

CHAPTER 4

FINDINGS AND DISCUSSIONS

4.1 Findings

The main research question asked what kinds of knowledge do the students do in relation to the texts in the teachers' lesson plans. This main research question was answered by analyzing the *processes* and *participants* in Transitivity Analysis (see Appendix 4). The elaboration was shown under the sub headings of the *knowledge dimensions in the cognitive processes*.

Overall, 231 clauses were analyzed by using Transitivity system; 78 clauses of Transactional text lesson plans, 57 clauses of Specific Functional text lesson plans and 96 clauses of Functional text lesson plans. Clauses Identification tables showed the complete clauses with different colors to indicate the functional elements. Transitivity tables presented further analysis of each element.

The findings showed that 2 knowledge dimensions were constructed in 5 cognitive processes from the learning-teaching processes planned by the teachers. The details were explained as follow:

4.1.1 The Types of Knowledge Students Remember in Relation to the Texts

As the level of thinking in retrieving, recalling, or recognizing knowledge from memory and used to produce definitions, facts, or lists, or recite or retrieve materials (Anderson & Krathwohl,

2000), the types of knowledge students *remember* in learning-teaching processes were listed in each type of text in the lesson plans with the representatives of the clauses.

a) Transactional Text Lesson Plans

From twenty-two cognitive activities of *remembering* in the transactional text lesson plans of *teks menyatakan pendapat dan pikiran*, *teks pengandaian diikuti perintah/saran* and *teks ungkapan saran dan tawaran* were found two types of knowledge (factual and conceptual) represented with the three clauses below as follow:

(Tsa - 1) (Siswa) menyaksikan beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan pendapat dan pikiran

In the activity of *menyaksikan*, the type of knowledge constructed was factual knowledge based on the stated material: *beberapa interaksi dalam media visual (gambar atau video yang melibatkan pernyataan pendapat dan pikiran).*

(Tsa - 2) / (atau) (Siswa) menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan pendapat dan pikiran

In the activity of *menyimak*, the type of knowledge constructed was factual knowledge based on the stated material: *beberapa interaksi dalam media visual (gambar*

atau video yang melibatkan pernyataan pendapat dan pikiran.

(Tsa - 3) (Siswa) mengidentifikasi situasi yang memunculkan pernyataan pendapat dan pikiran

In the activity of *mengidentifikasi*, the type of knowledge constructed was conceptual knowledge based on the stated material: *situasi yang memunculkan pernyataan pendapat dan pikiran*.

b) Specific Functional Text Lesson Plans

From eight cognitive activities of *remembering* in the specific functional text lesson plans of job application letter text, caption text and announcement text were found two types of knowledge (factual and conceptual) represented with the three clauses below as follow:

(Sf - 1) Siswa membaca beberapa surat lamaran kerja

In the activity of *membaca*, the type of knowledge constructed was factual knowledge based on the stated material: *beberapa surat lamaran kerja*.

(Sf - 2) Siswa mengamati fungsi sosial, struktur, dan unsur kebahasaan surat lamaran kerja dari berbagai sumber

In the activity of *mengamati* the type of knowledge constructed was conceptual knowledge based on the stated material: *fungsi sosial, struktur, dan unsur kebahasaan surat*

lamaran kerja dari berbagai sumber beberapa interaksi dalam media visual (gambar atau video yang melibatkan pernyataan pendapat dan pikiran.

(Sf - 25) Siswa membaca beberapa teks penyerta gambar dari berbagai sumber

In the activity of *membaca*, the type of knowledge constructed was factual knowledge based on the stated material: *beberapa teks penyerta gambar dari berbagai sumber.*

c) Functional Text Lesson Plans

From thirty-one cognitive activities of *remembering* in the functional text of lesson plans of narrative text, news items text and descriptive text were found two types of knowledge (factual and conceptual) represented with the three clauses below as follow:

(Fc - 5) (siswa) mendengarkan bagan cerita dari film

In the activity of *mendengarkan*, the type of knowledge constructed was conceptual knowledge based on the stated material: *bagan cerita dari film.*

(Fc - 6) dan (siswa) mengidentifikasi gambar yang sesuai

In the activity of *mengidentifikasi*, the type of knowledge constructed was conceptual knowledge based on the stated material: *gambar yang sesuai.*

(Fc - 7) (siswa) Menonton video “Cinderella Stay Awhile”

In the activity of *menonton*, the type of knowledge constructed was factual knowledge based on the stated material: “*Cinderella Stay Awhile*”.

