

**UNPACKING THE NOTION OF MEANINGFUL
LEARNING WITHIN EFL TEACHERS IN THEIR
LANGUAGE TEACHING**

THESIS

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



By:

WILDA ASTI CAHYANI

2103046106

**EDUCATION AND TEACHER TRAINING FACULTY
UNIVERSITAS ISLAM NEGERI WALISONGO
SEMARANG
2025**

THESIS PROJECT STATEMENT

THESIS PROJECT STATEMENT

I am a student with the following identity:

Name : Wilda Asti Cahyani
Student ID : 2103046106
Department : English Education Department
Title : UNPACKING THE NOTION OF MEANINGFUL LEARNING
WITHIN EFL TEACHERS IN THEIR LANGUAGE TEACHING

certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writers' opinions or findings included in the thesis are quoted or cited in accordance with the ethical standards.

Semarang, 07 March 2025

The Researcher,

The image shows an official red stamp of Universitas Mitra 21 Semarang. The stamp includes the university's name in Indonesian and English, its acronym (UM21), and a unique identification number (ED3D7AMX175171686). Overlaid on the stamp is a handwritten signature in black ink.

Wilda Asti Cahyani

Nim: 2103046106

RATIFICATION



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

RATIFICATION

Thesis with the following identity:

Title : Unpacking the Notion of Meaningful Learning within
EFL Teachers in Their Language Teaching
Name of Student : Wilda Asti Cahyani
Student Number : 2103046106
Department : English Language Education

Had been ratified by the board of examiners of the Education and Teacher Training Faculty of Walisongo State Islamic University and can be received as one of the requirements for gaining a Bachelor's Degree in English Language Education.

Semarang, 22 April 2025

THE BOARDS OF EXAMINERS

Chairperson,

Sari Dewi Noviyanti, M.Pd.
NIP. 199011052020122004

Secretary

Eka Harisma W. M.Hum.
NIP. 198803092020122006

Examiner 1

Daviq Rizal, M.Pd.
NIP. 197710252007011015



Examiner 2

Vina Darissurayya, M. App Ling
NIP. 199305132020122006

Advisor,

Dr. Siti Tarwiyah, S. S., M. Hum.
NIP. 197211081999032001

ADVISOR NOTE



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO

Sekretaris: Jl. Prof. Dr. Hamka Kampus II Ngaliyan Semarang Telp. 7601295 Fax. 7615387 Semarang 50185
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Semarang, 07 Juni 2024

Nomor : 2117/Un.10.3/J4/DA.04/06/2024,
Lamp : -
Perihal : Penunjukan Pembimbing Skripsi

Kepada Yth.

Dr. Siti Tarwiyah SS., M.Hum.

Assalamu 'alaikum Wr. Wb.

Berdasarkan hasil pembahasan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Wilda Asti Cahyani

NIM : 2103046106

Judul : " Unpacking the Notion of Meaningful Learning: within EFL Teachers in Their Language Teaching"

Dan menunjuk saudara Dr. Siti Tarwiyah SS., M.Hum. sebagai pembimbing.

Demikian penunjukan pembimbing skripsi ini, dan atas kerjasamanya diucapkan terima kasih.

Wassalamu 'alaikum Wr. Wb.

a.n. Dekan

Ketua Jurusan Pendidikan Bahasa Inggris

Dra. Nuna Mustikawati Dewi, M.Pd.

NIP. 196506141992032001

Tembusan:

1. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Jurusan Pendidikan Bahasa Inggris

THESIS GUIDANCE SCORE



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka (Kampus II) Ngahyan Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

NILAI PEMBIMBING SKRIPSI

Hal: Nilai Bimbingan Skripsi

Kepada Yth.
Dekan Fakultas Ilmu Tarbiyah dan Keguruan
UIN Walisongo Semarang
Assalamu 'alaikum, wr.wb.

Dengan hormat kami memberitahukan bahwa setelah kami selesai membimbing skripsi saudara:

Nama : Wilda Asti Cahyani

Nim : 2103046106

Jurusan : English Education

Judul : UNPACKING THE NOTION OF MEANINGFUL LEARNING WITHIN EFL
TEACHERS IN TEHR LANGUAGE TEACHING

maka nilai bimbingan skripsinya adalah (...3.8...)

three point eight

Catatan khusus pembimbing:

Dengan ini agar dapat digunakan semestinya.

Wassalamu 'alaikum Wr. Wb.

Semarang, 07 March 2025

Advisor

Dr. Siti Tarwiyah, SS., M. Hum.

NIP. 197211081999032001

MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا^{٢٨٦}

"Allah does not burden a soul beyond what it can bear."

(QS. Al-Baqarah 2:286)

ABSTRACT

Title : **Unpacking the Notion of Meaningful Learning within EFL Teachers in Their Language Teaching**
Writer : Wilda Asti Cahyani
Nim : 2103046206

Meaningful learning is essential in English as a Foreign Language (EFL) education as it can increase student engagement, deepen understanding, and encourage the practical application of language. This study aims to describe the notion of EFL teachers on meaningful learning, to explain their experiences and challenges, and strategies to overcome these challenges in creating meaningful learning. This study used qualitative methods and a descriptive qualitative research design to unpack the notion of meaningful learning with EFL teachers in their English language learning. This study used interviews and observation as data collection methods. The participants of this study were three EFL teachers at SMPN 23 Semarang. The data were analyzed using Miles and Huberman's theory, which includes data condensation, data display, and conclusion. The findings show that EFL teachers perceive meaningful learning as connecting learning materials with students' real experiences, making lessons interesting. Teachers emphasized aspects such as material relevance, student participation, social interaction, reflection, the use of technology, and feedback. However, they also face challenges such as limited resources, classroom management issues, varied student motivation, and assessment difficulties. To address these, teachers employ relatable content, integrating simple technologies, providing meaningful feedback, and designing interactive learning activities. This study offers practical insights into implementing meaningful learning in EFL teaching and serves as a reference for developing more effective teaching practices.

Keywords: *EFL Teachers, English Language Teaching, Meaningful Learning, Student Engagement, Teaching Strategies.*

ACKNOWLEDGMENT & DEDICATION

Bismillahirrahmanirrahim

Alhamdulillah, thanks to Allah SWT, the Most Gracious and the Most Merciful, who has given His abundant grace and opportunity to know that there is light to every tunnel to the author so that he can complete this thesis. Shalawat and salam were also raised to Prophet Muhammad SAW, who brought ummah from the darkness into the brightness era.

This journey has not been easy, the author realizes that many parties have provided guidance, encouragement, and prayers. Therefore, the author would like to express his deepest gratitude to:

1. Prof. Dr. Fatah Syukur, M.Ag as the Dean of Education and Teacher Teaching Faculty of UIN Walisongo Semarang.
2. Dra. Nuna Mustikawati Dewi, M.Pd as the head of English Education.
3. Lulut Widyaningrum, M.Pd as the secretary of English Education Department.
4. Siti Tarwiyah, S.S., M.Hum., as my thesis supervisor. She always takes the time with patience and sincerity, providing invaluable direction, advice, corrections, and encouragement throughout the guidance process. Thank you for being an amazing supervisor for pushing me to think critically, encouraging me to dig deeper, and providing invaluable feedback that helped shape my thesis.

5. My beloved parents, Mr. M. Agus Toha and Mrs. Siti Khotijah, thank you infinitely for all the time that has been given with love, affection, and patience to protect, love, educate, and guide me without ever knowing tired. Sincere prayers that are always prayed become a lamp in my every step. Thank you for all the priceless sacrifices and hard work, which I can never fully repay. You are the home where your daughter passed away, where your daughter found peace, strength, and infinite love. Warmly and lovingly, I can't even string together enough words to describe how grateful I am to have you. Your presence is the most beautiful blessing in my life, and I will always try to be your pride. Be healthy and happy always, I love you very much.
6. My beloved younger siblings, Viana Asti Mayasari and Naufal Danish Agusti thank you for being a part of the happiness and enthusiasm in my life. You have always been my biggest reason to fight harder, be stronger, and keep going with passion. Grow up to be the best and greatest version of yourselves, my little ones.
7. My big family, thank you for the love, support, and prayers that never stop flowing in every step of this struggle. The warmth of togetherness and the strength you give are source

of encouragement that strengthens the heart when fatigue comes.

8. All the wonderful respondents at SMPN 23 Semarang thank you very much for your willingness and time to participate in this research. Your support, honesty, and openness contributed significantly to the process of completing this thesis.
9. To someone who cannot be named thank you for helping most of this thesis. I truly appreciate your presence, your energy, your time and your kindness. Thank you for being a motivation and a listener to my complaints.
10. My friends in PBI, PMII Rayon Abdurrahman Wahid, HMI PBI, DEMA FITK, PLP, KKN, and all my friends at UIN Walisongo Semarang. Thank you for your support, togetherness, happiness, and beautiful parts during my college process so far. Thank you for sharing valuable experiences, always inspiring to be great and sweet memories.
11. Last but not least, to Wilda, thank you for choosing to get up every time you fall, to keep going despite moments of doubt and fatigue. Be proud of how far you have come, and believe that you are capable of greater things in the future. Thank you because you can do it.

Finally, the author realizes that this thesis is far from perfect. Therefore, the author gladly accepts constructive suggestions to make this thesis better. The author hopes that this thesis can be useful for others.

Semarang, 07 March 2025

The researcher

Wilda Asti Cahyani

NIM: 2103046106

TABLE OF CONTENT

THESIS PROJECT STATEMENT	ii
RATIFICATION	iii
ADVISOR NOTE.....	iv
THESIS GUIDANCE SCORE	v
MOTTO	vi
ABSTRACT	vii
ACKNOWLEDGMENT & DEDICATION.....	viii
TABLE OF CONTENT	xii
LIST OF TABLES	xv
CHAPTER I.....	1
INTRODUCTION.....	1
A. Background of the Research	1
B. The Reason for Choosing this Topic	7
C. Research Question	7
D. Objectives of The Research	8
F. Significances of the Research	8
CHAPTER II	11
REVIEW OF THE RELATED LITERATURE	11
A. Previous Study	11
B. Literature Review	17
1. Definition of Meaningful Learning	17
2. The Characteristics of Meaningful Learning.....	19
3. Meaningful Learning in English Class.....	21
CHAPTER III.....	25

METHODOLOGY OF THE RESEARCH	25
A. Research Design.....	25
B. Setting.....	26
C. The Participants	26
D. Method of Collecting Data.....	26
E. Data Validity	28
F. Instrument.....	29
G. Method of Analyzing Data.....	37
CHAPTER IV.....	41
RESEARCH FINDING AND DISCUSSION.....	41
A. Findings of the Research.....	41
1. The Notion of EFL Teachers on Meaningful Learning in English Language Teaching	42
2. The Experiences and Challenges of EFL Teachers in Implementing Meaningful Learning in English Language Teaching.....	48
3. EFL Teacher’s Strategies for Overcoming Challenges in Implementing Meaningful Learning in English Language Teaching.....	77
B. Discussion	84
CHAPTER V.....	100
CONCLUSION AND SUGGESTION.....	100
A.Conclusion	100
B. Limitation.....	101
C. Suggestion.....	102
REFERENCES	104
APPENDICES.....	1

CURRICULUM VITAE	39
-------------------------------	-----------

LIST OF TABLES

Table 3. 1	Interview guidelines on EFL teachers' notion of meaningful learning in English language teaching .	30
Table 3. 2	Interview guidelines of the experience and challenges of EFL teachers in implementing meaningful learning in English language teaching .	31
Table 3. 3	Interview transcripts on EFL teachers' strategies to overcome challenges in implementing meaningful learning in English language teaching.....	33
Table 3. 4	Observation guidelines of EFL teachers' classroom practice in meaningful learning	35
Table 3. 5	Initial code	39
Table 4. 1	Teachers' beliefs in the definition of meaningful learning.....	42
Table 4. 2	Teachers' believe that meaningful learning influences classroom practice	45
Table 4. 3	Attitudes towards student engagement	46
Table 4. 4	Relevance of material to teaching strategy	49
Table 4. 5	Student engagement	57
Table 4. 6	Social interaction.....	59
Table 4. 7	Self-reflection	61

Table 4. 8 Teaching relevant the method to meaningful learning.....	63
Table 4. 9 Use of appropriate technology with learning material.....	64
Table 4. 10 Providing meaningful feedback.....	66
Table 4. 11 Classroom management issue	68
Table 4. 12 Resource limitation.....	70
Table 4. 13 Challenges in assessment	72
Table 4. 14 Challenges in motivating students.....	75
Table 4.15 Strategies to overcome the challenges in classroom management	77
Table 4. 16 Strategies to overcome the challenges in resource limitation.....	79
Table 4. 17 Strategies to overcome the challenges in student motivation.....	83

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents: the background of the research, the research question, the reasons for choosing the topic, the objective of the research, and the significance of the research, which this research high points Unpacking the Notion of Meaningful Learning within EFL Teachers in Their Language Teaching.

A. Background of the Research

Learning is the process of picking up new information, abilities, attitudes, or behaviors via study, experience, or exposure to new data. It is a continuous and dynamic process throughout an individual's life and can happen in several places, such as workplaces, schools, universities, and other social cultures.

Teaching is the process of imparting information, abilities, or behaviors to others by way of instruction, modeling, or direction. It entails using a variety of instructional techniques and approaches to support students' learning and skill and knowledge development. Traditional classrooms, online learning environments, and unofficial locations like community centers or museums are just a few of the places where teaching can take place. Additionally, teaching and learning are intertwined and vital to the

development of individuals as well as society. They involve a dynamic exchange of knowledge, concepts, and experiences between students and teachers and are essential to the educational process.

Two primary objectives in education revolve around enhancing retention and fostering transfer, the latter being indicative of meaningful learning. Retention denotes the capacity to recall information later in a manner consistent with its initial presentation during instruction. On the other hand, transfer involves applying acquired knowledge to address novel problems, respond to fresh inquiries, or facilitate the comprehension of new subject matter. In essence, retention necessitates students remembering what they've learned, while transfer demands recollection and the ability to comprehend and apply the acquired knowledge. To put it differently, retention is focused on the past, while transfer is oriented toward the future (Anderson et al., 2001).

The idea that learning is the construction of knowledge, in which students attempt to gain understanding from their experiences, is consistent with an emphasis on meaningful learning. Students engage in active cognitive processes during constructivist learning, such as carefully processing relevant information, mentally organizing incoming data

into coherent representations, and mentally combining new information with previously acquired knowledge. It is widely accepted that achieving meaningful learning is an important educational goal that calls for teaching strategies that go beyond simply imparting knowledge. Additionally, assessment tasks should require more of students than just recalling or recognizing facts.

An essential component of education is cognitive processing for both transfer and retention. If teaching and assessing students' retention of particular material over time are the main concerns, then primarily focus on a specific set of cognitive processes related to "Remember." On the contrary, if we aim to broaden our perspective by exploring methods to promote and evaluate meaningful learning, it becomes essential to delve into processes that go beyond mere remembering. The cognitive processes employed for retention and transfer can be categorized into six distinct groups. One category is closely linked to retention (Remember), while the other five are progressively more connected to transfer (Understand, Apply, Analyze, Evaluate, and Create) (Anderson et al., 2001).

Meaningful learning is characterized by the acquisition of knowledge in a way that motivates students to systematically expand, modify, and refine information,

ensuring that the concepts they study become ingrained in long-term memory. This type of learning is achieved when students engage actively, both independently and collaboratively, in meaningful tasks, allowing them to apply critical thinking and problem-solving skills.

Meaningful learning is an ongoing process of interpreting actions and phenomena, along with the outcomes of these actions. The assertion is that a learning experience becomes truly meaningful only when the learner personally imparts significance to it; the experience must impact the learner on a personal level and be subjectively appreciated. While all experiences have the potential to contribute to learning, no single experience guarantees superior learning or behavior. Furthermore, the significance of learning experiences lies not solely in the experiences themselves but in how an individual applies the knowledge gained. This reflective approach and critical awareness, often facilitated through dialogue, enhance the meaningfulness of the learning experience. The constructive dimension inherent in meaningful learning allows for the reconstruction of the learner's self-image and sense of self, fostering personal growth. This transformation may manifest in various ways, such as improved skills or the acceleration of desired changes.

Although meaningful learning is highly desired, it can also be inconvenient and cause cognitive dissonance, intense emotions, and discomfort. This deep level of comprehension, also known as epistemic or transformative learning, "can be deeply uncomfortable because it involves a reevaluation of basic assumptions prompted by the recognition of 'incoherence' between assumption and experience," according to (Sterling, 2001). Experiences that test a learner's mastery of the material or the novelty of the circumstance can cause the uneasiness that comes with meaningful learning. Meaningful learning experiences also seem to be associated with a feeling of taking risks and feeling uncomfortable.

