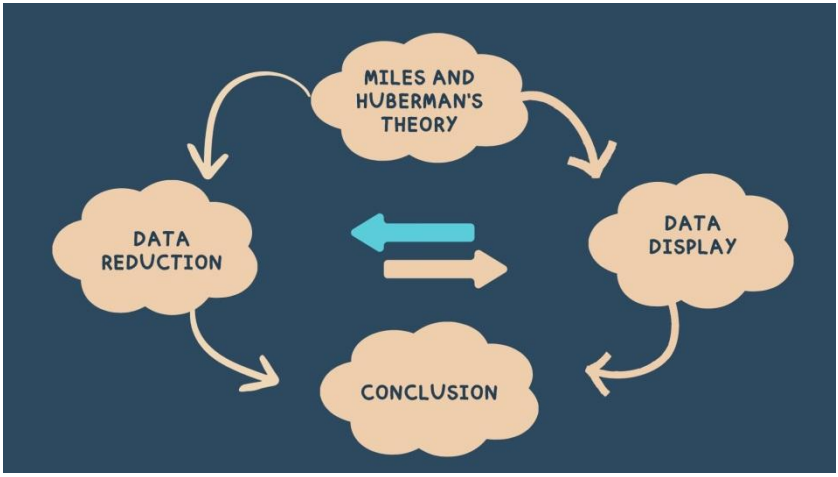
[29] John W Cresswel, *Educational Research Planning, Conducting, and Evaluating Qualitative and Quantitative Research*, Fourth Edition, (New Jersey : Person Education, 2012), p, 9-10

I will observe the process of teaching learning that teacher bring in to the class, I will taking notes and record every teacher question on that class.

### F. The Instrument of Data Analysis

To conduct the formal report, it is prominently needed to deliver the objective instrument which aims to guide me in serving the credible as well as reliable report manuscript. In the issue of reporting the question to promote meaningful learning. To analysis the data I will using table 1.1 above from Taxonomy for Learning Teaching and Assessing.

Picture 1.2



## G. The Method of Analyzing Data

In analyzing data, I used the theory of *Miles and Huberman*. The theory of *Miles and Huberman* was used by me as a guide for steps to get the result that accordance with the focus of the research. There are three steps of *Miles and Huberman's* theory, namely data reduction, data display, and conclusion.[30]

The researcher took the steps as follows:

1. Reduction

   Data reduction means summarizing, selecting, and focusing on important data. In this stage, I got the data from observation and interviewing. So, in this step I reduced the data by doing 2 steps:

   a. Observing data: I observed learning class activities between students and the English teacher where the teacher teaches the material in the classroom. For example, the teacher opened the class and explained the material about the procedure text.
   b. Identifying and classifying data: From the video that I record during the teaching and learning activity, the data obtained I analyzed to get the significance of teacher question.

[30] Husaini Usman and Purnomo Setiady Akbar, *Metodologi Penelitian Sosial* (Jakarta: PT.Bumi Aksara, 2009).

2. Data Display

After the data needed have been collected and identified, then the data displayed in a form of a questions of teacher‘s activities in the. The data display is supported by the Question that the teacher gives during the teaching and learning activity.

3. Conclusion

Interpretation is the final step in the data analysis technique. At this stage, I interpreted the analysis produced a conclusion. In this case, the conclusion in the form of a description of teacher‘s question during activities in the class.

## H. The Procedures of Analyzing Research

The researcher toward this schema of analysis procedurally analyzes based on the following procedures:

1. Preparing the camera to record the teaching learning activity
2. Making observations during the process of teaching.
3. Notes the question that teacher gives to the student.

# CAPTER IV

# FINDING AND DISCUSSION

This chapter discovered the research findings and the discussions. The findings and its presentation answered the research problems which are stated in the first chapter of this study, the findings were about Question to Promote Meaningful Learning.

## A. The Finding of the research

The analysis revealed questions that promote learning experiences meaningful for student and teacher. Here the table of classification the questions that teacher pose in teaching learning activity at One of English classes at Limbangan Senior High School.

### 1. Type of Questions used by teacher in teaching learning.

Table : 1.2

**Table of Retention :**

| **Remembering** | | |
|---|---|---|
| Recognizing | Identifying | 1. from this text we can learn, how to use an electric iron**. I think you've been familiar with this activity right?**, **do you help your mom to** |

| | | |
|---|---|---|
| | | **Ironing ?**.<br><br>2. That's good that's good it's connective, when we are making procedure text of course we need some adverb or maybe some connective to make the text smoother, to make the text better, like it is flowing like the water. Alright i will ask more about the grammar that we use in procedure text, so we have mix, make, cut makeup put in the last one is still the same food and one of you want to explain about this one, okay SEPTA please come here. Okey Septa that's really good. Okey Septa I'm gonna ask you, **what do you think about the word?**<br><br>2. The first one, the procedure text/manual to inform the reader how to use something through a sequence of step. And the |

| | | |
|---|---|---|
| | | second one, the procedure text/tips to inform the reader how to do something through a sequence of step. And the last one like a recipe I think, procedure text or recipe to inform the reader how to make food or beverage through a sequence of steps. **So it's clear everyone?**<br><br>3. I'm going to tell you some language features about procedure text, the first one is simple present tense, and the second one using imperative sentences and the next one using connectives and also using some adverb, **okay so we have four language feature here right?** |
| Recalling | | 1. Alright everyone I'm going to move to the next slide. And this |

| | | |
|---|---|---|
| | | is the question,<br><br>**What do you know about the procedure text?**<br><br>2. That's correct, that good. **When you're in junior high school you already learn this text right?**<br><br>5. **Do you know the generic structure of the text?**<br><br>6. I like it too, maybe. Bu sometime I eat martabak because I love local food, oke so from this procedure text we can learn some, **you know language features of procedure text right?** |

Tabel 1.3

**Table of Transfer :**

| **Understanding** | | |
|---|---|---|
| **Inferring** | **Concluding** | 1. **Okay that's really good video rights? What can we learn from that video?**<br><br>2. Thank you for the our meeting today everyone, right now is the end of our lesson, is time to reflection. But before that let's making the conclusion of this meeting**, in this meeting we have already learn?**<br><br>3. Good**, and the what the social function of this procedure text?**<br><br>4. Good, **and the the generic structure of the procedure text? The first one is?**<br><br>5**.** Thank you for the our meeting today everyone, right now is the end of our lesson, is |

| | | |
|---|---|---|
| | | time to reflection. But before that let's making the conclusion of this meeting**, in this meeting we have already learn?**<br><br>6. **Do you learn lot's of vocabulary from the game?** Oke everyone I hope you can learn from thin game and know how to create some procedure text and you can learn some vocabulary from the game, and then know we will going to group project.<br><br>7. And the language features we using a simple present tense, imperative sentences, connective sign also adverb, and our reflection please clink on the link over there, and you have to answer, **what you have learn today?** What you got after following this lesson and how do you feel after learning the material. Oke please |

| | | |
|---|---|---|
| | | everyone type down shorturl.at/emBUV, do it please, if you don't had computer, you can use your phone. |
| **Explaining** | **Costructing** | 1. **Do you know why, why we have to create procedure text?**<br><br>2. . First definition procedure text or a manual is a fact that explain how to operate or use something, and the second definition procedure text or tips is a text that explains how to do an activity. And the third one the definition of the procedure text or recipe is text that explains how to make food or beverage. In general we can say that procedure text is a text that explain how to do something in sequence of action. And the |

| | | |
|---|---|---|
| | | next one, I'm gonna ask you some question. And the question is, **why do we need manual? why do we need procedure text? What the purpose?** |
| **Classifying** | **Categorizing** | 1. As you can see, there are some words like first, then, after that and finally. **Do you know what are they called in English? It belong to? Anyone knows?**<br><br>2. I'm going to tell you some language features about procedure text, the first one is simple present tense, and the second one using imperative sentences and the next one using connectives and also using some adverb, **okay so we have four language feature here right?** |

| | | |
|---|---|---|

**2. Questions that is Contain a Promoting No Learning, Rote Learning or Meaningful Learning.**

From the table 1.2 we can see the result of the type questions that teacher pose during the teaching learning activity. But before that, we should check the definition of three learning out comes.