4.1.2 The Types of Knowledge Students Understand in Relation to the Texts

As the level of thinking in constructing meaning from different types of functions in written or graphic messages activities like interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining (Anderson & Krathwohl, 2000), the types of knowledge students *understand* in learning-teaching processes were listed in each type of text in the lesson plans with the representatives of the clauses.

a) Transactional Text Lesson Plans

From six cognitive activities of *understanding* in the transactional text lesson plans of *teks menyatakan pendapat dan pikiran*, *teks pengandaian diikuti perintah/saran* and *teks ungkapan saran dan tawaran* were found two types of knowledge (factual and conceptual) represented with the three clauses below as follow:

(Tsa - 6) (Siswa) bertanya tentang hal – hal yang tidak diketahui atau berbeda

In the activity of *bertanya*, the type of knowledge constructed was conceptual knowledge based on the stated material: *tentang hal – hal yang tidak diketahui atau berbeda*.

(Tsa - 7) dan (Siswa) mempertanyakan tentang hal – hal yang tidak diketahui atau berbeda

In the activity of *mempertanyakan*, the type of knowledge constructed was conceptual knowledge based on the stated material: *tentang hal – hal yang tidak diketahui atau berbeda*.

(Tsa - 8) (Guru) meminta siswa untuk berdiskusi tentang *suggestion box* yang ada di sekolah

In the activity of *meminta*, the type of knowledge constructed was factual knowledge based on the stated material: *by siswa untuk berdiskusi tentang suggestion box yang ada di sekolah*.

b) Specific Functional Text Lesson Plans

From thirteen cognitive activities of *understanding* in the specific functional text lesson plans of job application letter text, caption text and announcement text were found two types of knowledge (factual and conceptual) represented with the three clauses below as follow:

(Sf - 3) Siswa belajar membaca cepat untuk menemukan gagasan utama teks (*skimming*)

In the activity of *belajar*, the type of knowledge constructed was conceptual knowledge based on the stated material: *membaca cepat untuk menemukan gagasan utama teks (skimming)*.

(Sf - 7) Siswa mempertanyakan cara menemukan gagasan utama, informasi tertentu, informasi rinci dan kesimpulan dalam surat lamaran kerja.

In the activity of *mempertanyakan*, the type of knowledge constructed was conceptual knowledge based on the stated material: *cara menemukan gagasan utama, informasi tertentu, informasi rinci dan kesimpulan dalam surat lamaran kerja*.

(Sf - 33) (Siswa) menemukan informasi tertentu dan rinci dalam teks penyerta gambar

In the activity of *menemukan*, the type of knowledge constructed was factual knowledge based on the stated material: *informasi tertentu dan rinci dalam teks penyerta gambar*.

c) Functional Text Lesson Plans

From twenty-six cognitive activities of *understanding* in the functional text of lesson plans of narrative text, news items text and descriptive text were found two types of

knowledge (factual and conceptual) represented with the three clauses below as follow:

(Fc - 19) dan (siswa) menjawab pertanyaan

In the activity of *menjawab*, the type of knowledge constructed was factual knowledge based on the stated material: *pertanyaan*.

(Fc - 22) (siswa) menemukan arti dari kata-kata yang berkaitan dengan legenda

In the activity of *menemukan*, the type of knowledge constructed was factual knowledge based on the stated material: *arti dari kata-kata yang berkaitan dengan legenda*.

(Fc - 30) (siswa) mendapat feedback dari guru atas kegiatan yang dihasilkan oleh siswa dari unsur kebahasaan

In the activity of *mendapat*, the type of knowledge constructed was conceptual knowledge based on the stated material: *feedback dari guru atas kegiatan yang dihasilkan oleh siswa dari unsur kebahasaan*.