Exploring the concept of meaningful learning within the realm of teacher education holds significance for obtaining a more nuanced comprehension of the mechanisms and encounters through which aspiring teachers shape their learning. This insight could assist teacher educators in designing courses that cultivate experiences conducive to more profound and applicable learning.

Several studies have explored the concept of meaningful learning from various perspectives. This study investigated the features of meaningful learning from the learners' perspective, emphasizing the role of active

participation, collaboration, and experiential learning in fostering meaningful experiences (Kostiainen et al., 2018). Similarly, (Sercu, 2002) focused on how students' experiences can enhance meaningful learning, highlighting the importance of learner-centered activities. In Adult education, (Aarto-Pesonen & Piirainen, 2020) explored meaningful learning within the framework of andragogy. Their study revealed that adult learners perceive meaningful learning as deeply connected to their personal and professional development. On the other hand, (Kabilan, 2013) explored pre-service teachers' reflections on their professional development during an international teaching practicum, emphasizing the role of real-life teaching experiences and cultural adaptation in fostering meaningful learning. Moreover, (Richards, Jack C. & Rodgers, 2014) examined how communicative and task-based approaches could support meaningful learning, suggesting that these methods encourage authentic use of language and promote learner engagement. Although these studies provide insights into meaningful learning, most of them only focus on EFL students' experiences and individual teachers' reflections in virtual communities. Thus, there are still limitations in teachers' notions, experiences, and challenges about meaningful learning in English language teaching.

Overall, based on the Importance of perspective and meaningful learning in education, the researcher is interested in investigating "Unpacking the Notion of Meaningful Learning within EFL Teachers in Their Language Teaching".

B. The Reason for Choosing this Topic

In this study, the researcher hopes to accomplish several goals. Every teacher wants their students to learn meaningfully, and this is especially true for English instruction. The researcher is interested in exploring "The Notion of Meaningful Learning within EFL Teachers," one of the many facets of meaningful learning.

C. Research Question

The following research questions are as follows:

1. What is the notion of EFL teachers on meaningful learning in English language teaching?
2. What are the experiences and challenges of EFL teachers in implementing meaningful learning in English language teaching?
3. How do the EFL teachers overcome challenges in implementing meaningful learning in English language teaching?

D. Objectives of The Research

1. To describe the notion of EFL teachers on meaningful learning.
2. To explain the experiences and challenges of EFL teachers in implementing meaningful.
3. To explain how the EFL teachers overcome challenges in creating meaningful learning.

F. Significances of the Research

By using this research, there are some significances to the Readers, English teachers, students, and other researchers.

a. Theoretical Benefit

To help individuals develop a deeper understanding and retention of information as well as the capacity to apply that knowledge in a relevant and practical way, this study aims to define meaningful learning. Actively interacting with the content and drawing connections to past knowledge and personal experiences are key components of this kind of learning. It seeks to foster lifelong learning, critical thinking, and problem-solving abilities. In the end, meaningful learning aims to support the professional growth of EFL teachers while equipping EFL students with the ability to communicate

effectively, engage in real-world language use, and build lasting competence in English for both academic and everyday contexts.

b. Practical Benefit

1) The English Teacher

This research can help EFL teachers understand more about meaningful learning, including how to create it, as well as the experiences and challenges in implementing it in English language teaching.

2) The English Student

This research can help students understand the challenges in achieving meaningful learning, so that they can participate more actively and effectively in the learning process.

3) The Writer

Through this study, the researcher can deepen the knowledge of meaningful learning, especially related to the experiences and challenges faced by teachers, thus improving the researcher's overall understanding of this topic in the future.

4) The Other Research

This study can serve as a reference for future research, encouraging further exploration by involving more samples to enrich the understanding

of meaningful learning in various educational contexts.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter highlights two major points (A) previous study and also (B) literature review.

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 from international research where it is appropriate with this study, they are:

First, research conducted by (Kostiainen et al., 2018) on Meaningful Learning in Teacher Education. In this study, teacher education and teacher professional development have repeatedly raised concerns about teacher education preparing teachers to deliver a predetermined curriculum rather than supporting their critical reflection and thinking skills and presenting teaching as a purely technical activity. This study seeks to investigate the characteristics of meaningful learning experiences in the context of teacher education. Meaningful learning is defined as a concept that describes personally valued, rich, and worthwhile learning experiences from the perspective of the learner, specifically student teachers. The study's focus was on what students found meaningful in their learning experience, rather than their learning outcomes. This

related research focuses mainly on the issue of meaningful learning. This encourages similar conversations about meaningful learning in teacher education. The scope of treatment is intentionally different; the previous study investigated the characteristics of meaningful learning from the perspective of prospective teachers, while this study sought to determine teachers' notions of meaningful learning in their teaching.

Similarly, research conducted by (Aarto-Pesonen & Piirainen, 2020) investigated prospective teachers' meaningful learning in expanding the world of learning. This research aims to provide a broader picture of the meaningful learning framework of pre-service teachers in andragogy and university-based teacher education programs. The program addresses adult students' specific learning needs within the context of university-based teacher education. The findings identify three major learning worlds for adult students' meaningful learning, which form a common system that spans professional awakening to transformative community and societal agency. Based on the findings, this study contends that through andragogical teacher education, which emphasizes collaboration and networking by current higher education trends, student teachers can become empowered participants and active agents in society. The findings can be applied to

curriculum planning, program development in general higher education, and teacher education. This research is almost the same as the research, which is about meaningful learning in andragogy, while the researcher discusses meaningful learning in pedagogy. In addition, in the previous study, the focus was on student teachers expanding the world, and the researcher's focus was on EFL teachers' perceptions of challenges and meaningful learning experiences.

In addition, research in language education has also discussed meaningful learning, although with a different focus. Research conducted by (Sercu, 2002) on Autonomy and foreign language learning in a European context. This research highlights the importance of learner autonomy in the context of foreign language learning in Europe. Sercu emphasizes that autonomy plays a key role in enhancing meaningful learning by connecting learning materials to students' cultural backgrounds and personal experiences. This study is also very different from the researcher's study but states that students' experiences play a role in enhancing meaningful learning. The term “meaningful learning” is the same as what the researcher examined in terms of EFL teachers.

Furthermore, research conducted by (Kabilan, 2013) related to A phenomenological study of an international teaching practicum: Pre-service teachers' experiences of

professional development. This study explored pre-service teachers' reflections on their professional development during a six-week international teaching practicum. The study highlights the importance of real-life teaching experiences, cultural adaptation, and reflective practice in promoting meaningful learning. This study is related to my research, it mainly focuses on pre-service teachers' personal and professional growth through international teaching experiences. However, the study did not discuss when they became EFL teachers in schools. The researcher, on the other hand, examined how experiential meaningful learning, reflective practice, and strategies contribute to a deeper understanding of teaching and learning in secondary school EFL teachers.

Other than, research conducted by (Richards, Jack C. & Rodgers, 2014) on Approaches and Methods in Language Teaching. This book provides a thorough overview of different approaches and methods in language teaching, highlighting how communicative and task-based approaches can support meaningful learning. In this book, the authors use a task-based approach to support meaningful learning. In addition, the researchers also explore the challenges that hinder meaningful learning.

Similarly, (Jones, 2007) conducted research that focused on The Student-Centered Classroom. This book focuses on how a student-centered approach can create meaningful learning experiences in English language teaching. Jones emphasizes the importance of giving students more control over their learning process. However, the researcher also examines the challenges and how to overcome them.

Supporting research conducted by (Nunan, 2012) on Learner-Centered English Language Education. This research highlights learner-centered education task-based teaching and various strategies to create meaningful learning experiences through a student-centered approach, where students relate the material to personal experiences and real contexts. The researcher also did the same, but in the context of EFL teachers in junior high school on the idea of meaningful learning.

Similarly, research conducted by (Sharan, 2015) explored how cooperative learning can foster meaningful learning experiences for students. This research highlights that meaningful learning emerges not only from individual cognitive processes but also through collaborative knowledge construction, where students actively interact and work together to solve problems, share ideas, and reflect on their understanding. This research emphasizes that the cooperative learning structure encourages students to engage deeply with

the material, promoting social, emotional, and academic growth. The research is connected, as both explore meaningful learning in the context of language education. However, while Sharan's study focused on student interactions in cooperative learning settings, the researcher's study investigated EFL teachers' perceptions of meaningful learning, their experiences, and the challenges they face in fostering such learning environments not only with cooperative approaches. The findings from Sharan's study provide valuable insights into the role of collaboration, which can inform strategies for EFL teachers to create more meaningful and engaging learning experiences in their classrooms.

Lastly, research conducted by (Manzano et al., 2023) explored how active learning strategies and meaningful learning contribute to teachers' professional development in EFL classrooms. The study highlights that engaging students in interactive and hands-on activities can foster a deeper understanding of the content while improving teachers' instructional practices. By integrating meaningful learning experiences, teachers become more reflective and adaptable, creating a more effective and student-centered learning environment. This study is in line with the researcher, as it focuses on meaningful learning in language teaching. However, while the previous study emphasizes professional development

through active learning approaches, this study delves into EFL teachers' ideas about meaningful learning, their experiences, and the challenges they face in developing it. Insights from this previous research provide a valuable basis for understanding how teacher development and classroom practices intersect with the creation of meaningful learning experiences.

B. Literature Review

1. Definition of Meaningful Learning

Meaningful learning is commonly defined in terms of cognitive and developmental changes in the learner's cognitive structure. Meaning construction is the process of interpreting new knowledge and experiences by connecting them to prior knowledge and ensuring that the experience is coherent. Meaningful learning occurs when a learner's new knowledge does not fit into her or his previous knowledge structure. Meaningful learning experiences tend to challenge prior knowledge, elicit new questions, have a personal impact on the learner, and are subjectively valued. Eduart Lindeman, renowned as the 'father of adult education' and andragogy, emphasizes the critical role of meaningful experiences in meaning-making processes. He defines adult education as a process in which learners become conscious of their significant experiences. Meaning

accompanies events when learners understand what is going on, particularly the significance of the event for their personality. It is also observed that the student's creation of her or his identity as a teacher may be influenced by meaning-making processes between teachers and students in teacher education (Aarto-Pesonen & Piirainen, 2020).

The concept of meaningful learning relates to the learning processes and experiences of diverse activities, circumstances, and events that adult students have identified as having unique meaning for them. There has been some research on meaningful learning experiences in adult learning, non-formal education, and online and virtual learning environments. We also know a little about the meaning-making process and how to identify the characteristics of meaningful learning in initial teacher education (Aarto-Pesonen & Piirainen, 2020).

Recent conversations about teachers' professional development have repeatedly emphasized the issue of teacher education educating teachers to deliver a preset curriculum rather than fostering their critical thought and thinking, and portraying teaching as a purely technical job. As a result of these criticisms, numerous recent studies have proposed modifications to teacher education pedagogy and curriculum. Until now, there has been little research on how

they are experienced by student teachers. More understanding is required of how learners personally perceive and construct their learning experiences. The provision of meaningful learning experiences for students, particularly in teacher education programs, is regarded as crucial for ensuring that student instructors understand what has to be learned. Understanding students' meaningful learning experiences is critical in teacher education for creating emotionally, relationally, and morally sound educational methods (Kostiainen et al., 2018).

The emphasis on meaning in learning also reflects how EFL teachers can encourage students to ask new questions, face cognitive challenges, and develop a deeper understanding of the language. Further understanding is needed of how prospective teachers personally construct their learning experiences, as this is critical to developing emotionally, relationally, and morally better pedagogical practices.

2. The Characteristics of Meaningful Learning

Meaningful learning involves deliberately connecting new information to existing knowledge, particularly knowledge that is relevant or based on personal experience (Perlman et al., 2010). Several scholars (Jonassen, et al., 2007); (Keengwe & Onchwari, 2011); (Ruokamo &

Pohjolainen, 2000) have explored the characteristics of meaningful learning and proposed strategies to promote it. These characteristics include intentional learning (INT), cooperative learning (CLO), authentic learning (AUT), active learning, and constructive learning. However, these definitions often overlap and lack clear criteria for measurement. For example, (Jonassen, et al., 2007) identified active and constructive learning as components of meaningful learning, but further analysis shows that these concepts consist of various elements and are closely interconnected.

Cooperative, authentic, and INT all naturally embody the basic concepts of these two ideals. To achieve their learning objectives, students must be intentional while they are in a meaningful learning environment. AUT tasks are always emphasized in constructivist learning contexts. Learning loses relevance for the learner if it is decontextualized. AUT is a positive method that emphasizes connecting learning to the actual world to help students understand the importance of education. It gives students the chance to express their ideas clearly and actively analyze issues from several angles. In actuality, people engage with one another to solve problems or expand their expertise. Cooperative learning is an active pedagogy that promotes

constructive interdependence, knowledge production, social skills, and group reasoning as components of meaningful learning (Lee, 2018).

Meaningful learning involves intentional efforts to connect new information with prior knowledge, particularly when the knowledge is relevant or related to the learner's personal experience. The key characteristics of meaningful learning include INT (intentional learning), AUT (authentic learning), and CLO (cooperative learning), which often overlap in practice. This type of learning emphasizes creating learning environments that are relevant, active, collaborative, and goal-oriented. However, while these concepts have been identified, their concrete measurement and practical application often remain unclear.

3. Meaningful Learning in English Class

Meaningful learning in an English class refers to the process where learners actively construct knowledge and understanding that is personally meaningful and relevant to them. In the context of an English class, meaningful learning involves more than memorizing language rules and vocabulary; it engages students in deeper activities that promote critical thinking, problem-solving, and real-world application.

Recent research indicates that meaningful learning in English classrooms can be enhanced through several approaches:

- a. **Project-Based Learning:** One strategy that is effective in building a deep understanding of English, especially when it involves challenging and contextually relevant projects. This is in line with (Boardman et al., 2024) research which reveals how PBL can connect learning to students' real-life experiences, encouraging them to develop critical thinking, collaboration, and problem-solving skills. Through projects rooted in the context of their lives, students have the opportunity to use English authentically, both in oral and written communication. Thus, PBL not only enriches students' conceptual understanding of language materials but also facilitates a meaningful and sustainable learning process.
- b. **Experiential Learning:** Experiential Learning, which integrates hands-on learning experiences such as field trips or interactions with native speakers, can provide meaningful experiences that support the English learning process. This is in line with (Kong, 2021) research which shows that experiential learning can significantly increase student motivation and engagement. When students engage in real activities

that require them to use English in authentic contexts, they become more enthusiastic to learn and more confident in their language skills. By creating a learning environment rich in practical experiences, students not only develop stronger linguistic understanding but also build more meaningful connections with the learning material.

- c. Use of Technology in Learning: The utilization of technology in learning allows students to access additional resources and engage in various activities that support independent and in-depth learning. This is in line with (Wang & Kabilan, 2024) research showing that technology has become an important part of English language teaching, providing flexibility and wider learning opportunities. Through digital platforms, students can practice language skills autonomously, explore contextualized materials, and interact in an environment that supports meaningful learning. This integration of technology not only enriches the learning experience, but also strengthens students' connection with the material, allowing them to build a deeper and more sustainable understanding of the English language.

Meaningful learning in English classes can be supported through approaches such as Project-Based Learning (PBL), Experiential Learning (EL), and the Use of Technology (UoT). However, the researcher further explored the strategies used by teachers and the obstacles faced by teachers in implementing meaningful learning.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter provides an overview of the research methods. It practically plays an important part in research since it influences both the findings and the conversation. Before conducting the study, the researcher must refer to and use the right technique to collect correct data. This study provides a detailed description of the research design, setting, participants, method of collecting data, data validity, instrument, and method of analyzing data.

A. Research Design

The researcher used a qualitative method. The purpose of this qualitative research is to understand the complexity and depth of a social phenomenon or human behavior in a natural context. Not only that, this qualitative research also aims to develop new theories based on data collected from the field, focusing on how individuals or groups give meaning to their experiences, describing in detail a particular social or cultural environment including interactions and social processes that occur therein. In this study, the researcher applies the qualitative approach to carry out a descriptive qualitative study.

The reason for choosing qualitative research is that it is more appropriate when the phenomenon under study is complex and not measured by numbers or statistics. Another

reason is that qualitative research produces data that provides deep insight into the notion of meaningful learning with EFL teachers in English language learning.

