

ABSTRACT

RESTU INDRA SUGIARTO.2017. The Circumstances of The Learning – Teaching Processes in English Classes as Reflected in the Teachers’ lesson plans: A Systemic Functional Analysis. Jakarta: Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta. Agustus 2017.

This study aimed to analyze the English learning-teaching processes that is written in teachers’ lesson plans. The focus of this is the circumstances of the learning-teaching processes, which is written in core activity in teachers’ lesson plans. The lesson plans are taken from 3 different school in Jakarta, and the lesson plans are created by 6 different teachers. Systemic Functional Linguistic (SFL) was used as the methodology, the data of this study consists of 231 clauses taken from teachers’ lesson plan, the clauses consist of 78 clauses of transactional text, 57 clauses of specific-functional text, and 96 functional text. The data were analyzed using transitivity system to analyze the experiential metafunction of students’ learning activity. The circumstances of the study is focused on 5 aspects: the individuals’ roles in learning activity; the teachers’ guidance in learning activity; the peers’ roles in learning activity; the roles of the media in learning activity; and the location of learning activity. The findings on the 5 aspects showed that mostly the manner circumstances of the learning-teaching activity to support the students individually and collaboratively in solving problem were not stated in teachers’ lesson plans. The teachers’ guidance in students’ problem solving were explicitly stated infrequently. Moreover, mostly the media and the spatial elements of learning-teaching activities were explicitly stated infrequently.

Keywords: Lesson plan, Learning-Teaching Circumstances, Systemic Functional Linguistic