The first is "No learning" refers to a state where an individual or system is not acquiring any new knowledge, skills, or behaviors through experience or instruction. It can also refer to a lack of progress or improvement in a particular area despite repeated attempts or opportunities to learn. This state can occur due to various reasons, such as a lack of motivation, interest, resources, or opportunities for learning. It can also result from cognitive or developmental disabilities that impede an individual's ability to learn.

And the second one is “Rote Learning” refers to the process of learning or memorizing information by repetition without necessarily understanding its

meaning or context. It involves committing information to memory through repeated exposure, such as reciting a list of facts or formulas over and over again until they become memorized. This approach is often used in educational settings, especially for basic knowledge and foundational concepts, such as learning multiplication tables, historical dates, or foreign language vocabulary. Rote learning can be an effective method for memorizing information quickly, but it may not promote deeper understanding or critical thinking skills.

And the last one is "Meaningful Learning" Meaningful learning is a process of acquiring and integrating new knowledge and skills in a way that is personally relevant and has lasting impact. It involves connecting new information with existing knowledge, understanding the relationships between concepts, and actively engaging with the material to promote deep comprehension.

Meaningful learning goes beyond memorization and rote repetition, and emphasizes the importance of critical thinking, problem-solving, and application of knowledge in real-world contexts. It requires learners to be actively involved in their own learning process, to

reflect on their experiences, and to connect new information to their own interests and goals.

Overall, meaningful learning is characterized by a deeper level of understanding, higher retention of information, and the ability to apply knowledge to new situations. It is an important goal of education and training, and can lead to greater success in academic, professional, and personal pursuits.

From the table 1.2 we can see that the questions that teacher pose is promote the questions of "retention" (remembering) and also promote the questions of "transfer" (understanding ) and to promote meaningful learning we need to get retention and transfer level. However the result does not promote deeper understanding or critical thinking skills. So from this study we can conclude that the learning activity in one of English teaching learning classroom in Limbangan Senior High School is **Rote Learning.**

## 3. Limitation

This study to find out whether questions use in the teaching learning process promote meaningful learning. (However, the findings cannot be the only reference to determine whether the teaching learning process is meaningful or not. Because, questions is one

of many aspects of the learning process,) of course there are many other aspects to determine meaningful learning as a whole.

This study provides insight into what are questions that promote meaningful learning. Further study is needed on meaningful learning experiences and teacher roles in other types of courses that are positively specifically, various implementation of courses that are positively evaluated should be investigated further in order to clarify practices and conception and shed new light on the characteristics of meaningful learning.

# CHAPTER V

# CONCLUSION AND SUGGESTION

In the preceding chapters, I had already discussed as well as explained the introduction of the study, the review of related literature, the method of the research, and the findings and the discussion of this study. This final chapter presented the conclusions and the suggestions of the study on question to promote meaningful learning.

## A. Conclusion

In this session, the conclusion was taken based on the data which had been analyzed on the previous chapter, from the data about the questions to promote meaningful learning.

First, from the explanation at chapter IV, the type of questions that teacher pose in teaching and learning activity is containing remembering levels, (recognizing question, recalling question), understanding levels (clasifying question, categorizing question, summarizing question, inferring question, concluding question.

Second, the combination of question that teacher posed in the teaching and learning promotes **Rote learning** from the aspect of question:

a. Remembering: when the object of instruction is to promote retention of the presented material in much the same form as it was taught, the relevant process category is Remember. Remembering involves

retrieving relevant knowledge from long term memory. The two associated cognitive processes are recognizing and recalling. The relevant knowledge maybe Factual, Conceptual, Procedural or Metacognitive, or some combination of these.[31]

b. Understanding: as we indicated, when the primary goals of instruction is to promote retention, the focus is an objective that Emphasize remember. When the coast of instruction is to promote transfer, however, the fuck with chef to the other five cognitive process. Of these, arguably the largest category of transfer-based educational objective emphasized in schools and colleges is Understand[32.]

## B. Suggestion

After conducting the research from the first till the last, some suggestions may be useful to develop education.

1. For English Teacher

To enhance the meaningful learning, teachers of education need to challenge themselves in at least two ways. Firstly, teachers of education should challenge themselves beyond the

[31] Anderson, Lorin W and David R Kratwohl, *A Taxonomy for Learning and Teaching and Assesing,* Abriget Edition, (New York : Longman :2001) hlm. 66

[32] Anderson, Lorin W and David R Kratwohl, *A Taxonomy for Learning and Teaching and Assesing,* Abriget Edition, (New York : Longman :2001) hlm. 70

top producer of new education knowledge and pedagogical practices to the highest arena of exploration of human emotions in teaching and learning.

Secondly, teacher education should trial wider variety of course design aimed at enabling and facilitating meaningful learning. Our case offers some evidence that well-planned intensive course design can generated meaningful learning experiences. Teacher educator should challenge themselves to be more daring to choose unknown paths in the learning process to allow more opportunity for the learning group itself to lead the way.

2. For Student

The students should be practice more and be active their teaching and learning activity. In every aspect of English skills. Meaningful learning is not just on teacher roles but also the students too. The students don't feel shy to ask the teacher if they have difficulties in the teaching-learning process. The students hope priority of a process in the learning than the result only. Here, I hope any suggestions and criticisms to make perfect my thesis. May it be useful for the readers. Aamiin.

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# APPENDIX

## APPENDIX 1

**Transkrip :**

T. Assalamualaikum wr wb

S. Waalaikumsalam Wr. Wb

T. Good morning everyone.

S. Good morning Sir.

T**. How are you today?**

S. I'm good, and you?

T. So I'm going to check you, **I'm going to check Attendance, is anybody absent today?**

S. One absent.

T. Oke That's good that's good.

T. All right everyone we're going to talk about the procedur teks, what before that I'm going to give you motivation. So this one, this motivation. I'm going to give you the quotes. "I'm here and I forget, I see and I remember, I do and I understand" So this is really good quotes. From this quotes we can learn, if you see something, sometimes we can remember. When we do, we practice we can

understand. So hopefully in this learning today, you guys can practice.

**Okay everyone you got it?**

S. Yes sir.

T. Let me for that I'm going give you ice breaking. If I say morning please one clap, if I say afternoon please clap twice, if I say evening please clap three times, and I say night don't clap. All right let's practice.

T. Morning

S. (1x clap)

T. Afternoon

S. (2x clap)

T. Evening

S. (3x clap)

T. Night

S. (sigh no clap)

T. All right you got to concentrate.

(Game on)

T. All right good job everyone.

(Gave over)

T. All right everyone after this lesson today, I hope you are able to compose a procedure text by referring to the social function the generic structure and the language feature based on the context. And I hope you are able to present their call doc confidently and meaningfully. And now please look at the slide. I have a text for you, how to use an electric iron. **Is everyone want to read it?**

S. (rise hand)

T. Okay. At if you wanna read, come here and read the text for your friend.

S. How do you use an electric iron. One, prepare the iron, the clothes and place Mat and some coating hanger. Plug the iron cable into an electric socket and wait until iron get warmer. Place the clothes on the place mat. Then apply the iron on the clothes surface evenly.

T. All right good now the next slide.

S. Flip The clothes and apply the iron on the other side of the clothes. Then, Put the clothes on the clothing hanger. And number 7 is continue with other clothes.

T. from this text we can learn, how to use an electric iron**. I think you've been familiar with this activity right?**, **do you help your mom to Ironing ?**. And now please look at this video

S. (Watching the video about procedure to remove the background on the photo)

T. **Okay that's really good video rights? What can we learn from that video?**

S. It is a remove background of the photo.

T. **Oke this the website right? To remove the background right? So you think that video it's beneficial for you? Is that's video helpful?**

S. Yeah.

**T. Sometimes you remove the picture background before you post on social media?**

S. Yes, sometimes.

T. Alright everyone I'm going to move to the next slide. And this is the question,

**What do you know about the procedure text?** All right everyone want to answer.

S. (sign to rise hand)

T. Oke please.

S. It is a text to do activity.

T. That's correct, that good. **When you're in junior high school you already learn this text right?**

S. Yes sir

T**. All right anyone else want the answer?**

S. (Sign to rise hand?

T. **All right what do you know about the procedure text?**

S. To explain how to make to do something.

T. Okay this is the social functions, no I mean. The procedure text is like, for example, you buy something then you see kind of manual maybe.