4.1.3 The Types of Knowledge Students Apply in Relation to the Texts

As the level of thinking in carrying out or using a procedure through executing or implementing (Anderson & Krathwohl, 2000), the types of knowledge students *apply* in learning-teaching

processes were listed in each type of text in the lesson plans with the representatives of the clauses.

a) Transactional Text Lesson Plans

From twenty-nine cognitive activities of *applying* in the transactional text lesson plans of *teks menyatakan pendapat dan pikiran, teks pengandaian diikuti perintah/saran* and *teks ungkapan saran dan tawaran* were found two types of knowledge (factual and conceptual) represented with the three clauses below as follow:

(Tsa - 12) (Guru) **memberikan** kesempatan siswa untuk menyatakan pendapat mereka tentang fasilitas sekolah Palmetto Senior High School dan Sekolah mereka sendiri.

In the activity of *memberikan*, the type of knowledge constructed was factual knowledge based on the stated material: *kesempatan siswa untuk menyatakan pendapat mereka tentang fasilitas sekolah Palmetto Senior High School dan Sekolah mereka sendiri.*

(Tsa - 13) siswa **untuk menyatakan** pendapat mereka tentang fasilitas sekolah Palmetto Senior High School dan Sekolah mereka sendiri

In the activity of *untuk menyatakan*, the type of knowledge constructed was factual knowledge based on the stated material: *pendapat mereka tentang fasilitas sekolah Palmetto Senior High School dan Sekolah mereka sendiri.*

(Tsa - 19) (Guru) **meminta** siswa berpasangan membuat contoh dialog tentang menyatakan pendapat dan pikiran serta responnya dan menunjukkannya dalam role play sederhana

In the activity of *meminta*, the type of knowledge constructed was conceptual knowledge based on the stated material: *siswa berpasangan membuat contoh dialog tentang menyatakan pendapat dan pikiran serta responnya dan menunjukkannya dalam role play sederhana.*

b) Specific Functional Text Lesson Plans

From fifteen cognitive activities of *applying* in the specific functional text lesson plans of job application letter text, caption text and announcement text were found two types of knowledge (factual and conceptual) represented with the three clauses below as follow:

(Sf - 9) Siswa **berlatih** menemukan gagasan utama dan informasi tertentu dalam surat lamaran kerja

In the activity of *berlatih*, the type of knowledge constructed was conceptual knowledge based on the stated material: *menemukan gagasan utama dan informasi tertentu dalam surat lamaran kerja.*

(Sf - 11) Siswa **menulis** surat lamaran kerja dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan.

In the activity of *menulis*, the type of knowledge constructed was factual knowledge based on the stated material: *surat lamaran kerja.*

(Sf - 36) Siswa melakukan perbaikan terhadap surat lamaran kerja yang ditulis berdasarkan masukan dari teman dan guru

In the activity of *melakukan*, the type of knowledge constructed was factual knowledge based on the stated material: *perbaikan terhadap surat lamaran kerja yang ditulis*.

c) Functional Text Lesson Plans

From eighteen cognitive activities of *applying* in the functional text of lesson plans of narrative text, news items text and descriptive text were found two types of knowledge (factual and conceptual) represented with the three clauses below as follow:

(Fc – 40) Berpasangan (siswa) membuat cerita sederhana dengan menggunakan *simple sentences, past perfect, simple past dan conjunctions*

In the activity of *membuat*, the type of knowledge constructed was conceptual knowledge based on the stated material: *cerita sederhana*, because the process is focusing on the simple sentences, past perfect, simple past, and conjunctions applications.

(Fc – 54) (siswa) menulis teks recount berdasarkan informasi yang tersedia

In the activity of *menulis*, the type of knowledge constructed was factual knowledge based on the stated material: *teks recount*.

(Fc – 55) dan (siswa) menampilkan beberapa (teks) di kelas

In the activity of *menampilkan*, the type of knowledge constructed was factual knowledge based on the stated material: *beberapa (teks)*.