B. Setting

The location of this research is SMP Negeri 23 Semarang, conducted at the beginning of the 2024/2025 school year. The researcher carried out this research alongside PLP 2, and the school was deemed suitable for the study.

C. The Participants

The participants in this study were 3 EFL teachers at SMPN 23 Semarang. The researcher chose this because junior high school is an important stage in the formation of students' character, skills, and knowledge. This research can contribute significantly to improving the quality of educators.

The research was conducted by using notes and recording devices to write and record the EFL teacher's answers from the interviews and observing the EFL teachers' teaching process.

D. Method of Collecting Data

1. Interview

In this study, the researcher conducted interviews to answer research questions 1 until 3 but in research question 2 the interviews were conducted to support the findings of the observations. The interviews aimed to

explore English as a foreign language (EFL) teachers' notions, challenges, experiences and strategies in creating meaningful learning. The interview method was chosen because it allows in-depth exploration of the critical thinking of EFL teachers' notions in schools. It also allows the researcher to ask follow-up questions and clarify answers, so that the data obtained becomes richer and more detailed compared to other less interactive methods. The interview process was conducted face-to-face with the EFL teachers at the school. The interview questions were structured based on pre-designed indicators to ensure the data collected were relevant and in line with the focus of the study.

2. Observation

The researcher also conducted observation as one of the data collection methods in this study. Observation was chosen to answer research question number 2, because this method allows the researcher to directly observe how EFL teachers implement teaching practices in the classroom. Through observations conducted in a natural classroom context, the researcher was able to gather in-depth information about teaching strategies, patterns of teacher and student interaction, and techniques used to

create meaningful learning that often cannot be fully described through the interview method.

The researcher observed three different classes, each taught by one of the EFL teachers, with one meeting per class. The observation process was conducted systematically using an observation table that has been compiled in accordance with meaningful learning indicators. The use of this table aims to maintain the consistency and reliability of the data collected, while facilitating the structured data analysis process. With this approach, researchers can get a more complete picture of the dynamics of learning in the classroom, as well as understand more deeply the challenges and opportunities in implementing meaningful learning.

E. Data Validity

According to Denzin (1978), triangulation involves the use of multiple data sources, investigators, theories, or methods to cross-validate findings and enhance the validity of research. Validity is not measured by the number of people who agree, but by the consistency, richness of the data, and cross-checking between sources. To ensure the overall validity of this study, the triangulation used was source triangulation. The researcher interviewed the EFL students to make sure the source of the data provided by the EFL teacher

was valid. This triangulation will help confirm the findings and provide a more comprehensive view of the meaning of learning in EFL teaching.

F. Instrument

In this study, two primary instruments will be utilized to collect data: an observation checklist and a semi-structured interview guide. These instruments are designed to comprehensively capture the practices and perceptions of EFL teachers regarding meaningful learning.

1. Interview guideline

The interview guide is designed to elicit in-depth responses from EFL teachers about their notions, experiences, challenges, and how teachers overcome meaningful learning. This interview guide was conducted face-to-face which allowed flexibility to delve deeper into specific areas of interest. The interview guide aims to gather detailed qualitative data that complements the observational findings. It allows for an in-depth exploration of teachers' perspectives, providing a richer context and understanding of their strategies and beliefs regarding meaningful learning. The following are the interview guidelines:

Table 3. 1

Interview guidelines on EFL teachers' notions of meaningful learning in English language teaching

No	Variables	Indicators	Questions
1.	The Notion of Meaningful Learning	- Beliefs about language teaching: Teachers' beliefs about understanding meaningful learning and beliefs that meaningful learning influences classroom practice. - Attitudes towards student engagement: How teachers perceive student engagement and participation in meaningful learning.	- Can you describe what meaningful learning is in the context of EFL learning? - How do your beliefs about language teaching influence your classroom practices? - How important do you think attitudes towards student engagement are for meaningful learning in EFL classrooms?

Sources:

- (Lockhart, 1994)
- (Borg, 2003)

Table 3. 2

*Interview guidelines of the experience and challenges of
EFL teachers in implementing meaningful learning in
English language teaching*

No	Variables	Indicators	Questions
1.	Experience to reach Meaningful Learning	• Years of teaching experience: Number of years spent teaching EFL and a variety of contexts. • Strategies and Activities used to promote meaningful learning • Use of technology: Incorporation of digital tools and resources to enhance learning. Sources: • (Johnson, 2016)	1. How long have you taught EFL in high school? 2. What strategies do you use to foster meaningful learning? 3. How do you incorporate cultural elements into your teaching to enhance meaningful learning? 4. Can you give examples of activities or lessons that can achieve meaningful learning? 5. What digital tools or resources have you found

	• (Darasawang, 2006)	most beneficial in supporting meaningful learning in your English classes?
2. Challenges to Reach Meaningful Learning	• Classroom management issues: Difficulties in managing diverse classrooms with varying levels of language proficiency. • Resource limitations: Lack of adequate teaching materials and resources. • Assessment: Issues in designing effective assessments. • Student motivation: challenges in motivating students to engage in	1. What challenges do you face in managing your classroom to achieve meaningful learning? 2. What are the resource limitations you face in teaching to achieve meaningful learning? 3. What difficulties do you encounter in designing effective assessments for meaningful learning? 4. What challenges do you face in motivating students to engage in meaningful

meaningful learning activities.	learning activities?
Sources:	
• (Garton, 2008) • (Burnett, 2011)	

Table 3. 3
*Interview transcripts on EFL teacher's strategies to
overcome challenges in implementing meaningful learning
in English language teaching*

No	Variables	Indicators	Questions
1.	Teachers overcome challenges	• Overcoming challenges in the classroom: How to overcome challenges in the classroom. • Resource limitations: strategies to overcome resource limitations. • Assessment: strategies to overcome difficulties in assessing.	1. How did you overcome the challenges in managing the class? 2. How do you overcome limitations in meaningful learning? 3. What are your strategies for overcoming difficulties in assessment? 4. What strategies do you use to overcome the meaningful

-
- Student motivation: Strategies related to motivating students to engage in meaningful learning activities.
 - Feedback and reflective practices: Providing constructive feedback and regular self-reflection and adaptation of teaching practices based on feedback and outcomes.
5. How often do you engage in self-reflection about your teaching practices?
6. Do those reflections make the changes you make in your teaching based on reflective practice?

Sources:

- (Farrell, 2013)
 - (Harmer, 2007)
-

2. Observation guideline

The observation checklist is a structured tool used to systematically record the teaching practices of EFL teachers in their natural classroom settings. The checklist

includes specific indicators of meaningful learning based on educational theories and previous research. The checklist is designed to ensure that observations are systematic, consistent, and aligned with the research objectives. It provides a structured format for capturing detailed and relevant data on teaching practices related to meaningful learning. The following are the observation guidelines:

Table 3. 4

*Observation guidelines of EFL teachers' classroom
practice in meaningful learning*

No	Variables	Indicators	Item of observation
1.	Meaningful Learning	• Relevance of Material • Student Engagement • Social Interaction • Self-Reflection Sources: (Ausubel, 1968) (Fredricks et al., 2009) (Bunge, 2010)	1. The material taught is relevant to students' daily lives. 2. The teacher connects the lesson material to students' personal experiences. 3. The lesson material meets the student's learning needs. 4. Students actively participate in class discussions. 5. The teacher assigns tasks that

	(Schön, 1992)	motivate students to think critically. 6. Students show interest and enthusiasm during the learning process. 7. The teacher encourages group work and collaboration among students. 8. Students discuss and exchange ideas with each other during lessons. 9. The teacher asks students to reflect on what they have learned. 10. Students can identify their strengths and weaknesses in learning English. 11. The teacher allocates time for individual or group reflection.
2.	EFL Teaching Strategies	• Use of Appropriate Teaching Methods 1. The teacher uses various teaching methods suitable for the material

• Use of Appropriate Technology • Providing Meaningful Feedbacks. Sources: (Richards, Jack C. & Rodgers, 2014) (Dudeney & Hockly, 2012) (Sadler, 1989)	and student characteristics. 2. The methods used by the teacher facilitate a good understanding of English concepts. 3. The teacher utilizes technology in the English language teaching process. 4. The technology used helps enhance students' understanding of the lesson material. 5. The teacher gives assignments or projects for further exploration. 6. The teacher provides meaningful feedback to students during learning.
--	--

G. Method of Analyzing Data

The researcher applied Miles and Huberman's theory (Huberman, 1994) to data analysis. Miles and Huberman's

hypothesis serves as a guide for the steps researchers take to get the desired results.

The researcher followed the steps below:

1. Data Condensation

Data condensation means summarizing, selecting, simplifying, and focusing on important data. At this stage, the researcher obtained data from interviews and observations. From the interviews and observations, the data obtained was statistically analyzed to determine the significance of EFL teachers' notion of meaningful learning.

2. Data Display

The condensed data is presented in tables or matrices to facilitate analysis. For example, the table may contain columns for the teacher's name (or anonymous code), and ideas about meaningful learning in EFL teachers, and then describe to explain in more detail the interview results based on what the researcher has understood.

3. Conclusion

The data analysis technique concludes with the interpretation stage. At this point, the researcher evaluated the results to conclude. In this situation, the conclusion takes the form of a description of the teacher's activities

and the concept of meaningful learning among EFL teachers.

Table 3. 5

Initial Code

Code Initials	Meaning of Abbreviation
BU	Belief Understanding about Meaningful Learning
TB	Teaching Beliefs about Meaningful Learning
AT	Attitude toward Student Engagement
RM	Relevance of Material
SE	Student Engagement
SI	Social Interaction
SR	Self-Reflection
TM	Teaching Methods
UT	Use of Technology
MF	Meaningful Feedback
CMI	Classroom Management Issues
RL	Resource Limitation
CA	Challenges in Assessment
SM	Student Motivation
SCM	Strategy in Classroom Management

SRL	Strategy in Resource Limitation
SSM	Strategy in Student Motivation

Notes:

- “P” refers to data from Participants (teachers)
- Code format: [Code].[P].[Teacher Number].[Quote Number]

CHAPTER IV

RESEARCH 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 The Notion of Meaningful Learning within EFL Teachers in Their Language Teaching.

A. Findings of the Research

The findings of this study are to reveal the notion of meaningful learning: in EFL teachers in their language teaching. Authentic data was taken from protocol interviews for the teachers. Through some questions that the researcher asked the teachers in SMP Negeri 23 Semarang at the beginning of the new semester in the academic year 2024/2025.

The research procedure was applied methodologically to allow me to get valid information where the researcher made observations also about the learning that was going on in the classroom and interviewed the teachers to get ideas about meaningful learning: in EFL teachers in their language teaching. The researcher found data after conducting interviews with 3 teachers in SMP Negeri 23 Semarang. Because there are 3 English teachers, the researcher conducted observations of learning that took place in 3 classes according

to the teacher and also took documentation in the form of photos to support the research results.

1. The Notion of EFL Teachers on Meaningful Learning in English Language Teaching

The researcher has focused on the results of interviews and observations with 3 teachers at SMP Negeri 23 Semarang in accordance with the analysis method that the researcher uses the Miles and Huberman theory. Discussed the notion of EFL teachers on meaningful learning in English language teaching by including several aspects. The results of these perceptions are to answer research question number one: “What is the notion of EFL teachers on meaningful learning in English language teaching?”.

1.1 Belief about Meaningful Learning in English Language Teaching

Beliefs about meaningful learning in the context of teaching English as a Foreign Language (EFL) have an important role in shaping how teachers design and shape their teaching. The following is a table of answers from the 3 teachers interviewed about the definition of meaningful learning in teaching.

Table 4. 1

Teachers' beliefs in the definition of meaningful learning

Teacher	Meaningful learning is.....
---------	-----------------------------

1	The learning process involves the relationship between teachers and students..... teachers can carry out learning activities starting from planning, implementing, evaluating, and managing the class then students can understand and apply in their daily lives... (BU.P.1.1)
2	Fun learning does not feel intimidating... according to real experiences that are meaningful in their lives in English, there must be 4 skills: listening, speaking, reading, and writing ... (BU.P.2.1)
3	Meaningfulness itself can be defined as a person's value in the eyes of others.... teachers explain with interesting language and have strong data..... (BU.P.3.1)

From Table 4.1, it can be concluded that EFL teachers identify meaningful learning as a learning process involving a connection between teachers and students, where teachers design, implement, evaluate, and manage learning effectively, while students are expected to understand the material and apply it in their daily lives. Effective learning should be enjoyable, non-intimidating, and relevant to students' real-life experiences.

Teacher 1 stated:

In my opinion, the learning process involves the relationship between teachers and students, classroom

learning where the teacher can manage the class and deliver English-related material effectively. This allows students to understand what the teacher explains regarding the material. Subsequently, students can apply it in their daily lives. The teacher is also able to manage the class and carry out learning activities, starting from planning, implementation, to evaluation.

In English learning, it is important to develop the four main skills—listening, speaking, reading, and writing—through a meaningful approach. Meaningfulness itself reflects the value a person holds in the eyes of others. Therefore, teachers need to explain material using engaging language, supported by strong data, to make the learning process feel more relevant and beneficial for students.

Then, the beliefs about meaningful learning influence classroom practice as one of the main factors because teachers' beliefs about this concept will be reflected in how they teach. Therefore, not only do teachers' beliefs about meaningful learning determine their teaching approaches, but their efforts to create an environment where students actively participate also have a direct impact on the quality and outcomes of student learning. The following teachers' beliefs about meaningful learning influence classroom practice:

Table 4. 2

*Teachers believe that meaningful learning influences
classroom practice*

Teacher	Meaningful learning influences classroom practice
1	Meaningful learning facilitates classroom practice to communicate in English. (TB.P.1.1)
2	Meaningful learning facilitates classroom practice in mastering language. (TB.P.2.1)
3	Meaningful learning facilitates classroom practice is important because it is relevant to everyday life. (TB.P.3.1)

In the table above, it is found that all teachers believe that language teaching aims to help students communicate effectively. A good understanding of grammar and vocabulary is considered the basis for mastering a language. Furthermore, language learning becomes more meaningful when it is relevant to students' lives and experiences.

1.2 Attitudes Towards Student Engagement

Attitudes toward student engagement are an important factor in creating meaningful learning. Student engagement includes not only their presence in class but also active participation in the learning process. The data is summarized in the table below:

Table 4. 3*Attitudes towards student engagement*

Teacher	Student engagement is important or unimportant	Data
1	Important	Students should not just sit and listen, but they should actively participate in the discussion, and ask some questions or opinions because it shows that they understand the material being taught. (AT.P.1.1)
2	Important	Active participation greatly affects students' understanding.... trying to apply concepts in tasks.. (AT.P.2.1)
3	Important	 whether through discussions, collaborative tasks, or the use of relevant materials, can make the learning process more interesting and effective. (AT.P.3.1)

In Table 4.3 EFL teachers stated that students play a central role in the learning process in the classroom. Without the presence of students, no learning process will

occur, because the essence of learning is the interaction between teachers and students. Active student participation is crucial in meaningful learning, as it allows students not only to listen but also to interact directly with the material, engage in discussions with classmates, ask questions, and express opinions. This involvement helps students better understand and retain the material, compared to merely listening to the teacher's explanation.

As one participant noted:

Students should not just sit and listen, but they should actively participate in the discussion, ask some questions or opinions, because it shows that they understand the material being taught.

By encouraging active participation through discussions, collaborative tasks, and relevant materials, teachers can create a more engaging, effective, and comprehensive learning experience, which in turn enhances students' understanding of the content being taught.

So, it can be concluded that the presence and attitudes towards involvement of students in learning is not only important but essential. Learning can only take place well when there is interaction between teachers as teachers and students as learners.

2. The Experiences and Challenges of EFL Teachers in Implementing Meaningful Learning in English Language Teaching

In teaching English as a foreign language (EFL), meaningful learning has become a topic of increasing attention. Meaningful learning emphasizes the connection between the material taught and students' real life, to motivate them to understand and use English more functionally. However, its implementation often faces various challenges. EFL teachers are faced with various experiences and challenges, ranging from limited facilities, and a strict curriculum, to differences in students' ability levels. Teacher observation stated that:

2.1 EFL Teachers' Experiences

EFL teachers' experiences in implementing meaningful learning provide valuable insights into how educational theory is applied in practice, by creating an engaging, relevant, and impactful learning environment to connect language learning with students' real-life contexts. The following are the results of observations of English teachers' classroom practices in meaningful learning:

2.1.1 Relevance of Material

Material relevance plays an important role in implementing meaningful learning in the classroom. The

use of relevant materials such as authentic texts, real-world tasks, and contextually appropriate themes can promote deeper understanding, critical thinking, and active participation.

