

## CHAPTER 1

### INTRODUCTION

#### 1.1 Background of the Study

This present study aims to analyze the learning-teaching processes in English classes as reflected in the teachers' lesson plans. Lesson plan is a valuable teaching tool that consists of teaching guidance, resource, the needs, the problems, the materials, and also the goal of learning (Jensen, 2001; Harmer, 2001; Cicek & Tok, 2014). As cited in Minister of National Education Regulation Year 2015 about *Kompetensi Inti dan Kompetensi Dasar*, lesson plan is aimed to achieve the learning goals. The learning goals of Curriculum 2013 is formulated in the Competence.

Stated by IEEE Reusable Competency Definition (RCD) in (Nikolov, Shoikova, & Kovatcheva., 2014), competency is any form of knowledge, skill, attitude, ability, or educational objective that can be describe in a context of learning. As has been required in Minister of National Education Regulation No. 54 Year 2013, English learning competence is shaped in Basic Competence (*Kompetensi Dasar*) that consist of attitudes, knowledge, and skills. The output of English Competence is the ability to use text for communication and for thinking (Permendikbud, 2016)

The decisions of course content reflects the planner assumptions (Richards, 2001). Considering the sequences and improvement; accordance and extent; and the coherence of the curriculum is needed in order to plan 'a long-

term' planning (Haynes, 2010). Richard (1998) found Students' engagement and interest level can be maintained by the modifications of planned activities (Borg, S.,2003). As clearly stated in *SILABUS SMA/SMK WAJIB* (Permendikbud, 2016) English learning material in Indonesian context designed based on genre.

Accordance with KI – KD, in genre perspective, people write to attain the purposes of the context (Halliday, 1994). Language is functional because its organizations reveals the purposes and any passage of text provide social purposes (Christie, 1999). When people create a text, they involve the context of situation, those choices made with respect to the genre which involve the context of culture (Malinowski, 1935). In genre perspective, people don't just write, they write to succeed different purposes in different context (Halliday, 1994). SF Genre grows based on the linguist interest in exploring and explaining language and its role in social construction of experience (Christie, 1999). Genre based on the assumptions that features of text depend on the social context (Hyland, 2003)

The mainspring of grammatical energy (experiential, transactional, and textual) consist in clause and united in the syntagm (Halliday & Matthiessen, 2004). Participants are an essential part because participants are directly involved in experiential process and constitutes as the center of the clause (Halliday & Matthiessen, 2004). Laine (1978) mentioned that students and teachers were important aspects of learning and teaching process (Liando, 2010).

Appropriate curriculum materials, competent and dedicate teacher are essential to achieve the effective learning and teaching (Le Blanc, 1997).

Learning was facilitated by a positive classroom environment (Borg, S., 2003). Not dominating the classroom talk and considering students' behavior caused an EFL effective classroom tsaeraction (Rivers, 1987). Maximization of STT (Student Talking Time) and suitable activities considering as the best lesson (Harmer, 2001).

There has been extensive literature on the teaching and learning in classroom. A study by Liando (2010), discusses the perspective of students and teachers about the EFL best teachers characteristics. Another study by Milal (2011), reveals strategies for teachers' attitude in the classroom. A study by Suryati (2015) reports an ELT teachers' tsaeraction strategies in secondary level. However, scant information is available in focusing on the activity planned by the teachers in the lesson plan. Conducting a study concerning the participants from the linguistics perspective in the lesson plan is needed in order to provide some information. This present study tries to uncover the participants' potentiality to achieve the basic competence in the teachers' lesson plan.

## **1.2 Research Question**

- 1.2.1 In the teachers' lesson plans, what roles do the students, the teachers, the peers, and the texts play?
  - a. What roles do the students play?
  - b. What roles do the teachers play?

- c. What roles do the peers play?
- d. What roles do the texts play?

### **1.3 Purpose of The Study**

This study aims to analyze the participants in the learning-teaching activities as reflected in the teachers' lesson plans and identify the roles of each participant (the students, the teachers, the peers, and the texts) from linguistics perspective.

### **1.4 Scope of The Study**

The scope of study is findings participants' roles in the teachers' lesson plans. The teachers' lesson plans itself are written by the teacher based on the three genres (Transactional Lesson Plans, Specific-Functional Lesson Plans, and Functional Lesson Plans). The lesson plans focused on the main activities in the lesson plans to find out what participants are involved in the learning-teaching activities in the teachers' lesson plans and also to reveal the roles of each participant from the SFL perspective and then related to the roles of learning-teaching participants in the pedagogy perspective.

### **1.5 Significance of The Study**

This study is expected to enrich the research finding in the SFL field especially in the Transitivity Analysis. Theoretically, the result of this study are hoped to give the information about what participants that involved in the main activities of teachers' lesson plans. The different roles of participants in the teachers' lesson plans reflected the teachers'

objectives in designing the lesson plans. Practically, the diverse roles of each participants involved in the teachers' lesson plans may be beneficial for teachers, students, and the improvement of learning-teaching activities in the classroom.