

A Study of Teacher's Meaningful Learning Activities in The Teaching Process of Intermediate Grammar Learning Course

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Abstrak

Menurut Hsu (2013) grammar adalah struktur bahasa, dalam konteks ini, dari bahasa Inggris. Maka penting bagi guru untuk memberikan pengajaran grammar yang efektif kepada siswa. Salah satu cara adalah melalui Meaningful Learning, prinsip mengajar bahasa yang diusulkan oleh Brown. Untuk mencapai Meaningful Learning, aspek *retention* (retensi) and *transfer of knowledge* (transfer ilmu pengetahuan) harus dipromosikan dan dilibatkan dengan siswa. Oleh karena itu, penelitian ini bertujuan untuk mendeskripsikan dan menganalisis kegiatan Meaningful Learning *retention* (retensi) dan *transfer of knowledge* (transfer ilmu pengetahuan) dalam proses pengajaran yang dilakukan oleh seorang guru yang mengajar kelas intermediate grammar. Teori yang digunakan dalam penelitian ini adalah teori Meaningful Learning dari Brown dan teori proses kognitif dari Meyer (2002). Teori milik Mayer menyajikan 18 proses kognitif yang digunakan untuk menganalisis kegiatan Meaningful Learning di kelas. Penelitian ini merupakan penelitian deskriptif yang menggunakan teknik metode kualitatif. Sumber data untuk penelitian ini adalah tindakan guru, baik lisan (dalam bentuk ucapan guru, kalimat) dan non-verbal (dalam bentuk kegiatan mengajar). Berdasarkan analisis data yang diperoleh, ditemukan bahwa guru telah mempromosikan aspek *retention* (retensi) dan *transfer of knowledge* (transfer ilmu pengetahuan) Meaningful Learning dalam kegiatan mengajar grammar. Proses kognitif yang dilakukan dengan siswa untuk retensi adalah kegiatan mengingat, menjelaskan, mencontohkan, mengklasifikasikan, membandingkan, dan meringkas, sementara pada transfer ilmu pengetahuan adalah kegiatan membedakan, mengatur, menghubungkan, melaksanakan, dan menciptakan.

Kata Kunci : *Grammar, Prinsip mengajar, Meaningful learning, Proses kognitif*

Abstract

According to Hsu (2013) grammar is the structure of the language, which in this case, English language. Thus, it is important for teachers to provide an effective grammar teaching to the students. One way to achieve this is through Meaningful Learning, a language teaching principle by Brown. In order to achieve Meaningful Learning, *retention* and *transfer of knowledge* aspect should be promoted are to be engaged with the students. Therefore, this study aims to describe and analyze the meaningful learning activities of *retention* and *transfer of knowledge* done by a teacher of an intermediate grammar class in their teaching process. The main theories used in this study are Brown's Meaningful Learning and Meyer's (2002) cognitive processes of meaningful learning. The latter theory provides 18 cognitive processes which was used to analyze the meaningful learning activities in the classroom. This study is a descriptive research that used qualitative method technique. The source of data for this study is the teacher's actions, both verbal (in form of teacher's utterance, sentences) and non-verbal (in form of teaching activities). Based on the analysis of the obtained data, it was found that the teacher has promoted both meaningful learning *retention* and *transfer of knowledge* aspects in her grammar teaching activities. The cognitive processes engaged with the students for *retention* were *recalling, explaining, exemplifying, classifying, comparing, and summarizing* activities, meanwhile for *transfer* of knowledge were *differentiating, organizing, attributing, execute, and generating* activities.

Keywords: *Grammar, Teaching principles, Meaningful learning, Cognitive process*

INTRODUCTION

Among many languages in the world, English acts as the global language, with most world population speaks the language. According to Ethnologue statistics in their 2017 edition, around 840 million people –335 million people speak it as a first language, and 505 million speak it as a second language—speak English language around the world. It is one of the international languages that held an integral part in various field of the global world.