Table 4. 4

Relevance of material to teaching strategy

Teacher	Relevant or Irrelevant	Data
1	Relevant	Describing the location and characteristics of native Indonesian animals is very relevant to the principle of meaningful learning. Students can understand how important it is both for nature conservation and to enrich their knowledge of biodiversity. (RM.P.1.2) Activity Steps: • Opening 1. The teacher starts the lesson by asking triggering questions, such as: “Who likes animals?” “Do you know which animals are only found in Indonesia?” “Have you ever seen it live and where?” 2. The teacher explains the importance of knowing endemic animals and how it

relates to nature conservation.

- Core Activity

3. Group Formation: Divide students into small groups (4-5 people).

4. Material Distribution: Each group is given the name of one of the major islands in Indonesia (Sumatra, Java, Kalimantan, Sulawesi, Papua).

5. Assignment: Each group looks for information about at least 2 types of endemic animals that exist on the designated island. Information to be sought includes:

Animal name, Physical characteristics, Habitat, Picture (if possible), Reasons why the animal is important to conserve

6. Group Discussion: Group members discuss to gather information and develop a presentation.

- Presentation

7. Each group takes turns presenting the results of their discussion in front of the class.

8. Other groups may provide responses or questions.

		• Closing
		9. The teacher provides a conclusion and reinforcement of the material.
		10. The teacher invites students to discuss what they have learned and how they can contribute to the conservation of Indonesian endemic animals.
2	Relevant	The practice topic of interviewing a friend about the English certification exam is also in line with meaningful learning. This material is relevant because it connects theory with real experiences that students are already familiar with, encouraging them to relate knowledge to their personal experiences. (RM.P.2.2) Activity steps: • Introduction 1. The teacher starts the lesson by asking the class. <i>“Who has taken the English certification exam?”</i> <i>“What do you think is important when preparing for an English certification exam?”</i>

-
2. The teacher explains the importance of English certification exams, such as TOEFL, IELTS, or Cambridge exams, and how these exams can open up opportunities to continue studying or working abroad. The teacher gives an example of how an interview takes place (*role-play an interview with a student or a volunteer from the class, e.g. Have you ever taken an English certification exam? How was your experience?...*)
- Core activity:
 3. The teacher divides the students into pairs
 4. The teacher explains that each pair will conduct a mock interview about the English certification exam. One of the students will act as the interviewer, and the other as the informant.
 - Material Distribution:
 5. The teacher gives each student a set of questions to guide their interview (e.g. Have you ever
-

		taken an English certification exam? How was your experience? How did you prepare for the exam? What skills do you need to focus on?). 6. The teacher encourages students to give each other feedback on their answers, especially regarding fluency and clarity. 7. The teacher assigns a follow-up assignment on Google Docs.
		• Closing 8. Summarize the main points discussed during the activity. 9. Reinforce how this exercise helped connect their theoretical knowledge of English exams with real-life experience. 10. Students reflect on their performance and how they felt during the interview.
3	Relevant	Familiarizing the vocabulary of objects around us with students' daily lives is an effective way to implement meaningful learning.

By discussing words that they often encounter, students will feel more connected to the material. **(RM.P.3.2)**

Activity steps:

- Introduction
 1. The teacher starts by introducing the concept of “everyday objects” and why it is important to know their names and their use in English.
 2. The teacher writes some common objects on the board and asks the students to name them in English (*e.g. chair, book, pencil*).
 3. The teacher asks where they usually use these objects in daily life.
 - Core activity:
 4. The teacher divides the class into small groups (3-4 students).
 5. The teacher explains the task: each group will do a mini “*object observation*” in the classroom or around the school environment. Students should find as many objects as possible, then discuss the names, functions and locations
-

-
- of the objects in English with their group members.
6. The teacher gives the groups time to explore the area and observe the objects they find.
 7. They should also describe where the object is usually found (*for example: "A pen is usually on my desk" / 'Sebuah pulpen biasanya ada di meja saya'*).
 8. Each group must write down their observations, including the name of the object, a description, and its use.
 9. After finishing the work, one student from each group is told to read out the results and then collect them.
- Closing
10. The teacher ends the activity by reviewing the vocabulary discussed.
 11. The teacher asks the students to reflect on how observing everyday objects and discussing them in English helped them
-

-
- | | |
|-----|---|
| | connect the language with real experiences. |
| 12. | As an assignment, students observe and write down the objects at home and their uses. |
-

In the table of results from the observed classes, the relevance of the material is emphasized as a key element in promoting meaningful learning. The material topics taught followed the teaching modules owned by the EFL teachers. One teacher focused on the topic of descriptions of animals native to Indonesia, which made the lesson directly related to students' understanding of nature conservation and biodiversity, which is important for their academic development and environmental awareness (RM.P.1.2). The relevance of the material highlights how integrating the material with students' experiences can significantly increase engagement and understanding, creating a more meaningful and effective learning environment.

2.1.2 Student Engagement

Student engagement is also important in the implementation of meaningful learning in English teaching. When students are actively involved in the learning process, they not only absorb information, but also participate in discussions, collaborative activities, and reflections that

make learning more interesting and effective. With high engagement, students can develop a deeper understanding of English and improve their skills.

Table 4. 5

Student engagement

Teacher	Engaged/not engaged	Data
1	Engaged	Students were actively involved when discussing various animals native to Indonesia and their habitats. They seemed enthusiastic when doing group tasks that required them to find more information about the animals they chose. (SE.P.1.2)
2	Engaged	Students were very interested when conducting interviews with their friends about their English certification exam experience. They actively asked questions and gave opinions. (SE.P.2.2)
3	Engaged	Students were very enthusiastic when given the task to find objects around them that matched

the new vocabulary they
had learned. **(SE.P.3.2)**

Active student engagement in the classroom refers to their participation in various aspects of learning, whether physically, emotionally, or cognitively. This activity is not only limited to giving answers or listening to the teacher's explanation, but also includes students' ability to engage in the learning process more deeply and thoroughly. Engagement is seen when students conduct interviews with their friends about their English certification exam experience. Here, students not only act as listeners, but also as active participants in the discussion, asking questions, and giving and receiving opinions (SE.P.2.2). This kind of engagement helps students to develop communication skills and self-confidence, as they are engaged in conversations that are practical and relevant to their lives.

2.1.3 Social Interaction

Social interaction is an important component in implementing meaningful learning in English language teaching. Through interaction, students have the opportunity to communicate, collaborate, and share ideas, which helps them build a deeper understanding of the language. Social interaction will encourage critical thinking, problem-

solving, and interpersonal skills, making the learning experience more comprehensive and impactful.

Table 4. 6

Social interaction

Teacher	Socially interacted/inateracted	Data
1	Interacted	Students work in groups to discuss information about animals, share knowledge, and discuss the importance of animal conservation, which strengthens cooperation between students. (SI.P.1.2)
2	Interacted	Students work in pairs to conduct interviews, share experiences about the English certification exam, and give each other advice regarding exam preparation. This encourages social collaboration which benefits their learning. (SI.P.2.2)

3	Interacted	Group discussions about objects around them strengthen cooperation between students, helping each other understand and remember new vocabulary. (SL.P.1.3)
---	------------	--

Social interaction is an important component in implementing meaningful learning in English language teaching. Social interaction through various collaborative activities provides many benefits to student learning. Group discussions and working in pairs help students build a sense of shared responsibility, improve critical thinking skills, and strengthen their understanding of the material through the help and support of their peers. It not only trains confidence in students but also in problem-solving skills. Students learn to listen, respect, and appreciate the opinions of others.

As one participant noted:

Group discussions about objects around them strengthen cooperation between students, helping each other understand and remember new vocabulary.

2.1.4 Self-Reflection

Self-reflection is indispensable in implementing meaningful learning in English language teaching, as it allows teachers and students to evaluate and enhance their learning processes. For teachers, self-reflection involves assessing the effectiveness of their teaching strategies, materials, and methods in creating a supportive and engaging learning environment. This practice helps them identify areas for improvement and adapt their approaches to better meet the needs of their students. For students, self-reflection provides an opportunity to evaluate their understanding, track their progress, and identify challenges they face in learning English. By engaging in reflective practices, teachers and students can foster a deeper awareness of their roles and responsibilities in the learning process, ultimately leading to more meaningful and impactful outcomes.

Table 4. 7

Self-reflection

Teacher	Making/not making reflection	Data
1	Making	After the discussion, students are asked to write a personal reflection on how they can contribute to the conservation of animals

		around them, which invites them to think more deeply about the topic. (SR.P.1.2)
2	Making	After the interview, students are asked to write a reflection on how they can better prepare for the English certification exam, which encourages them to think about their self-development steps. (SR.P.2.2)
3	Making	After completing the task, students are asked to write about objects in their homes that they consider important and reflect on how they can use this new vocabulary in their daily lives. (SR.P.3.2)

The three reflections conducted by the teachers are utilized as a strategy to link learning with students' real lives. As done by the third teacher directing students to interpret important objects in their homes while applying new vocabulary in everyday life (SR.P.3.2). From here students can practice the vocabulary at home from what they have learned at school.

2.1.5 Use of Appropriate Teaching Methods

The use of effective teaching methods ensures that learning is engaging, relevant and suited to the needs of diverse students. By choosing approaches that are aligned with learning objectives and students' ability levels, teachers can create a dynamic environment.

Table 4. 8

Teaching relevant the method to meaningful learning

Teacher	Relevant or Irrelevant	Data
1	Relevant	Use discussion and presentation methods to describe the location of native Indonesian animals. (TM.P.1.2)
2	Relevant	Pair discussions for the topic of English certification interviews. (TM.P.2.2)
3	Relevant	Group discussion methods such as direct observation of objects around students are used. (TM.P.3.2)

In Table 4.8, almost all teachers use learning methods in discussions to encourage active participation, encourage critical thinking, creativity, and problem-solving skills, as well as deeper understanding.

Teacher 1 said:

Use discussion and presentation methods to describe the location of native Indonesian animals.

Students are allowed to present their materials or work in front of the class, which allows them to develop their speaking skills and confidence using English. Learning methods can be adjusted to the material to be taught.

2.1.6 Use of Appropriate Technology

The use of technology can help facilitate teaching. Technology can provide a variety of tools and resources that make learning more interactive, engaging and accessible, by integrating multimedia, such as videos, audio recordings, displaying images, and of course more variety.

Table 4. 9

Use of appropriate technology with learning materials

Teacher	Appropriate/inappropriate	Data
1	Appropriate	Displaying pictures of native Indonesian animals on the projector to provide visual context. This helps students understand the concepts better through multimedia

		elements. (UT.P.1.2)
2	Appropriate	Using PPT to explain the material. For the assignment, we used Google Docs. (UT.P.2.2)
3	Appropriate	Only using the phone because the teacher is no longer young so it is difficult to use other media. (UT.P.3.2)

Table 4.9 states that technology in learning in the current era contributes significantly to creating meaningful learning. Teachers are also required to master various technologies and platforms that facilitate and create a more dynamic learning environment. Many kinds of software can be adjusted to the material being taught. One teacher displayed pictures of native Indonesian animals on a projector (UT.P.1.2). However, not all teachers in schools understand the use of technology for teaching. This is often constrained by age, so they tend to rely solely on their smartphone to find additional learning resources. This does

not mean that these teachers do not agree that the use of technology is very relevant for learning (UT.P.3.2).

2.1.7 Providing Meaningful Feedback

Providing feedback serves to help students understand their strengths as well as weaknesses that need improvement. In the context of English language teaching, feedback can cover various aspects such as grammar, vocabulary usage, pronunciation, and overall communication skills.

Table 4. 10

Providing meaningful feedback

Teacher	Meaningful/not meaningful	Data
1	Meaningful	The teacher gives written feedback on the animal location description task, pointing out any errors in the students' grammar. (MF.P.1.2)
2	Meaningful	The teacher gives verbal feedback after listening to students' interviews, appreciating good intonation, and giving suggestions on pronunciation mistakes. (MF.P.2.2)

3	Meaningful	The teacher gives immediate feedback when students mention some vocabulary of surrounding objects, directing them to correct the wrong vocabulary. (MF.P.3.2)
---	------------	--

In the table above, the feedback provided by EFL teachers is relevant to students' needs, both verbal and written, which helps students understand their strengths and weaknesses. Providing immediate feedback when students use incorrect vocabulary helps them correct and remember the correct word immediately.

Teacher 3 said:

The teacher gives immediate feedback when students mention some vocabulary of surrounding objects, directing them to correct the wrong vocabulary.

This feedback accelerates the vocabulary learning process and improves their ability to speak more accurately and precisely.

2.2 EFL Teachers' Challenges

Implementing meaningful learning in English language teaching (ELT) presents various challenges for EFL teachers. These challenges can come from many

aspects of the learning experience, as it requires adjusting teaching strategies, materials, and classroom environments to suit the needs of diverse learners. These barriers illustrate the complex dynamics that EFL teachers must face in their efforts to create meaningful learning for students. Here are some challenges for EFL teachers:

2.2.1 Classroom Management Issue

Classroom management is essential for implementing meaningful learning in English language teaching but often poses challenges for EFL teachers. Teachers are not only required to create a conducive learning atmosphere, but must also be able to deal with various obstacles, such as students' lack of confidence, lack of vocabulary mastery, and reluctance towards the subject.

Table 4. 11

Classroom management issues

Teacher	Kinds of challenges	Data
1	Students lack confidence	Difficulties arise when students with low ability levels do not feel confident to communicate in English and master the vocabulary so they find it difficult. (CMI.P.1.2)

2	Students are unfocused	Teachers face the challenge of students who are often unfocused during lessons. Students are often distracted by things around them, such as talking to friends, playing with gadgets, or looking out the window. (CMI.P.2.2)
3	Students dislike English	Getting students who initially dislike English to like English because many of them do not speak English and educating students to have fun in class. (CMI.P.3.2)

EFL teachers face various challenges in managing the classroom to support meaningful learning, especially when dealing with students with low English proficiency. Such students often feel insecure about speaking or communicating in English in class. This lack of confidence is usually caused by their limited mastery of basic vocabulary, so they find it difficult to understand the material being taught or to participate in learning activities (CMI.P.1.2). As a result, students tend to be passive and less engaged in the learning process, which in turn can hinder

the development of their language skills. This challenge requires teachers to implement more supportive strategies.

2.2.2 Resource Limitations

These resource limitations can take many forms, such as inadequate access to teaching materials, lack of technological support, or limited classroom space. In many educational environments, teachers may struggle to provide the necessary resources for students to engage in learning experiences that are practical and relevant to real life.

Table 4. 12

Resource Limitations

Teacher	Kind of challenges	Data
1	No specific textbooks	There are no specific textbooks to meet students' needs. The material in the available textbooks is too difficult, too easy, or not flexible enough. (RL.P.1.2)
2	Limited technology access	Limited access to technology such as projectors, computers, or the internet in the classroom makes learning less interactive. (RL.P.2.2)

3	Lack of contextual materials	Teachers feel they lack relevant teaching materials, especially materials that support real-life-based learning. (RL.P.3.2)
---	------------------------------	---

From the results of the table above, there are various resource limitations experienced by EFL teachers while teaching. One of the main challenges is the lack of relevant teaching materials, especially materials that support real-life-based learning (RL.P.3.2). This is a challenge because such materials are important to help students understand how English lessons can be applied in real situations. This limitation encourages teachers to find creative solutions to still be able to create effective, interesting, and meaningful learning for students.

2.2.3 Assessment

Designing effective assessments is an important yet challenging aspect of implementing meaningful learning in English language teaching. One issue that often arises is that teachers must ensure that assessments are aligned with learning objectives and measure not only students' knowledge but also their ability and application of skills. Teachers have to balance between fairness and necessity for all students.

