

# CHAPTER I

## INTRODUCTION

This chapter presents the background of this study, focus of the study, research questions, purpose of the study, scope and limitations of the study, and significance of the study for related parties.

### 1.1 Background of the Study

The purpose of this study was to reveal what is learning perceived by the English teacher and what is learning activity that supposed to take place in year seven English learning. The study was conducted by investigating teacher's developed lesson plans. Teacher's written statements about *Kompetensi Dasar* (KD), *tujuan pembelajaran*, *indikator*, and *kegiatan pembelajaran* in the lesson plans were the focus of this study and were analyzed by using Systemic Functional Linguistics (SFL) as the tool.

The clauses in the lesson plans can represent teacher's understanding toward learning. There are messages behind the clauses that need to be revealed by noting and analyzing the transitivity structure of each clause in lesson plans. The dominant process structure, the initiator, and the teacher's portion in learning indicated what is learning perceived by the teacher. By investigating clauses in KD, this study uncovered learning activities that supposed to take place in year seven English learning. KD, KD modified by the teacher, *tujuan pembelajaran*, *indikator*, and *kegiatan pembelajaran* that are stated in the lesson plans can also reveal the consistency of teacher in planning the English learning.

Illeris (2003: 359) elaborates learning in general as all process that result in permanent capacity change, whether it is physical change, cognitive change, emotional change or social change in nature, but the change does not have something to do with biological maturation. It means that learning will be resulted in personal development, socialization, and qualification (Illeris, 2003:359). Learning in school also has something to do with personal development. Learning in school makes students socialize with their surroundings. Learning in school also resulted grading and qualifications among the students. So, learning can be defined as activities to develop cognitive capacity, social ability, emotion stability, and personality of learners.

Learning, as stated in the aim of Indonesian education written in Undang-undang Nomor 20 Tahun 2003 has some outputs which represent the target of Indonesian education.

Pendidikan adalah usaha sadar dan terencana untuk mewujudkan suasana belajar dan proses pembelajaran agar peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual keagamaan, pengendalian diri, kepribadian, kecerdasan, akhlak mulia, serta keterampilan yang diperlukan dirinya, masyarakat, bangsa, dan negara (Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional).

Therefore, the aim of learning is not stop until students master the subject materials that have been taught by the teacher, but learning has to make every single human develop to be a best version of him with some criteria mentioned in the Undang-undang above. This aim of Indonesian education is in line with what has been stated by Roger in Brown (2000). Roger argues that learning is the process to be a fully functioning person (Brown, 2000: 89). Fully functioning person in the context of Indonesian learning is refers to the targets mentioned in

Undang-undang which are *memiliki kekuatan spiritual keagamaan, pengendalian diri, kepribadian, kecerdasan, akhlak mulia, serta keterampilan yang diperlukan dirinya, masyarakat, bangsa, dan negara.*

Since this aim of education cannot be separated from any subject of learning, so the aim of English learning also cannot stop until students are able or skillful in English communication inside and outside the classroom, but also up to using English learning as a tool to develop oneself to be a fully functioning human being. This core concept of learning might not get much attention from teacher. Therefore, it is important to know what is learning perceived by the teacher.

The usual ways to investigate English learning were from observation, survey, and interview. Therefore, the writer wanted to investigate it from different ways. So far that writer concerned, there is no researcher that investigates the lesson plan in order to get teacher's understanding toward learning. It is possible to obtain what is learning perceived by the teacher by investigating the lesson plans since they are the concrete product of teacher's cognitive thinking process that deals with what teacher believes, understands, and her attitudes toward something. Teacher's perceptions were sought out based on her written statements of KD, objectives, indicators and learning activities. The written statements of KD, objectives, indicators and learning activities were analyzed by using SFL, a theory proposed by Halliday. In this research, the language function will be analyzed by noting the transitivity system in each clause as the smallest unit carrying verb as the central of meaning.

Some studies have been conducted related to English learning. Diab on 2004 conducted a survey in three universities in Lebanon about students' beliefs in learning English as a foreign language. Another study tried to compare the English Foreign Language learning in classroom with what stated in the lesson plan. Those two were some of many researches that employ observation and survey. Previous studies about English learning mostly obtain the data from observation and survey. Therefore, this study is quite different than the research that is usually conducted. The studies investigated how English learning occurs in the classroom mostly conducted by doing observation. And how is teacher or students' perception towards English learning mostly conducted by doing survey or spreading the questionnaire. Whereas those study can be conducted by analyzing the lesson plans. Therefore the researcher wants to reveal learning as perceived by English teacher by analyzing the lesson plans with Systemic Functional Linguistic approach proposed by Halliday. Halliday in Wachidah (2010: 278-279) states that SFL is useful for research and learning in foreign language, second language, mother tongue, texts, literary and poetic text, translation, sign language, referencing, etc. The usefulness of SFL can be proven by looking at the lists of researches conducted successfully using SFL as the approach (the list of the research can be retrieved from [www.isfla.org/Systemics/Print/Thesis](http://www.isfla.org/Systemics/Print/Thesis)). This study will enrich the research concerning about learning, especially English learning since this study investigate the evidence in a form of lesson plans.

## 1.2 Focus of the Study

This study focused on clauses in the lesson plans which represent the learning perceived by the English teacher. The English learning was seen from the statements of KD, KD modified by teacher, *tujuan pembelajaran*, *indikator*, and *kegiatan pembelajaran*.

## 1.3 Research Questions

Based on the background and focus of the study above, the writer formulates the research question and sub-research questions as follow:

1. What is learning perceived by the English teacher as represented in the teacher's statements in the lesson plans?
  - What is the most frequent type of process as represented in the teacher's statements in the lesson plans?
  - Who is the initiator of learning as represented in the teacher's statements in the lesson plans?
  - How much is the teacher's portion in learning as represented in the teacher's statements in the lesson plans?
2. What is learning activity that supposed to take place as represented in the statements of *Kompetensi Dasar* in the lesson plans?

## 1.4 Purposes of the Study

The purposes of this study are:

1. To reveal what is learning perceived by the English teacher as represented in the teacher's statements in the lesson plans
  - To reveal the most frequent type of process as represented in the teacher's statements in the lesson plans
  - To reveal the initiator of learning as represented in the teacher's statements in the lesson plans
  - To reveal the teacher's portion in learning as represented in the teacher's statements in the lesson plans
2. To reveal learning activity that supposed to take place as represented in the statements of Kompetensi Dasar in the lesson plans

## **1.5 Significance of the Study**

**1.5.1** Theoretically, this study would enrich the findings of previous research. This research would be beneficial to English teachers in order to develop the English learning especially in the form of activity and lesson plan because as the decision maker, they need to know how to plan English Foreign Language learning activity in order to reach the goal of learning. Also, this study hopefully would be useful in the development of English language research especially in educational field and also as an evaluation for the Educational Program students of English Department about how to develop English learning activity in form of lesson plan.

**1.5.2** Practically, this study helps the writer broadening her understanding on how to plan English learning activity in form of lesson plan and helps getting her bachelor degree in particular.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents the theoretical review and theoretical framework of the research.

#### **2.1 Theoretical Review**

##### **2.1.1 Learning from Scholars' Point of View**

Before pointing to scholar's point of view toward learning, it is better to look at the definition of learning from the word itself. According to Cambridge Dictionary, learning is "the activity of obtaining knowledge". Brown (2000: 79) argues that before designing a program of learning, it is important to know what the learners already know, then formulating the goals of the learning, and selecting method to achieve the goals, after implementing certain method evaluation is needed to know whether the goal is achieved or not. Those arguments can be seen in the context of the daily activity of learning in classroom. Furthermore, Brown (2000:79) mention about the maintenance of what has been achieved. It indicates that learning is not stopped after the goal is achieved. It needs maintenance so that what has been achieved would not lose. So, from this definition it can be concluded that learning is a continue process of obtaining new knowledge and maintaining what has been obtained.