In order to contribute to the world, especially in the field of education, Indonesia emphasize the importance of English by adopting English as a foreign language (EFL). As follows, the ministry of National Education establishes English language in the curriculum as a compulsory subject to be learned. An education system has been employed where English language, as a compulsory subject in formal education, is taught to learners in elementary school up to university-level. Most universities in Indonesia also offer English study programs for learners who are interested in learning English further.

There are four interconnected skills that students should possess while learning English language; listening, reading, writing, and speaking. By learning each skill, students are able to gain an understanding and thus support their language learning progress. The progress itself involve processes in a number of language aspects such as genre, diction, grammar, and punctuation. However, there is a language aspect that is no less important than the four skills in learning English language: *grammar*.

Hsu (2013) states that grammar is a whole system and structure of a language. It suggests that grammar is the rules or structure that is the key in understanding the whole language. As each language has their own rules and structure, delving into their grammar would provide learners a way to understand the language better.

Grammar is as important as the four skills in English language, especially in supporting each of them. For example, Meyers (2005) stated that the skill of organizing ideas, putting the right vocabularies, and using the correct grammar is required as the structure of a composition, which makes mastering writing skill a valuable ability. These required aspects, unless the students have a grasp over it—one of it is grammar—will left their production open and vulnerable to error.

While learning a new language, students are bound to create errors on their process production. In relation to this, Corder (1975) believes that the appearance of errors is a sign that the learners had not yet understood or mastered the rules that they were taught. This implies that students make errors because their lack of knowledge on the targeted language rules, which in this case, English grammar. Likewise happened in Indonesia. A study by Alfiyani (2013) found that English study program students on university level still committed grammatical errors on their writing even though, in reality, grammar were taught in its own course in university level English study program. Another study done by Carter (2015) also shows that her university-

level EFL students faced grammatical difficulties in producing written composition.

Therefore, to achieve appropriate grammar learning, an effective grammar language teaching is needed. One of the ways that could be done is for teacher to conduct the language teaching principle 'Meaningful Learning' as proposed by Brown in his book *Teaching by Principles: An Interactive Approach to Language Pedagogy*. The focus of the principle is to promote both *retention* and *transfer* of knowledge in the included activities of learning, which is crucial as an educational goal, as stated by Mayer (2002). This has the implication on how teachers teach—how they present, deliver information from the used materials in classes, all which happens in the teaching process. In this case, the principle can be implemented in the teaching process of grammar teaching activities.

Moreover, Brown suggested that meaningful learning is able to help students to not only remember what they have learned, but also make sense and use what they have learned, which promotes both *retention* and *transfer* of knowledge respectively.

. However, considering many studies on English language teaching in Indonesia has highlighted error on grammatical aspect of Indonesian students' writing production (i.e. Agustiningsih, 2009; Bustomi, 2009, Komalasari, 2013; Santi, 2016; Utami, 2016) it would be important for more study to be conducted on how the meaningful learning activities on grammar teaching process goes.

With that in mind, this study would like to attempt to investigate a teacher's meaningful learning activities on their intermediate grammar class teaching process, with the focus on *retention* and *transfer* of knowledge activities. The study would like to try to describe and analyze the whilst-teaching stage of the teaching process and the activities involved which happened in the classroom.

Based on the background of the study, the researcher formulates two research questions as follows:

1. How does the teacher apply *retention* aspect of meaningful learning in her teaching process of an intermediate grammar class?
2. How does the teacher apply *transfer of knowledge* aspect of meaningful learning in her teaching process of an intermediate grammar class?

RESEARCH METHOD

The study conducted is a qualitative descriptive research. The method was chosen because the study is presented in form of words, both in delivering the data, the result of the observation and the analysis of the meaningful learning activities. the selected subject for the study is a university staff from one of a state university in Surabaya. The participant's status is an English Study Program lecturer, one who is responsible for a class of second semester students in academic year 2017 who took Intermediate Grammar course. The subject, who has been teaching English grammar course for a quite long time in the university, was purposely

selected in hope that the subject are able to provide relevant information on the effective grammar teaching with meaningful learning activities for the study. The source of data in this study is the subject's actions or performance. Both verbal (the subject utterances, phrases, sentences, or questions) and non-verbal (the subject's classroom teaching activities) form of the subject's action that occurred in the intermediate grammar teaching process and are related to or promote either meaningful learning *retention* or *transfer of knowledge* were included as data.