S. Procedure text can be Manual.

T. okay Procedure that can be manual, and also tips and step. That's the completely correct and let's see the definition of the procedure text.

First definition procedure text or a manual is a fact that explain how to operate or use something, and the second definition procedure text or tips is a text that explains how to do an activity. And the third one the definition of the procedure text or recipe is text that explains how to make food or beverage. In general we can say that procedure text is a text that explain how to do something in sequence of action. And the next one, I'm gonna ask you some question. And the question is, **why do we need manual? why do we need procedure text? What the purpose?**

S. (Raise hand)

T. Oke abid

S. How to do, to make something.

T. Okey that's good. You

T**. Do you know why, why we have to create procedure text?**

S. (Raise hand)

T. Oke abid

S. How to do, to make something.

T. Oke that's good, that's good.

T. You have to keep your mind. And this one, To make it clear, the social function of the text, in general, the purpose of the text to inform the reader about how to do something in sequence of step, But actually each type of procedure text has it's own function as below. The first one, the procedure text/manual to inform the reader how to use something through a sequence of step. And the second one, the procedure text/tips to inform the reader how to do something through a sequence of step. And the last one like a recipe I think, procedure text or recipe to inform the reader how to make food or beverage through a sequence of steps. **So it's clear everyone?**

S. Yes Sir

T. Oke,  the next question is,

T. **Do you know the generic structure of the text?**

S. Goals, material, methods or step.

T. **Do you know the generic structure of the text? Anyone want to answer?** Okay please answer it.

S. The generic structure of procedure text is Goals, material, methods or step.

T. Oke so we have three instruction here, **the first one is?**

T and S. (Goals)

T. Speak louder everyone, Goals. **And the second one is?**

S. Material

T. **And the last one is?**

S. Step.

T. Oke that was correct. The first one is goals, so it states what you going to do, and the second one is material, is like how to make nasi goreng, how to make rendang, **maybe when your in junior high school right?** And sometimes when you make food or beverage it is called ingredient, it contains about the things that we need to make or to do something, and the last one is method or step, oke guys I think it's clear enough for you, and the next one I have procedure text About making a pizza**, do you like pizza everyone?**

S. Yes

T. I like it too, maybe. Bu sometime I eat martabak because I love local food, oke so from this procedure text we can learn some, **you**

**know language features of procedure text right?** As you can see, there are some words like first, then, after that and finally. **Do you know what are they called in English? It belong to? Anyone knows?**

S. Step..

T. No they are not steps. I mean only the words first, next, then, after that and finally. Okay if you don't know, I'm going to say that one it is called connectives. Oke say it louder.

S. Connectives

T. That's good that's good it's connective, when we are making procedure text of course we need some adverb or maybe some connective to make the text smoother, to make the text better, like it is flowing like the water. Alright i will ask more about the grammar that we use in procedure text, so we have mix, make, cut makeup put in the last one is still the same food and one of you want to explain about this one, okay SEPTA please come here. Okey Septa that's really good. Okey Septa I'm gonna ask you, **what do you think about the word?**

S. It's use verb one in present tense, they called imperative sentences.

T. That's good, that's good, okay remember everyone when we make procedure text. We are using verb one of simple present tense and sometime we use imperative sentences, everyone you know further about the Metro you can look at their worksheet that I already given to

you. Oke from this worksheet you can study the simple present tense and also imperative sentences, oke jus tadi by yourself everyone. Oke thank you Septa. Oke well after you have already got the idea about how to make procedure text, I'm going to tell you some language features about procedure text I'm going to tell you some language features about procedure text, the first one is simple present tense, and the second one using imperative sentences and the next one using connectives and also using some adverb, **okay so we have four language feature here right?** Well now let's practice make some sentences everyone right now use for one, this is tips of safety Riding please open your student worksheet and then feel the blank everyone I'll give you 5 minutes or 10 minutes to finish all blank, so we have tips here now practice do do make some sentences of procedure text with your friends, collaborate with your friend you can ask your friend keep doing that worksheet.

(Doing a work sheet)

T. **Oke everyone are you done?**

S. Yes Sir.

T. Oke so, after you have finished the work sheet I want you or some of you, come here then read the results of your discussion with your friends, oke from this slide. **Everyone?**

S. (raise hand?

T. Oke, please from this slide, safety riding tips**, the first one your answer is?**

S. We have to wear a helmet

T. Yeah, we have to wear a helmet**, then the second one?**

S. Bring you certificate of your vehicles and your driving licence.

T. That's good. Another slide, anyone what's to... Oke come on. **That's mechanic right?** Maybe checking or inspecting something, oke read your answer.

S. Inspect you motorcycle

T. Yes, at least monthly we have to check our motorcycle. **Okey the second one?**

S. Obey the traffic rule

T. Yes, we have yo obey the traffic rule, good thanks you. Oke the last one, the last slide, everyone what to answer it? Oke come on

S. Stay at safe distance.

T. Yeah we have to stay at safe distance. Okey that's correct, **next the last one?**

S. Be careful.

T. Oke nice, that's good. Okey thank you.

T. Oke everyone you already lear to a compose or made some sentences dealing with procedure text and now let's practice how to use the adverb of sequence or connective, you can see at the slide, there are some step, but it's are random not in order, so you job it's to correct them. Arranging the sentences in to a good paragraph or into a good procedure text's, **oke are you ready?** Please let me know, **what is the first step?**

S. Boil some water.

T. Oke that's correct, boil some water. **And then next?**

S. Put the tea bag in to a cup.

T. Oke that's correct, put the tea bag into a cup. **oke next?**

S. carefully pour the water in to the cup.

T. That's good, carefully pour the water in to the cup, that's nice**, and then the next one?**

S. 29.13

T. Yeah.. good job, **and the last one?**

S. And enjoy your biskuit

T. Yes, that's totally good

T. So when your making procedure text sometimes we need a connectives or adverb of sequences, don't forget to make really good writing, sometimes you have to say 'first' 'second' 'third' 'next' 'then'

'after that' and 'finally' sometimes. And right now, I want you to work together in grup, the first one you have ready have your computer in front of you and I want you to play the academy game. okey and I'm going to spin thin one so grup one just click the game first. **Where is the group one?** You have yo play the recipe, please play the guatamo. Grup two, where are you? So you gotta play the game, the procedure text with the recipe of spinach triangle. And group 3, **where are you?** So for you, just play potatoes wedges with your friends. This is group work, so you gotta work together with your friends, **okey?** Yeh next one grup 4, recipe that you have play is cheese fondue, just do it. **Group 5 where are you?** So you gotta play sushi. And then group 6 where are you, you gotta play the game. Group 7, you gotta play the game. Oke the last one, group 8 you gotta play the game.

S. (Play the game)

T. Okey stop play the game everyone, your job right know after the recipe, after you're finished the game, you gotta analyst the recipe and the last one write the recipe in the worksheet. Okey just enjoy the game and then don't forget to enjoy the worksheet.

S. (Doing the game and worksheet)

T. Is that eazy, **do you enjoy the game?**

S. Yes sir

T. Good... **Do you like sushi?**

S. Yes I like it.

T. Okey, finished the game. You gotta finished the recipe to make some food.

T. **Okey Done?**

S. Yes Sir.

T. Good**. Do you enjoy playing the game?**

S. Yes Sir.

T. Oke good, so when you wanna improve your English, sometimes you can play the game, to improve vocabulary maybe or maybe when you like playing game online try to find any English games and then you can speak to other people from other countries, you can improve your speaking too.