It is important to put some theories in research as Gredler stated that "...theories are composed of testable principles serving as a framework for conducting research" (Gredler, 1992: 5). Gredler mentioned

seven contemporary theories related to learning: B. F. Skinner operant conditioning, Robert Gagne's conditions of learning, information-processing theories, Jean Piaget's cognitive development theory, Lev Vygotsky's sociohistorical theory, Albert Bandura's social-cognitive theory, and Bernard Weiner's theory of motivation (known as attribution theory) (Gredler, 1992: 5). Beside those seven theories, there are three big theories that are the root of those seven theories. Those are behaviorism, cognitivism, and constructivism.

Behaviorism view point is developed first by Pavlov. He argues that learning process begins with stimulus and followed by the response (Brown, 2000: 80). In other word, learning is seen as a transfer of knowledge. This view point emphasizes learning as something that is influenced by the environment (Gredler, 1992: 10). Thorndike and Woodworth proof that learning in behaviorism focused on the similar tasks (Gredler, 1992: 41).

Brown (2000: 83) writes in his book that Ausubel emphasizes learning as something that has to be done meaningfully. Ausubel believes that learning which is meaningful is a learning which is powerful. Gredler (1992: 10) writes that learning is the involvement of mental processes, influenced by learner's ability in processing information. Learning by rote is weak or not powerful or not meaningful since it is only drilling without involving learners mentally to process the information (Brown, 2000: 83). Cognitivist believes that certain activity such as understanding, comparing,



describing, summarizing, and others can be considered as processing information.

Roger in Brown (2000) argues that learning is the process to be a fully functioning person. He believes that in order to be a fully functioning person, a person needs to know how to learn first. He emphasize that community of the learner will empower the learning.

Learning based on B. F. Skinner operant conditioning emphasizes stimulus and response. Skinner views learning as “a change in behavior represented by increased response frequency” (Gredler, 1992: 121). The knowledge is transferred one direction which is from teacher to students through a particular stimulus and a particular response (Gredler, 1992: 43). The result of the learning is the changes in behavior of the students or the consequence. So there are three components here: a discriminative stimulus, a learner response, and the consequence. (Gredler, 1992: 80).

Robert Gagne’s conditions of learning stress mechanical drilling which is done not only in one way from teacher to students just like B.F. Skinner’s operant conditioning but it can be from students to students, and students to the teacher. This theory still believes that learning can be done if there is a stimulus. The result of learning is a habit formation. The focus of this theory is that “the relationship of the phases of information processing to type of learning task and instruction” (Gredler, 1992: 79). Gagne identifies five distinct domains of learning: verbal information, intellectual skills, cognitive strategies, motor skills, and attitudes (Gredler,

1992: 127). Learning by this theory is defined as “the phases of information processing supported by stimulation from the environment executed for the different kinds of learning” (Gredler, 1992: 168). Learning is done by some steps that cannot be skipped or shrink into one (Gredler, 1992: 168).

Learning according to information-processing theories, is a process of linking new information to the background information that have been stored before to solve the problem (Gredler, 1992: 79). It means learning can be done by utilizing complex and active processor in human memory. This means the background knowledge of students is appreciated. This theory put students as the center of learning. Learning in Jean Piaget’s cognitive development theory, provides the opportunity for the students to extend their capacity since infant up to adulthood (Gredler, 1992: 79).

Learning based on Lev Vygotsky’s sociohistorical theory, needs interaction as the requirement. Process of human mental development is part of the process of historical development. It is believed that learning is the result of interaction which is gained from the culture for the development of higher mental functions (Gredler, 1992: 79). It means that one will learn something if he interacts with people surrounds him. Shortly, learning is a product of interaction, accommodating and assimilating

Albert Bandura’s social-cognitive theory sees that learning will exist if the activity is accommodating and facilitating the three way

interaction: environment, personal factors, and behavior (Gredler, 1992: 76). Different from Vygotsky's sociohistorical theory, Albert Bandura's social-cognitive theory emphasizes "there is observation of and internal processing of modeled behavior" (Gredler, 1992: 79). The components of learning in this theory are the modeled behavior, the nature of reinforcement, and the learner's cognitive processes (Gredler, 1992: 80).

Bernard Weiner's theory of motivation (known as attribution theory) sees students' curiosity as the key of learning. He emphasize that learner's beliefs will influence the achievement-related behavior. (Gredler, 1992: 79).

### **2.1.2 English Learning in Indonesia**

English is included in the school subject start from the primary school to the high school. According to document of Ministry of Education and Culture, all subjects under 2013 curriculum including English should develop all competence (attitude, knowledge, and skill) and are designed related to one another and has the same basic competence bonded with the core competence in each year. All subjects including English are taught by using the same approach which is scientific approach. The approach is going through some stages start from observing, questioning, associating, experimenting, and networking. Materials being taught emphasizes at language competence as a means of communication in delivering the idea and knowledge. Students are made to be accustomed in reading, understanding text, summarizing and

presenting in their own language. Students are made to be accustomed in arranging text systematically, logically, and effectively by doing some exercise. Students are made to be aware with rules of text so that they would not confuse in arranging sentence. Students are made to be accustomed in expressing himself and their knowledge by using language confidently and spontaneously.

### **2.1.3 Lesson Plan**

Lesson plan is a concrete manifestation from what teacher has in mind about teaching and learning. Dee (1996) believes that teacher's plan comes from a series of cognitive process which is requiring teacher to choose/ select and design the series of activities they are going to do in class. It can be stated that the written form of lesson plan that made by the teacher was a result of an abstract plan of learning that the teacher has in mind. Harmer (Richards and Renandya, 2002: 27) includes description of the class, recent work, objectives, contents and additional possibilities on lesson plan. So, lesson plan has some components which is important to be stated such as identity of class, objectives, and the content of lesson. According to Bailey and Nunan (1996), "Traditionally, a lesson plan is seen as a unit of a syllabus for a course, which is itself viewed as a component of a program's curriculum." In other words, lesson plan is made based on the curriculum programmed by the government so the lesson plan should compatible with the bigger plan planned by the government. Still based on Bailey and Nunan, a lesson has a concern with

some unit of instruction that are engaged with time and often structured thematically (e.g., vocabulary items, grammar points, functions, and literary selections). It reveals that lesson plan also contains some sequential steps to be done in learning and it is bounded by the time allocation. Richards and Renandya (2002: 27) wrote that planning is “a key aspect of teaching a successful lesson”. Someone says that if you failed to plan, you plan to fail. It means during planning, teacher has to be careful in deciding what goals, activities, resources, timing, grouping, and other aspects of the lesson. Woodward (2001) argues that planning can happen before, during, and after learning. But, the lesson plan as the formal written concept is designed before learning begins. Bailey and Nunan on 1996 write “A lesson plan is like a road map which describes where the teacher hopes to go in a lesson, presumably taking the students along.” It means teacher has to guide students to the right place. Teacher and students will go to certain destination but before they go there the teacher as the guardian has to think which way should be chosen so that they can reach that place. Same with lesson plan, teacher and students have some objectives they have to achieve in learning. Therefore, it is teacher’s duty to choose which path they are going to go through since the teacher is someone who has knowledge and experience, is mature enough, and had been going through some paths which led him/ her to success or failure. It is teacher’s job to make sure students are on the right track and not facing the failure. Planning a lesson means designing the best way to

attain objectives of learning. Lesson plan according to Permendiknas RI No. 65 Tahun 2013 about Standar Proses contains at least identity of lesson plan, goal, learning objective, learning activity, material, method, and assessment. From those views of lesson plan, it can be summed up that lesson plan is a set of written manifestation of what teacher has in mind about the goals, sequential steps of learning activities, material, method, assessment, and time allocation which is designed carefully and compatible with curriculum before classroom teaching and learning to attain objectives of learning.