Table 4. 13*Challenges in Assessment*

Teacher	Kinds of challenges	Data
1	Diagnostic Assessment	In diagnostic assessment, teachers
	There is no difficulty in assessing both cognitive and non-cognitive aspects.	use pre-tests and observations to understand their attitudes. In formative assessment, teachers
	Formative Assessment	give writing assignments or
	There is no difficulty in assessing both cognitive and non-cognitive aspects.	speaking exercises. And in summative assessment, teachers use written exams and evaluate students' discipline and participation in learning. (CA.P.1.2)
2	Summative Assessment	
	There is no difficulty in assessing both cognitive and non-cognitive aspects.	
	Diagnostic Assessment	In diagnostic assessment, teachers
	There is no difficulty in assessing both cognitive and non-cognitive aspects.	use pre-tests and short interviews to find the motivation to learn English. In the formative assessment, the teacher gives assignments or short
	Formative Assessment	

3	There is no difficulty in assessing both cognitive and non-cognitive aspects.	quizzes and student activeness in class. And in summative assessment, teachers use written exams and evaluate student discipline and participation during learning. (CA.P.2.2)
	Summative Assessment	
	There is no difficulty in assessing both cognitive and non-cognitive aspects.	
	Diagnostic Assessment	In diagnostic assessment, the teacher uses a simple pre-test and observes students' interest in the material.
	There is no difficulty in assessing both cognitive and non-cognitive aspects.	In formative assessment, teachers have little difficulty in assessing students' speaking in class due to time constraints but teachers also assess students' activeness in class by providing feedback. And in summative assessment, teachers use written exams and evaluations to complete their assignment tasks. (CA.P.3.2)
	Formative Assessment	
	Little difficulty in the cognitive aspect of students to assess their speaking. In the non-cognitive aspect, there was no difficulty.	
	Summative Assessment	
	There is no difficulty in assessing both cognitive and non-cognitive aspects.	

Based on the results of interviews with three EFL teachers regarding challenges in designing and implementing assessments, it was found that the majority of teachers did not face significant difficulties in designing assessments, both on cognitive and non-cognitive aspects, in all types of assessments (diagnostic, formative, and summative). This shows that the teachers have a good understanding and skills in developing assessment instruments according to learning needs. EFL teachers used pre-tests and observations in diagnostic assessment to understand students' motivation and interest in learning English. In formative assessment, they used writing assignments, and quizzes, and assessed students' engagement in the learning process. While in summative assessment, teachers rely on written exams and evaluate students' discipline and participation during learning and completing assignment tasks.

However, one teacher found it difficult in the context of assessing speaking skills, due to constraints related to limited class time. This limitation makes it difficult for teachers to provide thorough formative assessments to each student. This challenge mainly occurs in the formative assessment of cognitive aspects, where

teachers have to monitor students' speaking fluency, pronunciation, grammar, and vocabulary individually in limited time (CA.P.3.2). Overall, the data shows that teachers tend to cope well with other aspects of assessment. This reflects their professionalism in designing and implementing assessments that are in line with the learning objectives.

2.2.4 Student Motivation

Motivating students to engage in meaningful learning activities is not easy for EFL teachers. Many students, especially those with limited English proficiency, often lack confidence or interest in actively participating in learning. Some students perceive English as a difficult subject or do not see its relevance to everyday life, leading to low enthusiasm and minimal engagement.

Table 4. 14

Challenges in motivating students

Teacher	Kinds of challenges	Data
1	Low interest in English	This can be reflected in apathy towards the material being taught, lack of participation in discussions, or unwillingness to do English-related tasks. (SM.P.1.2)

2	Lack of motivation in reading tasks	Students are less motivated in reading tasks that are rather voluminous or slightly complex. (SM.P.2.2)
3	Lack of motivation to speak English in the class	Students feel embarrassed or afraid of making mistakes when speaking in English, so they tend to keep quiet or avoid speaking. (SM.P.3.2)

In classroom learning, we often see students who are less eager to complete the tasks given by the teacher and are not enthusiastic in responding to various questions asked by the teacher. This is an obstacle for teachers to carry out meaningful learning in the classroom. The table above states that students often lack the enthusiasm to complete reading assignments, perhaps because they feel that the material is not interesting or too difficult. In addition, some students are also reluctant to speak in English in class, often due to fear of making mistakes or lack of confidence. These challenges require creative strategies from teachers to increase student motivation.

3. EFL Teacher's Strategies for Overcoming Challenges in Implementing Meaningful Learning in English Language Teaching

After identifying the challenges faced by EFL teachers in implementing meaningful learning, it is important to understand how teachers overcome these challenges. These challenges arise from several factors. In this section, the researcher discusses the strategies for overcoming these challenges. The following are the responses from EFL teachers:

3.1 Strategies to Overcome the Challenges in Classroom Management

Here, the researcher discusses the strategies to overcome the challenges of classroom management. Based on the interviews, teachers adopt innovative approaches tailored to student's needs and the classroom situation to ensure that learning remains meaningful despite the limitations. The following are the various ways teachers overcome challenges in classroom management:

Table 4. 15

Strategies to overcome the challenges in classroom management

Teacher	Kinds of strategies	Data
---------	---------------------	------

1	Using simple methods	Teachers use simpler and more visual teaching methods like pictures. Also, conversation exercises should be conducted in pairs to boost students' confidence. (SCM.P.1.3)
2	Using interactive learning	Use interactive learning techniques such as language games, group discussions, or fun language learning apps to keep students' attention. (SCM.P.2.3)
3	Connects the material with the student's interest	Teachers connect the material to students' interests, for example using music, movies, or relevant topics. Teachers also organize learning-based games to create a fun classroom atmosphere. (SCM.P.3.3)

EFL teachers overcome the challenges of meaningful learning by applying various strategies tailored to the needs of the students. They use simple and visual teaching methods, interactive learning techniques, and connect the material to students' interests.

As teacher 3 said:

Teachers connect the material to students' interests, for example using music, movies, or relevant topics. Teachers also organize learning-based games to create a fun classroom atmosphere.

This aims to make students feel more interested and enjoy the process of learning English.

3.2 Strategies to Overcome the Challenges in Resource Limitations

Despite the limited resources available, EFL teachers employ a variety of strategies to ensure that their students can still engage in meaningful learning. By adapting materials from various sources, utilizing simple yet effective media, and creating contextually relevant learning experiences, educators strive to overcome these barriers and create an environment that supports students' language development effectively. The following table outlines the strategies used by teachers to overcome these resource limitations:

Table 4. 16

Strategies to overcome the challenges in resource limitation

Teacher	Kinds of strategies	Data
---------	---------------------	------

1	Adapt materials from various sources	EFL teachers should still prepare/adapt books from other sources or teachers can prepare teaching materials from various sources such as online articles to develop learning materials that are suitable for students' ability levels. (SRL.P.1.3)
2	Using simple media	Using simple media that does not rely on technology, such as whiteboards. Students can present independently without technology if there is no projector in the classroom, or use images/texts that have been printed from home. (SRL.P.2.3)
3	Create or adapt real-life-based materials	Creating or adapting materials relevant to students' real-life experiences, such as project-based assignments that require students to search for information from their daily lives or surroundings. (SRL.P.3.3)

In the table above, teachers use a variety of strategies to overcome resource limitations. In the previous discussion, teachers have a shortage of real-life materials and one approach is to create or adapt real-life-based materials, which is another key strategy. Teachers design project-based assignments that encourage students to relate their learning to their daily experiences, making the content more relevant and engaging. Adapting materials from various sources, such as online articles, videos, or other educational content, to ensure they match students' needs and ability levels, especially when textbooks are inadequate (SRL.P.3.3). These strategies devised by EFL teachers help maintain students' meaningful learning experiences despite the challenges of lacking resources.

3.3 Strategies to Overcome the Challenges in Assessment

Assessment is essential in measuring students' understanding and development in implementing meaningful learning. Based on the interviews with three EFL teachers, most teachers did not experience significant difficulties in designing and implementing assessments in various aspects, both cognitive and non-cognitive, as well as in different types of assessments, including diagnostic, formative, and summative. However, one teacher faced challenges in assessing students' speaking skills due to

limited time in class. This constraint mainly occurs in the formative assessment of cognitive aspects, where teachers have to evaluate students' fluency, pronunciation, grammar, and vocabulary individually in a limited time. To overcome this challenge and ensure that assessment continues to be effective without compromising the quality of learning, appropriate and efficient strategies are needed.

Interview results:

The strategy is to utilize technology for independent speaking assessment by recording voice on a smartphone. The recording is then sent to the teacher to be evaluated according to the time available.

By implementing this strategy, teachers can effectively address the challenge of limited class time while maintaining the quality of speaking assessment. This approach also increases student engagement and provides them with opportunities to improve their skills through reflection on their recordings.

3.4 Strategies to Overcome the Challenges in Student Motivation

Overcoming low student motivation in English language learning is a challenge often faced by EFL teachers. Low motivation can affect students' participation, engagement in learning activities, and overall learning

outcomes. Therefore, teachers must develop effective strategies to increase students' enthusiasm and interest.

Table 4. 17

Strategies to overcome the challenges in student motivation

Teacher	Kinds of strategies	Data
1	Implementing interest-based learning	Implementing interest-based learning, such as creating projects that involve real activities where they use English practically. (SSM.P.1.3)
2	Using interesting and relevant readings	Using interesting and relevant readings, such as stories that relate to students' lives. Group discussions or analyzing a novel together make students more active and engaged. (SSM.P.2.3)
3	Using role-play and informal speaking tasks	Using role-play techniques or more informal speaking tasks, such as interviews or mini-presentations, to provide more fun and less daunting speaking opportunities. (SSM.P.3.3)

In the table above, the strategies used by EFL teachers are implementing interest-based learning, such as creating projects that involve real activities, using reading books such as novels to analyze together, and using role play or interview, and presentation methods.

Teacher 3 stated:

Using role-play techniques or more informal speaking tasks, such as interviews or mini-presentations, to provide more fun and less daunting speaking opportunities.

This technique is excellent for creating a more enjoyable speaking atmosphere and reducing students' fear of using English orally.

B. Discussion

In this section, the researcher presents the answers to the research questions that aim to answer the problem formulation: 1) to describe the notion of EFL teachers on meaningful learning, 2) to explain the experiences and challenges of EFL teachers in implementing meaningful, and 3) to explain how the EFL teachers overcome challenges in creating meaningful learning. This part connects the research findings from the previous part to the research questions, more explanations are provided below:

The findings of this study show that EFL teachers understand meaningful learning as a process that builds

strong relationships between teachers and students while ensuring that students understand and apply knowledge in real-life contexts. This is in line with recent research that emphasizes student-centered learning and active engagement as key components of meaningful learning (Kostiainen et al., 2018). Teachers in this study highlighted that meaningful learning is not only about acquiring knowledge, but it should also create fun learning, reduce fear in learning, and integrate the four main language skills-listening, speaking, reading, and writing. And this finding is consistent with (Aarto-Pesonen & Piirainen, 2020) research which highlights the importance of personal relevance and emotional engagement in shaping meaningful learning experiences.

In addition, EFL teachers' belief in meaningful learning directly affects their teaching practices. This is in line with (Gilakjani & Sabouri, 2017) highlighting the fundamental role of educators' beliefs in shaping effective teaching strategies and creating a positive learning environment. The teachers recognize that when learning is relevant to students' lives, it can facilitate language acquisition and increase learning motivation. EFL teachers also emphasize that students' active participation through discussions, collaborative tasks, and question-based

learning plays an important role in deepening understanding. This is in line with research by (Nunan, 2012) highlighting the role of communicative and task-based approaches in supporting meaningful learning.

Overall, the notion of meaningful learning among EFL teachers is multifaceted, involving student engagement, relevance of materials, and real-life application of knowledge. To effectively implement meaningful learning, teachers should integrate real-world contexts, use interactive learning methods, and create a student-centered learning environment. Given the developments in language education, future research could explore how evolving technologies and adaptive teaching strategies affect meaningful learning outcomes in the EFL classroom.

Furthermore, the results of this study highlight what EFL teachers experience in teaching English to create meaningful learning for students in the classroom. However, in its implementation, EFL teachers also have significant challenges. Here are the results:

a. EFL Teacher's Experiences

EFL teachers' experiences in implementing meaningful learning reflect how educational theory is adapted into classroom practice. Teachers strive to

create an engaging, relevant, and impactful learning environment by connecting English learning to students' real-life contexts. There are several important aspects such as material relevance, student engagement, social interaction, self-reflection, use of methods, use of technology, and providing meaningful feedback.

The first is that material relevance plays an important role in creating meaningful learning in the EFL classroom. The use of authentic texts and real-world-based tasks enhances students' understanding, critical thinking, and participation. Observations show that teachers follow the teaching modules with topics that match students' experiences. For example, the description of animals native to Indonesia not only supports academics but also increases environmental awareness. The integration of contextualized materials is proven to increase engagement and understanding, making learning more effective and meaningful. This is in line with (Corina Mariana Mitrulescu, 2024) research which shows that authentic materials significantly increase students' motivation in EFL contexts. They provide real-world language input that

resonates with students, making the learning experience more engaging and relevant.

Secondly, student engagement plays an important role in meaningful learning in the EFL classroom. When students are active in discussion, collaboration, and reflection, they not only absorb information but also develop deeper understanding and English language skills. Observations show that engagement is seen in interviews about certification exam experiences, where students play the role of listeners and active participants. This activity improves communication skills and confidence, making learning more practical and relevant to their lives. This research is in line with (Yang, 2022) as this paper highlights a significant increase in engagement research, emphasizing its impact on language learning and communication skills in diverse contexts.

Third, social interaction plays an important role in meaningful learning in EFL classrooms. Through group discussions and pair work, students can communicate, collaborate, and share ideas, which strengthens their understanding of the material. This interaction also encourages critical thinking, problem-solving skills, and shared responsibility. In addition to

increasing self-confidence, students learn to listen to and respect the opinions of others. In line with (Nhan, 2024) which concluded that EFL students viewed interactive teaching methods positively. These methods, which include group work, discussion, and role-play, significantly increase students' engagement and motivation in language learning.

Fourthly, self-reflection applies to both teachers and students. Teachers use it to evaluate the effectiveness of teaching strategies and materials, while students assess their understanding, progress, and challenges in learning. Observations show that reflection can connect learning to real life, such as when students apply new vocabulary by interpreting important objects in their homes. Thus, reflection helps to increase awareness, understanding, and application of English in a more meaningful way. This is in line with (Flynn, 2024) that self-reflection is a valuable tool in education, which benefits both students and instructors by increasing understanding, encouraging the application of knowledge, and promoting professional growth.

Fifth, the use of effective teaching methods can create learning that is interesting, relevant, and

appropriate to students' needs. Observation shows that almost all EFL teachers apply discussion methods to encourage active participation, critical thinking, and problem-solving skills. However, some apply the presentation method. One example was a presentation on the location of animals native to Indonesia, which helped students develop speaking skills and confidence in English. The methods applied by EFL teachers are tailored not only to the material being taught but also to the students' diverse learning styles in each class. Each group of students has different characteristics and learning needs, so teachers need to adjust their approach to make learning more effective and meaningful. This is in line with (Achieng, 2023) research that there is no one best method for teaching English. Instead, effective teaching depends on the unique needs of the students and the specific context of the classroom. Each teacher customizes their style to suit the needs of their students. By understanding the differences in learning styles teachers can adapt teaching strategies to ensure that each student can understand and absorb the material properly.

Sixth, the use of technology in learning can make the learning process more interactive, interesting,

and accessible. Observations show that technology contributes greatly to creating meaningful learning, such as the use of projectors to display images of animals native to Indonesia. However, not all teachers are proficient in technology, mainly due to age, so they rely more on cell phones to find additional learning resources. Nevertheless, the teachers still realize that technology is very relevant and useful in supporting learning. Supported by (Roveda, 2024) In a digital context, the role of educators is evolving. They are no longer just transmitters of knowledge but facilitators of learning. This shift requires educators to develop new skills and adapt their teaching strategies to effectively incorporate technology into their lessons.

Seventh providing feedback helps students understand their strengths and weaknesses in learning English, including grammar, vocabulary, pronunciation, and communication skills. Observations show that the feedback provided by teachers, both oral and written, is relevant to students' needs. For example, immediate correction of vocabulary errors allows students to immediately correct and remember the correct word. Thus, timely and appropriate feedback can accelerate the learning process and improve

students' speaking accuracy and fluency. Supported by the research of (Hossain et al., 2024) the review emphasizes the importance of using various feedback modalities, such as written, verbal, and technological approaches. A multimodal strategy is recommended to cater to the diverse preferences of learners, ensuring that feedback is effective and engaging.

Ultimately, the success of meaningful learning in EFL classrooms depends on how well teachers integrate these elements into their teaching practices. By continuously adapting their strategies to meet students' needs, fostering a supportive and interactive environment, and leveraging various teaching tools, teachers can enhance students' motivation and language acquisition. When learning becomes personally relevant and engaging, students are more likely to develop confidence, critical thinking skills, and a deeper connection to the language. Thus, meaningful learning is not just a theoretical concept but a dynamic process that empowers students to use English effectively in real-world contexts.

b. EFL Teachers Challenges

It was observed that implementing meaningful learning in English language teaching (ELT) presents

various challenges for EFL teachers. These challenges include classroom management issues, resource limitations, assessment, and student motivation.