4.1.4 The Types of Knowledge Students Analyze in Relation to the Texts

As the level of thinking in differentiating, organizing, and attributing, as well as being able to distinguish between the components or parts (Anderson & Krathwohl, 2000), the types of knowledge students *analyze* in learning-teaching processes were listed in each type of text in the lesson plans with the representatives of the clauses.

a) Transactional Text Lesson Plans

From twenty-one cognitive activities of *analyzing* in the transactional text lesson plans of *teks menyatakan pendapat dan pikiran*, *teks pengandaian diikuti perintah/saran* and *teks ungkapan saran dan tawaran* were found two types of

knowledge (factual and conceptual) represented with the three clauses below as follow:

(Tsa - 14) (Guru) **meminta** siswa membandingkan ungkapan menyatakan pendapat dan pikiran serta responnya dalam Bahasa Inggris dan Bahasa Indonesia

In the activity of *meminta*, the type of knowledge constructed was conceptual knowledge based on the stated material: *siswa membandingkan ungkapan menyatakan pendapat dan pikiran serta responnya dalam Bahasa Inggris dan Bahasa Indonesia.*

(Tsa - 15) siswa **membandingkan** ungkapan menyatakan pendapat dan pikiran serta responnya dalam Bahasa Inggris dan Bahasa Indonesia

In the activity of *membandingkan*, the type of knowledge constructed was conceptual knowledge based on the stated material: *ungkapan menyatakan pendapat dan pikiran serta responnya dalam Bahasa Inggris dan Bahasa Indonesia.*

(Tsa - 22) (Siswa) **melakukan** pengamatan di lingkungan daerahnya dan sekitarnya

In the activity of *melakukan* the type of knowledge constructed was factual knowledge based on the stated material: *pengamatan di lingkungan daerahnya dan sekitarnya.*

b) Specific Functional Text Lesson Plans

From nineteen cognitive activities of *analyzing* in the specific functional text lesson plans of job application letter text, caption text and announcement text were found two types of knowledge (factual and conceptual) represented with the three clauses below as follow:

(Sf - 6) siswa **mempertanyakan** antara lain perbedaan antar berbagai surat lamaran yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia

In the activity of *mempertanyakan*, the type of knowledge constructed was conceptual knowledge based on the stated material: *antara lain perbedaan antar berbagai surat lamaran yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.*

(Sf - 14) Siswa **menganalisis** berbagai surat lamaran kerja

In the activity of *menganalisis*, the type of knowledge constructed was factual knowledge based on the stated material: *berbagai surat lamaran kerja.*

(Sf - 15) dan (siswa) **membandingkan** -nya dengan contoh yang diberikan

In the activity of *membandingkan*, the type of knowledge constructed was factual knowledge based on the stated material: *-nya dengan contoh yang diberikan.*

c) Functional Text Lesson Plans

From twenty cognitive activities of *analyzing* in the functional text of lesson plans of narrative text, news items text and descriptive text were found two types of knowledge (factual and conceptual) represented with the three clauses below as follow:

(Fc - 51) dan (siswa) menganalisis unsur bahasanya

In the activity of *menganalisis*, the type of knowledge constructed was conceptual knowledge based on the stated material: *unsur bahasanya*.

(Fc - 62) (siswa) Menganalisa hal yang harus diperhatikan dalam bercerita kembali secara lisan

In the activity of *menganalisa*, the type of knowledge constructed was conceptual knowledge based on the stated material: *hal yang harus diperhatikan dalam bercerita kembali*.

(Fc - 66) (siswa) menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menceritakan kembali secara dan tulisan dalam lembar refleksi diri

In the activity of *menuliskan*, the type of knowledge constructed was factual knowledge based on the stated material: *permasalahan dalam menggunakan bahasa Inggris untuk menceritakan kembali secara dan tulisan*.

