

English Teachers' Ability in Writing Journal Articles in the Indonesian Language

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ABSTRACT

This research was conducted to study the language skills of English teachers of senior high schools in Sragen Regency in composing a journal article for publication in Bahasa Indonesia. This is aimed to see the quality of Bahasa Indonesia skills of the teachers in the article even though they have an English education background and they are English teachers at present. Members of the High School English Teachers Association in the regency were involved in the research. A questionnaire consisting of 45 statements was distributed to the teachers. They were asked to give responses and then the collected responses were analysed to see their language quality related to the process of article production. Furthermore, they were also asked to write a journal article in Bahasa Indonesia, and the collected manuscripts were then analysed for their text structure and text texture. The results show that they do not have good knowledge and language skills in identifying as well as producing texts of certain types. Furthermore, they also got problems positioning what type of text to which part of a journal article. This condition indicates that the teachers still need an upgrading program for their language skills to compose a journal article, and in addition, they need others to give a hand during the process of article writing.

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INTRODUCTION

In the current Indonesian academic world, not only lecturers but also high school teachers are required to be able to write scientific articles either for seminar presentations or journal publications. The published scientific texts can be written either in Indonesian or in English. These academic achievements can represent the abilities that they must have as agents of knowledge transfer to their students. In addition, those become credit points for increasing their academic career—scientific publications must be held by lecturers and teachers as a condition for promotion and functional positions.

In connection with the process of writing scientific texts, two language skills are considered very crucial to be mastered, namely academic reading and writing skills. Academic reading ability is closely related, supportive, crucial, and goes hand in hand with academic writing ability which also influences cognitive ability, writing quality, and excellent academic achievement (Dallagi, 2020; Graham, 2020; Kim & Kim, 2020; Oncel, et. al., 2021; Yildirin, et.al., 2020; Renandya et.al, 2020). In addition, several studies have highlighted that mastery of academic vocabulary contributes to improving the quality of scientific writing (Galante, 2020; Knezevic, et.al., 2020). Thus, mastery of academic reading and writing skills, as well as vocabulary and grammar becomes a primary need for language teachers in producing various types of texts that will be developed as teaching materials in their classrooms or will be developed as scientific text for publication (Evans, et.al., 2018; Han & Schuurmans, 2017).

In addition, the limited mastery of academic writing skills can be partly due to the ability to read or identify the types of text that are not strong enough, so teachers find it difficult to produce texts with various types of genres that must be used as teaching materials or must be exploited to compose a journal article. These problems will have an impact on the lack of confidence of the teachers in carrying out their profession, and in the end, will have an impact on the quality of the learning process that the teachers do to their students.

THEORY AND METHOD

Meanwhile, knowledge and language processing skills to produce texts with various types of genres are very useful for teachers in the process of writing scientific articles. This is related to the fact that parts of a scientific text accommodate texts with certain types of genres. Therefore, if the teachers have language skills related to the structure and texture of texts with various types of genres, they will make it easier for them to carry out the scientific writing process. The aspects of the text structure represent the types and the arrangement of discourse units to build a text having a certain social function, whereas the text texture is shown by the grammar and vocabulary selection in each sentence of the text.

Each type of text will be built on two types of discourse units, namely the obligatory units, and the optional ones. The obligatory units must be present in one text, otherwise, its social function cannot be reached effectively. On the other hand, the optional may or may not exist in such a text. These optional units do not have any influence on the process of reaching the social function of such a text. For instance, a narrative text must have three units of discourse called orientation, complication, and resolution. Missing one of these units will destroy the function of the constructed text to be a narrative. In addition to these, some narrative texts may have one or two optional discourse units—evaluation and coda. The former precedes a resolution and the latter ends a story text. The presence of these two optional units will of course complete the message of a narrative text, but a narrative text without these optional parts will still have a social function as a narrative as long as it has the obligatory discourse units (Djatmika et.al., 2011; Santosa, et.al., 2006).

