THE ROLES OF PARTICIPANTS OF THE LEARNING-TEACHING PROCESSES IN ENGLISH CLASSES AS REFLECTED IN THE TEACHERS' LESSON PLANS: A SYSTEMIC FUNCTIONAL ANALYSIS



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A Skripsi Submitted in Partial Fulfillment of the Requirements for the Degree of "Sarjana Pendidikan"

ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF LANGUAGES AND ARTS

UNIVERSITAS NEGERI JAKARTA

AGUSTUS 2017