T. **Okey everyone, are you done?** If you already finished the game you can click quit, quit the game. Okey so after you're practice playing the game, **how do you feel? Dini?**

S. It's feel fun.

T. Yeah, it's feel so fun. **Do you learn lot's of vocabulary from the game?** Oke everyone I hope you can learn from thin game and know how to create some procedure text and you can learn some vocabulary from the game, and then know we will going to group project. Oke so please everyone look at the slide over there, oke the first one is time for you to create a product. A product about procedure text, oke please

listen to me everyone. Discuss with your group to write a procedure text, and the second one, choose the procedure text that you like, you van choose manual ora maybe tip's, and the next one, after you have writing the procedure text you gotta use canva to decorate your writing, so your writing it's look nice, and the next one, you only have thirty minutes to finish your project. Please manage your time. How many minutes to write in canva.

T. Oke the next one, you can use the students work sheet to write the text, like this (showing the paper) I already providing this worksheet, write down here and the show your product to your teacher after you get it done. Okey everyone, **do you understand?**

S. Yes sir, just choose whatever procedure text that you like. Oke everyone start right now, I only give you 30 minutes to finish the project. And I'm going to score the participation.

(Doing the project)

T. Oke after you're finish, send the product to may Whatsapp, **okey?**

S. Yes Sir.

(doing the project)

T. Okey everyone listen to me, because time is up. Hopefully you can show your product and then send it to may Whatsapp number, **do you guys understand?**

S. Yes sir.

T. Some of your friends already send it to me and I think the product is really good, I like it. Okey because I have already got some products from you, hopefully in the next meeting, you gotta present your product to your friends. The first thing that you have to keep in your mind, please devide the jobs. And please be active, because I'm will give you some point when you're ask questions or some comments. **Okey do you guys understand what I say?**

S. Yes Sir.

T. Thank you for the our meeting today everyone, right now is the end of our lesson, is time to reflection. But before that let's making the conclusion of this meeting**, in this meeting we have already learn?**

S. Procedure text

T. Good**, and the what the social function of this procedure text?**

S. To explain, how to make or do something.

T. Good, **and the the generic structure of the procedure text? The first one is?**

S. Goals. Material,sign also step

T. And the language features we using a simple present tense, imperative sentences, connective sign also adverb, and our reflection please clink on the link over there, and you have to answer, **what you have learn today?** What you got after following this lesson and how do you feel after learning the material. Oke please everyone type

down shorturl.at/emBUV, do it please, if you don't had computer, you can use your phone.

T. **Oke done?**

S. Yes sir.

T. Okey everyone because we have ready done with the reflection, right now it's time to end the class lesson today. But before we end this lesson today, I'm gonna remind you for tomorrow meeting you gotta present your product in front of the class room. Oke I think enough for today, okay before we stop our lesson. Please one of you lead to prayers.

S. Before we finished this lesson, let's pray together, pray stay, pray up. Finish.

T. Oke student thanks for your attention, wassalammualaikum wr wb.

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T. Assalamualaikum wr wb

S. Waalaikumsalam Wr. Wb

T. Good morning everyone.

S. Good morning Sir.

T. **How are you today?**

S. I'm good, and you?

T. I'm great, thanks you. Well everyone before we start, let me to check the attendance**, is anybody absence today?**

S. No one Sir.

T. Okey that's good, I hope you're all always healthy, aamiin, oke good job everyone. Today we gonna continue our class meeting material, talking about procedure text's, and right now it's time for you to present the product, and like what you can see on the slide, the learning objectives or our learning today is student are able to present the product or your procedure text, confidently and also meaningfully. Oke hopefully right now at this moment you can present in front of the class and you can present the product. **Oke are you guys ready everyone?**

S. Yes sir.

T. But before that one, I'm going to tell you some rules you had to follow right now is : the first one you have to present your product to your friends, **oke any body here already send the product to me right?**

S. Yes sir.

T. Oke and have already review of some of your products, there are awesome and really good. Then after on of your friends or team presented in fron of the class, other teams should give comment on the presentation. Rise your hand and give some comments or feedback, **okay do you understand?**

S. Yes sir.

T. If you can give comment and feed back I'm going to give you extra points and the next one, I'm going to give comment your friends presentation or friends products the first one is the content, and then the development of the topic, support the main ideas. And the second one, you gotta consider the organization. And the next one, you have too consider the language uses. And the last one, you gotta pay attention on your mechanic, you gotta fokun on your grammar, the plantation, you gotta fokus on the pull stop, the coma, the capital letter and then the capitalisation and also the spelling, the spelling is correct or not. So after you know this rules, I'm going to sing the wheel to choose who will be the first performance.

T. **Group 3, where is group 3?** Please stand up over here and presents your product.

(Group 3 presentation about his products "how to be good at English")

T. Oke I think you can close the presentation. Well that was really good presentation from grub 3 and I appreciate it. but you have to remember you made some mistake when you're not correct in pronunciation. And I also see one miss spelling, right? In number 7 it's not WHLW but you gotta write WHILE. But the presentation totally great and then the product is really great, oke let's next we're going to second presentation.

T. Okey next, we will going to the second presentation, I will going to spin and the next is group 1, where is group 1?

S. (sign to raise hand?

T. Oke group 1

T. Oke everyone because you have already presented your product and I'm really happy with your product it's really great and you make a really good product I really appreciate it. Well right now we're in end our lesson today and let's make the conclusion of this lesson. Today we have already presented your product about procedure text and we learn how to comment and feed back to our friends. We can give attention from the grammar and the content, the mechanic, the language use and so on. Hopefully in the future you can make procedure text in better way. And to close our lesson today I want, one of you to come here and give th reflection on our meeting today.

S. (raise hand)

T. Oke Septa, so septa I'm gonna ask you some questions. **What have you lear today Septa?**

S. We learn procedure text, include generic structure and the social function of procedure text.

T**. Then what benefits you got after following today's lesson?**

S. From that we know how to make or do something.

T. Good, **and next one is what do you feel septa? After learning the material procedure text. Are you happy?**

S. Yes, and we very enjoy.

T. **That's good. Maybe one's more?**

S. (Raise hand)

T. **Oke Dini, oke dini what have we lear today?**

S. About the procedure text, the structure, social function and also lear how to present the procedure text.

T. **Oke next, what are the benefits?**

S. The benefits is we can make a procedure text.

T. Oke good, and the last one, **what do you feel after learning this material?**

S. I'm so happy and satisfied

T. Oke great, everyone we have already done doing this activity. I think enough for today. But before we close our lesson today, please one of you lead us to pray. Come on Abid, lead us to prayers

S. Attention please, let's pray together, pray up.. finish.

T. Oke everyone thanks for your attention, wassalamialaikum wr wb

S. Waalaikumsalam wr.wb

## APPENDIX 2

Lesson Plan :

## RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMA Negeri 1 Limbangan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XII/ Genap
Materi Pokok : Procedure Text
Alokasi Waktu : 4 x 45 menit (2 pertemuan)

**A. Kompetensi Inti (optional)**

K 1.3 Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

K 1.4 Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

**B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

| Kompetensi Dasar | Indikator Pencapaian Kompetensi |
|---|---|
| **KD 3.6** | |
| Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait manual penggunaan teknologi dan kiat- kiat (tips), pendek dan sederhana, sesuai dengan konteks penggunaannya | 3.6.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan *Procedure Text.*<br>3.6.2 Membedakan fungsi sosial, struktur teks, unsur kebahasaan *Procedure Text.* |
| **KD 4.6** | |
| 4.6.2 Menyusun teks prosedur, lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (tips), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar. Dan sesuai konteks. | 4.6.2.1 Mengidentifikasi kosakata yang digunakan dalam *procedure text.*<br>4.6.2.2 Menyusun kalimat dalam bentuk *simple present tense* dan *imperative sentences.*<br>4.6.2.3 Menerapkan kaidah dalam menyusun teks *procedure* terkait penggunaan teknologi dan kiat-kiat.<br>4.6.2.4 Menyusun paragraf yang berisi manual sesuai dengan sesuai dengan unsur kebahasaan pada *procedure text.*<br>4.6.2.5 Menyusun *Procedure Text* sederhana berdasarkan tema yang telah diberikan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.<br>4.6.2.5 Mempresentasikan hasil karyanya di depan kelas dengan percaya diri dan tepat makna. |

Nilai Karakter: Religius, Percaya diri, Kerjasama, Tanggungjawab

**C. Tujuan Pembelajaran**

***Procedure Text*:**

1. Peserta didik dapat mengidentifikasi fungsi social struktur teks, unsur kebahasaan teks *Procedure* dengan tepat sesuai dengan teks yang disajikan.
2. Peserta didik dapat membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks *Procedure* dengan tepat.
3. Peserta didik dapat Mengidentifikasi kosakata yang digunakan dalam procedure text.
4. Peserta didik dapat menyusun kalimat dalam bentuk simple present tense dan imperative sentences.
5. Peserta didik dapat menerapkan kaidah dalam menyusun teks procedure terkait penggunaan teknologi dan kiat-kiat.
6. Peserta didik dapat menyusun paragraf yang berisi manual sesuai dengan sesuai dengan unsur kebahasaan pada *procedure text.*
7. Peserta didik dapat menyusun *Procedure Text* sederhana menggunakan aplikasi *Canva* dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
8. Peserta didik dapat mempresentasikan hasil karyanya di depan kelas dengan percaya diri dan tepat makna.

