

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Planning is a systematic process as a combination guide of instruction forms and contents and seen as a teaching tool that reflects the teachers' teaching philosophy and the goal of learning process (Cicek & Tok, 2014; Borich, 2007; Jensen, 2001). Lesson plan is the key process to meet the national content standards and optimize the outcome of the classroom teaching and learning (Borich, 2007).

The most important educational goals are to promote *retention* and to promote *transfer* that indicates a meaningful learning (Mayer, 2002). *Retention* is the ability to remember material as the same as it is presented during the instruction and *transfer* is the ability of using what was learned to solve new problems, answer new questions or facilitate learning a new subject matter whereas in the cognitive process of the revised Taxonomy, *Remember* is the most closely one related to *retention* and the other five (*Understand, Apply, Analyze, Evaluate, and Create*) increasingly related to *transfer* (Mayer, 2002; Mayer & Wittrock, 1996).

The goal of the learning process in Indonesia is defined in term of graduate's competence that is the qualification of abilities covering the attitude, knowledge and skills in line with the national standard (UU RI No. 20, 2003). The competence is divided into The Core Competencies (*Kompetensi Inti/KI*) and The Basic Competencies (*Kompetensi*

Dasar/KD). The Core Competencies in Curriculum 2013 are the abilities to achieve the standard of graduate's competence in every level of the learning consist of the spiritual and social attitude, knowledge, and skills and The Basic Competencies are the minimum abilities and the learning content students must achieve on a subject refer to The Core Competencies (Permendikbud No. 24, 2016). For English subject, the competencies consist of attitude, knowledge and skills of the English communication in the three types of text; (1) Interpersonal, (2) Transactional and (3) Functional, verbally and written in the informational literacy level, to perform social function in the contextual situation by using simple, coherence and cohesive text structure with the appropriate language feature (Silabus Mata Pelajaran Bahasa Inggris, 2016).

In achieving the goal of the learning process, as the significant element in education (Shabiralyani, Hasan, Hamad & Iqbal, 2015), learning happens when the knowledge of a topic or a subject matter are acquired through processing information by reading, listening, thinking, memorizing facts, relating new facts to existing knowledge, analyzing problems, and acquiring psychomotor skills (Cate, Snell, Mann, & Vermunt, 2004). The processing information is in line with integrated activities such oracy (listening and speaking) and literacy (reading and writing) to determine the effectiveness within the classroom (Dolan, 1985) because each level of learning is a prerequisite for the next level; arranged from lower-order learning to higher-order learning (Bloom, 1956). Being

able to use the knowledge in a variety of new situations is a broader vision of learning (Mayer, 2002). The knowledge categories based on the revised Taxonomy are factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge that cut across the subject matter line (Krathwohl, 2002). In Indonesian learning-teaching process, the factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge are learned in the thinking level of understanding (identifying, comparing, and interpreting), applying, analyzing, and evaluating (Silabus Mata Pelajaran Bahasa Inggris, 2016).

In relation to the competencies demand (Silabus Mata Pelajaran Bahasa Inggris, 2016), a study investigated that collaborative activities could incorporate the realization of critical thinking skills and meaning in English Language Teaching to develop the students' English competencies and variety of classroom activities carted students' communicative competence and created lively learning atmosphere (Masduqi, 2011). Another study revealed that a brief training on critical thinking and a critical attitude such as engaging students in an independent learning (finding, searching and evaluating learning materials to become trustworthy, complete and can be used to achieve the goal as have been taught and trained) has prompted their awareness of critical thinking (Djiwandono, 2013). Those previous studies highlighted the learning-teaching processes in the classroom settings to improve students' cognitive processes for thinking critically. So, this present study aimed to analyze

the learning-teaching processes arranged by the teachers in their lesson plans to determine the cognitive processes and knowledge dimensions and to see whether or not the learning-teaching processes achieve the competencies based on KI and KD.

1.2 Research Questions

Based on the background of the study, appeared the main research question then was divided into sub research questions:

1. In the teachers' lesson plans, what kinds of knowledge do the students do in relation to the texts?
 - What knowledge do students remember in relation to the texts?
 - What knowledge do students understand in relation to the texts?
 - What knowledge do students apply in relation to the texts?
 - What knowledge do students analyze in relation to the texts?
 - What knowledge do students evaluate in relation to the texts?
 - What knowledge do students create in relation to the texts?

1.3 Purpose of the Study

The purpose of this study was to analyze the learning-teaching processes planned by the teachers in order to determine the knowledge dimensions students remember, understand, apply, analyze, evaluate and create in relation to the texts; transactional texts, specific functional texts and functional texts, by using Transitivity Analysis.

1.4 Scopes of the Study

The scopes in conducting this study were the data resources were taken only from three schools; School A, School B and School C, as the samples and the study focused on the cognitive processes and knowledge dimensions based on Bloom's Revised Taxonomy of the learning-teaching processes stated by the teachers in the clauses of the main activities in the lesson plans.

1.5 Significance of the Study

This study was conducted to contribute in planning the learning-teaching processes theoretically and practically. Theoretically, the result will be a reference of the knowledge dimensions students remember, understand, apply, analyze, evaluate and create in relation to the texts in learning-teaching processes planned by the teachers. Practically, this study is expected to help future educators in designing and describing learning-teaching processes activities in the lesson plans by referring to the list of verbs in cognitive processes and knowledge dimensions based on Bloom's Revised Taxonomy in order to achieve the goal of education and to give a model that Systemic Functional Linguistics can be used to analyze the processes in every field including in planning the lesson.