4.1.5 The Types of Knowledge Students Evaluate in Relation to the Texts

As the level of thinking in making judgements based on criteria and standards through checking and critiquing (Anderson & Krathwohl, 2000), the types of knowledge students *evaluate* in learning-teaching processes were listed in each type of text in the lesson plans with the representatives of the clauses.

a) Transactional Text Lesson Plans

There was no activity in *evaluating* from transactional text lesson plans of *teks menyatakan pendapat dan pikiran*, *teks pengandaian diikuti perintah/saran* and *teks ungkapan saran dan tawaran*. Thus, there was no type of knowledge constructed.

b) Specific Functional Text Lesson Plans

From two cognitive activities of *evaluating* in the specific functional text lesson plans of job application letter text, caption text and announcement text was found one type of knowledge (factual) represented with the two clauses below as follow:

(Sf - 17) Siswa **menyunting** sebuah surat lamaran kerja yang diambil sumber lain

In the activity of *menyunting*, the type of knowledge constructed was factual knowledge based on the stated

material: *sebuah surat lamaran kerja yang diambil sumber lain.*

(Sf - 21) Siswa **menyampaikan** hasil **suntingan terhadap sebuah surat lamaran kerja.**

In the activity of *menyampaikan*, the type of knowledge constructed was factual knowledge based on the stated material: *hasil suntingan terhadap sebuah surat lamaran kerja.*

c) Functional Text Lesson Plans

From one cognitive activity of *evaluating* in the functional text of lesson plans of narrative text, news items text and descriptive text was found one type of knowledge (factual) represented with the one clause below as follow:

(Fc – 67) dan (siswa) **Melakukan** **peer-editing**

In the activity of *melakukan*, the type of knowledge constructed was factual knowledge based on the stated material: *peer-editing.*

4.1.6 The Types of Knowledge Students Create in Relation to the Texts

As the level of thinking in putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or

producing (Anderson & Krathwohl, 2000), there was no cognitive activity students *create* in learning-teaching processes of transactional text lesson plans of *teks menyatakan pendapat dan pikiran*, *teks pengandaian diikuti perintah/saran* and *teks ungkapan saran dan tawaran*, in specific functional text lesson plans of job application letter text, caption text and announcement text and in functional text lesson plans of narrative text, news items text and descriptive text. Thus, there was no type of knowledge construct.

From the analysis of the three kind lesson plans were 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 *procedural knowledge* and *metacognitive knowledge* were not found and the cognitive process of *create* did not occur.

Besides the cognitive processes and knowledge dimensions found in the learning-teaching processes planned by the teachers, other findings were found during the researcher analyzing the data. A mixed lesson plan was found in the functional text lesson plans of narrative text. The lesson planning of learning-teaching processes in narrative text was combined with the specific functional text; announcement text. But the researcher still categorized the lesson plans in three kinds of text without adding

mixed text lesson plans. Also, unclear materials were found in two remembering activities of functional text lesson plans as stated below:

(Fc - 8) dan (guru) meminta siswa melengkapinya.
(Fc - 9) siswa melengkapinya.

The word *-nya* did not refer to any materials because there was no material mentioned before that left a difficulty to categorize the types of knowledge. But by seeing the earlier activities, the word *-nya* could be categorized as factual knowledge in relation to the activities of watching the video.

4.2 Discussions

This study has analyzed the learning-teaching processes in teachers' lesson plans to determine the cognitive processes and knowledge dimensions. According to Anderson and Krathwohl (2000), the critical thinking activity is arranged from lowest, started from remembering, to highest, ended with creating and the knowledge dimension is ranging from concrete (factual) to abstract (metacognitive). The cognitive processes and knowledge dimensions found from each text of the lesson plans are analyzed to determine the level of thinking and the originality of the work.

In the transactional text lesson plans of *teks menyatakan pendapat dan pikiran*, *teks pengandaian diikuti perintah/saran* and *teks ungkapan saran dan tawaran*, the cognitive processes and knowledge dimensions shown in the table below were 28,2% *remembering* (factual and conceptual knowledge), 7,7% *understanding* (factual and conceptual

knowledge), 37,2% *applying* (factual and conceptual knowledge), 26,9% *analyzing* (factual and conceptual knowledge), and 0% in the process of *evaluating* and *creating*. The most cognitive activities applied was in the stage of *applying* (37,2%). So, it categorized that transactional text lesson plans touched the low-order thinking skills in the teaching-learning process reflected in the teachers' lesson plans with *factual knowledge* and *conceptual knowledge* constructed.