**D. Materi Pembelajaran (Bahan Ajar) – Lampiran 1**

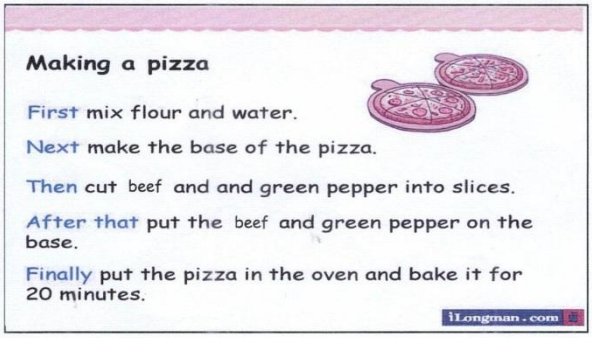
**SIMPLE PRESENT TENSE**

| Verbal Sentence | Nominal Sentence |
|---|---|
| I love you.<br>She loves me. | I am happy.<br>She is a teacher. |
| I don't love you.<br>She doesn't love me. | I am not happy.<br>She is not a teacher. |
| Do you love me?<br>Does she love me? | Are you happy?<br>Is she a teacher |
| Why do you love me?<br>Why does she love me? | Why are you happy?<br>Where is she? |

**IMPERATIVE SENTENCES:**

| Verbal | Nominal |
|---|---|
| **(+) Verb 1!** | **(+) Be + Adjective/Adverb/Noun!** |
| e.g. | e.g. |
| *Pour the water!* | *Be careful!* |
| *Wear your helmet* | *Be quick!* |
| **(-) Don't + Verb 1!** | **(-) Don't + be + Adjective/Adverb/Noun!** |
| e.g. | e.g. |
| *Don't wait too long!* | *Don't be late!* |
| *Don't add more water!* | *Don't be lazy!* |

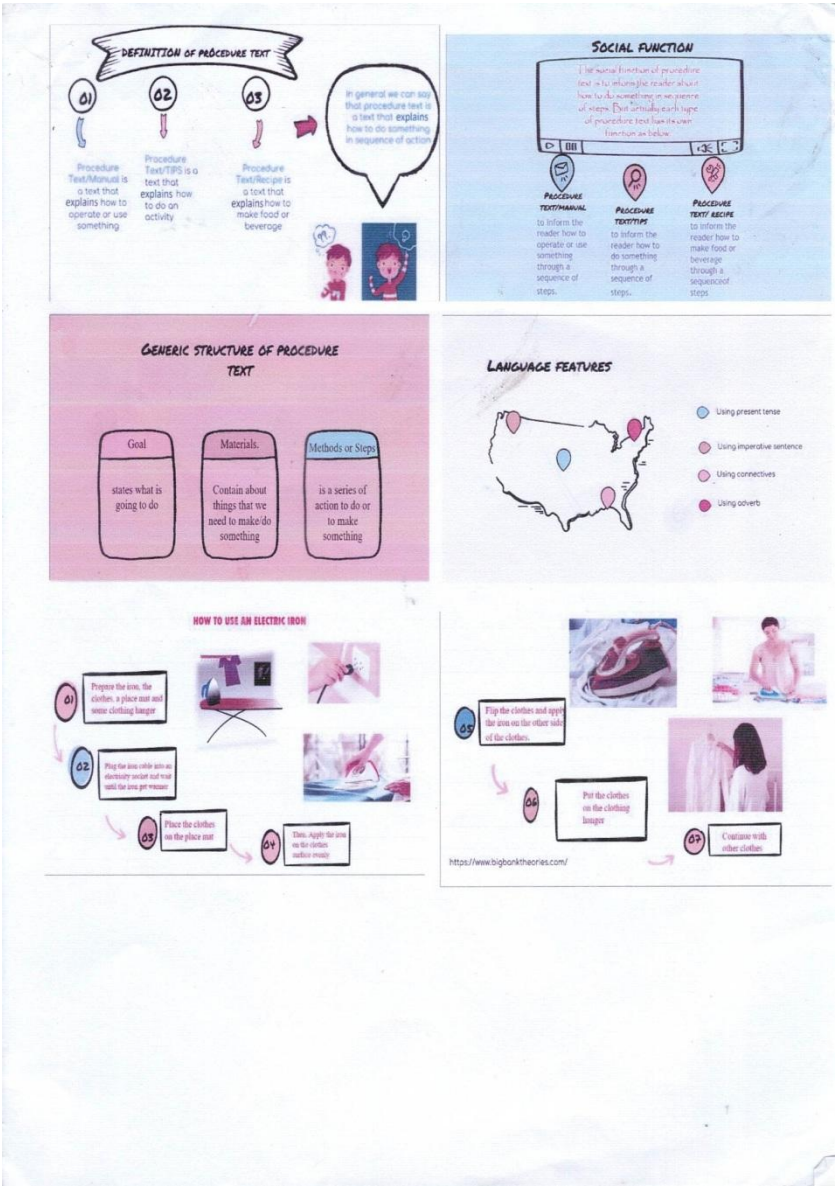
**CONNECTIVES**

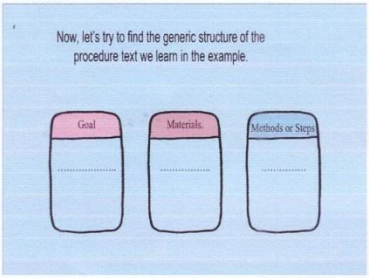



**PROCEDURE TEXT**

*Learning Objectives*

- Students are able to compose a procedure text by referring to the social function, the generic structure, and the language features based on the context.
- Students are able to present their products confidently and meaningfully.


DEFINITION OF PROCEDURE TEXT
01
02
03
Procedure Text/Manual is a text that explains how to operate or use something
Procedure Text/TIPS is a text that explains how to do an activity
Procedure Text/Recipe is a text that explains how to make food or beverage
In general we can say that procedure text is a text that explains how to do something in sequence of action
SOCIAL FUNCTION
The social function of procedure text is to inform the reader about how to do something in sequence of steps. But actually each type of procedure text has its own function as below
PROCEDURE TEXT/MANUAL
to inform the reader how to operate or use something through a sequence of steps.
PROCEDURE TEXT/TIPS
to inform the reader how to do something through a sequence of steps.
PROCEDURE TEXT/ RECIPE
to inform the reader how to make food or beverage through a sequenceof steps
GENERIC STRUCTURE OF PROCEDURE TEXT
Goal
states what is going to do
Materials.
Contain about things that we need to make/do something
Methods or Steps
is a series of action to do or to make something
LANGUAGE FEATURES
Using present tense
Using imperative sentence
Using connectives
Using adverb
HOW TO USE AN ELECTRIC IRON
01
Prepare the iron, the clothes, a place mat and some clothing hanger
02
Plug the iron cable into an electricity socket and wait until the iron get warmer.
03
Place the clothes on the place mat
04
Then, Apply the iron on the clothes surface evenly
05
Flip the clothes and apply the iron on the other side of the clothes.
06
Put the clothes on the clothing hanger
07
Continue with other clothes
https://www.bigbonktheories.com/