Kauchak (1993) mentions “planning also includes organizing content into understandable segments and sequencing the steps logically.” If the content and the sequence are understood, it will be easier to bring the learning to the students. Kauchak’s statement above supports his other argument that planning can avoid teacher’s insecurity and make teacher more confident. From that explanation, planning is important to be done. Another supporting research finding from Doyle (1986), Leinhardt and Greeno (1986) in Kauchak & Eggen (1993: 15) proof that structuring the activity can be result in the smoothly running class. Structuring activity here can be seen from the sequence of activity on the lesson plan.

Some researcher proof that experienced teachers tend not to make a written planning (Morine-Dersheimer and Vallance, 1976; Pearson et al., 1978; Zahorik, 1975 in Kauchak & Eggen, 1993). Neale et al (1983) in Kauchak & Eggen (1993) found out the reason of the teacher not doing it

is because they believe that planning is “primarily useful for inexperienced teachers.” Moreover McCutcheon (1982) in Kauchak & Eggen (1993) learn that the written plan is made by the teacher because the administrator that asked for it. From that research written plan is considered only as a formality. But, considering the importance of lesson plan for learning, it is important to investigate the content of the lesson plan to know how the learning is perceived by the teacher as the maker of lesson plan.

Activity according to Cambridge Dictionary is done in an organized event. Reiser and Dick (1996) insist that the activities should be relevant with the objectives. Richards and Renandya (2002) uses Shrum and Glisan (1994) generic components of a language lesson plan which was adapted from Hunter and Russell (1977). The generic components of lesson plan in the aspect of activity proposed by Shrum and Glisan (1994) as written in Richards and Renandya (2002: 27) has five phases: perspective or opening, stimulation, instruction/ participation, closure, and follow-up. Meanwhile in Permendiknas RI No. 65 Tahun 2013 about Standar Proses, the learning activity is being carried through opening or establishing set or set induction, main activity, and closing activity.

#### **2.1.4 Experiential Meaning in Systemic Functional Linguistic**

Systemic Functional Linguistic is a theory for analyzing the function of language created by M.A.K Halliday. Systemic Functional Linguistic theory developed by Halliday mentioned three metafunctions of language: ideational, interpersonal, and textual. The interpersonal

metafunction deals with the social relationship between the first participant and the second or third participants. Textual metafunction deals with the situation where the experience took place. Ideational metafunction deals with the experience with the environment or within the first participant or simply called as experiential meanings. Eggins (2004: 206) mentioned that “experiential meaning is expressed through the system of transitivity or process types, with the choice of process implicating associated participant roles and configuration”. It means that the experience with the environment can be represented in six types of process or usually called as Transitivity System defined by Halliday. Those six types of process are: material, behavioural, mental, verbal, relational, and existential. Material process is a process of doing. It represents physical activity that can be seen directly. The participants in material process are called as ‘Actor’, ‘Goal’, and ‘Range’. Some verbs indicating material process are ‘melakukan’, ‘membuat’, ‘menulis’. Behavioural process is a process that blends physiological and psychological experience. It represents an experience that only can be experienced by a conscious being (Eggins, 1994: 250). The participants in behavioural process are called as ‘Behaver’ and ‘Range’. Some verbs indicating behavioural process are ‘mendengarkan’, ‘menyimak’. Mental process is a process of sensing. It represents our experience of the world of our own consciousness (Halliday, 2004: 211) by utilizing our five human senses (sight, hearing, taste, smell, and touch). The participants in mental process are called as



‘Senser’ and ‘Pheomenon’. Some verbs indicating mental process are ‘mengidentifikasi’, ‘membandingkan’, ‘menganalisis’. Verbal process is a process of saying. It represents who says what to whom. The participants in verbal process are called as ‘Sayer’, ‘Verbiage’, ‘Quoted’, and ‘Reported’. Some verbs indicating verbal process are ‘menanyakan’, ‘menjelaskan’, ‘mempresentasikan’. Relational process is a process of having and being. It represents the identity or attribute to something. The participants in relational attributive process are called as ‘Carrier’, and ‘Attribute’. The participants in relational identifying process are called as ‘Token’ and ‘Value’. One of words indicating relational attributive process is ‘menjadi’. One of words indicating relational identifying process is ‘adalah’. Existential process is a process of existing. It represents the existence of something. The participants in existential process are called as ‘Existent’. One of words indicating existential process is ‘ada’.

## **2.2 Theoretical Framework**

Based on some theory mentioned above, this study used transitivity system proposed by Halliday to analyze the clauses represents learning activities in the lesson plans to reveal “What is learning perceived by the English teacher?” and “What is learning activity that supposed to take place as represented in the statements of *Kompetensi Dasar* in the lesson plans?”. By knowing the most frequent types of process occur, the initiator of learning, and teacher’s portion in statements of *kegiatan pembelajaran*, the question “What is learning perceived by the English teacher?” was revealed. And by investigating the transitivity system in

*Kompetensi Dasar*, the question “What is learning activity that supposed to take place as represented in the statements of *Kompetensi Dasar* in the lesson plans?” was also revealed.

## **CHAPTER III**

### **METHODOLOGY**

This chapter presents the research methods to answer the research questions. This chapter elaborates research method, data and source of data, procedure in collecting data, and procedure in analyzing data.

#### **3.1 Research Method**

The study uses content analysis as the method. The purpose of using it is because content analysis makes studying human behavior in an indirect way possible (Fraenkel and Wallen in Dianne Hinds, 2000: 53). “Content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use” (Krippendorff, 2004). It means that by using content analysis as the research technique, the deep meaning behind the text will be revealed and the inferences taken from the text will be valid. The studies conducted using content analysis used books, journals, articles, and any other written forms of document as the subject. So, analyzing lesson plans using content analysis is possible. This study also used transitivity system of Systemic Functional Linguistic theory proposed by M.A.K Halliday.

#### **3.2 Data and Source of Data**

In this study, the data are the statements of KD, KD modified by teacher, *tujuan pembelajaran*, *indikator*, and *kegiatan pembelajaran* in the lesson plan developed by the English teacher. Those are the written statements of teacher which are obtained from lesson plans made by English teacher of year seven of SMP Negeri 49 Jakarta. Beside that, this research also uses the statements of

teacher which were obtained from interview. SMP Negeri 49 Jakarta is a public school located in Jalan Raya Bogor, Kramat Jati, Jakarta Timur. SMP Negeri 49 Jakarta is a high reputable public school in East Jakarta. Most of the alumni of this school are accepted in the high reputable high schools throughout Jakarta. This school is selected by the government as a target school to implement the 2013 curriculum. The English teacher who made the lesson plan was graduated from Universitas Muhamadiyah Malang, major in English Education and has been teaching as an English teacher for 11 years. Her status is now a civil servant. She was chosen by the headmaster to teach English for year seven under the 2013 curriculum. Therefore she was assigned to join training for implementation of 2013 curriculum arranged by the government. So, the teacher has given training to make a lesson plan of 2013 curriculum.

### **3.3 Data Collection Procedure**

#### **3.3.1 Document**

Document collection is sets of document that relevant to the context of the research (Freeman, 1998: 93). Burns (2000) stated that examining the document is possible since it is a natural source. The writer asked for the lesson plan from the English teacher and made a copy of it to be analyzed further. The document being collected was the lesson plans for year 7 semester 2 made by the English teacher of SMP Negeri 49 Jakarta. The total of lesson plan is 5 lesson plans. The lesson plans were used to answer what is learning perceived by the English teacher. English learning was reflected in the statements of KD, KD modified by English

teacher, objectives, indicators, and learning activity in each lesson plan. The unit data that was extracted from the document collection was in a form clause. The clauses were obtained by breaking down the statements of KD, KD modified by English teacher, objectives, indicators, and learning activity.