Meanwhile, the quality of grammar exploitation and lexical selection represents the texture of a text. A forwarded message is accommodated by a clause—consisting of a subject and a verb. If one sentence unit has two messages or more in it, then such a unit must be constructed by two clauses or more depending on the number of the message. A clause construction consists of Subject, Finite, Predicator, Complement, and Adjunct. The subject is represented by a nominal group or a clause functioning as a nominal group, whereas Finite contains polarity, modality, and tense. In general, the Subject precedes the

verbal group in which Finite is part in it. In English the formation of Subject and Finite determines the types and the function of the construction—either to be a declarative, an imperative, or an interrogative. This formation is what so-called the Mood block of such a construction, while the rest is allocated in the Residue (Martin,1992; Halliday, 2004: 70-71; Eggins, 1994: 154; Gerot dan Wignell, 1995).

In Bahasa Indonesia, the Subject and Finite behavior is a little bit different from the one in English. Both languages share similar constructions of these elements for declarative and imperative structures. Bahasa Indonesia, however, does not have an inversion case for Subject and Finite construction for the interrogative clause like what happens in English. Therefore, an interrogative has a similar structure to a declarative one, but it indicates its function by positioning a question mark at the end in written representation or a rising intonation in spoken one. In addition, in the Bahasa Indonesia system, several constructions merge Finite in Complement as this language does not have an auxiliary *to be* as exemplified in the following clause.

<i>Dana</i>	---	<i>lincah</i>	<i>di lapangan</i>
Subjek	Finite	Complement	Adjunct
MOOD		RESIDUE	

Dana : Dana (a girl name)
lincah : very active
di lapangan : on the court

In English, an auxiliary *to be (is)* automatically appears as Finite in the construction for a clause above to be ***Dana is very active on the court***, so that the Mood Block of the construction is clear. As auxiliary does not exist in Bahasa Indonesia, the construction of a clause above seems not to have a Finite—while it is indeed merged in the Complement of ***lincah*** “very active”. Changing the construction into negative will show the existence of such Finite which is represented by the polarity as displayed in the following structure.

<i>Dana</i>	<i>TIDAK</i>	<i>lincah</i>	<i>di lapangan</i>
Subjek	Finite	Complement	Adjunct
MOOD		RESIDUE	

Dana : Dana (a girl name)
TIDAK : IS NOT
lincah : very active
di lapangan : on the court

The ability of a writer to do grammatical processing can be seen from the errors that can be found in the articles s/he writes. The more types of grammatical errors that occur, the weaker her/his ability to make good and correct sentence constructions. Likewise, if the same error occurs repeatedly, this case indicates the author's weakness in such a grammatical matter. At this initial stage, this research was conducted to examine the ability of the teachers as members of the High School English Teachers Association in Sragen Regency in writing journal articles. For this study, the English teachers were asked to write articles in Indonesian to see the quality of their Indonesian language skills in the process of writing scientific texts in the form of journal articles

Ten academic article drafts written by senior high school English teachers were collected before they were submitted for publication. After having a journal clinic, the teachers were asked to write an article for submission in the Indonesian language. On that account, the analysis was conducted to see the skills of the English teachers in composing an article in their mother tongue. The collected articles were then analysed for two aspects, namely the structure and texture of the texts to see the quality of the skills of the teachers in writing the text. The first aspect was analysed to see the types of discourse units and how these units are arranged to build a journal article, while the text texture analysis was carried out to see the quality of the grammar used by the authors in constructing each sentence used in the journal article drafts.

RESULT AND DISCUSSION

This section presents the results of the analysis to determine the ability or skills of the teachers in writing the text of journal article drafts. The two aspects of scientific texts can be seen from the collected works of the teachers, namely the structure of the texts and the textures of their scientific texts. The first aspect is shown by the units or parts of a scientific text that are properly arranged to have a social function as a text which is called a scientific journal article. Meanwhile, the second aspect relates to the quality of the grammar from each sentence that is used to support the structure of the text of the scientific journal article.

All the texts of scientific articles collected are written in the Indonesian language. Therefore, the analysis of the structure and texture of the text for these articles was performed by considering the behaviour of the Indonesian language to write scientific journal articles. The text structure analysis shows that all scientific articles written by the teachers have fulfilled all units or sections that are the core of a scientific article, namely the IMRAD structure—Introduction, Methods, Results, and Discussion—in their Indonesian-language articles these sections mentioned as *Pendahuluan*, *Metodologi*, *Hasil dan Pembahasan*. In addition, the articles are also completed with other parts, i.e. namely Title, Abstract, Conclusions and Suggestions, and Bibliography.