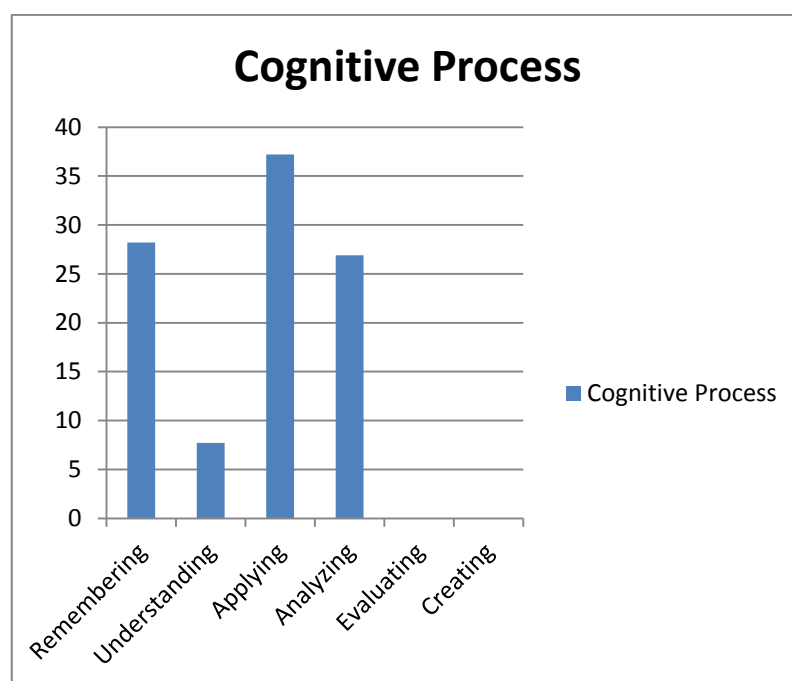


Chart 4.2.1 The Percentage of the Cognitive Processes in the Transactional Text Lesson Plans

Next, in the specific functional text lesson plans of job application letter text, caption text and announcement text, the cognitive processes and knowledge dimensions shown in the table below were 14% *remembering* (factual and conceptual knowledge), 22,8% *understanding* (factual and conceptual knowledge), 26,3% *applying* (factual and

conceptual knowledge), 33,3% *analyzing* (factual and conceptual knowledge), 3,6% *evaluating* (factual knowledge), and 0% in the process of *creating*. The most cognitive activities applied was in the stage of *analyzing* (33,3%). So, it categorized that specific functional text lesson plans has touched high-order thinking skills in the teaching-learning process reflected in the teachers' lesson plans with *factual knowledge* and *conceptual knowledge* constructed.

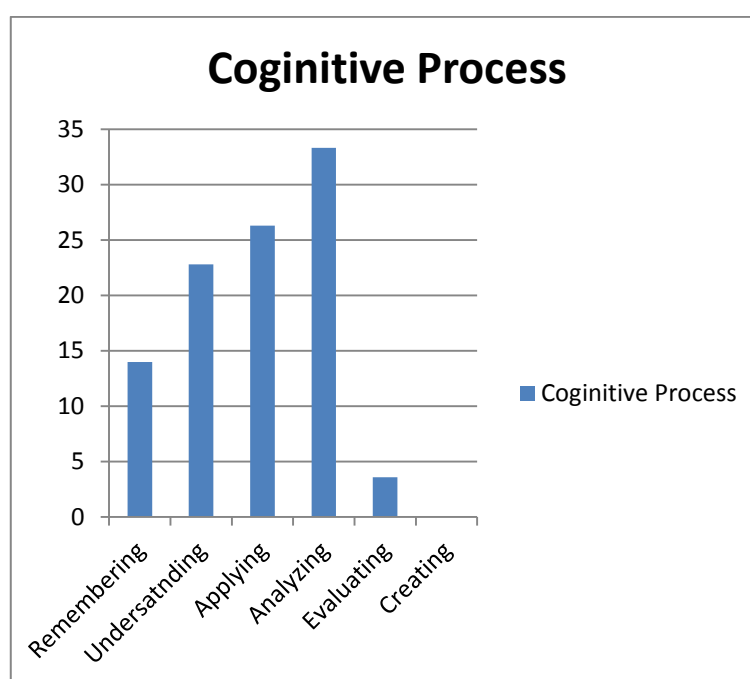


Chart 4.2.2 The Percentage of the Cognitive Processes in the Specific Functional Text Lesson Plans