### **3.3.2 Interview**

A semi-structured interview with teacher who made the lesson plan was conducted in order to get the background of teacher and to triangulate the findings to avoid the misperception and to lower the subjectivity. The interview was about teacher's educational background and teaching experiences, teacher's perception towards lesson plan and English learning.

### **3.4 Data Analysis Procedure**

The data from the document collection were analyzed qualitatively and by doing some simple statistics calculations. First step that applied was breaking down the statements of KD, KD modified by teacher, *tujuan pembelajaran*, *indikator*, and *kegiatan pembelajaran* into clauses. Next, each clause was analyzed to find its transitivity system in order to find the types of process that occurs, the active participants, and the initiator of learning. After counting the total of each type of process occurred from every clause, the total clause that put students as the active participants, teacher as the active participants, students as the initiator of learning, teacher as the initiator of learning, the percentage of those information will be counted. The findings from the document were triangulated

with the teacher's interview before drawing the conclusion to strengthen the findings.

The most frequent type of process, the active participant, and the initiator of learning that occur revealed the first research question 'what is learning perceived by the English teacher.' And by analyzing the statements of KD using the same steps as the *kegiatan pembelajaran* being analyzed the research question 'what is learning activity that supposed to take place as represented in the statements of *Kompetensi Dasar* in the lesson plans' would be revealed.

Below are the tables used for noting the transitivity of each clause: (for further details see the appendix 1)

Table 3.1. The Transitivity System in Statements of KD

KD	Conj	Participant	Process	Participant	Participant	Circumstances
3.7		(Siswa)	Memahami	fungsi sosial, struktur teks, dan unsur kebahasaan		dari teks lisan dan tulis [LOCATION]
		[SENER]	[MENTAL]	[PHENOMENON]		untuk penyebutan sifat orang, binatang, dan benda [PURPOSE]
4.7		(Siswa)	Menyusun	teks lisan dan tulis		untuk menyebutkan sifat orang, binatang, dan benda, [PURPOSE]
		[ACTOR]	[MATERIAL]	[GOAL]		dengan unsur kebahasaan yang benar dan sesuai konteks [MANNER]

Table 3.2. The Transitivity System in Statements of KD (modified by the teacher)

KD	Conj	Participant	Process	Participant	Participant	Circumstances
3.7		(Siswa)	Memahami	fungsi sosial, struktur teks, dan unsur kebahasaan		pada teks [LOCATION]
						untuk menyatakan dan menanyakan sifat orang, binatang, benda [PURPOSE]
						sesuai dengan konteks penggunaannya [MANNER]
		[SENSER]	[MENTAL]	[PHENOMENON]		
4.8		(Siswa)	Menyusun	teks lisan dan tulis		untuk menyatakan dan menanyakan sifat orang, binatang dan benda, [PURPOSE]
						dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. [MANNER]
		[ACTOR]	[MATERIAL]	[GOAL]		

Table 3.3. The Transitivity System in Statements of Tujuan Pembelajaran

TP	Conj	Participant	Process	Partcpnt	Partcpnt	Circumstances
		Siswa	berkomunikasi			terampil [MANNER]
						dalam bahasa inggris [MANNER]
						untuk menjalin komunikasi transaksional [PURPOSE]

						dengan guru, teman-temannya dan orang-orang disekitarnya [ACCOMPANIEMENT]
						untuk menyatakan dan menanyakan sifat orang, binatang, dan benda [PURPOSE]
						secara jujur, disiplin, percaya diri dan bertanggung jawab [MANNER]
		[ACTOR]	[MATERIAL]			dengan menggunakan struktur teks yang runtut, fungsi sosial teks dan unsur kebahasaan yang benar [MANNER]

Table 3.4. The Transitivity System in Statements of Indikator

KD	Conj	Participant	Process	Participant	Participant	Circumstances
		(Siswa) [ACTOR]	Menggunakan [MATERIAL]	kata sifat yang sesuai dengan gambar yang ada [RANGE]		

Table 3.5. The Transitivity System in Statements of *Kegiatan Pembelajaran*

No.	Conj	Learning Activity Statement	Types of Process						Active Participant	Initiator
			Material	Behavioural	Mental	Verbal	Relational	Existential		
1.		Siswa <b>mendengarkan/ membaca</b> berbagai teks untuk menyatakan dan		✓					S	T



		menanyakan sifat orang, binatang, benda								
2.		Siswa <b>mengikuti</b> interaksi teks untuk menyatakan dan menanyakan sifat orang, binatang, dan benda		✓					S	T

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter presents the description of data and findings and discussions for the research questions:

1. What is learning perceived by the English teacher as represented in the teacher's statements in the lesson plans?
2. What is learning activity that supposed to take place as represented in the statements of *Kompetensi Dasar* in the lesson plans?

For answering the first research question, the sub questions "What is the most frequent type of process that occur?", "Who is the initiator of learning?", and "How much is the teacher's portion in learning?" as represented in the teacher's statements in the lesson plans were answered by analyzing the transitivity system and doing simple statistic calculation.

For answering the second research question the transitivity system of each clause of *Kompetensi Dasar* was analyzed to find the most frequent types of process occur in the statements of *Kompetensi Dasar* in the lesson plans.

#### 4.1 Data Description

The data were teacher's statements in *Kegiatan Pembelajaran* section and government's statements in *Kompetensi Dasar* section in the lesson plans. The source of data was the teacher's developed lesson plans for year seven semester two. There were total 5 lesson plans that have been analyzed. All the lesson plans

were analyzed by using SFL proposed by Halliday. The statements in the lesson plans were broken down into clauses to reveal the transitivity system of each clause, the most frequent types of process that occur, the initiator of learning and teacher's portion in learning. The total number of clauses in the *Kegiatan Pembelajaran* was 166 clauses. From the transitivity analysis of clauses, all of the clauses contain only 4 types of process: material, behavioural, mental, and verbal. There is no relational (whether it is relational attributive or relational identifying) and existential process in the lesson plans.

## **4.2 Findings and Discussions**

### **4.2.1 Learning Perceived by the Teacher**

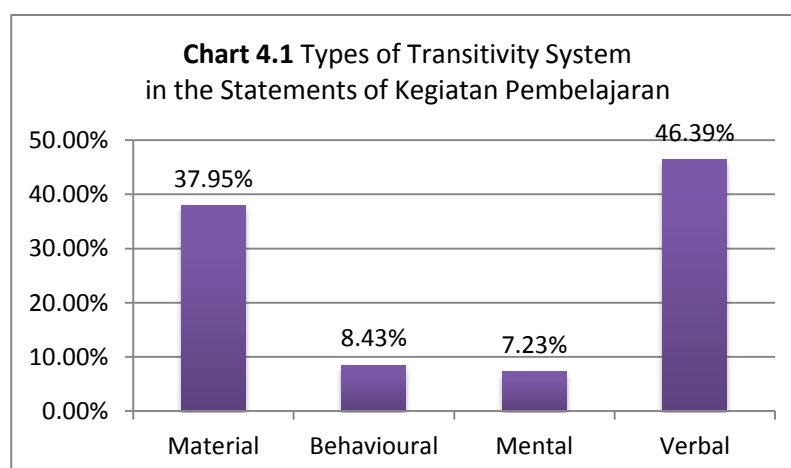
Learning perceived by the English teacher can be seen from teacher's statements in *Kegiatan Pembelajaran*. The teacher's understanding and beliefs toward learning are represented in *Kegiatan Pembelajaran* section. In the statements of *Kegiatan Pembelajaran* that have broken down into clauses, the process as a unity of meaning was obtained. The process is a unity of meaning consist of the process itself, the participants, and the circumstances. So, the most frequent type of process that occur in the statements of *Kegiatan Pembelajaran* can revealed English learning perceived by the teacher since the teacher that selects the words written in the lesson plans. From each clause the initiator of learning and the active participant can be seen clearly. From all the active participants that appear in the statements of *Kegiatan Pembelajaran*, there was teacher as an active participant there. The

appearance of teacher as the active participants in the statements of Kegiatan Pembelajaran here then noted based on what kind of active participant she is (actor, behavior, sensor, or sayer) as represented in her statements.

