

## CHAPTER 4

### FINDINGS AND DISCUSSION

#### 4.1 Findings

The social functions in the learning and teaching activities as required in basic competence were derived from the spirit of genre-based learning that emphasize on goal oriented social processes (Martin, 2000). The social context embody the purpose that include the field, tenor and mode (Halliday, 1994). The social functions include the purpose and the context of the activity. The language lexical option and grammatical option are determined appropriately based on the functional purpose (Halliday, 1973; Halliday & Hasan, 1989; Schleppegrel, 2004). The organization of the language is structured accordingly to its intended goal (Halliday & Hasan, 1989). The functioning of the social function (the purpose and context), text structure and language elements are seen as circumstances from SFL perspective.

This study intended to find out the circumstances relate to the functioning of the social functions, text structures and language elements explicitly accompanying the learning and teaching processes as reflected in the lesson plans. Explicitness reflects the complete and thorough configuration of the ideas (Nystrand and Wiemelt, 1991). The main research question asked the circumstances that qualify the communicative processes of the students using the text as reflected in teachers' lesson plans. In order to answer the main research questions, the sub questions were

developed to elaborate the answers. The elaboration were structured accordingly to the sub headings of the circumstances that relate to the functioning of social functions, text structures and language features.

This study analysed 231 clauses: 78 clauses from transactional text lesson plans, 57 clauses from specific functional text lesson plans and 96 clauses from functional text lesson plans. The transitivity analysis were conducted to differentiate each functional elements into its classification. By classifying the functional elements into its category, the circumstances of each clauses were analyzed to find out the circumstances that relate to the functioning of social functions, text structures and language features. Table 4.1 present the overall description of the circumstances that relate to the functioning of social functions, text structures and language features as reflected in teachers' lesson plans.

Genre	The Circumstances of Communicative Processes			
	Social Functions		Text Structures	Language elements
	Purpose	Context		
Transactional text lesson plans	1	X	X	X
Specific Functional text lesson plans	X	X	X	2
Functional text lesson plans	X	X	X	1

Table 4.1 The Circumstances of Communicative Processes

### **1. What circumstances relate to the functioning of the social functions?**

The circumstances relate to the functioning of the social function were not stated in transactional text lesson plans, specific functional lesson plans and functional text lesson plans. All the learning and teaching processes were not

attended by the complete circumstances that relate to the functioning of the social functions, text structures and language elements.

Genre	Circumstances relate to the functioning the social function	
	The purpose	The context
Transactional text lesson plans	1	X
Specific functional text lesson plans	X	X
Functional text lesson plans	X	X

a. Transactional text lesson plans

The circumstances of purpose that relate to the functioning of the social function were stated once in the material process of expressing opinion without the description about the context. The student as a sayer was designed to utilize transactional text specifically expressing opinion text to achieve the purpose of the activity. Before the students expressing their opinion, the students were expected to conduct observation about their neighbourhood.

(Siswa) melakukan pengamatan di lingkungan daerahnya dan sekitarnya Tsa - 22

dan kemudian (Siswa) menyatakan pendapat dan pikirannya terkait dengan upaya menjaga, memelihara, dan memperbaikinya TSA 23

This certain process was not attended by the circumstances that relate to the functioning of the text structures and the language elements.

The other processes in the transactional text lesson plans were not stated the circumstances that relate to the functioning of the social functions. Instead, the

analysis found that the social functions were designed as the concept to be analysed in the material process of identifying.

Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan pengandaian diikuti perintah / saran (fungsi sosial,...). TSA 54

The existence of purpose in the material process of *mengkondisikan* was not associated to the social process of students using the text.