The method that was used in order to collect the data for the study was in-class observation. The method was chosen in order to gain an accurate and complete description of the meaningful learning *retention* and *transfer of knowledge* activities which happened inside the intermediate grammar classroom activities. The data collection technique that was used by the researcher while doing the in-class observation for this study was field notes. The things that were noted are: (1) the teaching-learning activities happened; (2) the cognitive processes involved; and (3) the grammar practice done in the classroom.

In order to answer the research questions, the researcher used Mayer's theory of cognitive processes in meaningful learning. According to Mayer, there are eighteen cognitive processes, nine which promotes *retention* and eleven which promotes *transfer of knowledge*, which could be engaged with the students to achieve meaningful learning:

Table 1. Mayer's Cognitive Processes List

Cognitive Category	Cognitive Processes
Remember (Retention)	Recognizing
	Recalling
Understand (Retention)	Interpreting – clarifying, paraphrasing, representing, or translating
	Exemplifying – illustrating or instantiating
	Classifying – categorizing or subsuming
	Summarizing – abstracting or generalizing
	Inferring – concluding, interpolating, or predicting
	Comparing – contrasting, mapping, or matching
	Explaining – constructing models
Apply (Transfer of Knowledge)	Executing
	Implementing
Analyze (Transfer of Knowledge)	Differentiating
	Organizing
	Attributing

Evaluate (Transfer of Knowledge)	Checking – coordinating, detecting, monitoring, or testing
	Critiquing – Judging
Create (Transfer of Knowledge)	Generating – hypothesizing
	Planning – designing

RESULT AND DISCUSSION

Intermediate Grammar Classroom Teaching Activities

The in-class observation for this study was conducted over the course of four meetings. According to the field notes, there are several reoccurring grammar classroom activities. The following table shows the simplified result of the four meetings observation of the subject's meaningful learning activities on the classroom grammar teaching process:

Table 2. Intermediate Grammar Classroom Teaching Activities

Classroom Activities			
Meeting 1	Meeting 2	Meeting 3	Meeting 4
Review Exercise	Material Explanation	Material Explanation	Review
Material Explanation	Discussing (Past) Assignment	Practices in between Explanation	Material Explanation pt. 1
Grammar Exercise	Grammar Exercise	Grammar Exercise	Practices Together
Listening Exercise			Material Explanation pt.2
			Grammar Exercise
			Grammar Exercise

The table shows that the classroom teaching activities for each meeting only differs slightly. Most of the teaching process consist of the same activities: material explanation and grammar practice. However, the teacher gave out different, various types of grammar exercises for each meeting, as it is adjusting to the topic of the lesson.

While most activities are similar, there were also some that are different. For example, Review and Listening Exercise only happened in Meeting 1. Another difference was on Meeting 2, where Discussing past Assignment was included in the classroom activities. On Meeting 3, Practices in between explanation occurred. Lastly, on Meeting 4, Review and Practices together — grammar practices that were answered together— also happened. These different activities only happened at the respective meeting. However, the observation showed that these different activities were essentially the same as Grammar Exercise. *Review Exercise* and *Listening Exercise* from meeting 1, *Discussing Assignment* from meeting 2, *Practices* from meeting 3, *Review* and *Practices* from meeting 4 were all consisted of the same

core activity: the students doing grammar-related exercises, though in different form.

Teacher's Application of Meaningful Learning *Retention and Transfer of Knowledge*

The main theory used in this study is a revised Bloom taxonomy which contains six cognitive categories of both retention and transfer processes, then is further explained by Mayer (2002) in several specific cognitive processes. The theory is used to analyze the teacher's teaching activities observed in this study.

Essentially, what meaningful learning is promoting is the crucial goal of language education, which is to promote *retention* and *transfer* of knowledge. *Retention* refers to the ability to remember material over time, meanwhile *transfer* refers to the ability to use what have been learned to solve new problem. In short, the main idea of meaningful learning is to achieve a teaching process where both *retention* and *transfer* are involved and resulted in a successful outcome.