Meanwhile, in the functional text lesson plans of narrative text, news items text and descriptive text, the cognitive processes and knowledge dimensions shown in the table below were 32,3% *remembering* (factual and conceptual knowledge), 27,1% *understanding* (factual and conceptual knowledge), 18,8% *applying* (factual and

conceptual knowledge), 20,8% *analyzing* (factual and conceptual knowledge), 1% *evaluating* (factual knowledge), and 0% in the process of *creating*. The most cognitive activities applied was in the stage of *remembering* (32,3%). So, it categorized that functional text lesson plans just touches low-order thinking skills in the teaching-learning process as reflected in the teachers' lesson plans with *factual knowledge* and *conceptual knowledge* constructed.

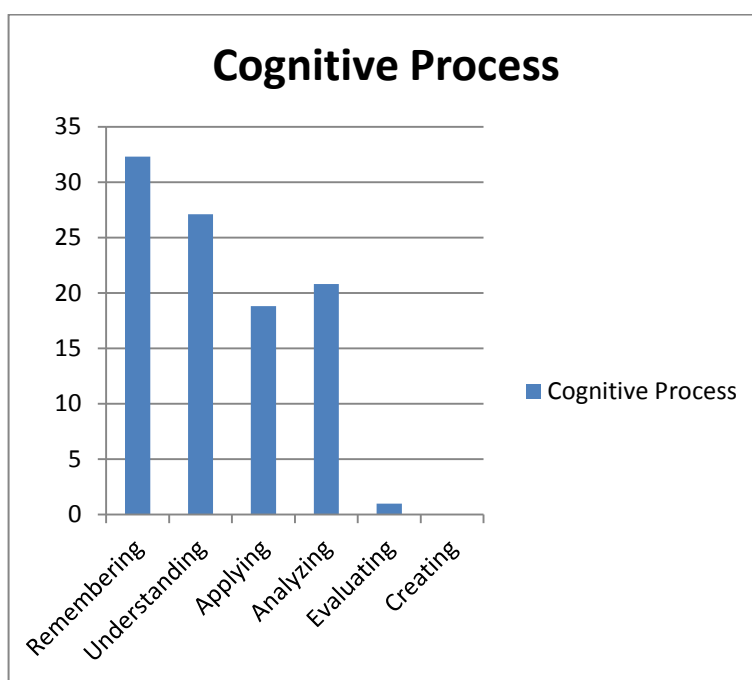


Chart 4.2.3 The Percentage of the Cognitive Processes in the Functional Text Lesson Plans

Previous studies revealed that Lower Order Thinking Skills (LOTS), the three low levels in BRT, were the most prevalent learning levels in interchange coursebooks and the most frequent learning objectives pursued in the junior high school English text books (Razmjoo & Kazempoufard, 2012; Rahpeyma, 2015). Those are the same case in

the teachers' lesson plans. Based on the analysis, the domination of the cognitive processes found in the learning-teaching processes planned by the teachers was in the stage of low-order thinking skills and the domination of the knowledge dimensions constructed were *factual knowledge* and *conceptual knowledge*. Based on the findings, the learning-teaching process in learning factual knowledge were 125 activities and in learning conceptual knowledge were 106 activities of 231 activities reflected in all lesson plans. This showed that the practice for the ability or capability in using the language was dominating the activities rather than language as knowledge (Bachman, 1990; Bachman & Palmer, in preparation) as cited from (Celce-Murcia & Dörnyei, 1995).

According to the Core Competencies of Indonesian Educational syllabus, 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. Based on the findings, students mostly experienced the activities in low-order thinking skills whereas meaningful learning happens when students build the knowledge and cognitive processes needed for successful problem solving (Mayer, 2002). A study suggested higher-order thinking strategies; dealing in class with real-world problems, encouraging open-ended class discussion, and fostering inquiry-oriented experiments, is a good chance for consequent development of critical thinking capabilities if purposely and persistently practiced by the teachers (Miri, David & Uri, 2007).