If it is associated with the concept of genre, then each part or unit of the scientific article accommodates texts with a certain genre. In delivering information about the background of the topic or substance of an article, there are types of text that have the potential to be present in the Introduction section. When the author presents the purpose or problem of the research that is the material of an article, then this section seems to be similar to the part of a descriptive text that presents the parts of an entity, as presented in the example below.

Teks 1

Rumusan masalah dalam tulisan ini adalah, pertama, bagaimana perkembangan paradigma pembelajaran. Kedua, bagaimana konsep pembelajaran berbasis teknologi. Ketiga, bagaimana penerapan blended learning sebagai model pembelajaran abad 21. Sedangkan tujuan penulisan adalah mendeskripsikan perkembangan paradigma pembelajaran, mendeskripsikan konsep pembelajaran berbasis teknologi, dan mendeskripsikan penerapan blended learning sebagai model pembelajaran abad 21.

“The formulation of the problem in this paper is, first, how is the development of the learning paradigm. Second, how is the concept of technology-based learning. Third, how to apply blended learning as a 21st century learning model. While the

purpose of writing is to describe the development of learning paradigms, describe the concept of technology-based learning, and describe the application of blended learning as a 21st century learning model.”

The example above is part of an Introduction in a teacher's journal article. To introduce what is the substance of this article, the author presents the objectives and problems discussed—because these objectives and problems are characteristic of the research or article s/he presents, this section shows the linguistic behaviour of a descriptive text.

In addition, the Introduction usually has a part that introduces the theoretical framework, or the approach used in data analysis. For example, when an article discusses the effectiveness of blended learning during a pandemic, what blended learning is will have the potential to be presented in one part of an Introduction. Because the description of blended learning is generic—the characteristics will be the same wherever blended learning is found, this part of the text has the behaviour of the genre of a report text, as presented in the example below.

Teks 2

Pembelajaran blended memadukan kegiatan tatap muka dan pembelajaran berbasis komputer baik secara luring (offline) atau daring (online). Pembelajaran dengan model seperti ini dipandang efektif karena mampu meminimalisir kekurangan yang terdapat pada masing-masing model sehingga peserta didik dapat merasakan manfaat dari baik dari model pembelajaran tatap muka maupun pembelajaran berbasis teknologi. Peserta didik tetap dapat berkomunikasi dengan guru secara langsung dan di sisi yang lain mereka juga memiliki keleluasaan untuk mengakses keragaman sumber belajar dari dunia maya. Blended learning merupakan jawaban model pembelajaran yang sesuai dengan karakteristik pembelajar abad 21.

“Blended learning combines face-to-face activities and computer-based learning both offline (offline) or online (online). Learning with this model is considered effective because it is able to minimize the shortcomings contained in each model so that students can feel the benefits of both face-to-face learning models and technology-based learning. Students can still communicate with teachers directly and on the other hand they also have the flexibility to access a variety of learning resources from cyberspace. Blended learning is the answer to learning models that are in accordance with the characteristics of 21st century learners.”

The other parts of a scientific journal article may require a text with verbal behaviour of a different genre. The methods which explains everything related to the research methods carried out in research activities will tend to accommodate a description or a recount. The first type is used to provide information about the type of data, research instruments, subject criteria, data collection techniques, data validation, and so on. Meanwhile, the actions carried out during the research, such as data collection or procedures of analysis, represent the behaviour of a recount text. The text below accommodates two texts of different genres that are present in the research methods unit of a scientific article.

Teks 3

Data yang terkumpul diolah dengan cara dikelompokkan menurut siklusnya, kemudian dihitung. Hasil perhitungan pada tahap prasiklus, siklus 1 dan siklus 2 dibandingkan untuk mengetahui keberhasilan tindakan yang telah dilakukan. Analisis data dilakukan secara kualitatif dan kuantitatif (statistik) sederhana.