In order to achieve meaningful learning, there are several cognitive processes and activities which should be engaged with the students. Meyer (2002), who had previously revised Bloom's taxonomy, further explained 18 cognitive processes which are involved in meaningful learning (see appendix 1).

The 18 cognitive processes are included in the 6 cognitive category of Remember, Understand, Apply, Analyze, Evaluate, and Create. Therefore, they are able to be used as an option to promote both *retention* and *transfer* by engaging them with the students in form of class activities. Furthermore, in order to achieve meaningful learning, teachers should be able to conduct a teaching process with activities that promote both abilities.

Based on the obtained data of the four meetings observation, the meaningful learning activities of *retention* (which are marked as dark grey) and *transfer of knowledge* (which are marked as soft grey) done by the teacher are compiled in the table as follow:

Table 3. Intermediate Grammar Teaching
Meaningful Learning Activities

No	Activities	Cognitive Process	Notes
1.	Asking Questions	Recalling (Remember)	*all meetings
2.	Review Exercise	Execute (Apply)	*only happened in Meeting 1. Teacher asked students to do Tenses Review Exercise.
3.	Material Explanation	Explaining, Exemplifying, Classifying, Comparing (Understand)	*all meetings. Teacher explained the material in detail, provided examples and asked students for examples as well. She asked students

			to identify and classify. Teacher often compared current materials to what have been learned before.
		Differentiating, Organizing, Attributing (Analyze)	*all meetings. Teacher discussed the function/purpose, forms/the construct, rules/relevance to English language, and examples for each materials covered.
4.	Grammar Exercise	Execute (Apply)	*all meetings. Teacher gave grammar practices/exercises for each material explained.
		Generating (Create)	*all meetings. Teacher asked students to write down/create their own answers for some exercises.
5.	Concluding Review	Summarizing (Understand)	*only happened in Meeting 4. Teacher asked students to summarize a part of material orally.

Teacher's Application of Retention in The Grammar Classroom Activities

Below is the analysis of the meaningful learning activities *retention* which had been engaged with the students by the teacher throughout the duration of the study's observation.

1. Asking Questions

This activity often took part in the opening act, before delving into the materials. However, that doesn't mean it was only done before the explanation of the grammar material. The teacher asked questions in between explanation as well. By doing this activity, the subject promotes cognitive process *recalling* which came from the cognitive category of Remember. The teacher asked questions in every meeting to gauge her students' prior knowledge on the grammar material they were going to learn. Furthermore, the teacher always asked questions both before and throughout the period of her material explanation as well. The teacher asked the students triggering questions, most of them related to the materials they will learn that day. For example:

- (1) T : "How many tenses do you know?"
 S : "Twelve!"
 T : "What are those?"
 S : (Various answers) "Simple past tense!"
 "Simple present tense!" "Present

perfect!"

Above is an example of a question in meeting 1, asked by the teacher before she explained further on tenses. The teacher's question, (1) "*How many tenses do you know?*", engaged students in remembering their prior knowledge about grammar tenses.

In this activity, students needed the ability to remember material over time. By remembering the learned material, either learned in class or have been learned before, students were able to complete the activity by answering the questions thrown by the teacher in class. It shows that the subject has engaged the students with an activity that promotes meaningful learning *retention*.

2. Material Explanation

The observation result found that material explanation is a reoccurring activity for each meeting. According to the observation result, there are two kinds of cognitive category that were included in this stage: Understand and Analyze. However, the activity itself promotes many different cognitive processes such as *explaining*, *exemplifying*, *classifying*, *comparing*, *differentiating*, *organizing*, and *attributing*.

According to the observation result, the subject provided material that included characteristics, functions, and example of each tenses, all which the teacher would then elaborate verbally in detail. This promotes cognitive process *explaining*. For example, the teacher started the lesson by showing a slideshow with the title of the material clauses and sentences. She then asked students verbal questions as light practices to support her explanation. For example:

- T : "What kind of tenses is in this sentence?"
 S : "Present Perfect!"
 (1) T : "How do you know? What's the hint?"
 S : (Various answers) "Have and verb three!" "There's 'have' !" "Verb three!"

