

## CHAPTER 1

### INTRODUCTION

#### 1.1 Background of the study

The present study analyzes the learning-teaching processes that conducted in English classroom as reflected in the teachers' lesson plan. Richards & Bohlke (p.35, 2011) viewed planning a lesson is an essential factor to construct an effective learning-teaching processes. An effective lesson plan design will effectively guide teachers in developing their students in term of exploring ideas, acquiring and synthesizing information, and framing also solving problems (Seamon, 1999).

Lesson plan is an extremely useful teaching tool that contains combination guide, resource, and historical document which reflect the teachers' teaching philosophy, student population, textbooks, and also the goal of learning process which is the most important (Jensen, 2001). The goal of learning-teaching processes in a lesson plan have been regulated in Peraturan Menteri Pendidikan dan Kebudayaan (Permendikbud) Nomor 54 Tahun 2013 which its focuses are on the attitude, knowledge, and skill competence. Competence-based learning have highlighted the students as the centered of the learning processes. In enriching the competence, Kompetensi Inti has been set up. Besides that, as it has been regulated in Peraturan Menteri Pendidikan dan

Kebudayaan (Permendikbud) Nomor 68 Tahun 2013, it considered as the organizing elements of Kompetensi Dasar.

The present study focuses on analyzing the circumstances of the learning-teaching processes as reflected in list of core competence in teachers' lesson plans. A lesson plan contained several clauses, which the clauses reflect as a figure of happening, doing, sensing, saying, being or having (Halliday and Matthiessen, 1999). All the figures consist of a process that unfold through time and participants which is being directly involved in the process, it also reflects the circumstances (Halliday and Matthiessen, 1999).

The expression of circumstances refers to notion of an event in ..., its manner, ... and those notion are linked to the WH-questions that were focused on adverbs rather than nouns (Halliday & Matthiessen, 1999). Teacher needs to provide some manner in learning activity that would be matched with learner's developmental level (Vygotsky, 1979). Vygotsky (1979) proposed an important concept without which the issue in the dimensions of school learning cannot be resolved: *the zone of proximal development*.

The circumstances analyzed with the ZPD concept which proposed by Vygotsky (1979) which its supports solving problems issues in the dimensions of school learning. What learners can do with the assistance from teacher or other peers in learning might be more indicative of their potential development than what they do alone (Vygotsky, 1979). The

difference of developmental level between potential development which was determined by problem solving under teacher's guidance or in collaboration with more capable peers and actual development as determined by independent problem solving defined as *the zone proximal development* (Vygotsky, 1979). Potential development in learning are able to be achieved when the learners are guided by the teacher and in cooperation with his peers (Vygotsky, 1979). Social interaction is viewed as a prerequisite in language learning and cognitive developing, thus an isolated learning will not be able to lead to cognitive development (Vygotsky, 1978).

While the previous study in language learning have been studied focusing on the classroom activities, a research conducted in live classroom activities by Nyikos & Hashimoto in 1997. The study was conducted to explore the extent of interaction occurred in collaborative learning in teacher education. The study observed three groups of graduated students in a teacher education, then those students are observed in collaborative course activities, including: paired simulation; paired presentation.

Another research to seek students' collaboration conducted by Judd, Kennedy, and Cropper (2010), the collaborative learning was analyzed in form of the students' contribution in learning processes using wikis writing tools. The study found that the students' contribution in term of

task-based learning were superficial, but the students' participation in the learning processes were high.

From the previous study mentioned above, learning-teaching processes research had been conducted in the field of live classrooms activities. In this occasion the researcher tends to do a research focusing on circumstances of learning processes in English classes that is reflected in teachers' lesson plans.

## **1.2 Research Question**

Based on the background study above, the research question is:

1. In the teachers' lesson plans, what manner circumstances qualify the learning – teaching processes?

By that main research question, there are five sub research questions:

- What manner circumstances relate to the individuals' roles?
- What manner circumstances relate to the teachers' roles?
- What manner circumstances relate to the peers' roles?
- What manner circumstances relate to the roles of the media?
- What manner circumstances relate to the roles of the locations?

### **1.3 Purpose of The Study**

In line with the research questions, the purpose of the study is to analyze the learning circumstances of the manner in terms of the individuals' roles, the teachers' roles, the peers' roles, the roles of the media, and the roles of the location that qualified the learning-teaching processes as reflected in teachers' lesson by using Systemic Functional Linguistic. It is to find out how the teacher describes the manner circumstances in terms of the individuals' roles, the teachers' roles, the peers' roles, the roles of the media, and the roles of the location to succeed the learning processes. Those circumstances will be seen from the ZPD theory which is proposed by Vygotsky (1979) which its supports solving problems issues in the dimensions of school learning.

### **1.4 Significance of The Study**

This study was conducted to give contribution in theoretical and practical role in learning English. Theoretically, the study will guide the teachers in preparing a lesson plan, particularly in relation to the students and the teachers' manner circumstances in terms of the individuals' roles, the teachers' roles, the peers' roles, the roles of the media, and the roles of the location in the learning-teaching processes. Practically, the complete lesson plan will help the teachers to achieve the learning goals in terms of the manner circumstances of the individuals' roles, the teachers' roles, the peers' roles, the roles of the media, and the roles of the location.

### **1.5 Scope of The Study**

The study was focused on the Halliday & Matthiessen's manner circumstances (2004) of the learning-teaching processes in the lesson plans of: transactional; specific-functional; and functional text. Based on Halliday & Matthiessen (2004), manner circumstances relate to the characteristic of an event in terms of WH questions. To conduct this study, the researcher analyzed the taken manner circumstances based on the Vygotsky's sociocultural theory (1979): *Zone Proximal Development* (ZPD). The ZPD highlighted the students' engagement in problem solving in the learning-teaching processes.