Teknik dan Alat Pengumpulan Data yang digunakan dalam penelitian ini adalah: 1) Observasi. Pada proses pengamatan ini dilakukan pengamatan oleh kolaborator terhadap keterlaksanaan pembelajaran yang dilakukan guru, keaktifan siswa, dan suasana pembelajaran. 2) Angket. Lembar angket diberikan kepada siswa setiap selesai pembelajaran satu siklus. Dengan angket diharapkan dapat diketahui respon siswa terhadap penggunaan metode storytelling dalam pembelajaran. 3) Penilaian Unjuk Kerja: Penilaian ini dilakukan dengan memberikan tugas kepada siswa untuk melakukan storytelling (menceritakan kembali) sebuah teks naratif. 4) Dokumentasi. Dokumentasi adalah catatan kegiatan, bisa berbentuk tulisan, foto, dan video. Pada penelitian ini dokumentasi dilakukan sehingga diperoleh data secara langsung berupa foto dan video.

“The collected data were analysed by grouping them according to cycles, then they were calculated. The results of calculations at the pre-cycle stage, cycle 1 and cycle 2 were compared to determine the success of the actions that were taken. The data analysis was carried out in simple qualitative and quantitative statistics) represent the nature or characteristics of a recount text.

Data collection techniques and tools used in this study are: 1) Observation. In this observation process, observations were made by collaborators on the implementation of learning by teachers, student activeness, and the learning atmosphere. 2) Questionnaire. The questionnaire sheet was given to students after each cycle of learning. With the questionnaire, it is expected to know the students' response to the use of the storytelling method in learning. 3) Performance Assessment: This assessment was conducted by giving students the task of storytelling a narrative text. 4) Documentation. Documentation is a record of activities, which can be in the form of writings, photos, and videos. In this study, documentation was carried out so that direct data was obtained in the form of photos and videos.”

The part of research methods above consists of several sentences which partially represent the grammatical quality of the descriptive text. For instances, the sentence which states that the techniques for data collection are (1) observation, (2) questionnaire, (3) performance assessment, and (4) documentation indicates a linguistic feature of the descriptive text. This sentence presents a description of the research methods that is presented in a relational process-type clause—with the verb of **being (is)**. Another part of the text above shows the linguistic of a recount text. All activities that were completed as outlined in the text above, such as *Data yang terkumpul diolah dengan cara dikelompokkan menurut siklusnya, kemudian dihitung. Hasil perhitungan pada tahap prasiklus, siklus 1 dan siklus 2 dibandingkan untuk mengetahui keberhasilan tindakan yang telah dilakukan. Analisis data dilakukan secara kualitatif dan kuantitatif (statistik) sederhana.* (“The collected data were analysed by grouping them according to cycles, then they were calculated. The results of calculations at the pre-cycle stage, cycle 1 and cycle 2 were compared to determine the success of the actions that were taken. The data analysis was

carried out in simple qualitative and quantitative statistics) represent the nature or characteristics of a recount text.

Meanwhile, Results and Discussion unit of a scientific journal article tends to have parts that behave as recount and/or discussion. The first text is used to tell how the data analysis took place. For example, the Results section of a journal article tells how classroom action research was carried out using what mode, how, and when the activity was carried out. This presentation, of course, shows the behaviour of a recount text—the author tells an event that happened in the past, as exemplified by the text below.

Teks 4
<p><i>Penelitian Tindakan Kelas ini dilakukan di masa pandemi Covid 19, ketika seluruh kegiatan pembelajaran dijalankan dengan cara pembelajaran jarak jauh (PJJ), dengan dibantu jaringan internet. Siswa belajar di rumah, dan guru mengajar sesuai jadwal, WFO (work from office), dan WFH (work from home).</i></p> <p><i>Penelitian ini dilaksanakan dalam 2 siklus, dimulai pada tanggal 16 April 2021 dengan kegiatan prasiklus. Melalui google meet, siswa mengerjakan pretes berupa tugas berbicara pada teks Naratif, yaitu menceritakan kembali cerita rakyat berjudul The Smartest Parrot.</i></p> <p><i>“This Classroom Action Research was conducted during the Covid 19 pandemic, when all learning activities were carried out by distance learning (PJJ), assisted by the internet network. Students study at home, and teachers teach according to a schedule, WFO (work from office), and WFH (work from home).</i></p> <p><i>This research was carried out in 2 cycles, starting on April 16, 2021 with pre-cycle activities. Through google meet, students do a pretest in the form of speaking assignments on narrative texts, namely retelling a folk tale entitled The Smartest Parrot.”</i></p>

The text above shows its function as a part that presents methodological events that occurred in the past—events that finished. This information is provided by the author of the text to the readers to make them understand the background of events from the results of the analysis of a study. The sentences used in the text above are presented with grammatical quality that supports its social functions. If the text above is presented in English, then the simple past tense will be used to fulfil the social function of the text, i.e. telling something happening in the past.

