CHAPTER 5

CONCLUSION AND RECOMMENDATION

5.1   Conclusion

To conclude, this study investigated the roles of the participants of the learning-teaching processes in English classes reflected in the teachers' lesson plan. The results indicated that in each types of genre text lesson plans, there are 5 participants found in the teachers' lesson plans. The participants includes: the students, the teachers, the peers, the texts, and the concepts related to the texts.

Based on the process types, the students' roles as actor, goal, sayer and reported are stated explicitly in the Transactional text lesson plans. In the Specific-Transactional text lesson plans, students' roles as actor and sayer are explicitly stated. The roles of students as actor, goal, sayer, and receiver are stated explicitly in the Functional text lesson plans. From the analysis results, the students as actor or sayer are because the students were demanded by the teacher. Not intentionally the students act out something based on their own initiation. The results are in line with the study by Milal (2011) which revealed that teachers hold much power than the students in the classroom activities. In other words, the Indonesian education still applied the teacher-centered approach.

As the result in Transactional text lesson plans, the teachers' roles as actor and sayer are stated explicitly. The teachers' roles as receiver explicitly

stated in the Specific-Functional text lesson plans. The roles of teachers' as actor and sayer are stated explicitly in the Functional text lesson plans.

Derived from the Transactional text lesson plans, the peers' roles as actor and sayer are stated explicitly. Only the peers' roles as sayer that stated directly in the Specific-Functional text lesson plans. The Functional text lesson plans shown that peers has roles as actor and sayer. As the comparison between the students' roles as individual learners with the roles of students as collaborative learners, the students as individual learners are much more than the students as collaborative learners. Whereas, as can be seen the 2013 Curriculum are already applying the genre-based learning which demands the students to work collaboratively with their pairs and actively engage in small group discussions.

The result from the three genre lesson plans indicated that the text are not properly used by the teachers as the medium of communication. Although todays' curriculum are already demanded the teachers to use text as the medium of communication, in fact about 60% texts are used as the concept related to the text. The students are formed to answer questions. The students' were not give more chance to use text as its function.

5.2   Recommendation

The researcher aimed this research as a needs analysis to the students of English Department of State University of Jakarta in the field of lesson plans with an understanding of participants in SFL approach as the focus of the study. In this field of study, the SFL approaches may also be another way to analyze

participants to get to know better the relation between language and its function within the text. Further research is necessary to find out the effectiveness of using SFL approach in learning-teaching settings as the approach to support the teacher during the learning-teaching processes.

Problem appears in implementing peer written feedback would hinder its benefits to improve students' language ability. It would be better if the students give a complete detail written feedback include the positive and negative feedback. This fact was indicated by the students' preference when receiving written feedback. They not only need the correction on their errors but also the comment on their task. It helps them to know what the good and bad side of their work. To summarize, each students has important role to succeed the process of delivering and receiving peer written feedback

The teachers' decisions in designing the lesson plans would affect the learning-teaching activities in the classroom. It would be better if the teachers are detailed in designing the lesson plans especially in the roles distribution of each participant that involved in the teachers' lesson plan. This fact was indicated by the roles of the students, the teachers, the peers, the texts and the concepts related to text found in the teachers' lesson plans. Teachers' not only considering what materials or media they might use during the learning-teaching activities, but the roles distribution are also needed to be consider out while designing the lesson plans. To summarize, each participants has important roles to achieve the learning-teaching objectives.