2. **Cakupan Materi**
   1. What is "*Procedure Text*"?
   2. Social function of *Procedure Text.*
   3. Generic structure of *Procedure Text.*
   4. Language Features of *Procedure Text.*

1. **Metode Pembelajaran**
   ***Project-based Learning*** dengan menggunakan *Cooking Academy game,* diskusi, penugasan

2. **Media, Alat, Sumber Belajar**

   Media : Video, E-modul, Buku Mata Pelajaran, Padlet, Wheelofnames – **Lampiran 3**
   Alat : Handphone, LCD Proyektor, Komputer, speaker
   Sumber Belajar : Video, E-modul, Buku Paket "Bahasa Inggris Kemdikbud Edisi Revisi 2018"

3. **Langkah-langkah Pembelajaran**
   **Pertemuan 1**

| Tahapan | Kegiatan | TPACK, HOTS 4C | Alokasi Waktu |
|---|---|---|---|
| Pendahuluan | 1. Guru mengucapkan salam.<br>2. Guru mengajak siswa untuk berdoa bersama.<br>3. Guru memeriksa kehadiran dan kesiapan siswa.<br>4. Guru menyampaikan garis besar materi yang akan dipelajari.<br>5. Guru memberi motivasi tentang pentingnya belajar dan bekerjasama.<br>6. Guru melakukan *ice breaking* dengan siswa.<br>7. Guru menyampaikan tujuan pembelajaran dan penilaian pada materi. | Religius<br>Disiplin | 10 Menit |

| | | | |
|---|---|---|---|
| | 8. Guru mengaitkan materi dengan pengalaman siswa atau dengan tema.<br>9. Guru memberi apersepsi tentang materi yang akan dipelajari. | | |
| Inti | **Pertanyaan Mendasar**<br>1. Peserta didik diberikan sebuah teks procedure.<br>2. Peserta didik menyimak tayangan video tentang bagaimana cara menyelesaikan sesuatu (manual).<br>3. Peserta didik menjawab pertanyaan pemantik dari guru berupa.<br><br>*What do you know about a Procedure Text?*<br>*Do you why we have to create such a text?*<br>*Do you know the generic structure of the text?*<br><br>4. Guru menanyakan tentang language features yang berhubungan dengan teks Procedure.<br><br>*What connectives do we use in a procedure text?*<br>*Do you notice what tense we use in a procedure text?*<br><br>5. Peserta didik diberi kesempatan untuk berlatih merangkai kalimat tentang *Safety Riding Tips.*<br>6. Peserta didik diberi kesempatan untuk Menyusun sebuah teks procedure berdasarkan *Connectives* yang tepat.<br>7. Peserta didik diberi kesempatan untuk memberikan tanggapan ataupun bertanya.<br><br>**Mendesign Perencanaan Produk**<br>8. Peserta didik dibagi menjadi beberapa kelompok oleh Guru.<br>9. Peserta didik dibagikan LKPD untuk kegiatan menulis (**Lampiran 2**).<br>10. Guru membagi tema Game untuk masing-masing kelompok dengan menggunakan website **Wheelsofnames**<br>11. Peserta didik dalam kelompok memainkan game academy untuk mengisi LKPD telah disiapkan.<br>12. Peserta didik mendiskusikan rancangan pembuatan *procedure text* dengan kelompoknya.<br>13. Waktu pembuatan *procedure text* sederhana dengan aplikasi Canva diperkirakan hanya 30 menit.<br>14. Peserta didik diberi kebebasan untuk memilih salah satu *procedure text* yang akan dibuat; manual or Tips<br>15. Peserta didik melakukan kegiatan mandiri sesuai dengan petunjuk dan arahan yang disampaikan guru. | Rasa ingin tahu<br>Berfikir kritis<br>Komunikasi<br>Kerja sama<br>Kolaboratif<br>kreatif<br>Mandiri | 70 Menit |

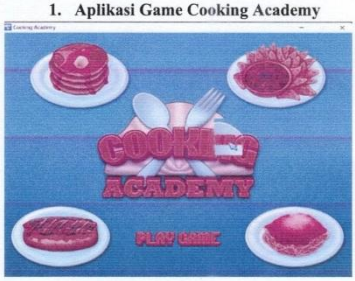
| | | | |
|---|---|---|---|
| | 16. Peserta didik menyusun langkah-langkah membuat model sederhana procedure text dalam LKPD (**Lampiran 2**) yang telah disiapkan.<br><br>**Menyusun Jadwal Pembuatan**<br>17. Peserta didik mendapatkan kesempatan untuk membuat sebuah *procedure text* dalam 30 menit.<br>18. Peserta didik menyusun jadwal pembuatan procedure text sesuai batas waktu yaitu :<br>10 menit pertama membuat rancangan design dan content.<br>20 menit kedua membuat procedure text dengan aplikasi Canva.<br><br>**Monitoring Keaktifan dan Kemajuan Proyek**<br>19. Peserta didik menyelesaikan penyusunan *Procedure text* sesuai dengan langkah-langkah yang telah mereka susun dan mencatat setiap langkah yang dilakukannya.<br>20. Peserta didik mendapatkan bimbingan dan arahan dari Guru ketika mengalami kesulitan dalam menyusun *Procedure text*.<br>21. Setelah 30 menit peserta didik melaporkan dengan menunjukkan hasil penyusunan *procedure text* kepada guru.<br><br>**Menguji Hasil**<br>22. Guru melihat hasil penyusunan procedure text dari peserta didik apakah sudah selesai atau belum.<br>23. Peserta didik mempersiapkan hal-hal yang diperlukan untuk presentasi. | | |
| Penutup | 1. Guru membahas hasil kerja siswa dan memberikan umpan balik.<br>2. Siswa beserta guru membuat simpulan kegiatan yang baru saja dilakukan.<br>3. Siswa melakukan refleksi terhadap kegiatan yang sudah dilaksanakan dengan menggunakan ***Padlet***<br>4. Guru menyampaikan rencana pembelajaran untuk pertemuan mendatang.<br>5. Guru mengakhiri pembelajaran dengan salam | Religius | 10 Menit |

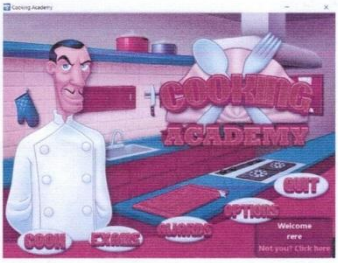
**Pertemuan ke 2**

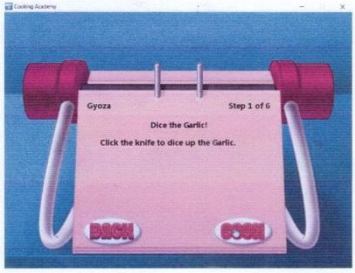
| Tahapan | Kegiatan | TPACK, HOTS 4C | Alokasi Waktu |
|---|---|---|---|
| Pendahuluan | 1. Guru mengucapkan salam kepada siswa dan mengajak siswa berdoa.<br>2. Guru memeriksa kehadiran siswa.<br>3. Guru melakukan *brainstorming* terkait materi sebelumnya, dengan memberikan pertanyaan pemantik :<br>a. *What did you learn in the last meeting?*<br>b. *Have you already done your project?*<br>4. Guru menjelaskan tujuan pembelajaran.<br>5. Guru menyampaikan garis besar cakupan materi.<br>6. Guru bertanya tentang kesulitan yang dihadapi siswa dalam menyelesaikan tugas sebelumnya. | Religius | 10 Menit |
| Inti | **Evaluasi Pengalaman Belajar**<br>1. Guru membimbing peserta didik mempresentasikan *procedure text* yang telah disusun dengan Aplikasi Canva<br>2. Memberikan kesempatan kepada peserta didik lain untuk memberikan tanggapan atau masukan<br>3. Guru memberikan apresiasi dan feedback terhadap hasil presentasi peserta didik.<br>4. Guru dan peserta didik menyimpulkan materi pembelajaran. | Rasa ingin tahu<br>Berfikir kritis<br>Komunikasi<br>Kerja sama<br>Kolaboratif<br>kreatif<br>Mandiri<br>Kepercayaan Diri | 70 Menit |
| Penutup | 1. Guru membahas hasil kerja siswa dan memberikan umpan balik.<br>2. Siswa beserta guru membuat simpulan kegiatan yang baru saja dilakukan.<br>3. Siswa melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.<br>4. Guru menyampaikan rencana pembelajaran untuk pertemuan mendatang.<br>5. Guru mengakhiri pembelajaran dengan salam | Religius | 10 Menit |