In relation to the first research question, learning is perceived by the English teacher in some ways: as an activity to master language matters only (not yet as a tool to develop students to be a fully functioning person), as an activity that needs to be controlled, and as knowledge transfer.

#### 4.2.1.1 The Most Frequent Type of Process in the Statements of Kegiatan Pembelajaran

The most frequent type of process in the statements of *kegiatan pembelajaran* show learning perceived by the English teacher.



From all statements of *kegiatan pembelajaran* that were broken down into 166 clauses, the most frequent type of process

that occurs is verbal process which represented by 77 clauses with percentage 46.39% of all clauses. The second most frequent type of process that occurs is material process which represented by 63 clauses with percentage 37.95% of all clauses. In the third place is behavioural process which represented by 14 clauses with percentage 8.43% of all clauses. And the least frequent type of process that occurs is mental process which represented by 12 clauses with percentage 7.23% of all clauses. Verbal and material process relates to the production skills learning (spoken and written) whether behavioural process relates to the attitude, and mental process relates to the knowledge. The two most frequent processes are verbal and material. It indicates that teacher perceives learning as an activity to master language matters only. This finding strengthens by the teacher who said that learning English is learning how to speak. It can be traced by looking at the appendix 4.

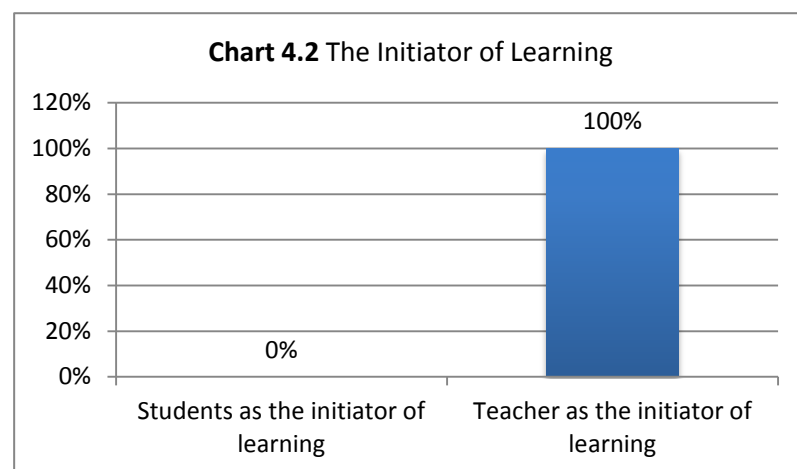
#### Extract 4.1 Teacher's Statements toward English Learning from Interview

- Interviewer : Apa yang Ibu pahami tentang belajar Bahasa Inggris itu?
- Teacher : Belajar Bahasa Inggris itu artinya belajar bicara. Produknya adalah menghasilkan anak yang bisa dan berani berbicara Bahasa Inggris.
- Interviewer : Kalau belajar Bahasa Inggris itu menurut Ibu harus bagaimana, Bu?
- Teacher : Ya harus.. eee.. diawali dari.. apa yah?.. mengetahui tentang strukturnya dengan benar kemudian.. keberaniannya mengungkapkan.. kemudian.. apa yah? Ya itu yang pasti dia berani

mencoba gitu di kelas meskipun dengan susah payah dengan kalimat-kalimat sederhana anak bisa mengungkapkan kalimat.

#### 4.2.1.2 The Initiator of Learning

The initiator of learning in the statements of *kegiatan pembelajaran* shows learning perceived by the English teacher.



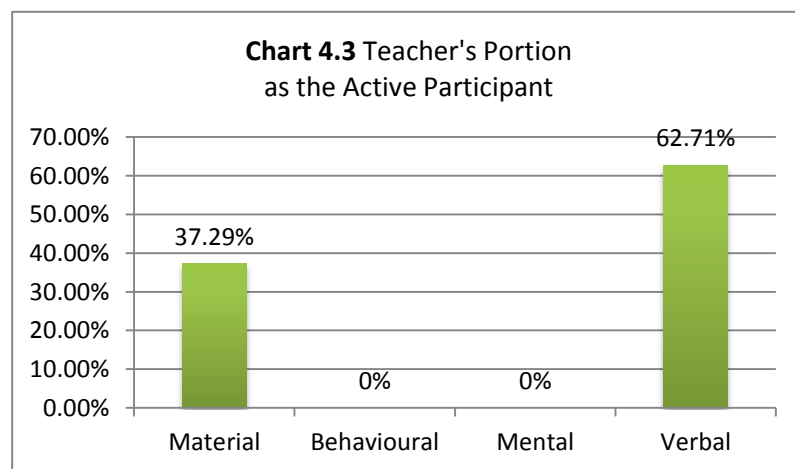
From 166 clauses that have been broken down from statements of *kegiatan pembelajaran*, it was found that all the activities are initiated by the teacher. From the statements that can be seen in details in the appendix 1, teacher clearly shows herself as the initiator of everything students do in the class. Teacher decides what students do, when to speak, and what materials to be learned. It is also confirmed by teacher's statements from the interview indicating her role as the one who controls and the one who makes a decision toward what should be learned. It can be traced by looking at the appendix 4.

#### Extract 4.2 Teacher's Statements toward English Learning from Interview

- Interviewer : Ibu pernah tidak kalau anak-anak mau belajar ini lalu Ibu menyesuaikan kemauan anak-anak?
- Teacher : Tidak selalu. Ya sebisa mungkin memang.. karena kita harus sesuai dengan materi juga jadi kalau misalnya anak pinginnya nyanyi terus engga mungkin kita turuti. Maunya ini padahal kan materinya kita harus kena semua jadi ngga bisa, "bu nyanyi, bu game" gitu aja. Hanya saja kita kemas pelajarannya dalam bentuk game tapi tetap materinya seperti yang sudah terencana.

#### 4.2.1.3 Teacher's Portion as the Active Participant

The initiator of learning in the statements of kegiatan pembelajaran shows learning perceived by the English teacher.