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

Overall, the circumstances relate to the functioning of the social function were not stated in 78 clauses of learning and teaching activities as reflected in transactional text lesson plans. All the learning and teaching processes in transactional lesson plans were not attended by the circumstances that relate to the functioning of the social functions, text structure and language elements. The analysis found that the social function was found as a concept that the students needed to analyse from the text. Further analysis of the clauses were completely described in Appendix 3.1

#### b. Specific functional lesson plans

The circumstances that relate to the functioning of the social functions were not stated in the specific functional lesson plans. The analysis discovered the social functions were instead designed as the concept in the learning and teaching activities as reflected in the specific functional lesson plans. It is proven by several processes that mainly focus on identifying and discussing the social functions from the specific functional texts.

Siswa mengamati fungsi sosial,... surat lamaran kerja dari berbagai sumber Sf 2  
 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,.. Sf - 19

In the material process of writing the application letter, the students were expected to write the application letter appropriately in line with the social functions where the text was used. As reflected in the lesson plans, the social functions were not clearly stated in detail. This may lead to the confusion of the practicality of the learning processes.

Siswa menulis surat lamaran kerja dengan memperhatikan fungsi sosial ... Sf – 11

In short, the circumstances relate to the functioning of the social function were not stated in 57 clauses of learning and teaching activities as reflected in specific functional text lesson plans. The learning and teaching activities arrangements were not accompanied by definite circumstances that relate to the functioning of the social functions, text structure and language elements. The analysis discovered that the social function was found as a concept that the students needed to analyse from the text as reflected in specific functional text lesson plans. Further analysis of the clauses were completely described in Appendix 3.2

c. Functional text lesson plans.

The circumstances that relate to the functioning of the social functions were not stated in the functional lesson plans. Meanwhile, the analysis found that the social functions were intended to be the concept that the students need to analyse from the text. This was shown in the news item text lesson plan

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

The occurrence of the purpose in the material process of *mengerjakan* was not related to the social process, instead it dealt with the goal of students exercises to understand the grammar in narrative text.

(siswa) mengerjakan latihan untuk lebih memahami penggunaan *simple sentences, past perfect, simple past* dan *conjunctions* dalam teks naratif berbentuk legenda dan cerita rakyat Fc - 37

The teachers' feedback of students' writing product also included the social functions aspect.

(siswa) mendapat feedback dari guru atas cerita sederhana yang dihasilkan oleh siswa dari unsur fungsi sosial,... Fc – 42

Overall, the circumstances that relate to the functioning of social functions were not stated in 96 clauses of learning and teaching activity as reflected in the functional text lesson plans. All the learning and teaching processes as reflected in the specific functional lesson plans were not attended by the circumstances that relate to the functioning of social functions, text structures and language features. Further analysis of the clauses were completely described in Appendix 3.3

## **2. What circumstances relate to the functioning of the text structures?**

The circumstances that relate to the functioning of the text structure were not stated in transactional text lesson plans, specific functional text lesson plans and functional text lesson plans. All the learning and teaching processes were not attended by the complete circumstances that relate to the functioning of the social functions, text structures and language elements.

Genre	The functioning of text structure
Transactional text lesson plans	X
Specific functional text lesson plans	X
Functional text lesson plans	X

a. Transactional text lesson plans

The circumstances that relate to the functioning of the text structures were not stated in the 78 clauses of learning and teaching activities as reflected in the lesson plans. The analysis found that the text structure was arranged as the concept that the students needed to identify.

Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan pengandaian diikuti perintah / saran (... struktur teks,...). TSA 54

All the learning and teaching processes as reflected in the transactional text lesson plans were not attended by the circumstances that relate to the functioning of social functions, text structures and language features. The absence of the social functions may lead to the confusion of the schematic structure of the text. Further analysis of the clauses were completely described in Appendix 3.1.

b. Specific functional lesson plans

The circumstances that relate to the functioning of the text structures were not stated in the 57 clauses of learning and teaching activities as reflected in the

specific functional text lesson plans. The analysis discovered the text structures were arranged as the concept that the students needed to analyse from the text.

Siswa mengamati ..., struktur,... surat lamaran kerja dari berbagai sumber Sf 2

The students were also arranged to conclude the text structure of the announcement text.