In addition, in the discussion, the writer usually presents the patterns based on the results of data analysis. In addition, the substance of the results of the data analysis is presented in a different perspective which can be related to different research variables. These different points of view can also represent a comparison of the results of this study with the results of several previous studies of which journal articles were reviewed in the introduction section. In connection with the condition of this text, the discussion section is often structured like a discussion text—a text that has a social function to discuss a matter from at least two or more different points of view. The difference in point of view is usually indicated by the conjunctions used to convey different or even contradictory arguments. The text below is taken from the Discussion section of a teacher's scientific journal article.

Teks 5

Dalam hal olah tata gramatika, keterampilan yang ditunjukkan oleh sebagian besar penulis cilik adalah mampu mengkonstruksi kalimat dengan karakteristik gramatika sebagai berikut. Mereka mampu membentuk konstruksi kalimat sederhana dengan elemen gramatika yang lengkap; mereka mampu membentuk konstruksi kalimat majemuk dengan elemen gramatika yang lengkap; mereka mampu menggunakan sebuah konjungsi untuk membentuk konstruksi kalimat majemuk yang terdiri dari dua klausa; dan mereka juga mampu menggunakan lebih dari satu konjungsi untuk konstruksi kalimat majemuk yang terdiri dari lebih dari dua klausa. Tentu saja selain empat ciri umum yang ditunjukkan oleh para penulis tersebut, mereka juga terampil dalam olah tata gramatika jenis lain, misalnya konstruksi kalimat dasar dalam bentuk imperatif, interogatif, ataupun deklaratif; konstruksi kalimat pasif, dan sebagainya.

Pada sisi lain, empat jenis aspek gramatika utama di atas juga menjadi kasus kelemahan para penulis dalam hal olah tata gramatika. Hal ini bisa dikaitkan dengan kenyataan bahwa memang empat jenis keterampilan itu yang sangat produktif dihasilkan para penulis. Dengan demikian, kelemahan olah tata gramatika yang secara umum dilakukan oleh para penulis adalah konstruksi kalimat sederhana dengan elemen gramatika yang kurang lengkap; konstruksi kalimat majemuk dengan elemen gramatika yang kurang lengkap; pemilihan/ penggunaan sebuah konjungsi untuk konstruksi kalimat majemuk yang terdiri dari dua klausa; dan pemilihan/ penggunaan lebih dari satu konjungsi untuk konstruksi kalimat majemuk yang terdiri dari lebih dari dua klausa. Kenyataan ini sedikit banyak serupa dengan kualitas para penulis cilik yang dilaporkan oleh Djatmika (2012b), dan Djatmika, et.al. (2012a).

“In terms of grammatical processing, the skills shown by most of the young writers are able to construct sentences with the following grammatical characteristics. They are able to form simple sentence constructions with complete grammatical elements; they are able to form compound sentence constructions with complete grammatical elements; they are able to use a conjunction to construct a compound sentence consisting of two clauses; and they are also able to use more than one conjunction for the construction of compound sentences consisting of more than two clauses. Of course, in addition to the four general characteristics shown by these writers, they are also skilled in other types of grammar, for example the construction of basic sentences in imperative, interrogative, or declarative forms; passive sentence construction, and so on.

On the other hand, the four main grammatical aspects above are also a case of the writer's weakness in grammatical processing. This can be attributed to the fact that it is the four types of skills that are most productively produced by writers. Thus, the weakness of grammatical processing which is generally done by writers is the construction of simple sentences with incomplete grammatical elements; construction of compound sentences with incomplete grammatical elements; choosing/using a conjunction for the construction of a compound sentence consisting of two clauses; and the selection/use of more than one conjunction for the construction of compound sentences consisting of more than two clauses. This fact is more or less similar to the quality of the young writers reported by Djatmika (2012b), and Djatmika, et.al. (2012a).”