## LAMPIRAN 1 dan 3. MATERI DAN MEDIA PEMBELAJARAN

### 1. Aplikasi Game Cooking Academy



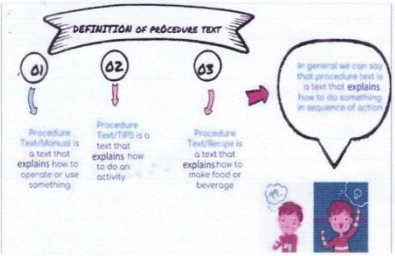



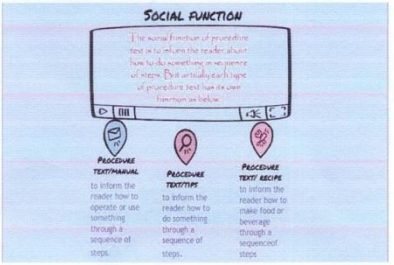



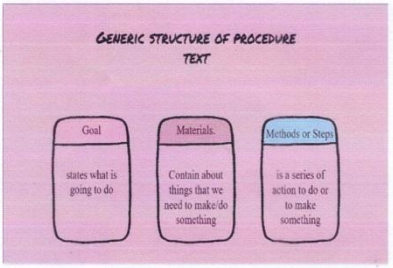
### 2. E-modul (link https://anyflip.com/ougsu/ifkv/ )

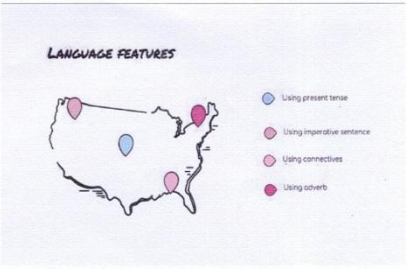
*Learning Objectives*

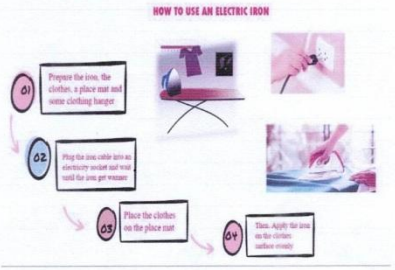
- Students are able to compose a procedure text by referring to the social function, the generic structure, and the language features based on the context.
- Students are able to present their products confidently and meaningfully.


DEFINITION OF PROCEDURE TEXT
01
02
03
Procedure Text/Manual is a text that explains how to operate or use something
Procedure Text/TIPS is a text that explains how to do an activity
Procedure Text/Recipe is a text that explains how to make food or beverage
In general we can say that procedure text is a text that explains how to do something in sequence of action

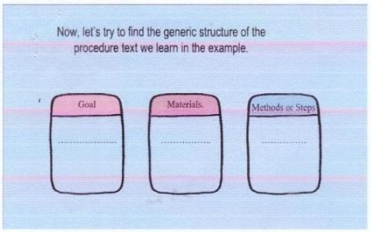

SOCIAL FUNCTION
The social function of procedure text is to inform the reader about how to do something in sequence of steps. But actually each type of procedure text has its own function as below
PROCEDURE TEXT/MANUAL
to inform the reader how to operate or use something through a sequence of steps.
PROCEDURE TEXT/TIPS
to inform the reader how to do something through a sequence of steps.
PROCEDURE TEXT/ RECIPE
to inform the reader how to make food or beverage through a sequenceof steps


GENERIC STRUCTURE OF PROCEDURE TEXT
Goal
states what is going to do
Materials.
Contain about things that we need to make/do something
Methods or Steps
is a series of action to do or to make something


LANGUAGE FEATURES
Using present tense
Using imperative sentence
Using connectives
Using adverb

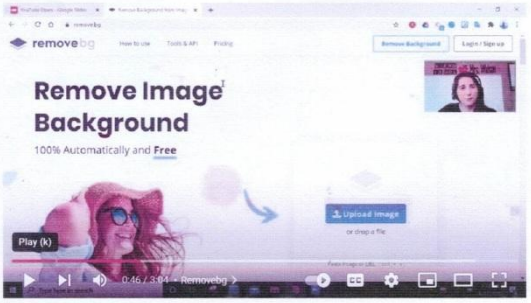

HOW TO USE AN ELECTRIC IRON
01
Prepare the iron, the clothes, a place mat and some clothing hanger
02
03
Place the clothes on the place mat
04

05
04
Put the clothes on the clothing hanger
03
https://www.bigbanktheories.com/



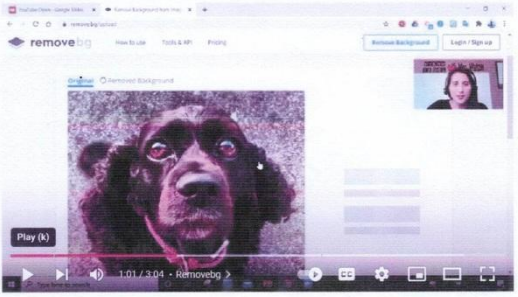
**3. Video Related to Procedure Manual**

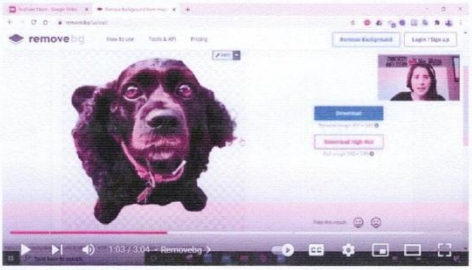
https://www.youtube.com/watch?v=-nSRUlaZotM




Bitmoji Virtual Classrooms

Removing image backgrounds with remove.bg

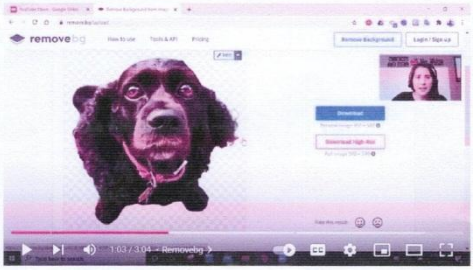





4. **Pembagian tema setiap Kelompok**

**https://wheelofnames.com/**

5. **Padlet untuk refleksi**




4. **Pembagian tema setiap Kelompok**

**https://wheelofnames.com/**

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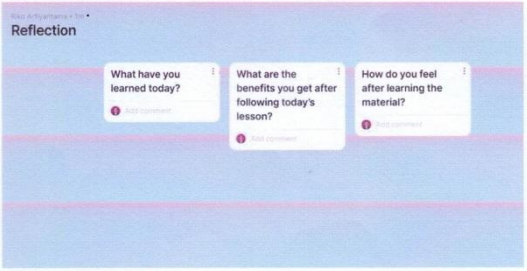


**LAMPIRAN 2. LKPD**

**Pertemuan 1**
**LKPD 1**

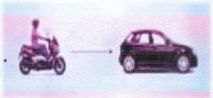
Safety Riding Tips

While riding, _____ helmet!

_____ your vehicle registration certificate and _____!

_____!

_____!



_____!

_____!

**LKPD 2**

**Worksheet 9:** Unit 2, LB page 27

**Adverbs of sequence**

Cut out the instructions and put them into the correct order.

How to make a cup of tea?

**Third,** carefully pour the water into the cup.

**Then,** add a biscuit and enjoy your tea.

**First,** boil some water.

**Next,** add some sugar and milk.

**Second,** put the teabag into a cup.

Cambridge Primary World English Stage 3 © Jennifer Peek 2021

**LKPD 3**

Group : _____ Class : _____

## Cooking Academy

**Goal**

**Material / Ingredients**

**Steps**

**LKPD 4**

WRITE A PROCEDURE TEXT!