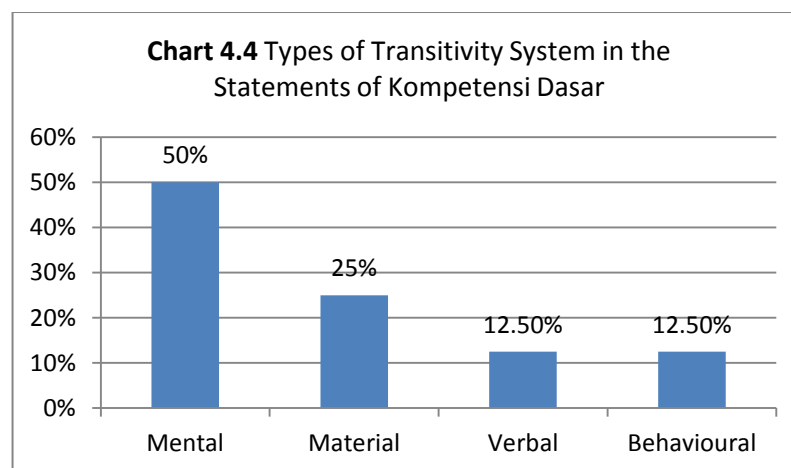


From all statements of *kegiatan pembelajaran* that were broken down into 166 clauses, the most frequent active participants that appears is students which represented by 102 clauses with percentage 61.44% of all clauses. The second most frequent active participants that appear is teacher represented by 59 clauses with percentage 35.54% of all clauses. In the third place is teacher and

students as the active participants which represented by 5 clauses with percentage 3.01% of all clauses. Teacher's position as the active participants was found only in the material and verbal clause. In material clause, teacher as the actor shared 37.29% of all that represented by 22 clauses. In material process, teacher is positioned as the sayer shared 62.71% of all that represented by 37 clauses. It indicates that teacher perceives the learning as her duty to transfer the knowledge to students.

#### 4.2.2 Learning Activities as Represented in *Kompetensi Dasar*

The most frequent type of process in the statements of *kompetensi dasar* show learning activities that supposed to take place.



In relation to the second research question, it was found that for year seven English learning, the learning activities supposed to take place as represented in the statements of *Kompetensi Dasar* in the lesson plans are more to shaping knowledge than producing the language. It is indicated by the percentage of mental process which is 50% of all. Mental



process relates to shaping students' knowledge by giving new input or knowledge. The least process are material process which shares 25% of all relates to the activity of building students' ability in writing as the productive skills, verbal process that shares 12.5% of all relates to the activity of building students' ability in speaking which is also a productive skills, and the behavioural process which shares 12.5% of all relates to the activity of shaping students' attitude. It can be traced by looking at the appendix 4.

Based on the result of the findings above, it can be stated that learning which is perceived by the teacher is not match with what the curriculum developer intended to be done by teacher. It was proven from the answer of first research question that reveals teacher perceives learning as the activity to master the language or it can be simplified as building students' productive skills, meanwhile the curriculum developer wants learning for year seven semester two emphasized on the knowledge shapping of students, not building students' productive skills or shaping students' attitude.

#### **4.2.3 Additional Findings and Discussions**

Beside the main findings, since this research also analyze KD, KD modified by the English teacher, *tujuan pembelajaran*, *indikator*, and *kegiatan pembelajaran* for the purpose of knowing the consistency of teacher. It was found that there are some inconsistencies among them that leads to conclusion that teacher has not yet understand about the newest

concept about learning in Indonesia. The inconsistency was elaborated below.

Table 4.1 The Inconsistency in Lesson Plan 1

	Lesson Plan 1			
	1 <sup>st</sup> Place	2 <sup>nd</sup> Place	3 <sup>rd</sup> Place	4 <sup>th</sup> Place
<b>Kompetensi Dasar</b>	Mental, Material, and Verbal Process are balance (33.33% of each)			
<b>Kompetensi Dasar (modified by the teacher)</b>	Verbal Process (40%)	Mental, Material, Behavioural Process are balance (20% of each)		
<b>Tujuan Pembelajaran</b>	Material Process (60%)	Verbal Process (40%)		
<b>Indikator</b>	Material Process (75%)	Mental Process (25%)		
<b>Kegiatan Pembelajaran</b>	Material Process (33,33%)	Verbal Process (40%)	Behavioural and Mental Process are balance (13.33% of each)	

There are three kinds of process that occur in statements of *Kompetensi Dasar* 3.7 and 4.7: mental, material and verbal process. The proportions of three of them are balance. Each of them is 33.3%. Since mental process deals with knowledge, material process deals with writing skills, and verbal process deals speaking skills, it can be stated that the curriculum team wants students' knowledge and skills both written and spoken to be developed through English learning.

There are four kinds of process that occur in statements of *Kompetensi Dasar* 3.7 and 4.8 modified by the teacher: mental, material, verbal, and behavioural. The most frequent process that occurs is verbal process with 40% while each of mental, material, and behavioural process

is 20%. Since mental process deals with knowledge, material process deals with writing skills, verbal process deals speaking skills, and behavioural process deals with attitude, it can be stated that the teacher perceives English learning will improve students' knowledge, writing and speaking skills, and also good attitude. But, the teacher's statements emphasized the speaking skills instead of writing skills as a production skill. From this teacher's modified KD, it can be concluded that teacher wants to build students' English skills by having them to speak more than write.

There are two kinds of process that occur in statements of Tujuan Pelajaran in Lesson Plan 1: material and verbal. The most frequent process that occurs is material process with 60% while the percentage of verbal process is 40%. There is no mental and behavioural process in this statement of tujuan pembelajaran. Since material process deals with writing skills and verbal process deals speaking skills, it can be stated that the teacher perceives English learning will improve students' writing and speaking skills. So, it can be concluded that the teacher perceive the output of learning as being able to write and say. But, because the percentage of material process is more than verbal process, the objective of learning is more to being able to write than being able to say.

There are two kinds of process that occur in statements of Indikator of Lesson Plan 1: material and mental process. The most frequent process that occurs is material process with 75%. The percentage of mental process is 25%. There is no verbal and behavioural process in the

statement of Indicator of Lesson Plan 1. Since material process deals with writing skills and mental process deals with knowledge, it can be stated that the teacher perceives English learning will improve students' writing skills and knowledge. So, it can be concluded that the teacher perceive the output of learning as being able to write.

There are four kinds of process that occur in statements of *Kegiatan Pembelajaran* stated in Lesson Plan 1: material, behavioural, mental, and verbal. The most frequent process that occurs is verbal process with 40% (indicated by the words 'mempertanyakan', 'memberikan', 'menjelaskan', etc). Percentage of material process in statements of *kegiatan pembelajaran* is 33.33% (indicated by the words 'menirukan', 'membuat', 'melakukan', etc), behavioural process is 13.33% (indicated by the words 'mendengarkan', 'mengikuti'), and mental process is 13.33% (indicated by the words 'mengidentifikasi', 'melakukan'). From this teacher's modified KD, it is found that teacher perceives English learning activities for KD 3.7 and 4.8 should develop students' English skills in writing rather than speaking.

Table 4.2 The Inconsistency in Lesson Plan 2

	Lesson Plan 2			
	1 <sup>st</sup> Place	2 <sup>nd</sup> Place	3 <sup>rd</sup> Place	4 <sup>th</sup> Place
<b>Kompetensi Dasar</b>	Mental, Material, and Verbal Process are balance (33.33% of each)			
<b>Kompetensi Dasar (modified by the teacher)</b>	Verbal Process (40%)	Mental, Material, Behavioural Process are balance (20% of each)		
<b>Tujuan Pembelajaran</b>	Material and Verbal Process are balance (50% of each)			

<b>Indikator</b>	Material Process (60%)	Verbal Process (40%)		
<b>Kegiatan Pembelajaran</b>	Material Process (63.16%)	Verbal Process (21.05%)	Behavioural Process (10.53%)	Mental Process (5.26%)

There are three kinds of process that occur in statements of *Kompetensi Dasar* 3.8 and 4.8: mental, material and verbal process. The proportions of three of them are balance. Each of them is 33.3%. Since mental process deals with knowledge, material process deals with writing skills, and verbal process deals speaking skills, it can be stated that the curriculum team wants students' knowledge and skills both written and spoken to be developed through English learning.