As a part of a discussion, the text above has features of a discussion genre. The first paragraph of this piece of text presents an argument that contradicts the argument in the following paragraphs. This is indicated by the content of each paragraph and is linguistically marked by the use of conjunctions *Pada sisi lain* "On the other hand". The ability of the teachers in arranging the discourse unit for a scientific journal article is actually not maximally supported by their ability in constructing grammatical sentences. Several types of grammatical mistakes in Bahasa Indonesia were still found in their journal articles. The most common mistake that appeared in most of the articles are related to the exploitation of conjunctions, word order, grammar components of sentence constructions, and voices--of course, there are other types of mistakes that also occurred. The descriptions and examples of each type of grammatical mistakes are described as follows.

There are several types of grammatical mistakes related to the use of conjunctions made by teachers. The first type of error is the absence of a conjunction in the construction of a compound sentence or a complex sentence. Grammatical rules state that a sentence that is built on two or more clauses will require a conjunction or conjunctions to connect the message of the connected clauses. Thus, the presence of more than two clauses in a sentence without any conjunction that connects them will reduce the message the author wants to convey as exemplified in the three sentences below.

- a. *Generasi tersebut identik dengan teknologi, hampir semua urusan dilakukan dengan dan dari media berbasis teknologi.* "This generation is identical with technology, almost all business is done with and from technology-based media"
- b. *Recount di kamus bahasa Inggris berarti "menceritakan", "recount text" berarti "teks yang menceritakan.* "Recount in the English dictionary means "to tell", "recount text" means "text that tells"
- c. *Model pembelajaran dilakukan dengan kegiatan kelompok agar guru mengaplikasikan pembelajaran yang kooperatif, hal ini yang terdapat dalam teori Robert Slavin (1983).* "The learning model is carried out in group activities so that the teachers apply cooperative learning, this is contained in the theory of Robert Slavin (1983)"

The three examples above are sentence constructions that are built on two or more clauses. Therefore, because sentence (a) and sentence (b) above are composed of two clauses, then there should be a conjunction that is present as a connector for the two clauses. The two sentences will be more effective in presenting messages if they are equipped with conjunctions **and** for sentence (a) and conjunctions **so** that they can be used for sentence (b), being "*Generasi tersebut identik dengan teknologi, dan hampir semua urusan dilakukan dengan dan dari media berbasis teknologi*"; dan "*Recount di kamus bahasa Inggris berarti "menceritakan", "recount text" berarti "teks yang menceritakan"*"The generation is identical with technology, and almost all business is done with and from technology-based media"; and "*Recount in the English dictionary means "to tell", "recount text" means "text that tells"*". Meanwhile, sentence (c) has a slightly different case. This sentence is built on three clauses, i.e. *Pembelajaran dilakukan dengan kegiatan kelompok; guru mengaplikasikan pembelajaran [yang efektif]; and hal ini terdapat dalam teori Robert Slavin (1983).* "*The learning is done with group activities; teachers apply [effective] learning; and this is contained in the theory of Robert Slavin (1983)*". This sentence only has a conjunction **agar** "so" to connect the first and second clauses. This sentence still requires

another conjunction that connects coordinatively the combination of the first and second clauses, namely the conjunction **dan** “and”, so that the complete sentence (c) will be presented as *Model pembelajaran dilakukan dengan kegiatan kelompok agar guru mengaplikasikan pembelajaran yang efektif, dan hal ini terdapat dalam teori Robert Slavin*. “A learning model carried out with group activities so that teachers apply effective learning, and this is contained in Robert Slavin's theory”. Of course, the improvement for sentence (c) can not only be done by completing the missing conjunctions, but can also be performed by separating clause (c) to stand alone as a separate sentence.

A redundancy of conjunctions in a sentence construction is another common grammatical mistake made by the teachers. They often start a simple sentence—a sentence that only consists of a clause—with a conjunction. Such a conjunction initiating a simple sentence will reduce the effectivity of the construction in presenting its message. The following examples can give clear illustration.

- d. **Sedangkan** menurut Smaldino et al. (2008) e-learning merupakan pembelajaran dengan memanfaatkan komputer dan media berbasis interneta. “Meanwhile, according to Smaldino et al. (2008) e-learning is learning by utilizing computers and internet-based media”
- e. **Sedangkan** kelemahannya adalah sering terjadi salah konsep antara pencerita dengan pendengar. “While the weakness is that there are often misunderstandings between the narrator and the listener”
- f. **Maka** siswa melakukan kegiatan bercerita di rumah, dan direkam dalam bentuk video, lalu dikirimkan ke guru lewat google classroom (GCR).”Then students do storytelling activities at home, and they are recorded in video form, then sent to the teacher via Google Classroom (GCR).”