Firstly, classroom management is essential in implementing meaningful learning in ELT, but it is often a challenge for EFL teachers. The main difficulties include students' lack of confidence, limited vocabulary, and disinterest in the lesson. Observations show that students with low English proficiency tend to be passive, hindering their engagement and skill development. This is supported by (Khansir & Mirzaei, 2024) the paper notes that classroom management poses considerable challenges for teachers. It is described as one of the major difficulties in controlling an English language teaching classroom, indicating that teachers often face various obstacles in maintaining order and engagement.

Secondly, in resource limitations, EFL teachers have challenges such as a lack of access to teaching materials, technology support, and classroom facilities. Observations show that the lack of real-life relevant teaching materials hinders students' understanding of the application of English in everyday situations. This challenge encourages teachers to find

creative solutions to continue creating effective, interesting, and meaningful learning for students.

Thirdly, designing effective assessments in ELT is an important yet challenging aspect, especially in ensuring alignment with learning objectives and measurement of students' skills. Observations showed that the majority of teachers had no difficulty in designing cognitive and non-cognitive assessments, whether diagnostic, formative, or summative. However, obstacles arise in assessing speaking skills due to limited class time, which makes it difficult to conduct thorough formative assessments. Overall, the data shows that teachers have a good understanding and skills in designing assessments that suit learning needs. Research (Qizi, 2024) stated that formative and summative assessments are essential to evaluate students' English proficiency effectively.

Lastly, motivating students to engage in meaningful learning is a challenge for EFL teachers, especially for students with limited English. Observations show that lack of confidence and the perception that English is difficult or irrelevant lead to low enthusiasm. This can be seen from the lack of participation in reading and speaking tasks in class.

Therefore, teachers need to implement creative strategies to increase students' motivation to be more active and engaged in learning. A study by (Johnmarshall, et al., 2022) emphasized that teachers' motivational styles play an important role in addressing this issue. By fostering an autonomy-supportive environment, where students feel safe to make mistakes and are encouraged to take responsibility for their learning, teachers can help reduce anxiety and build confidence. The author highlights that creating a positive and inclusive classroom atmosphere and using strategies that connect the learning material to students' lives can trigger intrinsic motivation and sustain student engagement. This is in line with the need for EFL teachers to implement creative and student-centered approaches that inspire students to actively participate and develop their language skills more effectively.

In conclusion, implementing meaningful learning in ELT requires EFL teachers to face various challenges, including classroom management, limited resources, assessment design, and student motivation. Despite these obstacles, teachers continue to adapt and innovate to create an engaging and effective learning

environment. By understanding students' needs, implementing creative teaching strategies, and building a supportive classroom atmosphere.

Having identified the challenges in implementing meaningful learning, it is important to understand the strategies EFL teachers use to overcome them. These challenges arise from various factors, such as limited resources, low student motivation, and difficulties in assessment and classroom management. Interview results show that teachers apply various creative strategies to deal with these obstacles. This reflects teachers' efforts to create more effective and meaningful learning.

Firstly, EFL teachers used strategies to overcome classroom management challenges in meaningful learning by implementing innovative strategies tailored to students' needs. The interview results show that the teachers used visual methods, and interactive techniques, as well as connecting materials with students' interests, such as music, films, and educational games. These strategies help create a fun learning atmosphere, increase student engagement, and make English learning more interesting and effective. Supported by the research of (Paramita et al., 2024) stated that various proactive classroom management strategies

used by Indonesian teachers, including setting up the learning environment, developing positive relationships with students, and implementing prevention techniques to reduce negative behavior. Of course, EFL teachers must create a comfortable and interesting classroom for students to learn.

Secondly, despite facing limited resources, EFL teachers implement various strategies to ensure learning remains meaningful. Interview results show that teachers adapt materials from various sources, use simple yet effective media, and design project-based assignments so that students can relate learning to their daily experiences. By utilizing simple resources, it is equally important for EFL teachers to be as creative as possible to ensure meaningful learning. This is supported by (Chien, 2019) in her research which stated that using traditional learning methods, such as reading textbooks, taking notes, and learning through face-to-face discussions with classmates or teachers. This includes techniques such as repetition, mnemonics, and task-based learning that do not rely on technology. And he also mentioned that you can utilize print media by printing articles there. These strategies help to overcome the shortage of teaching materials and ensure the materials remain relevant, interesting, and appropriate to the

students' abilities, thus supporting their language development effectively.

Thirdly, interview results show that most teachers have no difficulty in designing and implementing assessments, but time constraints pose a challenge in formatively assessing speaking skills. To overcome this, teachers utilize technology by asking students to record their voices using smartphones and submit them for evaluation. This strategy allows the speaking assessment to remain effective without compromising the quality of learning while increasing student engagement and allowing them to reflect on their progress.

Lastly, strategies to overcome low motivation in English learning is one of the most important for English teachers, as this can affect students' participation and learning outcomes. The interview results show that teachers apply interest-based strategies, such as projects with real-life activities, and novel analysis, as well as role-play, interview, and presentation techniques. In research (YE, 2021) stated that effective strategies to increase student motivation, such as the use of project-based learning methods and activities relevant to students' daily lives. These strategies create a more enjoyable learning atmosphere, reduce students' fear of speaking English, and

increase their engagement and confidence in communication.

In conclusion, despite the various challenges in implementing meaningful learning in EFL classrooms, teachers demonstrate resilience and creativity in overcoming them. By employing innovative classroom management strategies, making the most of limited resources, utilizing technology for assessment, and applying interest-based approaches to boost student motivation, teachers ensure that English learning remains engaging and effective. These strategies not only address existing obstacles but also contribute to fostering a more interactive and student-centered learning environment. Ultimately, the ability of EFL teachers to adapt and innovate plays a crucial role in creating meaningful learning experiences that enhance students' language skills and overall learning outcomes.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The research findings show that meaningful learning is not just about remembering information, but also about the ability to transfer and apply that knowledge in real-life situations. The EFL teachers in this study understood meaningful learning as a process that promotes deep understanding, student engagement, as well as a personal connection between students and the material being taught. EFL teachers emphasized the importance of connecting learning to real-life experiences, creating a fun learning atmosphere, as well as ensuring that students can use their language skills in various contexts.

As a result of the research, it can be concluded that meaningful learning is shaped by several main factors, namely material relevance, student engagement, social interaction, self-reflection, use of appropriate teaching methods, technology integration, and providing meaningful feedback. EFL teachers used various strategies to implement meaningful learning, such as contextualizing the subject matter, encouraging active participation, and facilitating collaborative learning. By applying these strategies, they create an interesting learning environment so that students feel motivated and confident in using English to communicate.

Although, EFL teachers also face some challenges in implementing meaningful learning, such as classroom management issues, limited teaching resources, difficulties in assessment, and low student motivation. Some students have difficulty building confidence to speak in English, while others lack interest in reading and writing tasks. In addition, limited technological resources and appropriate textbooks often require teachers to adapt and develop more creative teaching strategies. Despite these challenges, EFL teachers apply various strategies to overcome them. They modify and adapt materials simply from various sources, use interactive learning techniques, connect the content to students' interests, and use only available technology. These strategies help to ensure that meaningful learning can still be achieved even in resource-constrained environments.

In conclusion, this study emphasized that meaningful learning in EFL teaching requires a balance between pedagogical strategies, teacher creativity, student engagement, and institutional support. Teachers must continuously adapt to students' needs to keep learning relevant and enjoyable.

B. Limitation

This study has some limitations that need to be considered. The research sample was limited to three EFL teachers in one

school, so the results are not fully representative of the wider educational context. The small sample size and the exclusion of EFL teachers from different schools or regions mean that this study does not provide a more comprehensive understanding and experience of meaningful learning practices. In addition, while this study highlights the role of technology in supporting meaningful learning, there is limited exploration of the full potential of various digital tools and platforms.

C. Suggestion

Based on the findings of this study with some limitations, some suggestions can be considered to improve the implementation of meaningful learning in teaching English as a foreign language (EFL) as well as for the development of future research.

1. For EFL Teachers

The researcher suggests that EFL teachers should continue to integrate real-life experiences into language teaching to make learning more interesting and relevant for students. In addition, EFL teachers should also continue to develop interactive and student-centered teaching methods to increase participation and encourage collaboration in the classroom. With the advancement of education, EFL teachers should be familiar with available

technology and at least be able to apply it in learning with various platforms that educate students. In addition, teachers are encouraged to implement reflective practices in teaching so that learning strategies can be continuously adapted to student needs and feedback.

2. For Future Researcher

In addition, it is suggested that future research be conducted with a larger sample to explore different contexts and levels of education in the implementation of meaningful learning. In addition, further research is needed to understand the long-term impact of meaningful learning strategies on students' language proficiency and motivation. The role of digital learning technologies should also be investigated in more depth, especially in supporting meaningful learning in EFL teaching environments. By paying attention to these aspects, it is hoped that meaningful learning can be further enhanced to create a more effective and engaging language learning experience for students.

REFERENCES

- Aarto-Pesonen, L., & Piirainen, A. (2020). Teacher students' meaningful learning in widening learning worlds. *Teaching Education*, 31(3), 323–342. <https://doi.org/10.1080/10476210.2018.1561662>
- Achieng, S. A. (2023). Exploring Effective Teaching Approaches for English as a Foreign Language (EFL) Instructors: Best Practices and Future Directions. *International Journal on Studies in Education*, 5(4), 515–529. <https://doi.org/10.46328/ijonse.170>
- Anderson, L. W., Krathwohl Peter W Airasian, D. R., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R., Raths, J., & Wittrock, M. C. (2001). *Taxonomy for_ Assessing a Revision of Bloom's Taxonomy of Educational Objectives*. <https://www.uky.edu/~rsand1/china2018/texts/Anderson-Krathwohl - A taxonomy for learning teaching and assessing.pdf>
- Ausubel, D. P. (1968). *Educational Psychology: A Cognitive View*. Holt, Rinehart and Winston, Inc.
- Boardman, A. G., Polman, J. L., Scornavacco, K., Potvin, A. S., Garcia, A., Dalton, B., Stamatis, K., Guggenheim, A., & Alzen, J. L. (2024). Examining Enactments of Project-based Learning in Secondary English Language Arts. *AERA Open*, 10(1), 1–17. <https://doi.org/10.1177/23328584241269829>
- Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching*, 36(2), 81–109. <https://doi.org/10.1017/S0261444803001903>

- Bunge, M. (2010). Mind and Society. *Boston Studies in the Philosophy and History of Science*, 287, 181–199.
https://doi.org/10.1007/978-90-481-9225-0_10
- Burnett, J. (2011). The Cambridge Guide to Second Language Teacher Education edited by Burns, Anne, & Jack C. Richards. *The Modern Language Journal*, 95(3), 455–456.
https://doi.org/10.1111/j.1540-4781.2011.01212_2.x
- Chien, C. W. (2019). Taiwanese EFL undergraduates' self-regulated learning with and without technology. *Innovation in Language Learning and Teaching*, 13(1), 1–16.
<https://doi.org/10.1080/17501229.2016.1264076>
- Corina Mariana Mitrulescu, A. G. N. (2024). *The Role of Authentic Materials in EFL Education: Maximizing Student Engagement and Language Acquisition*.
- Darasawang, P. (2006). Professional Development for Language Teachers. *ELT Journal*, 60(3), 308–309.
<https://doi.org/10.1093/elt/ccl014>
- Dudeney, G., & Hockly, N. (2012). ICT in ELT: How did we get here and where are we going? *ELT Journal*, 66(4), 533–542. <https://doi.org/10.1093/elt/ccs050>
- Farrell, T. S. C. (2013). *Reflective Practice in ESL Teacher Development Groups: From Practices to Principles* (First). Palgrave Macmillan.
<https://doi.org/10.1057/9781137317193>
- Flynn, B. B. (2024). The importance of self-reflection as a learning tool. *Best Practices to Prepare Writers for Their Professional Paths*, 135–151.
<https://doi.org/10.4018/978-1-6684-9024-2.ch008>

- Fredricks, J. A., Blumenfeld, P. C., Paris, A. H., & Fredricks, J. A. (2009). *B1.Uebungen.Blatt_1.pdf*. 74(1), 59–109.
- Garton, S. (2008). Teacher Beliefs and Interaction in the Language Classroom. *Professional Encounters in TESOL*, 67–86. https://doi.org/10.1057/9780230594173_5
- Gilakjani, A. P., & Sabouri, N. B. (2017). Teachers' Beliefs in English Language Teaching and Learning: A Review of the Literature. *English Language Teaching*, 10(4), 78. <https://doi.org/10.5539/elt.v10n4p78>
- Harmer, J. (2007). *The Practice of English Language Teaching* (4th ed.). Pearson Longman ELT.
- Hossain, K. I., Ahmed, M. K., & Mahmud, M. S. (2024). A Comprehensive Review on the Impact of Teacher Feedback in Language Development for ESL/EFL Learners. *IUBAT Review*, 7(1), 218–229. <https://doi.org/10.3329/iubatr.v7i1.74421>
- Huberman, M. B. M. & A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook* (2nd ed.). SAGE Publications.
- Johnmarshall Reeve, Richard M. Ryan, Sung Hyeon Cheon, Lennia Matos, H. K. (2022). *Supporting Students' Motivation* (First). Routledge. <https://doi.org/https://doi.org/10.4324/9781003091738>
- Johnson, K. E. (2016). Language teacher education. *The Routledge Handbook of English Language Teaching*, 32(3), 121–134. <https://doi.org/10.1017/s0267190500200032>
- Jonassen, David H., Howland, Jane L. ,Marra, Rose M. , Crismond,

- D. P. (2007). *Meaningful Learning with Technology* (Third). Prentice Hall.
- Jones, L. (2007). *The Student-Centered Classroom*. Cambridge University Press.
- Kabilan, M. K. (2013). A phenomenological study of an international teaching practicum: Pre-service teachers' experiences of professional development. *Teaching and Teacher Education*, 36, 198–209. <https://doi.org/10.1016/j.tate.2013.07.013>
- Keengwe, J., & Onchwari, G. (2011). Fostering meaningful student learning through constructivist pedagogy and technology integration. *International Journal of Information and Communication Technology Education*, 7(4), 1–10. <https://doi.org/10.4018/jicte.2011100101>
- Khansir, A. A., & Mirzaei, M. (2024). The Classroom Management in English Language Teaching. *Indian Journal of Language and Linguistics*, 5(2), 44–52. <https://doi.org/10.54392/ijll2424>
- Kong, Y. (2021). The Role of Experiential Learning on Students' Motivation and Classroom Engagement. *Frontiers in Psychology*, 12(October), 10–13. <https://doi.org/10.3389/fpsyg.2021.771272>
- Kostiainen, E., Ukskoski, T., Ruohotie-Lyhty, M., Kauppinen, M., Kainulainen, J., & Mäkinen, T. (2018). Meaningful learning in teacher education. *Teaching and Teacher Education*, 71, 66–77. <https://doi.org/10.1016/j.tate.2017.12.009>
- Lee, C. B. (2018). Initial development of the Meaningful Learning with Technology Scale (MeLTS) for high-school

students. *Interactive Learning Environments*, 26(2), 163–174.

<https://doi.org/10.1080/10494820.2017.1283336>

Lockhart, J. C. R. & C. (1994). *Reflective Teaching in Second Language Classrooms*. Cambridge University Press.
<https://doi.org/https://doi.org/10.1017/CBO9780511667169>

Manzano, R., Basantes, M. C., & Villafuerte-Holguín, J. (2023). Teachers' professional development: active approach and meaningful learning in the instruction in english as a foreign language. *Ciencia Latina Revista Científica Multidisciplinar*, 7(1), 1514–1537.
https://doi.org/10.37811/cl_rcm.v7i1.4496

Nhan, L. K. (2024). *Investigating EFL English- Majored Students ' Perceptions of Interactive Teaching Methods in Language Classes*. 9(10).