There are four kinds of process that occur in statements of *Kompetensi Dasar* 3.8 and 4.9 modified by the teacher: mental, material, verbal, and behavioural. The most frequent process that occurs is verbal process with 40% while each of mental, material, and behavioural process is 20%. Since mental process deals with knowledge, material process deals with writing skills, verbal process deals speaking skills, and behavioural process deals with attitude, it can be stated that the teacher perceives English learning will improve students' knowledge, writing and speaking skills, and also good attitude. But, the teacher's statements emphasized the speaking skills instead of writing skills as a production skill. From this teacher's modified KD, it can be concluded that teacher wants to build students' English skills by having them to speak more than write.

There are two kinds of process that occur in statements of Tujuan Pelajaran of Lesson Plan 2: material and verbal. The two kinds of process share the same percentage which is 50%. There is no mental and behavioural process in this statement of tujuan pembelajaran. Since material process deals with writing skills and verbal process deals speaking skills, it can be stated that the teacher perceives English learning will improve students' writing and speaking skills. So, it can be concluded that the teacher perceives the output of learning as being able to write and say.

There are two kinds of process that occur in statements of Indikator of Lesson Plan 2: material and verbal process. The most frequent process that occurs is material process with 60%. The percentage of verbal process is 40%. There is no mental and behavioural process in the statement of Indikator of Lesson Plan 2. Since material process deals with writing skills and verbal process deals with speaking skills, it can be stated that the teacher perceives English learning will improve students' writing skills and speaking skills. So, it can be concluded that the teacher perceive the output of learning as being able to write and speak.

There are four kinds of process that occur in statements of *Kegiatan Pembelajaran* stated in Lesson Plan 2: material, behavioural, mental, and verbal. The most frequent process that occurs is material process with 63.16% (indicated by the words 'mengerjakan', 'membuat', 'menuliskan', etc). Percentage of verbal process in statements of *kegiatan*

*pembelajaran* is 21.05% (indicated by the words ‘mempertanyakan’, ‘menjelaskan’, ‘mempresentasikan’, etc), behavioural process is 10.53% (indicated by the words ‘mendengarkan’, ‘mengikuti’), and mental process is 5.26% (indicated by the word ‘mengidentifikasi’). From this teacher’s modified KD, it is found that teacher perceives English learning activities for KD 3.8 and 4.9 should develop students’ English skills in writing rather than speaking.

Table 4.3 The Inconsistency in Lesson Plan 3

	<b>Lesson Plan 3</b>			
	<b>1<sup>st</sup> Place</b>	<b>2<sup>nd</sup> Place</b>	<b>3<sup>rd</sup> Place</b>	<b>4<sup>th</sup> Place</b>
<b>Kompetensi Dasar</b>	Mental Process (50%)	Material and Behavioural Process are balance (25% of each)		
<b>Kompetensi Dasar (modified by the teacher)</b>	Mental Process (50%)	Material and Behavioural Process are balance (25% of each)		
<b>Tujuan Pembelajaran</b>	Material Process (100%)			
<b>Indikator</b>	Material and Verbal Process are balance (42.86% of each)			Mental Process (14.28%)
<b>Kegiatan Pembelajaran</b>	Material Process (36.67%)	Verbal Process (41.67%)	Behavioural Process (13.89%)	Mental Process (8.33%)

There are three kinds of process that occur in statements of *Kompetensi Dasar* 3.9, 4.9 and 4.10: mental, material and behavioural process. The proportions of three of them are different. The proportion of mental process is 50%, material process is 25%, and behavioral process is 25%. Since mental process deals with knowledge, material process deals with writing skills, and behavioural process deals with attitude, it can be

stated that the curriculum team wants students' knowledge, writing skills and attitude to be developed through English learning.

There are three kinds of process that occur in statements of *Kompetensi Dasar* 3.9, 4.10 and 4.11 modified by the teacher: mental, material, and behavioural. The most frequent process that occurs is mental process with 50% while each of material and behavioural process is 25%. Since mental process deals with knowledge, material process deals with writing skills, and behavioural process deals with attitude, it can be stated that the teacher perceives English learning will improve students' knowledge, writing skills, and also good attitude. There is no verbal process in the statements of *Kompetensi Dasar* 3.9, 4.10 and 4.11 modified by the teacher. It means learning is only focused on writing skills as a production skill. From this teacher's modified KD, it can be concluded that teacher wants to build students' knowledge.

There is only one kind of process that occurs in statements of Tujuan Pelajaran in Lesson Plan 3 which is material process. There is no mental, verbal, and behavioural process in this statement of tujuan pembelajaran. Since material process deals with writing skills, it can be stated that the teacher perceives English learning will improve students' writing. So, it can be concluded that the teacher perceive the output of learning as being able to write and the objective of learning is more to being able to write than being able to speak.



There are three kinds of process that occur in statements of Indikator of Lesson Plan 3: material, mental and verbal process. The most frequent processes that occur are material and verbal process with percentage of each is 42.86%. The percentage of mental process is 14.28%. There is no behavioural process in the statement of Indikator of Lesson Plan 3. Since material process deals with writing skills, mental process deals with knowledge, and verbal process deals with speaking skills.

There are four kinds of process that occur in statements of *Kegiatan Pembelajaran* stated in Lesson Plan 3: material, behavioural, mental, and verbal. The most frequent process that occurs is verbal process with 41.67% (indicated by the words ‘menanyakan’, ‘bertanya’, ‘menyampaikan’, etc). Percentage of material process in statements of *kegiatan pembelajaran* is 36.11% (indicated by the words ‘melakukan’, ‘berlatih’, ‘membuat’, etc), behavioural process is 13.89% (indicated by the words ‘menyimak’, ‘menonton’, ‘membaca’, etc), and mental process is 8.33% (indicated by the words ‘mengamati’, ‘menganalisis’, ‘membandingkan’). From this teacher’s modified KD, it is found that teacher perceives English learning activities for KD 3.9, 4.10, and 4.11 should develop students’ English skills in writing rather than speaking.

Table 4.4 The Inconsistency in Lesson Plan 4

	Lesson Plan 4			
	1 <sup>st</sup> Place	2 <sup>nd</sup> Place	3 <sup>rd</sup> Place	4 <sup>th</sup> Place
<b>Kompetensi Dasar</b>	Mental Process (50%)	Material and Behavioural Process are balance (25% of each)		

<b>Kompetensi Dasar (modified by the teacher)</b>	Verbal and Mental Process are balance (33.33% of each)		Material and Behavioural Process are balance (16.7%)	
<b>Tujuan Pembelajaran</b>	Material and Verbal Process are balance (50% of each)			
<b>Indikator</b>	Material and Verbal Process are balance (40% of each)			Mental Process (20%)
<b>Kegiatan Pembelajaran</b>	Verbal Process (61.33%)	Material Process (33.33%)	Mental Process (4%)	Behavioural Process (1.33%)

There are three kinds of process that occur in statements of *Kompetensi Dasar* 3.10, 4.11, and 4.12: mental, material and behavioural process. The proportions of three of them are different. The proportion of mental process is 50%, material process is 25%, and behavioural process is 25%. Since mental process deals with knowledge, material process deals with writing skills, and behavioural process deals with attitude, it can be stated that the curriculum team wants students' knowledge, writing skills, and attitude to be developed through English learning.

There are four kinds of process that occur in statements of *Kompetensi Dasar* 3.10, 4.12, 4.13 modified by the teacher: mental, verbal, material, and behavioural. There are two most frequent processes that occur: verbal and mental with the percentage of each is 33.3% while each of material and behavioural process is 16.7%. Since mental process deals with knowledge, verbal process deals speaking skills, material process deals with writing skills, and behavioural process deals with attitude, it can be stated that the teacher perceives English learning will improve students' knowledge, speaking and writing skills, and also good

attitude. But, the teacher's statements emphasized the knowledge and also speaking skills instead of writing skills. From this teacher's modified KD, it can be concluded that teacher wants to build students' English knowledge and also English skills by having them to speak more than write.