The four sentences above show that the conjunctions **sedangkan** “while”, **sehingga** “so”, and **maka** “hence” are in a position that is not required by the construction. Sentences (d-e) are simple sentences, so to delete the conjunctions that start each of these sentences would be good improvement. Meanwhile, sentence (f) is made up of three clauses, i.e. namely the clause *siswa melakukan kegiatan bercerita di rumah* “that students do storytelling activities at home”, *direkam dalam bentuk video* “being recorded in video form”, *dikirimkan ke guru lewat google classroom* “classroom sent to the teacher via google classroom”. Three clauses in a sentence requires two conjunctions—and this has been fulfilled by the conjunction **dan** “and” and **lalu** “then”. Therefore, the conjunction **maka** “so” in the beginning part of this sentence is not needed and should be omitted.

The second type of grammatical mistake is ineffective word order. This case can be in the form of ungrammatical words arrangement, or unneeded words, or the miss of words which should be present in a construction. The three sentences below can exemplify the problems of word order.

- g. *Membaca sangat perlu dibutuhkan banyak teknik penguasaan agar dapat memahami isi bacaan*. “Reading really needs a lot of mastery techniques in order to understand the content of the reading”
- h. *Olehkarena itu kelas X IPS2 tersebut kemampuan membacanya perlu ditingkatkan* “Therefore, the class X IPS2 reading ability needs to be improved”
- i. *Analisis hasil angket respon siswa yaitu teknik analisis data respon siswa adalah deskriptif kualitatif dengan presentase merupakan suatu metode menyajikan data penelitian secara terbuka dari pendapat siswa untuk mendapatkan kesimpulan dari data respon siswa secara deskriptif* “Analysis of the results of

student response questionnaires, namely the technique of analyzing student response data is descriptive qualitative with percentage is a method of presenting research data openly from students' opinions to get conclusions from student response data descriptively”

Sentence (i) is an example of a construction with poor wording. This condition might influence the message the writer wanted to send. The rearrangement of this sentence for *Oleh karena itu, kemampuan membaca kelas X IPS2 tersebut perlu ditingkatkan* "Therefore, the reading ability of class X IPS2 needs to be improved" can be recommended. Meanwhile, sentence (h) has redundant words—which should be omitted, and then modifying the construction to be more grammatical can be performed. A much more acceptable sentence *“Siswa memerlukan teknik penguasaan dalam membaca agar mereka dapat memahami isi sebuah bacaan* "Students need mastery techniques in reading so that they can understand the contents of a text" shows that improving this sentence is more complicated than the previous case. The repair not only needs words rearrangement, but also adds and omits certain components. Sentence (j) has a very ineffective grammatical quality. The mistakes in this sentence are not only in the arrangement of words, but also the presence of unnecessary vocabulary, and also mistakes in using punctuation. Therefore, the construction improvement for this sentence was carried out for the three problems to be: *Analisis hasil angket berupa respon siswa, yang disebut teknik analisis data untuk respon siswa bersifat deskriptif kualitatif. Teknik ini menyajikan data penelitian secara terbuka dari pendapat siswa, yang dilakukan untuk mendapatkan kesimpulan secara deskriptif.* “The analysis of the questionnaire results in the form of student responses, which is called the data analysis technique for student responses is descriptive qualitative. This technique presents research data openly from students' opinions, which is carried out to obtain descriptive conclusions.”

Constructing sentences with complete components is also a problem for teachers. There are several sentences in some of their scientific texts that show the weakness of this type of grammar. Since the main components of the sentence construction are the subject and the verb, some sentences with this component problem show the absence of one or even both of these main components, as shown by the construction below.