Goal

Materials (Optional)

STEPS / METHOD

## LAMPIRAN 4. PENILAIAN

### A. RUBRIK PENILAIAN DISKUSI (KELOMPOK)

**Nama Anggota Kelompok :**
**Kelas :**

| SIKAP / ASPEK YANG DINILAI | PENILAIAN | | | |
|---|---|---|---|---|
| | Sangat Baik | Baik | Cukup | Kurang |
| Menyelesaikan tugas kelompok dengan baik (Ketepatan Mengumpulkan tugas) | | | | |
| Kerjasama Kelompok (Komunikasi) | | | | |
| Hasil Tugas (Relevansi dengan Materi) | | | | |
| Pembagian Job | | | | |
| Sistematisasi Pelaksanaan | | | | |
| **Jumlah Nilai** | | | | |

### B. RUBRIK PENILAIAN PRESENTASI KELOMPOK

**Nama Anggota Kelompok :**
**Kelas :**

| SIKAP / ASPEK YANG DINILAI | PENILAIAN | | | |
|---|---|---|---|---|
| | Sangat Baik | Baik | Cukup | Kurang |
| Menyampaikan salam dan perkenalan anggota kelompok. | | | | |
| Isi yang ditampilkan sangat sesuai yang ada di dalam gambar (Content) | | | | |
| Menggunakan Pronunciation yang berterima | | | | |

| | | | | |
|---|---|---|---|---|
| Peserta didik menampilkan presentasi dengan sangat lancar (Fluency) | | | | |
| Tata Bahasa yang ditampilkan sangat sesuai (Grammar) | | | | |
| Nama siswa yang aktif menambahkan info saat presentasi. | 1. ……<br>2. ……<br>3. ……..<br>4. …… | | | |
| Nama siswa yang memberikan umpan balik konstruktif. | 1. ……<br>2. ……<br>3. ……..<br>4. …… | | | |
| Nama siswa yang memiliki sikap:<br>• Percaya diri<br>• Peduli<br>• Tanggung jawab | 1. ……<br>2. ……<br>3. ……..<br>4. …… | | | |
| **Jumlah Nilai** | | | | |

**Keterangan**

| | |
|---|---|
| **Skor 4** | **: Sangat Baik** |
| **Skor 3** | **: Baik** |
| **Skor 2** | **: Sedang** |
| **Skor 1** | **: Kurang** |
| **Skor Maksimal** | **: 4 x 5 = 20** |
| **Nilai** | **: Skor perolehan : Skor maksimal X 100** |

**Kriteria Nilai**

| | | |
|---|---|---|
| **A** | **: 80-100** | **Sangat Baik** |
| **B** | **: 70-79** | **Baik** |
| **C** | **: 60-69** | **Cukup** |
| **D** | **: <60** | **Kurang** |

**C. RUBRIK PENILAIAN PRODUCT**

Kompetensi Dasar : KD 4.6.2 (*Procedure Text)*
Kelas/Semester : XII/2

| No | Kelompok | Content | Organiza-tion | Vocab-ulary | Language Use | Mechanics | Total |
|---|---|---|---|---|---|---|---|
| 1. | | | | | | | |
| 2. | | | | | | | |
| 3. | | | | | | | |
| 4. | | | | | | | |
| 5. | | | | | | | |
| 6. | | | | | | | |
| 7. | | | | | | | |
| 8. | | | | | | | |
| 9. | | | | | | | |

**Categories for Evaluating Writing based on Anderson**

| Scores | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Content | Weak development of the topic | Adequate development of the topic, the listing of detail | Good development of the topic | Extensive development of the topic, strong support of the main ideas with details |
| Organization | Not organized | Sparsely organized, lack of sequence | Fairly well organized, flow and sequence evident | Completely organized, smooth flow with strong Sequence |
| Vocabulary | Poor or inappropriate word choice | Fair word choice, simple words | Good word choice, simple words | Vivid imaginative word choice, appropriate useof vocabulary |
| Language Use | Poor: many errors | Fair: choppy with a variety | Adequate: few errors and some variety oflength | Excellent: no errors and a variety of length |
| Mechanics | Many errors (over 10) | Some errors (6 – 10) | Very few errors (1 – 5) | Error free |

$$\text{Nilai} = \frac{\textit{jumlah skor yang diperoleh}}{\textit{jumlah skor total}} \times 100$$

= 20 x 5 = **100**

# APPENDIX 3

Pre-Research Letter :

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024–7615387
www.walisongo.ac.id

Nomor: 431/Un.10.3/D1/TA.00.01/02/2023 2 Februari 2023
Lamp : -
Hal : Pengantar Pra Riset
a.n. : Tomi Suwiknyo
NIM : 1903046027

Yth.
Kepala Sekolah SMA N 1 Limbangan
di Tempat

Assalamu'alaikum Wr.Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

| | | |
|---|---|---|
| Nama | : | Tomi Suwiknyo |
| NIM | : | 1903046027 |
| Alamat | : | Batok Rt 2/ Rw 2, Bubakan Mijen, Semarang |
| Judul Skripsi | : | QUESTION TO PROMOTE MEANINGFUL LEARNING : A CASE AT LIMBANGAN SENIOR HIGH SCHOOL |
| Pembimbing | : | Nadiah Ma'mun M.Pd |

Mahasiswa tersebut membutuhkan data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut di ijinkan melaksanakan riset selama 7 hari, mulai tanggal 25 Januari 2023 sampai dengan tanggal 31 Januari 2023.
Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr. disampaikan terimakasih.
Wassalamu'alikum Wr.Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

MAHFUD JUNAEDI

Tembusan :
Dekan FITK UIN Walisongo (sebagai laporan)

# APPENDIX 4

Research Letter :

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024–7615387
www.walisongo.ac.id

Nomor: 432/Un.10.3/D1/TA.00.01/02/2023 2 Februari 2023
Lamp : -
Hal : Mohon Izin Riset
a.n. : Tomi Suwiknyo
NIM : 1903046027

Yth.
Kepala Sekolah SMA N 1 Limbangan
di Tempat

Assalamu'alaikum Wr.Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

| | | |
|---|---|---|
| Nama | : | Tomi Suwiknyo |
| NIM | : | 1903046027 |
| Alamat | : | Batok Rt 2/ Rw 2, Bubakan Mijen, Semarang |
| Judul Skripsi | : | QUESTION TO PROMOTE MEANINGFUL LEARNING : A CASE AT LIMBANGAN SENIOR HIGH SCHOOL |
| Pembimbing | : | Nadiah Ma'mun M.Pd |

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 5 hari, mulai tanggal 06 February 2023 sampai dengan tanggal 10 February 2023.
Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.
Wassalamu'alikum Wr.Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

MAHFUD JUNAEDI

Tembusan :
Dekan FITK UIN Walisongo (sebagai laporan)

## APPENDIX 5

Documentation :

Teacher give the explanation about the material

The teacher check the progres of the games

The teacher preparing for student presentationt

The student read the material from the projector

The teacher explain rules to presentation

The student alrady do their presentation

# CURRICULUM VITAE

**Personal Details**

Nama : Tomi Suwiknyo

Place and Date of Birth : Kendal, 20 Nov 1999

Religion : Islam
Gender : Male
Address : Batok Rt 2 Rw 2, Bubakan Mijen, Semarang
Telephone Number : 081217789876
E-mail : Tommysuwiknyo@gmail.com

**Formal Education**

SD/MI : SDN Bubakan Semarang
SMP/MTs : SMPN 35 Semarang
SMA/MA : SMA N 1 Limbangan
S1 : UIN Walisongo Semarang

**Non-Formal Education**

- Sekolah Kader PMII ABdurahman Wahid
- PKD PMII Unissula

**Organisational Experience**

- PMII Rayon Abdurrahman Wahid
- PMII KOMISARIAT UIN WS

- DEMA FITK UIN Walisongo
- PENGKAB WI KENDAL
- AKADEMI ELANG PERKASA

**Motto**

**Fortiz Fortuna Adiuvat**