Peserta didik menyimpulkan struktur teks pemberitahuan (announcement).

Overall, the circumstances that relate to the functioning of the social functions, text structures and language features were not stated in 57 clauses of learning and teaching processes as reflected in the specific functional lesson plans. The absence of the social functions may lead to the confusion of the schematic structure of the text. Further analysis of the clauses were completely described in Appendix 3.2.

#### c. Functional text lesson plans

The circumstances that relate to the functioning of the text structures were not stated in the 96 clauses of learning and teaching activities as reflected in the functional text lesson plans. The analysis found that the text structures were arranged as the concept in analyzing the news item text.

Dalam kerja kelompok terbimbing siswa menganalisis...struktur,...dari teks berita yang dibaca / didengarkan / ditonton.. Fc - 80

The text structures aspect was included in the feedbacks given by the teachers in the functional text lesson plans.



Overall, the circumstances that relate to the functioning of the social functions, text structures and language elements were not stated in 96 clauses of learning and teaching activities as reflected in the functional lesson plans. The absence of the social functions may lead to the confusion of the schematic structure of the text. Further analysis of the clauses were discussed on Appendix 3.3

### **3. What circumstances relate to the functioning of the language elements?**

The circumstances that relate to the functioning of the language element were not stated in 76 transactional text lesson plans. The circumstances relate to the functioning of the language elements were explicitly stated twice from 57 clauses in the specific functional text lesson plans and once from 96 clauses in the functional text lesson plans. All the learning and teaching activities reflected in the lesson plans were not accompanied by the complete circumstances that relate to the functioning of the social functions, text structures and language elements.

Genre	Circumstance that relate to the functioning of language elements
Transactional text lesson plans	X
Specific functional text lesson plans	2
Functional text lesson plans	1

#### **a. Transactional text lesson plans**

The circumstances that relate to the functioning of the language element were not stated in the 78 clauses of learning and teaching activities as reflected

in transactional text lesson plans. The analysis found that the text structure was arranged as the concept that the students needed to identify.

Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan pengandaian diikuti perintah / saran (... unsur kebahasaan).  
TSA 54

Overall, from 78 clauses of learning and teaching activities as reflected in the transactional text lesson plans were not attended by the circumstances that relate to the functioning of the social functions, text structures and language elements. The absence of the social functions may lead to the confusion of the lexical and grammatical options of the text. Further analysis of the clauses were completely described in Appendix 3.1.

#### b. Specific functional text lesson plans

The circumstances that relate to the functioning of the language elements were stated in 2 clauses from 57 clauses of learning and teaching activities as reflected in specific functional text lesson plans. The circumstances that relate to the functioning of language elements were realized accompanying the students' reading aloud activity

Siswa membacakan surat lamaran kerja kepada teman dan guru dengan tekanan, intonasi, dan pengucapan yang tepat. Sf - 8  
Siswa membacakan teks penyerta gambar kepada teman dan guru dengan tekanan, intonasi, dan pengucapan yang tepat. Sf - 31

The analysis discovered the language elements were seen as the concept that students needed to analyse and discuss in several learning processes.

Overall, from 57 clauses of learning and teaching activities as reflected in the specific text lesson plans were not attended by the circumstances that relate

to the functioning of the social functions, text structures and language elements. The absence of the social functions may lead to the confusion of the lexical and grammatical options of the text. Further analysis of the clauses were completely described in Appendix 3.2.

c. Functional text lesson plans

The circumstances that relate to the functioning of the language elements were stated in 1 clause from 96 clauses of learning and teaching activities as reflected in the functional text lesson plans. The circumstances that relate to the functioning of language element was realized attending the writing activity as reflected in the functional text lesson plans.

*(siswa) berpasangan membuat cerita sederhana dengan menggunakan simple sentences, past perfect, simple past dan conjunctions*

The analysis discovered the language elements were designed as the concept in analyzing narrative text and news item text. The students were arranged to discuss and conclude the language elements from the text. The teachers' feedback for students' writing output included the language element aspect. The analysis also found out several learning processes focusing on grammar drilling activity with the intention of improving students understanding about the grammar aspect.