The conversation above was taken from meeting 1. In respond to the questions, the students were able to answer as such, (1) "*Have and verb three!*"; "*There's 'have'!*"; "*Verb three!*". Therefore, the teacher's verbal questions engaged with the students were able to help the teacher in explaining grammar tenses.

In material explanation, cognitive process *classifying* and *comparing* also occurred when the teacher asked the students to identify, classify, and comparing things among the current materials. For example:

- (1) T : "Can you tell me which word is the verb?"
 S : "The word 'work'!"
 (2) T : "Okay, good. Then, from the example, can you tell me which one is the proper noun?"
 S : (Various answers) "Paris!" "Charlie!"

Above was a conversation taken from meeting 2, with the topic of parts of speech. The questions (1) "*Can you tell me which word is the verb?*" and (2) "*...can you*

tell me which one is the proper noun?" engaged students in remembering their knowledge of what they have learned about parts of speech (as it was just explained by the teacher). Moreover, according to Mayer's cognitive processes, this can be considered as the teacher engaging the students in cognitive process *identifying and classifying*. She then proceeds to explain the function, characteristics, and examples of the current lesson by explaining them orally.

Besides *classifying*, cognitive process *comparing* also happened. For example:

- (1) T : "...what's the difference between prepositional and verb phrases?"
 (2) S : (Various answers) "The formula!" "The name!"
 T : (Laughs) "The formula, what's the difference?"
 S : "Preposition and verb!"

In the conversation above, which was taken from meeting 3, the teacher's questions (1) "*...what's the difference between prepositional and verb phrases?*" and (2) "*The formula, what's the difference?*" have engaged the students with cognitive process *comparing* activities. As before, these activities needed the students to be able to remember the material or lesson they have learned to complete it.

In addition, the subject also asked students to try and provide examples by themselves, which promotes cognitive process *exemplifying*. For example, the subject was discussing the grammar material 'parts of speech' in the classroom. After some time, the subject asked the students to provide some examples. This implied the teacher asked the students to use their ability to remember to complete the activity.

In doing these activities, students needed the ability to remember material over time. By remembering the learned material, students were able to complete the mentioned activities, either by classifying categories, comparing materials, or giving examples. These activities that engaged students with *explaining*, *exemplifying*, *classifying*, and *comparing* came from cognitive category Understand, and thus, promotes meaningful learning *retention*.

3. Concluding Review

This activity, according to the observation, only happened in meeting 4. The cognitive category included in this activity is Understand and the cognitive process engaged using this activity is *summarizing*. The cognitive process happened when the teacher asked the students to briefly summarize the grammar material they learned that day orally. The teacher helped by triggering them by using keywords of the material they have learned, and then the students summarize the mentioned material orally. For example:

- (1) T : So what did we learn today?
 S : (Various answers) "Clauses!" "Compound complex sentence!"

- (2) T : "Clauses, okay. What about independent and dependent clauses?"
- S : "Dependent clause cannot stand (...)."
- (3) T : "What about sentences, tell me."
- S : "There are (...)."

The questions (1), (2), and (3) have helped the teacher in having the students to summarize the lesson or grammar materials they have learned. In this activity, students needed the ability to remember material over time. By remembering the grammar lesson material they have learned before, students were able to do the *summarizing*. Therefore, this activity shows that the subject engaged the students with activity that promotes *retention*.

According to Meyer, teaching beyond the factual knowledge is needed in order for a lesson to be able to achieve meaningful learning. To reach this purpose, cognitive processes for *retention* and *transfer* of knowledge should be engaged with the students. In support of the meaningful learning theory, an analysis to the subject's grammar teaching process have been found to engaged both aspects. The data in the table has shown that out of Bloom's six cognitive categories, the teacher has implemented most of them in her grammar teaching process, with the category *evaluate* as an exception.