There are two kinds of process that occur in statements of Tujuan Pelajaran of Lesson Plan 4: material and verbal. The two kinds of process share the same percentage which is 50%. There is no mental and behavioural process in this statement of tujuan pembelajaran. Since material process deals with writing skills and verbal process deals speaking skills, it can be stated that the teacher perceives English learning will improve students' writing and speaking skills. So, it can be concluded that the teacher perceive the output of learning as being able to write and say.

There are three kinds of process that occur in statements of Indikator of Lesson Plan 4: material, mental and verbal process. The most frequent process that occurs is material and verbal process with 40%. The percentage of mental process is 20%. There is no behavioural process in the statement of Indikator of Lesson Plan 1. Since material process deals with writing skills, mental process deals with knowledge, and verbal process deals with speaking, it can be stated that the teacher perceives English learning will improve students' writing skills, speaking skills and knowledge.

There are four kinds of process that occur in statements of *Kegiatan Pembelajaran* stated in Lesson Plan 4: material, behavioural, mental, and verbal. The most frequent process that occurs is verbal process with 61.33% (indicated by the words ‘menjawab’, ‘berdialog’, ‘menceritakan’, etc). Percentage of material process in statements of *kegiatan pembelajaran* is 33.33% (indicated by the words ‘menyajikan’, ‘memberikan’, ‘mengelompokkan’, etc), behavioural process is 1.33% (indicated by the word ‘menyaksikan’), and mental process is 4% (indicated by the words ‘memilih’, ‘mengidentifikasikan’). From this *Kegiatan Pembelajaran*, it is found that teacher perceives English learning activities for KD 3.10, 4.12, 4.13 should develop students’ English skills in speaking and writing.

Table 4.5 The Inconsistency in Lesson Plan 5

	Lesson Plan 5			
	1 <sup>st</sup> Place	2 <sup>nd</sup> Place	3 <sup>rd</sup> Place	4 <sup>th</sup> Place
<b>Kompetensi Dasar</b>	Mental Process (100%)			
<b>Kompetensi Dasar (modified by the teacher)</b>	Mental Process (100%)			
<b>Tujuan Pembelajaran</b>	Material and Verbal Process are balance (50% of each)			
<b>Indikator</b>	Mental Process (50%)		Verbal Process (33.33%)	Material Process (16.67%)
<b>Kegiatan Pembelajaran</b>	Verbal Process (28.57%)	Material Process (38.09%)	Behavioural Process (19.05%)	Mental Process (14.29%)

There is only one kind of process that occurs in statements of *Kompetensi Dasar* 3.11 and 4.14 modified by the teacher which is mental process. Since mental process deals with knowledge, it can be stated that

the teacher perceives English learning will improve students' knowledge. Speaking and writing skills, and also attitude are not counted to be the focus of learning here since there is no statement indicating verbal, material, and behavioural process in the statements of *Kompetensi Dasar* 3.11 and 4.14 modified by the teacher. From this teacher's modified KD, it can be concluded that teacher only wants to build students' English knowledge and not focus on the other learning characteristics.

There are three kinds of process that occur in statements of Tujuan Pelajaran of Lesson Plan 5: material and verbal. The two kinds of process share the same percentage which is 50%. There is no mental and behavioural process in this statement of tujuan pembelajaran. Since material process deals with writing skills and verbal process deals speaking skills, it can be stated that the teacher perceives English learning will improve students' writing and speaking skills. So, it can be concluded that the teacher perceives the output of learning as being able to write and say.

There are three kinds of process that occur in statements of Indikator of Lesson Plan 5: material, mental and verbal. The most frequent process that occurs is mental process with 50%. The percentage of verbal process is 33.33% while the percentage of material process is 16.67%. There is no behavioural process in the statement of Indikator of Lesson Plan 5. Since material process deals with writing skills, mental process deals with knowledge, and verbal process deals with speaking skills, it can

be stated that the teacher perceives English learning will improve students' writing skills, speaking skills and knowledge. But, the emphasis is on the knowledge.

There are four kinds of process that occur in statements of *Kegiatan Pembelajaran* stated in Lesson Plan 3: material, behavioural, mental, and verbal. The most frequent process that occurs is material process with 38.09% (indicated by the words 'memfasilitasi', 'melakukan', 'menulis', etc). Percentage of verbal process in statements of *kegiatan pembelajaran* is 28.57% (indicated by the words 'mengajukan', 'membacakan', 'berdiskusi', etc), behavioural process is 19.05% (indicated by the words 'menyimak', 'memperhatikan', 'mencari', etc), and mental process is 14.29% (indicated by the words 'melihat', 'membedakan', 'membandingkan'). From this *Kegiatan Pembelajaran*, it is found that teacher perceives English learning activities for KD 3.11 and 4.14 should develop students' English skills in speaking rather than writing.

## CHAPTER V

### CONCLUSION AND RECOMENDATION

This chapter presents the answers of research questions mentioned before and the recommendations. The main research question is “What is learning perceived by the English teacher as represented in the lesson plan” and the second question is “What is learning activity that supposed to take place as represented in the statements of *Kompetensi Dasar* in the lesson plans?”

#### 5.1 CONCLUSION

Based on the findings and discussion conducted in the previous chapter it can be concluded that learning is perceived by the teacher as an activity to master language matters only, as an activity that needs to be controlled, and as transferring knowledge. It was found out that the learning activity perceived by the English teacher is more to knowledge shaping. It is suggested based on this research when teacher wants to state her concept in the written statements in the lesson plan, it is better adjusting the activities that promote students skills, attitude, and knowledge by taking a look carefully with the learning objectives stated in *Kompetensi Dasar*.

English learning as an activity to master language only is proven by the most frequent type of process that mostly occurred in the statements of *kegiatan pembelajaran* which is verbal and material and it is also supported by the teacher who said that learning English is learning how to speak. Secondly, learning is perceived by the teacher as an activity that needs to be controlled. It is proven by

in every clause represents *kegiatan pembelajaran*, teacher clearly shows herself as the initiator of everything students done in the class. It is also confirmed by teacher's statements from the interview indicating her role as the one who acts and students react and the one who mostly makes a decision toward what should be learned. Thirdly, English learning is perceived as transferring knowledge. It is proven by the appearance of teacher as a subject in the clause represents *kegiatan pembelajaran* in the lesson plans. It is verified by her words that positioned herself as the one to be looking at or pay attention to.

Still based on the findings and discussion conducted in the previous chapter it can be concluded that learning activity that supposed to take place as represented in the statements of *Kompetensi Dasar* in the lesson plans are the learning which are prioritizing knowledge shaping than productive skills improvement or attitude.

The further discussion toward what has been stated by the teacher as KD and *kegiatan pembelajaran* has proven that teacher has some misperception toward learning. It was proven by the missed match of learning activity that is perceived by the teacher represented in her statements of *kegiatan pembelajaran* with the learning objectives represented in the statements of *Kompetensi Dasar*. And also there are some inconsistencies among KD, *tujuan pembelajaran*, *indikator*, and *kegiatan pembelajaran* that leads to conclusion that the teacher has not yet understand about the newest concept about learning in Indonesia. In spite of that, the learning activities in the teacher's developed lesson plans already have enough variation and exposure to the development of students' English skills.



## 5.2 RECOMENDATION

Recommendations that can be suggested for related parties are: for students that are about to start a research for conducting further study in the various level of education or school so that it would enrich the research towards English learning in Indonesia; for teacher to keep up the learning activities that develop students' English skills, but be aware to the other target of learning that has been stated in the *Undang-undang Sistem Pendidikan Nasional* and also in *Kompetensi Dasar*, to provide more opportunity to students to choose what should be learn, and to share some spots for students to be the performer in class.

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