Nunan, D. (2012). *Learner-Centered English Language Education* (first). Routledge.
<https://doi.org/https://doi.org/10.4324/9780203096888>

Paramita, P. P., Sharma, U., Anderson, A., & Laletas, S. (2024). Factors influencing Indonesian teachers' use of proactive classroom management strategies. *International Journal of Inclusive Education*, 28(1), 38–56.
<https://doi.org/10.1080/13603116.2021.1916107>

Perlman, C., Weston, C., & Gisel, E. (2010). Enabling meaningful learning through Web-based instruction with occupational therapy students. *Educational Technology Research and Development*, 58(2), 191–210.
<https://doi.org/10.1007/s11423-008-9097-2>

- Qizi, T. M. B. (2024). Assessment of English Speaking as a Pedagogical Process. *American Journal OfPhilological Sciences*, 4(10), 199–205. <https://doi.org/https://doi.org/10.37547/ajps/Volume04Issue10-33>
- Richards, Jack C. & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching* (Third). Cambridge University Press. <https://doi.org/https://doi.org/10.5785/3-2-474>
- Roveda, G. Z. B. & M. (2024). The Use of Technologies in Education as Resources to Improve Learning. *Revista Gênero E Interdisciplinaridade*, 5, 1–15. <https://doi.org/https://doi.org/10.51249/gei.v5i04.2115>
- Ruokamo, H., & Pohjolainen, S. (2000). Distance learning in a multimedia networks project: Main results. *British Journal of Educational Technology*, 31(2), 117–125. <https://doi.org/10.1111/1467-8535.00142>
- Sadler, D. R. (1989). Formative assessment and the design of instructional systems. *Instructional Science*, 18(2), 119–144. <https://doi.org/10.1007/BF00117714>
- Schön, D. A. (1992). *The Reflective Practitioner How Professionals Think in Action* (1st ed.). Routledge. <https://doi.org/https://doi.org/10.4324/9781315237473>
- Sercu, L. (2002). Autonomous learning and the acquisition of intercultural communicative competence: Some implications for course development. *Language, Culture and Curriculum*, 15(1), 61–74. <https://doi.org/10.1080/07908310208666633>

- Sharan, Y. (2015). Meaningful learning in the cooperative classroom. *Education 3-13*, 43(1), 83–94. <https://doi.org/10.1080/03004279.2015.961723>
- Sterling, S. (2001). *Sustainable education : re-visioning learning and change*. Green Books for the Schumacher Society.
- Wang, Y., & Kabilan, M. K. (2024). Integrating technology into English learning in higher education: a bibliometric analysis. *Cogent Education*, 11(1). <https://doi.org/10.1080/2331186X.2024.2404201>
- Yang, J. X. & Y. (2022). Student Engagement and Language Learning: What, Why, and How? *The American Journal of Psychology*, 135, 239–243. <https://doi.org/10.5406/19398298.135.2.10>
- YE, X. (2021). EFL Learning motivation differences of Chinese junior secondary school students: A mixed-methods study. *Education 3-13*, 49(2), 203–216. <https://doi.org/10.1080/03004279.2019.1711143>

APPENDICES

Appendix 1. Letter of Supervisor Appointment



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO

Sekretaris: II. Prof. Dr. Hamka Kampus II Ngaliyan Semarang Telp. 7601295 Fax. 7615387 Semarang 50185

FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Semarang, 07 Juni 2024

Nomor : 2117/Un.10.3/J4/DA.04/06/2024,
Lamp : -
Perihal : Penunjukan Pembimbing Skripsi

Kepada Yth.

Dr. Siti Tarwiyah SS., M.Hum.

Assalamu 'alaikum Wr. Wb.

Berdasarkan hasil pembahasan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Wilda Asti Cahyani

NIM : 2103046106

Judul : "Unpacking the Notion of Meaningful Learning: within EFL Teachers in Their Language Teaching"

Dan menunjuk saudara Dr. Siti Tarwiyah SS., M.Hum. sebagai pembimbing.

Demikian penunjukan pembimbing skripsi ini, dan atas kerjasamanya diucapkan terima kasih.

Wassalamu 'alaikum Wr. Wb.

a.n. Dekan

Ketua Jurusan Pendidikan Bahasa Inggris

Dra. Nuna Mustikawati Dewi, M.Pd.

NIP. 196506141992032001

Tembusan:

1. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Jurusan Pendidikan Bahasa Inggris

Appendix 2. Letter of Research Permission



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS TARBIYAH DAN KEGURUAN**

Jalan Prof. Hamka Km.2 Semarang 50189
Telepon 024-7601295, Website: www.walisongo.ac.id

Nomor : 4038/Un.10.3/D1/KM.00.11/08/2024

23 September 2024

Lamp : -

Hal : Permohonan Izin Penelitian

**Kepada Yth.
Kepala Sekolah SMP Negeri 23 Semarang
Di tempat**

Assalamu'alaikum Wr. Wb

Dalam rangka penyusunan Skripsi untuk mencapai gelar kesarjanaan pada Fakultas Tarbiyah dan Keguruan UIN Walisongo Semarang, dengan ini kami mohon kesediaan Bapak/Ibu untuk memberikan izin penelitian kepada:

Nama : Wilda Asti Cahyani
NIM/Program/Smt : 2103046106/S1/7 (tujuh)
Alamat : Jl. Beringin Asri Raya, Rt 07, Rw 12, Kelurahan Wonosari, Kecamatan Ngaliyan, Kota Semarang
Judul Skripsi : Unpacking the Notion of Meaningful Learning: within EFL Teachers in Their Language Teaching
Lokasi : SMP Negeri 23 Semarang

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut di atas mulai bulan September sampai dengan selesai.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamualaikum Wr. Wb



Tembusan Yth.
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang

Appendix 3. Letter of Research



PEMERINTAH KOTA SEMARANG
DINAS PENDIDIKAN
SMP NEGERI 23 SEMARANG



Jl. RM. Hadi Soebeno Mijen Kota Semarang Telp. 024-7711053 Kode Pos 50215
Email : smpnegeri23semarang@gmail.com web : smpnegeri23semarang.sch.id
NPSN : 20328816 NIS : 200230 NSS : 201030101023

SURAT KETERANGAN

Nomor : C/036/422/II/2023

Yang bertanda tangan dibawah ini Plt. Kepala SMP Negeri 23 Semarang:

Nama : Muhammad Basuki, S.Ag.,M.S.I

NIP : 196705041998021005

Pangkat/Golongan : Pembina Tk.1/IVb

Jabatan : Kepala Sekolah

Dengan ini menyatakan telah melaksanakan Penelitian :

Nama : Wilda Asti Cahyani

NIM : 2103046106

Perguruan Tinggi : Universitas Islam Negeri Walisongo Semarang

Fakultas : Fakultas Ilmu Tarbiyah dan Keguruan

Program Studi : Pendidikan Bahasa Inggris, S1

Judul : "Unpacking the Notion of Meaningful Learning within EFL Teachers in
Their Language Teaching"

Pada waktu : 23 September s/d 1 Desember 2024

Demikian surat keterangan ini saya buat agar dapat dipergunakan sebagaimana mestinya.



Semarang, 26 Februari 2025
Kepala SMP Negeri 23 Semarang

Muhammad Basuki, S.Ag.,M.S.I

Appendix 4. Interview Transcripts

1. Interview transcripts on EFL Teacher's notions of meaningful learning in English language teaching.

No	Questions	Teachers	Answers
1.	Can you describe what meaningful learning is in the context of EFL learning?	P.1	In my opinion, the learning process involves the relationship between teachers and students, classroom learning where in the delivery of English the teacher can master the class and then convey material related to English, then students can understand what the teacher explains regarding the material explained. Then students can apply it in everyday life, the teacher can manage the class, able to carry out learning activities starting from planning, implementation, and evaluation.
		P.2	For me personally, as a learning teacher, the first thing is that children learn in a fun way without feeling intimidated, then according to real experiences that can be meaningful to their lives. In English, there are four skills: listening, speaking, reading, and writing, for example, when applying speaking, children

		interview their friends about their experiences and can describe places around them. And at the same time, I think what is meaningful is that there are benefits for them, for example, if one day they will interview at work they already have the skills themselves.
	P.3	In my opinion, learning that is held in class is how a teacher explains with interesting language or articulation when explaining has strong data and strong insight so that children are not only interested in the material they are also easy to understand. Meaningfulness itself can be interpreted as the value of a person in the eyes of others.
2. How do your beliefs about language teaching influence your classroom practices?	P.1	For me, meaningful learning is very important because it helps students practice communicating in English during class.
	P.2	I think meaningful learning supports students in mastering the language, especially by helping them understand grammar and build their vocabulary.

	P.3	I believe classroom practice becomes more meaningful when students see that what they learn is connected to their everyday lives.
3. How important do you think attitudes towards student engagement are for meaningful learning in EFL classrooms?	P.1	Of course, I believe students shouldn't just sit and listen; they must actively participate in discussions, ask questions, and share their opinions. This active involvement shows that they truly understand the material being taught.
	P.2	Active participation is very important because it helps students understand the material better. When students try to apply concepts through tasks or activities, their learning deepens.
	P.3	In my opinion, student involvement is crucial in learning. The learning process happens when teachers deliver the material and students engage with it — through group work, presentations, or class discussions. Without student participation, learning won't run smoothly or effectively

2. Interview transcripts of the experience and challenges of EFL teachers in implementing meaningful learning in English language teaching.

- Experience to reach Meaningful Learning

No	Questions	Teachers	Answers
1.	How long have you taught EFL in high school?	P.1	I have been teaching here for about 15 years. I sometimes teach grades 7, 8, and 9.
		P.2	I have been teaching for 20 years at SMP Negeri 23 Semarang.
		P.3	I have only been teaching at SMP 23 for 1 year, but I have been teaching for 28 years since I first started.
2.	What strategies do you use to foster meaningful learning?	P.1	The most important thing is that what I say students can understand because many students do not understand the meaning, so I ask students to understand a lot of text and understand vocabulary, then I ask students to practice in everyday life or practice with their friends in English, train students in presentations to dare to

come forward so that they can collaborate with their friends, answer questions and to build self-confidence.

P.2 What is certain is the involvement of students first, with this independent curriculum we are formed with Pancasila students with 6 characters, namely faith and piety, cooperation, independence, creativity, and critical thinking. Because I am a level 1 certified teacher, where I also use Google for education, there is Google Classroom, Google Sheets, and Google Docs, this I can combine manual and IT in learning. Sometimes we do discussions and presentations. Sometimes we also conduct online discussions using Google Docs, children fill in the available columns according to their respective opinions. There are many varied strategies, I also look at the situation and conditions.

	P.3	When there is a learning method/model that must be used, it is more interesting so that students are more interested, easy to understand, and easy to achieve for students.
3. How do you incorporate cultural elements into your teaching to enhance meaningful learning?	P.1	I incorporate cultural elements through songs, movies, and discussions about traditions to make learning more lively and relevant.
	P.2	I use authentic materials, such as songs and folktales, so that students understand the culture while practicing language skills.
	P.3	If it is associated with culture, it is very interesting when it is associated with tourism. So that English can get to know the culture outside.
4. Can you give examples of activities or lessons that can achieve	P.1	I think what is very meaningful is that the teacher conveys the material then the students pay attention and then discuss with their friends, and

	meaningful learning?		present it in front of the class.
		P.2	I think it's a presentation but I can't say that presentation is effective for all other levels, because we have to know what level of understanding for grades 7,8,9. For example, when children are learning about report text, we take other sources make a PPT present it, and then share it in the class group, the children will give feedback there, and it will be very good. And the theme is usually taken not only from learning, we take it from events that are currently being discussed, for example, bullying, etc.
		P.3	I think what is very meaningful is that the teacher conveys the material then the students pay attention and then discuss with their friends, and present it in front of the class.
5.	What digital tools or	P.1	I think everything is effective depending on what

resources have you found most beneficial?	material is used in class, and adjusted to the material in class.
P.2	In my opinion, Google for Education is very useful. With a belajar.id account, students can use Google Slides, Docs, Sheets, Sites, and Earth to support learning, for example showing directions with Google Earth. There is also Edbot, a site for practicing English questions according to level, which can be used as additional assignments at home with parental assistance.
P.3	Currently, the use of laptops and projectors in the classroom is very important to make it easier for teachers to display images or videos to support the material. Even so, manual learning is still needed so that students are skilled at writing and memorizing because both cannot always be replaced by technology.

- Challenges to reach Meaningful Learning

No	Questions	Teachers	Answers
1.	What challenges do you face in managing your classroom to achieve meaningful learning?	P.1	My challenge in classroom management is when students are less confident in communicating in English and mastering their vocabulary so they find it difficult to speak/communicate in English in class. In mastering class management, it is also easy to be difficult because we as teachers should not be defeated by crowded students, and we must know how to manage the class properly.
		P.2	One of the challenges I often face is when students find it difficult to maintain focus during lessons. They are easily distracted by things around them. Some are busy chatting with friends, some are engrossed in playing gadgets quietly, or sometimes just daydreaming while looking out the window.
		P.3	One of my challenges is to make students who initially dislike English more interested and enjoy the

		learning process. Many of them can't speak English yet, so the challenge is how to make them feel comfortable and happy to learn English.
2.	What are the resource limitations you face in teaching to achieve meaningful learning?	P.1 There is no specific textbook that is suitable for all students. Sometimes the material in the book is too difficult for some students, while for others it is too easy. So, we often have to find or create additional materials to suit their learning needs. P.2 In some classes, access to technology is still limited. Not all classes have adequate projectors, computers, or internet connections. If there is technology, learning can be more interesting, for example by showing videos or visual presentations that can help students understand the material more easily. P.3 Many materials are too theoretical, so students have difficulty relating them to their daily lives. If the material is more contextualized, they can be more motivated to learn

			because they feel that what they learn is useful for their lives.
3.	What difficulties do you encounter in designing effective assessments for meaningful learning?	P.1	I have no difficulty in assessing.
		P.2	So far, I have no difficulties in assessing students.
		P.3	I sometimes find it difficult when assessing the speaking of students who are rather long, due to limited time.
4.	What challenges do you face in motivating students to engage in meaningful learning activities?	P.1	Yes, there are often students who seem careless about the material being taught. They tend to be passive, rarely participate in discussions, and if given assignments, sometimes they are reluctant to do them. I think this is because they find English difficult or irrelevant to their daily lives.
		P.2	Most students are less motivated, especially if the assignments are many or the texts are long and a bit complicated. They tend to be lazy to read and find the assignments burdensome.

	P.3	One of the biggest challenges many students feel shy or afraid of making mistakes when speaking, so they prefer to keep quiet or avoid the opportunity to speak at all. They worry that their friends will laugh at them if they say something wrong.
--	-----	---

3. Interview transcripts on EFL teacher's strategies to overcome challenges in implementing meaningful learning.

No	Questions	Teachers	Answers
1.	How did you overcome the challenges in managing the class?	P.1	I usually use simpler teaching methods, such as using lots of pictures to help students understand certain vocabulary or concepts. In addition, to train their speaking courage, I often ask students to practice conversations in pairs. That way, they feel more comfortable and confident because they are only talking to one friend, not directly in front of the class.
		P.2	I try to make learning more interactive. For example, I often use language games, group discussions, or fun learning apps. These activities make students

		more engaged and less bored. They become more active because they feel that learning is not just listening to the teacher talk, but also playing while learning.
	P.3	I try to connect the material with students' interests. For example, I use songs or movies that they like to teach vocabulary and text comprehension. I also often organize learning-based games to create a fun classroom atmosphere. In this way, students feel the material being learned is closer to their lives, so they are more motivated to learn.
2. How do you overcome limitations in meaningful learning?	P.1	I usually adapt the material from existing books, or look for additional teaching materials from various sources, such as online articles or learning videos. That way, I can develop materials that are more relevant and appropriate to the ability level of the students in the class. So, if the book is too difficult or too easy, I can rearrange the

		material to make it more suitable.
	P.2	If there is no projector or access to technology, I use simple media such as a blackboard. Sometimes, I also ask students to present the material without the help of technology. For example, they can bring pictures or printed text from home to help explain their ideas during the presentation. So, even without technology, the learning process can still go on.
	P.3	I adapt materials that are relevant to students' real-life experiences. For example, I give them project-based assignments that require them to find information from the surrounding environment or everyday life. This way, students can directly relate the lesson to the real world, so learning feels more alive.
3.	What are your strategies for overcoming	P.1 No difficulty in assessment P.2 No difficulty in assessment

difficulties in assessment?	P.3	I ask students to record their voices while speaking using a smartphone. They then send the recordings to me for evaluation within the time available. This way, I can check the recordings one by one without rushing.
4. What strategies do you use to overcome the meaningful learning motivational challenges?	P.1	I usually implement interest-based learning. For example, I invite students to create projects that involve real-life activities, where they have to use English directly. For example, making a simple vlog about their daily activities.
	P.2	To motivate students, I choose readings that are relevant to their lives. For example, short stories about friendship, family, or trending topics. After reading, we have a group discussion or analyze the story together. This makes students more active and engaged as they feel close to the material read.
	P.3	I often use role-playing techniques or more informal

		speaking tasks. For example, they can do a short interview with a friend or a mini-presentation about their hobby. These activities are more relaxed, so students are less afraid of making mistakes.
5.	How often do you engage in self-reflection about your teaching practices?	P.1 I try to reflect every day after I finish teaching. I usually reflect on how the learning went that day - whether the students were enthusiastic, whether the material was delivered well, and what needs to be improved. P.2 I do this every week. After finishing one topic or material, I evaluate the methods I used. I also like to discuss with fellow teachers to exchange ideas and find more effective ways of teaching if there are certain difficulties in the classroom. P.3 I usually reflect after every evaluation or test. If many students have difficulty with a particular section, it makes me wonder if there is

			something wrong with the way I explain it. From there, I look for other ways to explain the material so that it is easier to understand.
6.	Do those reflections make the changes you make in your teaching based on reflective practice?	P.1	Yes, reflection helps me realize shortcomings in my teaching methods and encourages me to try more effective techniques.
		P.2	Of course, reflection makes me more sensitive to students' needs and daring to change learning strategies to make them more interesting.
		P.3	Yes, reflection is very influential. I become more flexible and can adjust my teaching approach so that students are more comfortable learning.