In promoting *retention* for her grammar teaching, the teacher engaged students with activities that involve cognitive category Remember and Understand. She included cognitive processes *recalling*, *explaining*, *exemplifying*, *classifying*, *comparing*, and *summarizing* in her classroom activities.

Teacher's Application of Retention in The Grammar Classroom Activities

Using the table of the subject's compiled grammar classroom teaching activities, below is the analysis of the meaningful learning activities *transfer of knowledge* which had been engaged with the students by the teacher throughout the duration of the study's observation.

1. Review Exercise

The first material-related activity seen from the observation was tenses review exercise. The activity itself promotes cognitive process *execute* which came from the cognitive category of apply. The teacher had the students to do some tenses-related grammar exercises from the grammar book by Betty S. Azar. The activity had the students to answer the question by utilizing their existing knowledge or what they have learned about English grammar tenses. The students were asked to do this activity individually and without the help of reference material besides the brief overview on grammar tenses done in the beginning of the grammar class. The activity asked them to utilize their knowledge to answer the exercises.

In doing this activity, students needed the ability to use what have been learned, that is grammar tenses, to solve new problem, or in this case, the classroom exercise. Therefore, this activity shows that the subject

engaged the students with activity that promotes *transfer of knowledge*. However, based on the observation, this activity only happened in the first meeting.

2. Material Explanation

The observation result found that material explanation is a reoccurring activity for each meeting. According to the observation result, there are two kinds of cognitive category that were included in this stage: Understand and Analyze. However, the activity itself promotes many different cognitive processes such as *explaining*, *exemplifying*, *classifying*, *comparing*, *differentiating*, *organizing*, and *attributing*.

In addition to cognitive processes *retention* as has been explained in the previous section, students were also engaged with *differentiating*, *organizing*, and *attributing* activities, which came from the cognitive category Analyze. For each material explanation, the teacher discussed and analyze together with the class the function or purpose, forms or the construct, and rules or relevance of each grammar lesson material. For example:

- (1) T : "...prepositional phrase functions as either adjective or adverb."
- S : (Listening)
- (2) T : "...to make one, we use the formula (...)"
- S : (Taking notes)
- (3) T : "For example, in this sentence (...)"

In the conversation above, which was taken from meeting 3, the teacher's sentence (1) explained the function, (2) the formulas, or parts to construct the prepositional phrase, and (3) provided examples. According to Mayer's cognitive process theory, she has engaged cognitive process *differentiating* and *attributing*, where she put relevance and purpose of phrases (functions) and *attributing*, where she shows how each parts construct together (formulas) respectively. This activity shows that the subject engaged the students with activity that promotes both *transfer of knowledge*.

Therefore, it can be concluded that the series of activity that were included in Material Explanation are promoting both *retention* and *transfer of knowledge*.

3. Grammar Exercise

This activity was centered around the students doing classroom grammar practices or exercise. The teacher always gave the students grammar exercises for each meeting, and the focus are on either accuracy or form and meaning or use or both. The subject used variety of ways to have her students do the exercises, but the core remain that in this type of activity, students were asked to make sense of the questions and utilized or use their knowledge or what they have learned in the grammar class to answer the questions.

Based on the observation, there are two kind of cognitive category included –Apply and Create– and two kind of cognitive processes engaged –*execute* and *generating*–. The cognitive process *execute* was engaged when the students were asked to do grammar exercise without creating or writing down new things the produced themselves, meanwhile *generating* was engaged when the students were asked to create or write

down their own produced answers. This activity shows that the subject engaged the students with activity that promotes *transfer of knowledge*.

In addition, based on the observation done, the teacher gave the students grammar practices or exercises in each meeting. In the classroom, the teacher decided to both adopt and design her own classroom grammar practice. The references she used in adopting her classroom grammar practice was *English Grammar (4th Edition)*, a book by Betty S. Azar and Stacy A. Hagen. This adopted practices was done in the first meeting of the class.

According to Brown, there are several grammatical elements which can be used as an objective in creating or choosing grammar practice; the grammar structure (accuracy or form) and meaning (use). Grammar practices which included *forms* or grammar structure are used when the educational objectives of the lesson or practice included *accuracy*. When the educational objective of the lesson was to aim for the use of grammar or involves *meaning*, practice that included the *use of grammar function* are suitable.

