

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.

Table 3.3: The Clauses Identification

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

		perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia	
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Notes:

Sf : 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.

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

No	Conj	C1	P1	Process	P2	P3	C2	CP	KD
Teks Surat Lamaran Kerja Mengamati									
Sf - 1			Siswa (Actor)	membaca (Material)	beberapa surat lamaran kerja (Goal)			Remembering	Factual
Sf	dan		Siswa	belajar	membaca			Understanding	Conceptual

- 4			wa (Actor)	(Material)	memindai untuk menemukan informasi tertentu (<i>scanning</i>), (Goal)			erst andi ng	eptual
Sf - 6			sis wa (Sayer)	mempertan yakan (Verbal)	antara lain perbedaan antar berbagai surat lamaran yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia (Verbiage)		Dengan bimbingan dan arahan guru,	Ana lyzi ng	Conc eptual

Notes:

Sf : Specific Functional Text Lesson Plans **Conj.** : Conjunction
C1 : Circumstance 1 **P1** : Participant 1
P2 : Participant 2 **P3** : Participant 3
C2 : Circumstance 2 **CP** : 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.

Table 3.4.2: The Clauses Analysis Based on BRT Structure

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

	label, list, locate, match, memorize, name, omit, recite, recognize, select, and state	explain, express, extend, give, example, illustrate, indicate, interrelate, interpret, infer, judge, match, paraphrase, represent, restate, rewrite, select, show, summarize, tell, and translate	, explain, generaliz e, judge, organize, paint, prepare, produce, select, show, sketch, solve, and use	differentiate, distinguish, identify, infer, point out, select, subdivide, and survey	defend, and compare	, construct , create, design, develop, do, formulat e, hypothes ize, invent, make, make up, originate , organize, plan, produce, role play, and tell
Factual Knowledge	Siswa membaca beberapa surat lamaran kerja dari berbagai sumber (Sf - 1)					
Conceptual Knowledge		Siswa belajar		siswa mempertanyak		

		<p>membaca memindai untuk menemukan informasi tertentu (<i>scanning</i>) (Sf - 4)</p>		<p>an antara lain perbedaan antar berbagai surat lamaran yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia (Sf - 6)</p>		
Procedural Knowledge						
Metacognitive Knowledge						