

## CHAPTER II

### LITERATURE REVIEW

#### 2.1. The Circumstances Based on Systemic Functional Linguistic

A clause is configured by three components that provide models or schemata for construing a real world experience (Halliday & Matthiessen, 2004). The three elements are: the process unfolding through time; the participants involved in the process; the circumstances associated with the process. Circumstances element are on the end of the continuum of Halliday's functional linguistic, and they occur essentially with the same significance wherever they occur (Halliday & Matthiessen, 2004). For present discussion, what is important is the notion of the circumstances, from SFL theory, there are nine types of the circumstances: circumstance of *extent*, circumstance of *location*, circumstance of *manner*, circumstance of *cause*, circumstance of *contingency*, circumstance of *accompaniment*, circumstance of *role*, circumstance of *matter*, circumstance of *angle* (Bloor & Bloor, 2004; Butt, D., Fahey, Feez, Spinks, Yallop, 2003; Halliday, 2004). The expression of general notion circumstances refers to the characteristics of location an event in time or space, its manner, or its cause; and those notion are linked to the four WH-forms that were adverbs rather than nouns (Halliday & Matthiessen, 2004). But then, the notion of the circumstances on the set of its function is needed to be sharpen to interpret

them in relation to the process types as a whole (Halliday & Matthiessen, 2004).

## **2.2. Circumstances of Learning-Teaching Processes**

The experienced situation focused on the students that is more participating in lessons that require them to construct and organize language, consider alternatives, ... , inquiry, writing, analysis, and to communicate effectively to other peers have indicative provoked a positive impact (**Barron & Darling-Hammond, 2008**). Augustien (2004) viewed language learning is construed by English text in written and spoken that is structured to achieve different communicative purposes. In further interpersonal meaning is demanded for the students, how to negotiate meanings interpersonally is needed in order to maintain with the conversation such as on the transactional text that have certain pragmatic purposes like buying and selling; demanding and giving information (Augustien, 2000).

Hyon (1996) viewed studying different genres of written and spoken text intended to understand different context of situation and to discover the context of culture, in which the text is created, used, and addressed to. In leading to further language use efficiently, L2 learners should be made aware of the fact that social or cultural blunder is a serious error in communication (Celce-Murcia, Dornyei, & Thurrell, 1995). The learning effectiveness are crucially dependent on the interaction process between the learner and the social, societal, cultural and material environment (Illeris,

2008). Besides that, how the situation is experienced also impacted the value and durability of the learning result in the learning process (Illeris, 2008).

Johnson and Johnson's summary (1999) have concluded from forty years of research on cooperative learning, they found five "basic elements" of cooperation that have emerged as important across multiple models: positive interdependence, individual accountability, structures that promote face-to-face interaction, social skills, and group processing.

Barron (2000a, b; Barron 2003) conducted a study in comparing the problem-solving of groups and individuals at the sixth grade, it is found that groups work outperformed individuals work. Besides that the quality of the collaboration—how they talked and interacted with one another—how the teachers established and provided a practices of productive group learning processes was counted in the further analysis.

Learning-teaching activity with traditional academic approaches – narrow tasks that emphasize memorization will not develop the critical students or students who can write and speak effectively (**Barron & Darling-Hammond, 2008**). An "authentic" learning – projects and activities that require them to employ subject to solve real-world problems attract the students to learn more deeply and perform better on complex task (**Barron & Darling-Hammond, 2008**). Nyikos & Haskimoto (1997) stated that learners need to think critically in solving a given problem from teachers.

A great deal of research has been done to specify the kinds of tasks, accountability structures, and roles that help students collaborate well in learning (**Barron & Darling-Hammond, 2008**). When designing cooperative group work, teachers should pay careful attention to various aspects of the work process and to the interaction among students (**Barron & Darling-Hammond, 2008**).

### **2.3.Types of Lesson Plan**

Hyland (2007) contend a teacher that mastering how certain texts are structured, understood, and used is in a better position to create a successful learning ... teaching methods, materials to use, and approaches on current instructional paradigms will be more seen in critical. Therefore, appropriate educational goals and diagnosis of issues, needs, facilities, and limitations which are the bridge in reaching an effective teaching and learning process on lesson plan design is needed (Saberian & Salemi, 2002). Peraturan Menteri Pendidikan dan Kebudayaan (Permendikbud) Nomor 54 Tahun 2013 has regulated the educational system which its focuses are on the attitude, knowledge, and skill competence on three types of text: Transactional; Specific-Functional; and Functional text. Pilbeam, Kerr, & Naude (2008), viewed different types of text, have different purposes. Pilbeam, Kerr, & Naude (2008) contend transactional and functional text have a certain purposes, an instruction, or explanation, a pass on information, or ask for a reply are included. While in specific text, it is

viewed as a text that give us a certain information such as letter, instructions, and maps.

