

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1. Research Design**

This research used a qualitative content analysis design. Krippendorff (2004) explains that content analysis is an applicable research design focusing on a text in making replicable and valid inferences on the context of its use. Qualitative content analysis design is employed to answer question focusing on what, why, and how (Krippendorff, 2004). In analyzing the circumstances described in list teaching activity on teachers' lesson plan, the researcher used the Systemic Functional Linguistic (SFL) Theory by Halliday. As stated by Ruqaiya Hasan (2011, pp. 338-339) SFL is viewed by truly linguistics as a potential for making meaning. Moreover, as this study focused on the manner circumstances, transitivity system will be used in analyzing the data. All the figures in a clause consist of a process that unfold through participants which is being directly involved in the process, and associated with the circumstances (Halliday and Matthiessen, 1999). The transitivity system construes the world of experience into a manageable set of process types (Halliday and Matthiessen, 1999).

#### **3.2. Data and Data Sources**

The data of the study were the clauses of main activity. The data source were teachers' lesson plan on transactional, specific-functional, and

functional text which uses KTSP and mostly uses Kurikulum 2013 revised version. The lesson plans were taken from three senior high schools in East Jakarta.

### 3.3.Data Collection Procedures

The researcher elected three lesson plans focusing on transactional, functional text, and specific text from teachers' document from each school. The procedures then will be done in three steps:

#### 3.3.1. Reading All the Lesson Plans

All collected lesson plans will first be read, the researcher will focus on the list of core competence to get general view of the prior experience that designed by teacher.

#### 3.3.2. Breaking the Text into Clauses

The data will be broken down in order to get the meaning of each clause in the list of core competence, the researcher will break down the text into clauses to see the process by using table of clause identification. After identifying all the clauses.

**Table 3.1. Clause Identification**

No	Conjunction	Clause
Tsa - 11		Siswa berpasangan membaca teks tentang fasilitas sekolah Palmetto Senior High School
Tsa - 18	kemudian	(pendapat dan pikirannya yang sesuai secara tertulis) dibacakan ke kelas

The clause identification has three column to represent the clause identity, the conjunction, and the clause. In order to differentiate of each processes, the clauses within the clause column will be colored into different color; the number and the conjunction are colored in black; the participants are colored in green; the processes are colored in red; and the circumstances are colored in blue.

### 3.3.3 Transitivity analysis in each function

Transitivity system by Halliday is used to see the represented: participant; process; and circumstance. Besides that the transitivity system is used to identify the process types and the roles of each participant. The clauses will be analyzed in order to portray the circumstances in the list of core competence in teachers' lesson plans. In the further procedure, the circumstances are analyzed in relation to the individuals' roles; the teachers' roles; the peers' roles; the roles of the media; and the roles of the location.

**Table 3.2. Transitivity Analysis**

No	Conj	C1	P1	Process	P2	P3	C2
Tsa - 11			Siswa (Actor)	Menyaksikan (Material)	membaca teks tentang fasilitas sekolah Palmetto Senior High School (Goal)		berpasangan
Tsa - 18	kemudian		(pendapat dan	Dibacakan (Verbal)	(Siswa) (Sayer)		ke kelas

			pikirannya yang sesuai secara tertulis (Verbiage)				
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**Notes:****Conj** : Conjunction**P2** : Participant 2**C1** : Circumstances 1**P3** : Participant 3**P1** : Participant 1**C2** : Circumstances 2

The transitivity system are used in order to encounter the process in term of circumstances. In transitivity system all the processes are functioned in more detail.

**3.4. Data Analysis Procedure**

The study will be focused on the circumstances factors that qualify in learning – teaching process, table of clause identification are used to break the text into form of clauses. The clause identification is referred to find types of the process on the clauses that had been broke down from all the texts. To see the circumstances that qualify in learning – teaching processes, the circumstances are focused on the manner from Halliday theory. Besides that the circumstances are analyzed based on the ZPD concept, to see the engagement of the students in term of the problem solving in the learning activity.

**Table 3.3. The manner circumstances in relation to the peers' roles**

No	Conj	C1	P1	Process	P2	P3	C2	Peers' roles
Tsa - 11			Siswa (Actor)	Menyaksikan (Material)	membaca teks tentang fasilitas sekolah Palmetto Senior High School (Goal)		berpasangan	berpasangan

**Table 3.4. The manner circumstances in relation to the roles of the location**

No	Conj	C1	P1	Process	P2	P3	C2	Roles of location
Tsa - 18	kemudian		(pendapat dan pikirannya yang sesuai secara tertulis) (Verbiage)	Dibacakan (Verbal)	(Siswa) (Sayer)		ke kelas	ke kelas

The table is taken from the transitivity analysis but with the additional column in relation to each roles. The manner circumstances relates to each roles are colored in different color: the circumstances relates to the individuals' roles are colored in orange; the circumstances relates to the teachers' roles are colored in soft blue; the circumstances relates to the peers' roles are colored in purple; the circumstances relates to the roles of the media are colored in brown; and the circumstances relates to the roles of the location are colored in soft brown.