#### **CHAPTER 3**

# METHODOLOGY

#### **3.1 Research Design**

This study used content analysis as the method to identify the intentions of the teachers (Weber, 1990) in their lesson plans. Qualitative content analysis was employed "to describe the characteristics of communication in terms of 'what,' 'how,' and 'to whom'" in order to suggest their next words or phrases in terms of "who" and "why" and their consequences in terms of "with what effects" (Krippendorff, 2004). In analyzing the lesson plans, researcher used the Systemic Functional Linguistics (SFL) theory by Halliday. The use of SFL approach was for describing and modeling language as a resource for making meaning and choices (Cunanan, 2011). Moreover, as this 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, the Transitivity system as a realization of experiential metafunction was used as the tool to analyze the learning-teaching processes planned by the teachers. By using Transitivity system, researcher enabled to analyze processes or experiences like actions, events, processes of consciousness, and relations that covers "all phenomena and anything that can be expressed by a verb: event, whether physical or not, state, or relations" (Halliday, 1985; Halliday, 1976) cited from Cunanan (2011). By seeing the process, what 'goings-on' in the whole clause are represented (Bloor & Bloor, 1995). Also, this study was conducted to see whether or not the learning-teaching processes achieve the competencies based on KI and KD.

### 3.2 Data and Data Source

The data of the study were the clauses in the main activities of the learning-teaching processes in the lesson plans. The data sources were the teachers' lesson plans on transactional texts, specific functional texts and functional texts. The clauses were 231 in total; 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 lesson plans were designed by 6 Senior High School teachers. The lesson plans were taken from 3 Senior High Schools in Jakarta.

### **3.3 Data Collection Procedures**

The data are collected in these following steps:

# **3.3.1** Selecting and Getting the Lesson Plans

The researcher selected 9 lesson plans focusing on three different kinds of text; 3 transactional text lesson plans, 3 specific functional text lesson plans and 3 functional text lesson plans. Then, the researcher got those lesson plans from three Senior High Schools in Jakarta.

### **3.3.2** Choosing the Section in the Lesson Plans

After getting the lesson plans, the researcher chose the main activities of the lesson plans in order to determine the cognitive processes and knowledge dimensions.

# **3.3.3** Reading and Retyping the Main Activities of the Lesson Plans

Next, the researcher read the clauses of the main activities of the lesson plans and retyped them as the original data sources were printed materials. As the data was taken originally from the teachers, there were some mistypes and no space within words in the lesson plans. The researcher did some corrections to ease the analysis.

# **3.3.4** Breaking Down/Segmenting the Texts

After reading and retyping, the texts were broke down or segmented into the clauses. Then the clauses were identified into the specific unit the using Transitivity system by Halliday. The researcher also distinguished the specific unit in various colors; the conjunctions were colored in black, the circumstances were colored in blue, the processes were colored in red, and the participants were colored in green.

No	Conjunction	Clause	Process Type
Sf - 1		Siswa membaca beberapa surat lamaran	Material
		kerja dari berbagai sumber	
Sf - 4	dan	Siswa belajar membaca memindai untuk	Material
		menemukan informasi tertentu	
		(scanning)	
Sf - 6		Dengan bimbingan dan arahan guru,	Verbal
		siswa mempertanyakan antara lain	
		perbedaan antar berbagai surat lamaran	
		yang ada dalam bahasa Inggris,	

Table 3.3: The Clauses Identification

perbedaan teks dalam bahasa Inggris	
dengan yang ada dalam bahasa Indonesia	

Notes: Sf : Specific

: Specific Function Text Lesson Plans

# **3.4 Data Analysis Procedures**

The analysis of the data was using a Revision of Bloom's Taxonomy of Educational Objectives (Krathwohl, 2002) to analyze the learning-teaching processes arranged by the teachers' in their lesson plans to determine the cognitive processes (*remembering*, *understanding*, *applying*, *analyzing*, *evaluating*, and *creating*) and knowledge dimensions (*factual*, *conceptual*, *procedural*, and *metacognitive*) by seeing the processes, to decide the cognitive level because the list of verbs in each cognitive level were presented in the processes, and participants, to decide the types of knowledge, in the transitivity analysis. The researcher categorized the cognitive processes into different colors; *remembering* was colored in maroon, *understanding* was colored in orange, *applying* was colored in purple, *analyzing* was colored in grey, *evaluating* was colored in soft green, and *creating* was colored in yellow.