#### **2.4.Zone Proximal Development**

The learners begin their learning process long before they attend the school, they have a previous story that encountered before learning in school (Vygotsky, 1999). Moving to other conception, a learner always have two developmental level (Vygotsky, 1999).

Referring to previous story that a learner encountered is referred as an actual development level (Vygotsky, 1999). At this notion, the learner's mental development level has been established as a result from certain completed learning cycles (Vygotsky, 1999). In another level of developmental, there were potential development level. At this notion, a learner can do problem solving by guidance of others might be revealed more indicative on their development (Vygotsky, 1999).

The difference developmental level between actual development as determined by independent problem solving and potential development as determined by problem solving under teacher's guidance or in collaboration with more capable peers defined as *the zone proximal development* (Vygotsky, 1979). Within a collaborative learning activities, the students will be demanded to think convergent and to engage in posing – taking on opposing views to construct a consensus (Nyikos & Haskimoto, 1997).

From the orientation of *Zone Proximal Development* (ZPD), there were several notion to resolve dimensions of school learning (Vygotsky, 1979).

Some researches concerning on the language learning and the manner of its process has been conducted in recent years. Nyikos & Hashimoto (2003) exploring in what extent interactions occurred during students' collaborative learning in teacher education.

In each case, potential knowledge, accommodation of new ideas, and ways of interacting is strongly affected by the social aspect (Nyikos & Hashimoto, 2003). It is found that was several students achieved more degree of working within the ZPD, and in collaborative interactions often reflects role taking to solve a problem, and divergent views of topic.

A learner is able to perform certain level of tasks, but other greater level of a task could be done by the learner in collaborative ways (Vygotsky, 1978). This has been concluded that what the learners can do in collaborative work, then he / she will be able to do that work independently tomorrow (Vygotsky, 1979).

## **2.5. Systemic Functional Linguistic (SFL) in Analyzing the Circumstances**

In Communicative Language Teaching (CLT), Halliday's functional theory is often cited as a basic importance (Richards & Rodgers, 2001, pp. 159-160; Melrose, 1995, p. 3; Brumfit & Johnson, 1979). A

correctness of linguistic form shown up from Halliday's functional approach, and embrace appropriateness of linguistic choices in context (McGabe, Gledhill, & Liu, 2015). Functional approach can be useful in analyzing a grammatical form in several relevant task and connects the linguistic choices with the text (written or spoken) in the part of social purposes and situations (Schleppegrell Mary J, pp 45, 2004). Systemic Functional Linguistic will be useful in making meaning to see the clauses that written in teaching activity in teacher's lesson plan.

A clause is reflected as a figure of happening, doing, sensing, saying, being or having, and 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 of time, space, cause, manner, or one of a few other types (Halliday & Matthiessen, 1999). The clauses are proceed using Transitivity System to find the configurations of processes and their attendant participants and circumstances (Halliday and Matthiessen, 1999).

## **2.6.Relevant Previous Study**

Some researches concerning on the language learning and the manner of its process has been conducted in recent years. Nyikos & Hashimoto (2003) exploring in what extent interactions occurred during students' collaborative learning in teacher education.

At this investigation, there were three groups of graduated students in a teacher education then those students observed in course activities,

including; paired simulation; and paired presentation, in order to build sense of cooperation. The result of the study on the group 1, the two advanced provided a cognitive scaffolding to help students tried to help the master's degree student, but it was done without any social support. In group 2, several less experienced students had been successfully supported by two advanced students through initial and sustained social support. In group 3, the experienced students struggled when they learn independently, until they brought their learning into social realm for problem solving through discussion.

In each case, potential knowledge, accommodation of new ideas, and ways of interacting is strongly affected by the social aspect. It is found that was several students achieved more degree of working within the ZPD, and in collaborative interactions often reflects role taking to solve a problem, and divergent views of topic.

Another study conducted by Judd, Kennedy, and Cropper (2010) focusing on the students' manner in collaborative learning, the students were 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. The students made a little use of the wiki's commenting feature – a critical tool for contextualizing and coordinating their contributions for and with others, and the majority of contributions were made very late in the task.