Based on the observation notes gathered in four classroom meetings, in evidence to the Brown's statements, the teacher used both objectives in adopting and designing her classroom grammar practice.

The observation result showed that students are able to do and finish the given grammar practice or exercises for each meeting. For instance, sometimes students are asked to answer one by one, and they were able to answer correctly. Another one was the students were asked to write down the answer in front, and they were able to do so. In addition to individual exercises, students were also tasked to do pair work and group work.

According to Meyer, teaching beyond the factual knowledge is needed in order for a lesson to be able to achieve meaningful learning. To reach this purpose, cognitive processes for *retention* and *transfer of knowledge* should be engaged with the students. In support of the meaningful learning theory, an analysis to the subject's grammar teaching process have been found to engaged both aspects. The data in the table has shown that out of Bloom's six cognitive categories, the teacher has implemented most of them in her grammar teaching process, with the category *evaluate* as an exception.

In promoting meaningful learning aspect *transfer of knowledge*, the teacher engaged students with activities that included cognitive category Apply, Analyze, and Create. She included cognitive processes *differentiating, organizing, attributing, execute, and generating* in her classroom activities.

Based on the meaningful learning theory and analysis of the data result, the subject's intermediate grammar classroom teaching activities, which has promoted both cognitive processes of *retention* and *transfer of knowledge* can be considered as a grammar teaching with meaningful learning activities.

CONCLUSION

As have been stated in Chapter 1, the objective of the study is to attempt to describe and analyze the meaningful learning activities *retention* and *transfer of knowledge* in the teaching process of an intermediate grammar course class. The analysis is focused on the teacher's whilst-stage activities in the teaching process which happened in the classroom. It was then analyzed using Brown's meaningful learning and Mayer's cognitive processes theories. The teachers' meaningful learning activities in the classroom for four meetings, which are then simplified into five core activities, are analyzed.

According to Meyer, teaching beyond the factual knowledge is in order for a lesson to be able to achieve meaningful learning. In order to reach this purpose, cognitive processes for *retention* and *transfer of knowledge* should be engaged with the students. There are at least 18 cognitive processes for both *retention* and *transfer of knowledge*.

Based on the data result which have been analyzed using the relevant theories, it is shown that the conclusion on the teacher's meaningful learning activities of *retention* and *transfer of knowledge* on intermediate grammar teaching process are:

1. The teacher engaged students with activities that involve cognitive category Remember and Understand to promote *retention* aspect of meaningful learning. She included cognitive processes *recalling, explaining, exemplifying, classifying, comparing, and summarizing* in her grammar classroom activities.

2. The teacher engaged students with activities that included cognitive category Apply, Analyze, and Create to promote *transfer of knowledge* aspect of meaningful learning. She included cognitive processes *differentiating, organizing, attributing, execute, and generating* in her grammar classroom activities.

In addition, it is shown that the teacher had provided both type of grammar practices—form or *accuracy* and use or *meaning*—in her classroom for every meeting. She both adopted and design her own grammar practices and exercise. The observation showed that the students were able to answers most grammar questions correctly or finish exercises and grammar practice be it individual work, pair work, or group work. This is in support of Brown's meaningful learning theory where he suggested that meaningful learning activities are able to help students to retain knowledge of what they have learned and use the knowledge of what they have learned.

SUGGESTIONS

This section of the chapter presents suggestions which are, hopefully, able to provide some helpful insight for references in future studies, grammar teachers, or further researchers.

1. For the grammar teachers, it would be better if in executing an effective grammar teaching, they were to provide or engage more activities that promote

both *retention* and *transfer* of knowledge aspect in their grammar classroom activities. It is suggested to achieve an effective grammar teaching with meaningful learning activities.

2. For future researchers, there are still many things to explore regarding achieving meaningful learning in teaching grammar. It would be amazing to further explore the meaningful learning activities in grammar teaching, especially in the relationship between the meaningful learning teaching process and the learning outcome results.

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