- j. *Setelah itu kembali menggunakan pembelajaran tatap muka untuk menyampaikan hasil kerja* “After that, return to using face-to-face learning to convey work results”
- k. *Berdasarkan Peraturan Pemerintah No.19 Tahun 2005 tentang Standar Nasional Pendidikan dalam pasal 19, yaitu proses pembelajaran yang inspiratif, menyenangkan, interaktif, memberi motivasi peserta didik pada satuan pendidikan agar berpartisipasi aktif, serta memberi ruang yang cukup untuk berkreaitivitas dan mandiri sesuai bakat, minat dan perkembangan fisik maupun psikologis* “Based on Government Regulation No.19 of 2005 concerning National Education Standards in article 19, namely the learning process that is inspiring, fun, interactive, motivates students in the education unit to participate actively, and provides sufficient space for creativity and independence according to their talents, interests and abilities. physical and psychological development”
- l. *Di regulasi mengenai pelaksanaan pembelajaran* “Di regulasi mengenai pelaksanaan pembelajaran”

Example (k) is a construction that cannot be called a clause or sentence because of the absence of the subject in its structure. This sentence requires a noun or noun phrase that is positioned before the verb to be able to present a complete message. On the other hand, example (l) is a construction that is only built on a noun phrase—this structure does not yet have a verb, so like the previous example, this construction cannot yet present a complete message. Meanwhile, example (m) is a construction that does not have the two main components, a subject and a predicate/verb. Only adverbs are present in this example. Of course, the improvement for these types of constructions is to reconstruct them to have complete the components.

The skill of presenting messages in active or passive sentence construction is also a challenge for teachers. There are two sentences with messages that are difficult to understand because the author presented the message in sentences with the wrong voice, as shown by the following examples.

- m. *Pengajaran membaca yang monoton dengan membaca saja membuat siswa menjadi tidak menarik dan sulit dalam memahami isi bacaan* “Monotonous reading teaching by reading alone makes students unattractive and difficult to understand the content of reading”
- n. *Hasil ketercapaian tersebut juga dilihat tes tulis dari kemampuan memahami bacaan teks berdasarkan tujuannya, isi teks, struktur teks, unsur kebahasaan dan pesan yang terdapat dari teks recount.* “The results of this achievement are also seen in a written test of the ability to understand reading text based on its purpose, text content, text structure, linguistic elements and messages contained in the recount text.”

The meaning presented by the two sentences above is not easy to understand. Sentence (n) is presented in an active voice, even though the message that the author wants to convey will be clear if this sentence is forwarded in a passive voice such as *Pengajaran membaca yang monoton dengan membaca saja membuat siswa menjadi tidaktarik dan sulit dalam memahami isi bacaan.* “The monotonous teaching to read such as just by reading a text makes students uninterested and difficult to understand the content of the reading.” On the other hand, sentence (o) is presented as a passive sentence with the verb *dilihat* “seen”. With a construction like this, the message the author wants to convey is not easily understood. Therefore, changing the voice of this sentence to be active—and modifying it in other parts can be an effective improvement, for example to be: *Hasil ketercapaian tersebut juga memperlihatkan/ menunjukkan hasil tes tulis kemampuan memahami bacaan yang berdasarkan tujuan, isi teks, struktur teks, unsur kebahasaan, dan pesan yang terdapat dalam teks recount.* “The achievement results also show the results of the written test of reading comprehension skills based on the purpose, text content, text structure, linguistic elements, and messages contained in the recount text.

CONCLUSION

The results of the analysis indicate that most of the teachers have good language skills in writing certain sections of journal articles with texts of certain genres. In other words, most of them are able to put texts with certain types of genres into certain sections of a journal article so that these sections can have a proper social function. For example, they write an introduction section with a text having features of a report, because in that section they describe the object or topic of research, and also the theory they used as an analysis approach. On the other hand, the recount text is exploited in the unit of research methods to tell all the research activities happening in the past. In addition, in this section they also use a descriptive text to tell the data units that become the material for analysis.

On the other hand, when the texture of journal articles is analysed, most of the teachers still have grammatical problems for the construction of sentences in their scientific texts. There are several types of grammatical mistakes that appear in almost all the texts they wrote, namely the use of conjunctions, word order, sentence components, and voice in the form of active or passive sentences. The analysis indicates that the teachers still need to improve their skills in the process of writing scientific texts, especially in terms of composing grammatical sentences. This condition is in accordance with the responses they gave in the questionnaire distributed before the assignment of writing the article. Most of them still felt difficult in writing scientific texts—even in journal articles written in Indonesian language. Thus, it can be claimed that the upgrade in skills needed by the teachers is related to the grammar quality of each sentence used to compose a scientific journal text.

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