No	Conj	<b>C1</b>	<b>P1</b>	Process	P2	Р	C2	СР	KD
						3			
	Teks Surat Lamaran Kerja								
				Mer	ngamati				
Sf			Sis	membaca	beberapa			Re	Factu
- 1			wa	(Material)	surat			me	al
			(Ac		lamaran			mbe	
			tor)		kerja			ring	
					(Goal)				
Sf	dan		Sis	belajar	membaca			Und	Conc

 Table 3.4.1: The Analysis of Cognitive Process Dimension and Knowledge Dimension

- 4	wa	(Material)	memindai		erst	eptual
	(Ac		untuk		andi	
	tor)		menemukan		ng	
			informasi			
			tertentu			
			(scanning),			
			(Goal)			
Sf	sis	mempertan	antara lain	Deng	Ana	Conc
- 6	wa	yakan	perbedaan	an	lyzi	eptual
	(Sa	(Verbal)	antar	bimbi	ng	
	yer)		berbagai	ngan		
			surat	dan		
			lamaran	araha		
			yang ada	n		
			dalam	guru,		
			bahasa			
			Inggris,			
			perbedaan			
			teks dalam			
			bahasa			
			Inggris			
			dengan yang			
			ada dalam			
			bahasa			
			Indonesia			
			(Verbiage)			

Notes:		
Sf : Specific Functional Text Lesson Plans	Conj.	: Conjunction
C1 : Circumstance 1	P1	: Participant 1
P2 : Participant 2	P3	: Participant 3
C2 : Circumstance 2	СР	: Cognitive Process
KD: Knowledge Dimension		

Based on the example above, the researcher had done the analysis of the clauses to decide the cognitive processes and knowledge dimensions by using the structure of Bloom's Revised Taxonomy.

The	The Cognitive Process Dimension							
Knowledge	Remember	Understand	Apply	Analyze	Evaluate	Create		
Dimension	choose,	classify, defend,	apply,	analyze,	appraise,	choose,		
	describe,	demonstrate,	choose,	categorize,	judge,	combine,		
	define, identify,	distinguish,	dramatize	classify, compare,	criticize,	compose		