*(siswa) mengerjakan latihan untuk lebih memahami penggunaan simple sentences, past perfect, simple past dan conjunctions dalam teks naratif berbentuk legenda dan cerita rakyat Fc – 37*

In this way, the students engagement with the text were designed with the intention of students' comprehension to the language elements.

Overall, from 96 clauses of learning and teaching activities in the functional text lesson plans were not attended by the circumstances that relate to the functioning of the social functions, text structures and language elements. The absence of the social functions may lead to the confusion of the lexical and grammatical options of the text. Further analysis of the clauses were discussed on Appendix 3.3

#### **4.2 Discussion**

This study has examined the circumstances that qualify the communicative processes as reflected in the lesson plans with the specific focus on the circumstances relate to the functioning the social functions, text structures and language features that derived from the genre based learning. The analysis found that the circumstances that qualify the communicative processes were not stated in 231 clauses from 9 lesson plans. The analysis discovered the existence of the circumstances that qualify the communicative processes was mostly incomplete. It can be exemplified by the existence of circumstances of purpose in the transactional text lesson plans that was not accompanied by the circumstances that relate to the functioning of text structures and language elements. The circumstances relate to the functioning of language element were discovered in 2 clauses in the specific text lesson plans and 1 clause in the functional text lesson plans. Both of the circumstances were not accompanied by the circumstances of social functions and language elements.

The result of the analysis indicates incomplete ideas in the learning and teaching processes as reflected in the lesson plans. Explicitness reflects the complete and

thorough configuration of the ideas (Nystrand and Wiemelt, 1991). The absence of the circumstances relate to the functioning of the social functions, text structure and language elements as reflected in the lesson plans indicate that these circumstances were not planned by the teachers. Consequently, the students were not arranged to utilize the text to perform the social functions contextually. Lesson plan is a guide for the teachers that reflect the teaching philosophy (Jensen, 2001). The existence of functional purposes in different context in utilizing the text influence the lexical and grammatical option (Schleppegrel, 2004). Moreover, the goal becomes the cornerstone in shaping the organization of the language (Halliday, 1973; Halliday & Hasan, 1989).

The analysis revealed the social functions, language features and text structures were mostly seen as the concept of the text. Teachers and students are typically focus on the content of the text they read and respond not on the language patterns that construes the content (Schleppegrel, 2004). Previous research has demonstrated that building the text knowledge lead the learners' good control of the schematic text structure to achieve the goal (Emilia & Hamied, 2015). Mehan (1979) pointed out students must learn the appropriate form to illuminate their academic knowledge not solely the content of the subject. Teachers needs to raise students' awareness on how different linguistic choices construe different meanings and realize different social context (Schleppegrel, 2004).

The grammar drilling activity was discovered in the learning process reflected in the lesson plans. The students were arranged to learned about the language elements. Learning language is about learning how to mean (Halliday, 2007). It

means that the grammar becomes the medium to construct meaning (Bloor & Bloor, 2004) not the focus in learning language. Recent research conducted by Khatib & Nikouee (2012) found that the use of mechanical activities or drills alone had less positive impact to the learners' grammar structure automation and retention. The research suggested the combined activities of grammar drilling with the communicative activities (Khatib & Nikouee 2012) not merely grammar exercises. In addition, more balanced approach between linguistic form and function was suggested to encourage learners to appreciate the relationship between language structures and its roles in conveying meaning (Kim & Kim, 2005). Emilia & Hamied (2012) revealed that the strong background knowledge is not sufficient in to allow students to write a cohesive and coherent text. Language learning competence involves "knowing how to act in a particular context, being willing to assume the expected role relationships and having knowledge about linguistic expectations for performance of school-based tasks". (Schleppegrell, 2004).