

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **4.1. Findings**

The circumstances relate to the learning – teaching processes is presented in this chapter. The circumstances of this study is referred to Halliday and Matthiessen (1979) perspective which one of its focuses are on the manner.

The findings on Transitivity System shows that teachers infrequently stated the manner circumstantial factors explicitly in their lesson plans on Transactional text, Specific - Functional text, and Functional text, (see Appendix 3). In supporting the result of main research question, the manner circumstances from the roles of: individuals; teachers; peers; media; and location will be elaborated within the sub chapter.

##### **4.1.1. What manner circumstances relate to the individuals' roles?**

The manner circumstances of the individuals' roles referred to the manner of the learning activity that is stated in the lesson plans which is undertaken by students' own ability. Mostly, the manner circumstances in the learning activities relates to individuals' roles is implicitly stated in the teachers' lesson plans in transactional, specific – functional, and functional text. The individuals' roles that explicitly stated only in 1 clause from 78

clauses in transactional and 1 clause from 57 clauses in specific – functional text.

#### **4.1.1.1. The lesson plan on transactional text**

The activity had been taken place by the students as the sayer in writing as considered the verbal process, the students are demanded to write independently their opinion about service or certain public places.

Siswa secara mandiri menuliskan pendapat mengenai pelayanan atau fasilitas tempat umum tertentu – Tsa 45

#### **4.1.1.2. The lesson plan on specific – functional text**

The individuals' roles stated explicitly in learning activity as reflected in teacher lesson plan of *surat lamaran kerja*, as it is categorized as one of the specific-functional text. The activity had been taken place by the students as the sayer in verbal process to create an application letter by the students' own ability. The individuals' roles in learning in term of solving a problem which is explicitly stated on the lesson plan is as follow:

Secara individu, siswa menulis surat lamaran kerja – SF – 18

#### **4.1.1.3. The lesson plan on functional text**

The individuals' roles in term of solving the problem in the learning processes is completely written implicitly. All the experienced situation for the students had not stated by the teachers.

#### **4.1.1. What manner circumstances relate to the teachers' roles?**

The teachers' roles presented in the sub chapter refers to the manner of the learning activity that is reflected in the lesson plans which is undertaken by teachers' guidance. Prior to the learning and teaching processes conducted individually and collaboratively, the teachers' guidance occurred. The written activities in transactional text, teachers' guidance stated explicitly in 5 times from 78 activities, and all the activities are independently which are under teachers' guidance. The written activities in specific – functional text, teachers' guidance stated explicitly in 6 times from 57 activities, which consist of 4 activities individually, and 2 activities collaboratively that under teachers' guidance. While in written activities in functional text, teachers' guidance stated explicitly in 3 times from 96 activities, which its activities is 1 activity independently and 2 activities collaboratively. Mostly, the learning – teaching processes had been done without any teachers' guidance as it is implicitly stated the roles of the teacher. It is found that mostly the teachers' guidance found in the learning and teaching processes in term of problem solving in group works.

##### **4.1.2.1 The lesson plan on transactional text**

The teachers' roles explicitly stated in learning activity as reflected in teachers' lesson plans of *teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian diikuti perintah / saran*, as it is categorized as one of the transactional text. The activity had been taken

place by the students as the sayer in verbal process in interacting activity with others about the text which is done under the teacher guidance and it considered as the teachers' roles. Another teachers' roles which guiding the students as the actor in material process is occurred in the activity of identifying the language features of the text. The data which highlighted the teachers' roles in guiding the students that is explicitly written are as follows:

Siswa mengikuti interaksi tentang pengandaian diikuti perintah / saran selama proses pembelajaran dengan bimbingan guru. – Tsa – 52

Siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan pengandaian diikuti perintah / saran (fungsi sosial, struktur teks, dan unsur kebahasaan) dengan bimbingan dan arahan guru. – Tsa – 54

#### **4.1.2.2 The lesson plan on specific – functional text**

The teachers' roles explicitly stated in learning activity as reflected in teachers' lesson plans of *teks surat lamaran kerja*, as it is categorized as one of the specific-functional text. The activity had been taken place by the students as the sayer in verbal process in questioning about the differences between English and Bahasa application letter text which had been done under teacher guidance as it seen as the teacher's roles in the learning-teaching activity. Another activity that highlighted the teachers' roles, the students as the sayer in verbal process were collaboratively discussing the difficulties in reading and writing the application letter in English focusing on social function, structure text, and language feature and the activity had been done under the teacher's guidance. The data which highlighted the

teachers' roles in guiding the students that is explicitly written are as follows:

Siswa **mempertanyakan** antara lain perbedaan antar berbagai surat lamaran yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia dengan bimbingan dan arahan guru. – SF – 6

Siswa **membahas** kesulitan yang dihadapi pada saat membaca dan menulis surat lamaran kerja dalam bahasa Inggris dalam kerja kelompok terbimbing dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan – SF – 19

Another teachers' roles which guiding the students as the sayer in verbal process in specific-functional text is explicitly stated in the learning activity as reflected in teachers' lesson plans of *caption text*. The teacher had guided the students in questioning the differences between English and Bahasa caption text. Another activity has highlighted the teachers' roles, the students as the sayer in verbal process were discussing the difficulties in reading and writing the application letter in English focusing on social function, structure text, and language feature and the activity had been done under the teacher's guidance. The data which highlighted the teachers' roles in guiding the students that is explicitly written are as follows:

Dengan bimbingan dan arahan guru, siswa **mempertanyakan** antara lain perbedaan antar berbagai teks penyerta gambar (*caption*) yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia – SF – 29

Dalam kerja kelompok terbimbing siswa **membahas** kesulitan yang dihadapi pada saat membaca dan menulis teks penyerta gambar dalam bahasa Inggris dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan – SF – 40

#### 4.1.2.3 The lesson plan on functional text

The teachers' roles also explicitly stated in learning activity as reflected in teachers' lesson plans of *news item text*, as it is categorized as one of the functional text. The activity had been taken place by the students as the sayer in verbal process in questioning about the differences between English and Bahasa news item text which had been done under teacher guidance as it seen as the teacher's roles in the learning-teaching activity. Another activity that highlighted the teachers' roles, the students as the actor in the material process were collaboratively discussing the social function, structure text, and language feature of the news item text that the students had already read/listened/watched and the activity had been done under the teacher's guidance. The data which highlighted the teachers' roles in guiding the students that is explicitly written are as follows:

Dengan bimbingan dan arahan guru, siswa **mempertanyakan** antara lain perbedaan antar berbagai teks berita (*news item*) yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia – Fc – 73

Dalam kerja kelompok terbimbing siswa **menganalisis** fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang dibaca / didengarkan / ditonton. – Fc – 80

#### 4.1.3 What manner circumstances relate to the peers' roles?

The peers' roles presented in the sub chapter refers to the collaboration and social interaction as it reflects the manner of the learning and teaching processes. The written activities in transactional text, collaboration activities stated explicitly in 6 times from 78 activities. The

written activities in specific – functional text, collaboration activities revealed in 4 times from 57 activities. While the written activities in functional text, collaboration activities stated explicitly in 11 times from 96 activities. It indicates that, mostly collaborative works are demanded in the teachers' lesson plan on functional text which consists of 11 collaborative activity from 96 activities. However, mostly the learning – teaching processes had been done individually as it is implicitly stated in all written activities. The manner circumstances in the learning and teaching processes which highlighted the peers' roles that is written on the text are as follows:

#### **4.1.3.1. The lesson plan on transactional text**

The peers' roles explicitly stated in learning activity as reflected in teachers' lesson plans of *teks menyatakan pendapat dan pikiran*, as it is categorized as one of the transactional text. The sample activity that highlighted the peers' roles are as follows: the students as the actor in material process read the text in pairs about the schools' facilities; in pairs the students as the actor in material process made a dialogue contained expression of giving their opinions; and the students as the goal while the teachers as the actor in material process compare and contrast in pairs about opinions expression that have been created by them. The completed data which highlighted the peers' roles that is explicitly written are as follows:

(siswa) **berpasangan membaca** teks tentang fasilitas sekolah Palmetto Senior High School – Tsa – 11

Siswa **membuat** contoh dialog tentang menyatakan pendapat dan pikiran serta responnya **berpasangan** – Tsa – 20

(Siswa) membandingkan pendapat mengenai café / restaurant yang disusun sebelumnya secara berpasangan – Tsa – 40

#### 4.1.3.2 The lesson plan on specific – functional text

The peers' roles explicitly stated in learning activity as reflected in teachers' lesson plans of *teks surat lamaran kerja* and caption text, as it is categorized as one of the transactional text. The sample activity that highlighted the peers' roles are as follows: the students collaboratively discussing the difficulties in reading and writing application letter text focusing on social function, structure text, and language feature which the activity been done under teacher's guidance; and the students as the sayer in verbal process collaboratively discussing the difficulties in reading and writing caption text focusing on social function, structure text, and language feature which the activity had been done under teacher's guidance. The completed data which highlighted the teachers' roles that is explicitly written are as follows:

Dalam kerja kelompok terbimbing siswa membahas kesulitan yang dihadapi pada saat membaca dan menulis surat lamaran kerja dalam bahasa Inggris dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan – SF – 19

Dalam kerja kelompok terbimbing siswa membahas kesulitan yang dihadapi pada saat membaca dan menulis teks penyerta gambar dalam bahasa Inggris dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan – SF – 40

#### 4.1.3.3. The lesson plan on functional text

The peers' roles explicitly stated in learning activity as reflected in mixed teachers' lesson plans of *announcement*, *legenda rakyat*, *cerita*



*sederhana*, as it is categorized as one of the functional text. The sample learning activity that highlighted the peers' roles are as follows: the students as the sayer in verbal process collaboratively discussing the announcement text that they found in another sources; the students as the sayer in verbal process build a discussion in order to answer the questions to identify the story; and the students as the sayer in verbal process collaboratively create a short story in form of direct speech with adjectives and adverbs. The completed data which highlighted the teachers' roles that is explicitly written are as follows:

Secara berkelompok siswa mendiskusikan teks *announcement* yang mereka temukan dari sumber lain – Fc – 3

(Siswa) berkelompok dan berdiskusi menjawab pertanyaan untuk mengidentifikasi cerita – Fc – 15

(siswa) berpasangan membuat cerita sederhana menggunakan siswa pentingnya penggunaan direct speech dan adjectives & adverbs – Fc – 53

#### 4.1.4. What manner circumstances relate to the roles of the media?

Another circumstantial factors in the written activity is the media of the learning. In this sub chapter, the media is viewed as the sources of the learning and teaching processes. Mostly, the source of the learning – teaching processes are not stated explicitly in all the written activities in teachers' lesson plan. From transactional text the learning sources are explicitly written in 2 times from 78 activities. In specific – functional the learning sources are explicitly written once from 57 activities; and in functional text, the learning sources stated explicitly only once from 96

activities. The manner circumstances in the learning and teaching processes which highlighted the roles of the media that is written on the text is as follow:

#### **4.1.4.1. The lesson plan on transactional text**

The sample activity that highlighted the roles of the media that is reflected in transactional text are: the material process which the teacher as the actor in conditioning the students which as the goal by showing them a video about how to express opinion the responses; the verbal process which the students as the sayer write a problem with journal. The completed data which highlighted the roles of the media that is explicitly written is as follow:

(Guru) mengkondisikan siswa untuk siap mengikuti pelajaran dengan memperlihatkan video tentang cara menyatakan pendapat dan pikiran serta responnya. – Tsa – 25

(Siswa) menuliskan masalah dengan journaler – Tsa – 78

#### **4.1.4.2. The lesson plan on specific-functional text**

The sample activity that highlighted the roles of the media that is reflected in specific-functional is only in material process which the students as the actor in collecting information as the goal through the announcement text.

Peserta didik mengumpulkan informasi melalui telaah model pemberitahuan announcement). – SF – 52

#### 4.1.4.3. The lesson plan on functional text

The roles of the media stated explicitly in learning activity as reflected in teachers' lesson plans of *news item text*, as it is categorized as one of the functional text. The activity that highlighted the roles of the media is only: the students as the actor create clipping as the goal which the content are taken from newspaper. The completed data which highlighted the roles of the media that is explicitly written is as follow:

Siswa membuat klipping dengan menyalin berita koran – Fc – 83

#### 4.1.5. What manner circumstances relate to the locations?

The circumstances of locations relate to the place of the learning and teaching processes. The written activities in transactional text, the place of the learning and teaching process stated explicitly in 4 times from 78 activities. While in the written activities in specific – functional text, the place of the learning and teaching process is not found from 57 activities. Then, in the written activities in functional text, the place of the learning and teaching process stated explicitly in 7 times from 96 activities. The place of the learning and teaching processes that is written on the text are as follows:

##### 4.1.5.1. The lesson plan on transactional text

The location of the learning-teaching activities stated explicitly in teachers' lesson plans of *menyatakan pendapat dan pikiran* as it is

categorized as one of the transactional text. The activity that highlighted the location of the learning processes are: the students as the sayer in verbal process read aloud the opinions text in front of the classroom. The location of the learning-teaching activities also revealed in teachers' lesson plans of *teks pengandaian diikuti perintah / saran*. The activity that highlighted the location of the learning processes are: the students as the sayer in verbal process stated a conditional sentence with ordering/suggesting expression in English at the classroom and out the classroom. The completed data which highlighted the location of the learning processes that is explicitly written are as follows:

Kemudian (pendapat dan pikirannya yang sesuai secara tertulis) dibacakan (siswa) ke kelas – Tsa – 18

Siswa menyatakan dan menanyakan pengandaian diikuti perintah / saran dengan bahasa Inggris, di dalam dan di luar kelas. – Tsa – 65

#### **4.1.5.2.The lesson plan on functional text**

All the experienced situation in relation to the roles of the location in the lesson plans of functional text had not stated by the teachers. There would be no further elaboration in relation to the roles of the location in lesson plans of functional text.

#### **4.1.5.3.The lesson plan on functional text**

The location of the learning activity also stated explicitly in learning activity as reflected in mixed teachers' lesson plans of *announcement*, *legenda rakyat*, *cerita sederhana*, as it is categorized as one of the functional

text. The sample activity that highlighted the location of the learning processes are: the students as the sayer in verbal process performed their recount text in front of the class; the students as the sayer in verbal process wrote their problems in using English for writing story in reflection form. The completed data which highlighted the location of the learning processes that is explicitly written are as follows:

Dan (siswa) menampilkan beberapa di kelas – Fc – 55

(siswa) menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menulis cerita dalam lembar refleksi diri – Fc – 57

## 4.2. Discussion

The current study was purposed to find the manner circumstances that qualify the learning and teaching processes in the written activities in lesson plans that will be conducted in the classroom. In qualifying the manner circumstances, there are five aspects in the learning-teaching processes from written main activity that will be elaborated. Those are the manner circumstances that relate to: the roles of the individuals; the roles of the teachers; the roles of the peers; the roles of the media; and the roles of the location.

How the situation is experienced impacted the value and durability of the learning result in the learning process (Illeris, 2008). Besides that, the learning effectiveness are crucially dependent on the interaction process between the learner and the social, societal, cultural and material environment (Illeris, 2008). In contrast to the issue, it is found that the manner circumstances that relate to the dimension of the learning and teaching activity which focused on the independently or collaboratively problem solving is rare, the activities had not been guided in clear ways. The activities were only mentioned for the students without which how it will be done in the classroom, mostly the independently learning activities are stated. The collaborative learning showed up infrequently than the independent learning from all texts, while Judd, Kennedy, & Cropper (2010) stated ... collaborative is more consequential – “two heads are better”. In addition, problem solving will be more provoked in peers or under teachers’

guidance, as proposed by Vygotsky (1979), 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).

On the other side, there were only 5 learning and teaching media found from 231 activities in all text which are: video, journal, announcement text, and newspaper. It is found that the media are not qualified in the learning and teaching processes, since media are written incompletely. Borg (2009) stated all learning activities need to be written completely as it will be implied in the classroom. Moreover, the activity in the classroom showed that mostly it will be done without any specific places as seen that mostly the location of the learning process are implicitly stated. It is indicated that the processes will be done without any other learning location.

The findings on the manner circumstances showed that: the roles of the individuals; the roles of the teachers; the roles of the peers; the roles of the media; and the roles of the location are infrequently thought by teachers. Mostly, the activities are demanded in individually learning, which it indicates that the learning-teaching activity focused on the students' actual development as it is determined by independent problem solving (Vygotsky, 1979). In short, students' potential development level that is indicated by collaboration activity had not been provoked in learning-teaching activity (Vygotsky, 1979). The circumstances is not qualified to support the learning processes, as it only focused on independently learning, in contrast to the issue, 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).

In addition, all the learning activities are needed to be written completely as it is used to reduce the complexity and to increase the predictability of classroom activities, that increasing flexibility and effectiveness' (Clark & Yinger, 1977:284). In contrast to the issue, the explicitly written manner circumstances from lesson plan on transactional, specific - functional, and functional text – as it relates to the dimension of learning processes revealed infrequently.

As Clark and Yinger (1977) pointed out it assumed that what teacher's do is affected by what they think. The written circumstances of learning and teaching activity, of which is seen as the teachers' teaching philosophy, it will be implied to the classroom in unthinking manner, and spatial elements.