Table 3.4.2: The Clauses Analysis Based on BRT Structure

Linker, INS.Cexpann, expann, give, example, i, udge, give, example, i, udge, i, udge,<		label list	oveloie	oveloin	differentiate,	defend and	1
memorize,       give, example,       e, judge,       identify, infer,       , create,         mare, omit,       iillustrate,       organize,       point out, select,       develop,         recie,       indicate,       paint,       subdivide, and       develop,         recie,       interrelate,       propace,       survey       formulat         select, and state       interpret, infer,       produce,       intervelat,       propace,       survey       hypothes         select, and state       interpret, infer,       propace,       survey       intervelat,       survey       hypothes         pareptrase,       show,       select, show,       survey       intervelat,       solve,       intervelat,       intervelat,       intervelat,       intervelat,       organize,         summarize, tetti,       and translate       intervelat,       solve,       intervelat,       intervelat,       intervelat,       organize,         plan,       protoce,       intervelat,       intervelat,       intervelat,       intervelat,       intervelat,       organize,         summarize, tetli,       and translate       intervelat,       intervelat,       intervelat,       intervelat,       organize,       intervelat,       intervelat,       in		label, list,	explain,	, explain,		defend, and	,
name, omit, recie,       illustrate, indicate,       organize, paint,       subdivide, and subdivide, and       develop, do, formulat         recognize, select, and state       interpret, infer, interpret, infer, produce,       produce, select,       survey       do, formulat         paraphrase, select, show, summarize, tell, and translate       solve, solve,       solve, solve,       intervet, intervet, solve,       intervet, solve, solve,       intervet, intervet, intervet, solve,       solve, solve, solve, solve,       intervet, intervet, intervet, solve, solve,       solve, solve, solve, solve, solve, solve, summarize, tell, and translate       solve, solve, solve, solve, solve, solve, solve, solve, solve, summarize, tell, and translate       solve, <br< th=""><th></th><th></th><th>-</th><th></th><th></th><th>compare</th><th></th></br<>			-			compare	
recite,       indicate,       paint,       subdivide, and       develop,         recognize,       interrelate,       prepare,       survey       do,         select, and state       interrelate,       produce,       survey       e,         paraphrase,       show,       select,       select,       hypothes         invert,       select,       select,       select,       hypothes         invert,       select,       solve,       select,       invent,       make,         invent,       select, show,       and use       sumarize, tell,       invent,       make up,         and translate       interrelate,       interrelate,       interrelate,       interrelate,       interrelate,         Factual       Siswa       interrelate,       interrelate,       interrelate,       interrelate,       interrelate,       interrelate,         Factual       Siswa       interrelate,       interelate, <t< th=""><th></th><th></th><th></th><th></th><th></th><th></th><th></th></t<>							
recognize, select, and state       interretate, interpret, infer, paraphrase, select,       survey       do, formulat e, hypothes         judge, match, paraphrase, represent, select,       select,       select,       hypothes ize, invent, make up, originate and use       invent, make up, originate i, originate i, originate         Factual       Siswa       Internetate, invent, invent, invent, and translate       Internetate, select, show, and use       Internetate, invent, make up, originate i, originate i, originate i, originate i, originate i, originate i, i, i, i,       Internetate, i, i, i, i,       Internetate, i, i, i, i, i,         Factual       Siswa       Internetate, i, i, i, i,       Internetate, i, i, i,       Internetate, i, i, i,       Internetate, i, i, i, i,         Factual       Siswa       Internetate, i, i, i,       Internetate, i, i, i,       Internetate, i, i, i,       Internetate, i, i, i,         Factual       Siswa       Internetate, i, i,       Internetate, i, i,       Internetate, i, i,       Internetate, i, i, i,       Internetate, i, i, i,       Internetate, i, i, i,         Factual       Siswa       Interneate, i, i, i,       I		name, omit,	illustrate,	organize,			design,
select, and state       interpret, infer, judge, match, select, show,       select, and state       formulat         judge, match, select, show,       show,       interpret, infer, select,       solve,       interpret, invent,         represent, select, show,       and use       solve,       invent,       make,         select, show,       and use       invent,       make,         and translate       invent,       invent,       make,         interpret, itell,       and translate       invent,       interpret,         interpret, itell,       and translate       interpret,       interpret,         interpret, itell, <td< th=""><th></th><th>recite,</th><th>indicate,</th><th>paint,</th><th>subdivide, and</th><th></th><th>develop,</th></td<>		recite,	indicate,	paint,	subdivide, and		develop,
Factual       Siswa       - <td< th=""><th></th><th>recognize,</th><th>interrelate,</th><th>prepare,</th><th>survey</th><th></th><th>do,</th></td<>		recognize,	interrelate,	prepare,	survey		do,
Factual       Siswa       siswa       interfactor       sketch,         Factual       Siswa       interfactor       side       interfactor         Knowledge       membaca       interfactor       interfactor       interfactor       interfactor         kerja       dari       interfactor       interfactor       interfactor       interfactor       interfactor         interfactor       Siswa       interfactor       interfactor       interfactor       interfactor       interfactor         interfactor       Siswa       interfactor       interfactor       interfactor       interfactor       interfactor         interfactor       Siswa       interfactor       interfactor       interfactor       interfactor         interfactor       Siswa       interfactor       interfactor       interfactor       interfactor         interfactor       interfactor       interfactor		select, and state	interpret, infer,	produce,			formulat
Factual       Siswa       Image: sisi			judge, match,	select,			е,
Factual       Siswa       solve, solve, and use       invent, make, make up, originate         Factual       Siswa       Internet and translate       Internet and translate       Internet and translate         Factual       Siswa       Internet and       Internet and       Internet and         Knowledge       Internet and       Internet and       Internet and       Internet and         Internet beberapa       Internet and       Internet and       Internet and       Internet and         Internet berbagai       Internet and       Internet and       Internet and       Internet and         Internet berbagai       Internet and       Internet and       Internet and       Internet and         Conceptual       Internet and       Internet and       Internet and       Internet and			paraphrase,	show,			hypothes
Factual       Siswa       and use       and use       nmake.         Knowledge       nembaca       I.I.I.I.I.I.I.I.I.I.I.I.I.I.I.I.I.I.I.			represent,	sketch,			ize,
Factual       Siswa       Image of the second secon			restate, rewrite,	solve,			invent,
Factual       Siswa       Image: Sisw			select, show,	and use			make,
Factual       Siswa			summarize, tell,				make up,
Factual       Siswa       Image: Sisw			and translate				originate
Factual       Siswa       Image: Sisw							,
Factual       Siswa       Image: signal sign							organize,
Factual       Siswa       Image: sisw							plan,
Factual       Siswa       Image: sisw							produce,
FactualSiswaImage: siswaImage: siswaImage							role
FactualSiswaImage: siswaImage: siswaImage							play, and
KnowledgennembacaII <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th>tell</th>							tell
beberapa       surat         surat       lamaran         kerja       dari         berbagai       sumber (Sf -         1)       Siswa	Factual	Siswa					
suratsuratlamarankerjadariberbagaisumber (Sf -1)SiswaSiswa	Knowledge	membaca					
suratsuratlamarankerjadariberbagaisumber (Sf -1)SiswaSiswa		beberapa					
lamaranlamaranlamarankerja darilamaranberbagailamaransumber (Sf -lamaran1)lamaranSiswasiswa							
kerja dari       kerja dari         berbagai       kerja         sumber (Sf -       kerja         1)       kerja         Siswa       siswa		surat					
berbagai     sumber (Sf -       1)     Siswa       Siswa     Siswa		lamaran					
sumber (Sf - 1)     Siswa     Siswa       Conceptual     Siswa     Siswa		kerja dari					
1)     Siswa     Siswa		berbagai					
Conceptual     Siswa     siswa		sumber (Sf -					
		1)					
Knowledge belajar mempertanyak	Conceptual		Siswa		siswa		
	Knowledge		belajar		mempertanyak		

	membaca	an antara lain		
	memindai	perbedaan		
	untuk	antar berbagai		
	menemukan	surat lamaran		
	informasi	yang ada		
	tertentu	dalam bahasa		
	(scanning)	Inggris,		
	(Sf - 4)	perbedaan teks		
		dalam bahasa		
		Inggris dengan		
		yang ada		
		dalam bahasa		
		Indonesia (Sf -		
		6)		
Procedural				
Knowledge				
Metacognitiv				
e Knowledge				
			1	