Appendix 5. Observation Sheet

- Observation sheet of EFL teacher's classroom practice in meaningful learning

No	Item of Observations	Teachers	Note
----	----------------------	----------	------

1. The material taught is relevant to students' daily lives.	P.1	The teacher teaches the material on the description of animals native to Indonesia. Students are invited to understand the name of the animal, its habitat, physical characteristics, and reasons for its importance to be preserved. Students are aware of Indonesia's natural wealth and the importance of protecting the environment.
	P.2	The teacher teaches the material about interview practice in pairs, the teacher uses an English certification interview simulation. This helps students relate the material to real situations they may face in the future.
	P.3	The teacher introduces vocabulary materials of surrounding objects, such as “desk,” “window,” and “notebook.” Students are asked to name objects around them, which makes the material closer to daily life.

2.	The teacher connects the lesson material to students' personal experiences.	P.1 The teacher asks the students to share their experiences of seeing rare animals at the zoo or on TV. This helps students connect the animal description material with their real experiences.
	P.2	During the interview exercise, the teacher asks students to talk about their experience of taking an English exam or competition. With a series of questions such as whether or not they have ever taken a certified exam, how was the experience, and what were the preparations for the exam. This makes students understand the context of the interview more personally.
	P.3	The teacher asks the students to name the objects they often use at home or school, and then discusses their functions and the location of the objects in English. This strengthens the connection

			between the material and students' daily lives.
3.	The lesson material meets the student's learning needs.	P.1	The animal description materials are tailored to students' needs to expand their vocabulary and ability to describe things in detail, important skills for descriptive texts and enriching biodiversity.
		P.2	Interview exercises support students' need to improve speaking skills, especially in formal situations such as exams or professional conversations.
		P.3	The introduction of vocabulary of everyday objects helps beginning students build a strong foundation in English, making it easier for them to communicate in simple contexts.
4.	Students actively participate in class discussions.	P.1	Students are actively involved in discussions when discussing animals native to Indonesia. They are enthusiastic when working on tasks given by the teacher by sharing

		information they know about native Indonesian animals that have been chosen so far.
	P.2	Students are actively involved when doing interview simulations about their English certification exam experience. They asked questions and gave each other feedback to improve their speaking. This reflects that students are interested in the learning material.
	P.3	Students are very enthusiastic when asked to name objects around them that match the new vocabulary. They helped each other and discussed the meaning and usage of the words.
5. The teacher assigns tasks that motivate students to think critically.	P.1	Yes, the teacher gives a group assignment to find out more information about the animal chosen by the students.
	P.2	Yes, with the interview topic, students think

			critically to answer various questions asked by their partner.
		P.3	Yes, by providing the material, students are asked to explain its function critically.
6.	Students show interest and enthusiasm during the learning process.	P.1	Yes, students seemed excited when working on group assignments about Indonesian animals.
		P.2	Yes, students were very enthusiastic when conducting interviews. They laughed, interacted actively, and looked happy when they could speak English with their classmates.
		P.3	Yes, they walked around the class with enthusiasm, pointing at objects.
7.	The teacher encourages group work and collaboration among students.	P.1	The teacher divides students into groups to discuss information about animals native to Indonesia. Students work together to find facts, make descriptions, and discuss

		the importance of conservation.
	P.2	The teacher instructs students to pair up and conduct interviews as if they were taking an English certification exam. They ask each other questions, share experiences, and give exam preparation advice.
	P.3	The teacher asks the students to discuss in small groups to find objects around them that correspond to the new vocabulary. They help each other remember the meaning and pronunciation of the words.
8. Students discuss and exchange ideas with each other during lessons.	P.1	Yes, students actively exchange ideas when discussing Indonesian animals.
	P.2	Yes, students work well.
	P.3	Yes, students help each other.
9. The teacher asks students to	P.1	After the discussion on animals native to

reflect on what they have learned.	Indonesia, the teacher asks students to write a personal reflection on how they can contribute to animal conservation in the neighborhood. This invites students to think more deeply about the importance of protecting nature.
P.2	After the interview exercise, the teacher instructs students to write a short reflection on how they can better prepare for the English certification exam, including more effective study strategies.
P.3	After completing the object vocabulary task, the teacher asks students to write about important objects in their homes and how they can use the new vocabulary in their daily lives.
10. Students can identify their strengths and weaknesses in learning English.	P.1 Through reflection, students realize their abilities and difficulties in describing native animals.

	P.2	Students can recognize their strengths in speaking fluently during interviews.
	P.3	Yes, students reflect on the pronunciation of their object vocabulary.
11. The teacher allocates time for individual or group reflection.	P.1	The teacher gives 10 minutes.
	P.2	The teacher allocates special time after the simulation.
	P.3	The teacher provides reflection time.
12. The teacher uses various teaching methods suitable for the material and student characteristics.	P.1	The teacher uses discussion and presentation methods to describe the location of animals native to Indonesia. Students discuss in groups and then present their findings, which helps them develop their speaking skills and understanding of biodiversity.
	P.2	The teacher applies paired discussions for an English certification interview exercise. Students ask and

		answer each other, which makes them more confident in speaking and understanding the context of the real exam.
	P.3	Teachers use group discussion methods with direct observation of objects around students. This method helps students connect new vocabulary with real objects, making learning more concrete and meaningful.
13. The methods used by the teacher facilitate a good understanding of English concepts.	P.1	Through discussion and presentation, students not only memorize vocabulary about animals but also learn to construct more complex descriptive sentences.
	P.2	The paired discussion method allows students to practice speaking skills directly.
	P.3	Group discussions that involve observing objects help students relate vocabulary to real experiences. They find it easier to understand and

			remember vocabulary because they can directly relate it to objects they see every day.
14.	The teacher utilizes technology in the English language teaching process.	P.1	The teacher uses a projector to display images of animals native to Indonesia. These visuals help students more easily understand the characteristics and habitats of animals through interesting multimedia elements.
		P.2	The teacher explains the material using a PowerPoint presentation by first explaining the material's points. For assignments, students are asked to work on them through Google Docs, allowing collaboration and editing directly online.
		P.3	The teacher only uses a cell phone to search for materials or listen to English audio due to the age factor, which limits the ability to operate other technological devices.

15. The technology used helps enhance students' understanding of the lesson material.	P.1	Yes, images of animals displayed through the projector reinforce students' understanding.
	P.2	Yes, using PowerPoint helps students understand concepts in a structured way.
	P.3	Yes, it helps to find other sources.
16. The teacher gives assignments or projects for further exploration.	P.1	The teacher gives written feedback on the assignment to describe the location of animals native to Indonesia. Students are asked to research more about the habitat, food, and threats faced by the animal, and then compile a short report.
	P.2	The teacher gives feedback to the students by appreciating what they have done during the interview and also directly correcting the mistakes made by the students in their speech.
	P.3	The teacher gives direct feedback on the vocabulary

			of the objects observed by the students and directs them correctly.
17.	The teacher provides meaningful feedback to students during learning.	P.1	Yes, the teacher gives meaningful feedback by marking grammatical errors and giving suggestions for improvement.
		P.2	Yes, the teacher gives meaningful feedback by praising good intonation and correcting incorrect pronunciation.
		P.3	Yes, the teacher gives meaningful feedback by correcting any mispronunciations and explaining the correct usage.

- Observation sheet of learning activity steps

Teachers		Activity steps
P.1	•	Opening
	1.	The teacher starts the lesson by asking triggering questions, such as: <i>"Who likes animals?"</i> <i>"Do you know which animals are only found in Indonesia?"</i> <i>"Have you ever seen it live, and where?"</i>

-
2. The teacher explains the importance of knowing endemic animals and how it relate to nature conservation.
- Core Activity
 3. Group Formation: Divide students into small groups (4-5 people).
 4. Material Distribution: Each group is given the name of one of the major islands in Indonesia (Sumatra, Java, Kalimantan, Sulawesi, Papua).
 5. Assignment: Each group looks for information about at least 2 types of endemic animals that exist on the designated island. Information to be sought includes:
Animal name, Physical characteristics, Habitat, Picture (if possible), Reasons why the animal is important to conserve
 6. Group Discussion: Group members discuss to gather information and develop a presentation.
 - Presentation
 7. Each group takes turns presenting the results of their discussion in front of the class.
 8. Other groups may provide responses or questions.
 - Closing
 9. The teacher provides a conclusion and reinforcement of the material.
 10. The teacher invites students to discuss what they have learned and how they can contribute to the conservation of Indonesian endemic animals.
- P.2
- Introduction
 1. The teacher starts the lesson by asking the class.
-

“Who has taken the English certification exam?”

“What do you think is important when preparing for an English certification exam?”

2. The teacher explains the importance of English certification exams, such as TOEFL, IELTS, or Cambridge exams, and how these exams can open up opportunities to continue studying or working abroad. The teacher gives an example of how an interview takes place (*role-play an interview with a student or a volunteer from the class, e.g. Have you ever taken an English certification exam? How was your experience?...*)
 - Core activity:
 3. The teacher divides the students into pairs
 4. The teacher explains that each pair will conduct a mock interview about the English certification exam. One of the students will act as the interviewer, and the other as the informant.
 - Material Distribution:
 5. The teacher gives each student a set of questions to guide their interview (e.g. Have you ever taken an English certification exam? How was your experience? How did you prepare for the exam? What skills do you need to focus on?).
 6. The teacher encourages students to give each other feedback on their answers, especially regarding fluency and clarity.
 7. Teacher assigns a follow-up assignment on Google Docs.
-

-
- Closing
 11. Summarize the main points discussed during the activity.
 12. Reinforces how this exercise helped connect their theoretical knowledge of English exams with real-life experience.
 13. Students reflect on their performance and how they felt during the interview.
- P.3
- Introduction
 1. The teacher starts by introducing the concept of “everyday objects” and why it is important to know their names and their use in English.
 2. The teacher writes some common objects on the board and asks the students to name them in English (*e.g. chair, book, pencil*).
 3. The teacher asks where they usually use these objects in daily life.
 - Core activity:
 4. The teacher divides the class into small groups (3-4 students).
 5. The teacher explains the task: each group will do a mini “*object observation*” in the classroom or around the school environment. Students should find as many objects as possible, then discuss the names, functions and locations of the objects in English with their group members.
 6. The teacher gives the groups time to explore the area and observe the objects they find.
 7. They should also describe where the object is usually found (*for example: “A pen is usually on my desk” / ‘Sebuah pulpen biasanya ada di meja saya’*).
-

-
8. Each group must write down their observations, including the name of the object, a description, and its use.
 9. After finishing the work, one student from each group is told to read out the results and then collect them.
- Closing
10. The teacher ends the activity by reviewing the vocabulary discussed.
 11. The teacher asks the students to reflect on how observing everyday objects and discussing them in English helped them connect the language with real experiences.
 12. As an assignment, students observe and write down the objects at home and their uses.
-

Appendix 6. Documentation

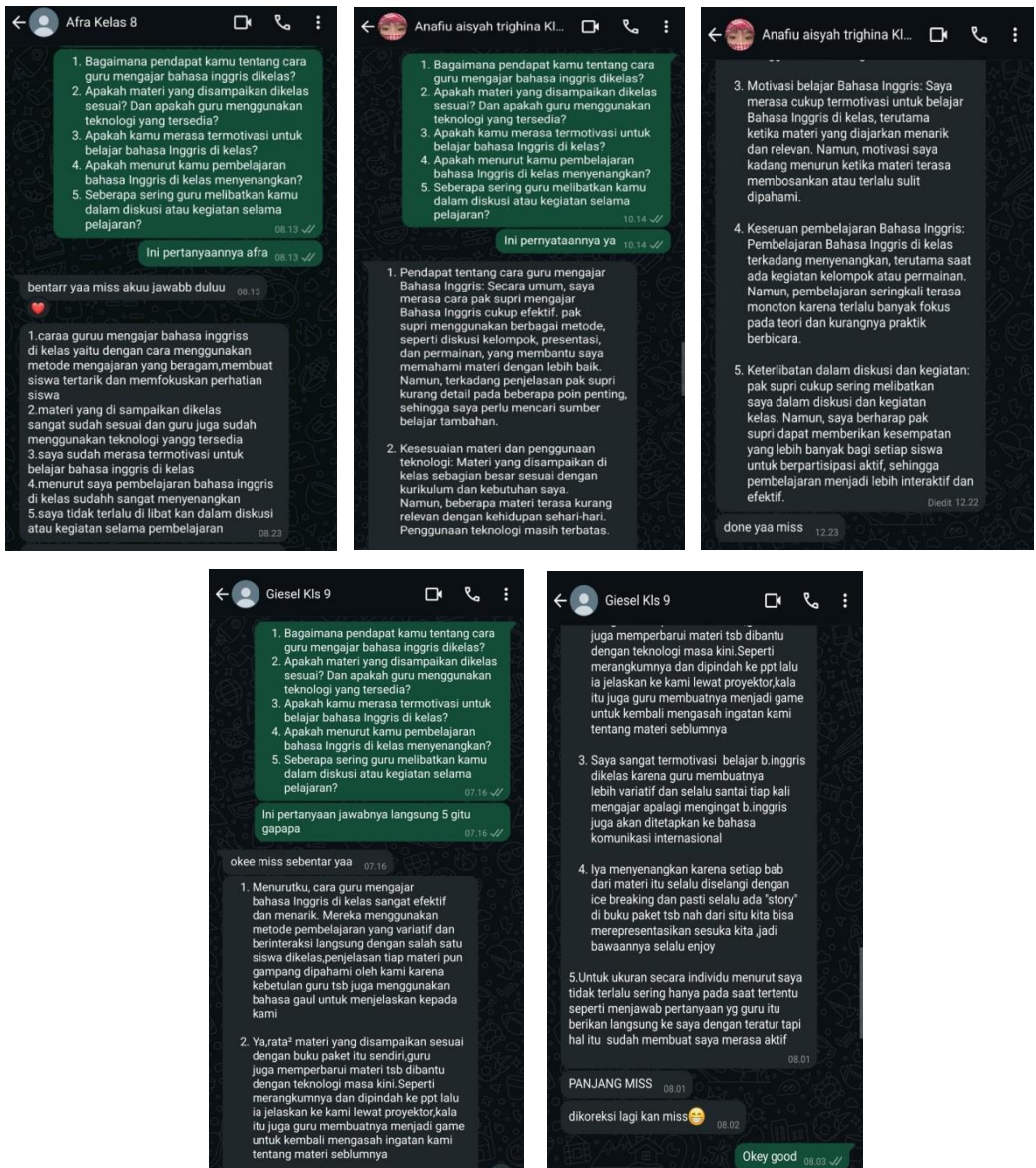
- Documentation of the interview session



- Documentation of the teacher teaching in class



- Documentation of member check



CURRICULUM VITAE

Personal Data

Name : Wilda Asti Cahyani
Place of : Banyuasin
Birth
Date of : 1st February 2003
Birth
Religion : Islam
Gender : Female
Address : Daya Utama, RT 015 RW 005, Kec. Muara
Padang, Kab. Banyuasin, Sumatera Selatan
Email : wilddasticahyani123@gmail.com

Formal Education

1. SD Negeri 14 Muara Padang, Banyuasin
2. SMP Negeri 2 Muara Padang, Banyuasin
3. MA Sabilul Hasanah, Sembawa, Banyuasin
4. Bachelor Degree of English Education Department,
Faculty of Education and Teacher Training, UIN
Walisongo Semarang

Semarang, 07 March 2025

Wilda Asti Cahyani

NIM: 2103046106