ABSTRACT

TANTY RESIANTY. 2017. <u>The Learning-Teaching Processes in English Classes as Reflected in the Teachers' Lesson Plans in Terms of Bloom's Revised Taxonomy.</u> Jakarta: English Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta. August 2017.

The purpose of this research was to analyze the learning-teaching processes in the teachers' lesson plans. This research focused on the cognitive processes and knowledge dimensions of the learning-teaching processes stated by the teachers in the clauses of the main activities in the lesson plans. The approach of Systemic Functional Linguistics (SFL) was used in this research, thus the meaning of experiential metafunction in learning-teaching processes planned by the teachers was analyzed by using transitivity system. The data consisted of 231 clauses taken from the main activities of 9 lesson plans made by 6 teachers from 3 Senior High Schools (SHS) in Jakarta; 78 clauses from 3 transactional text lesson plans, 57 clauses from 3 specific functional text lesson plans and 96 clauses from 3 functional text lesson plans. The result found that the knowledge students do were only *factual knowledge* and *conceptual knowledge* in the cognitive processes of *remember*, *understand*, *apply*, *analyze*, and *evaluate*. The domination of the cognitive processes found in the learning-teaching processes arranged by the teachers in their lesson plans was in the stage of low-order thinking skills. The absence of a cognitive process and some knowledge dimensions might lead to lack of competence students have to master for achieving the goal of learning English. Thus, the meaningful learning has not been implemented because it happens when students build the knowledge and cognitive processes needed for successful problem solving. The findings also showed that the practice for the ability or capability in using the language was dominating the activities rather than language as knowledge.

Keywords: *learning-teaching processes, cognitive processes, knowledge dimensions, transitivity*