An Analysis of Linguistic Competence in Writing Texts by Teachers in Palangka Raya

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Abstract: *This article is intended to describe the linguistic competence in writing arrative text by junior high school English teachers in Palangka Raya, Central Kalimantan (CK), of the Republic of Indonesia.*

The handwrite-narrative texts of Cinderella were collected as data from four English teachers at for private junior high schools in Palangka Raya. The analysis was done by applying Genre-Based Approach of Functional-Systemic Linguistics in order to describe the language used.

The results showed that the teacher texts were mostly constructed in simple sentences, with the average clause density of 1.6 each sentence. The types of processes were dominated by material, relational, and mental processes which were supported by temporal circumstances. Topical and textual theme indicated that the texts were organized as a narration. Although there were some mistakes in using the rules of tenses, overgeneralization, missing some parts of clause elements, the texts still fulfilled the minimal criteria of a narrative text. The majority had the basic generic structure levels consisting of: orientation$^\wedge$ complication$^\wedge$ resolution.

Keywords: linguistic competence, Genre-based Approach, text.

1.   Introduction

A professional teacher of language should have at least four competences: linguistics, pedagogy, sociolinguistics and strategy. Dealing with linguistic competence, a teacher has many tasks. Zaharova (2011) mentions linguistic competence covers the areas of lexical, grammatical, semantic, phonological, orthographic, and orthoepic. Therefore, pedagogy competence of English teachers can be achieved when the teacher has mastered the curriculum/ syllabus of the English language.

In Indonesia, the curriculum of English Language applies Genre-Based Approach (hereafter called GBA). This approach focuses on language use within different genre/ type of texts for all skills of language: listening, speaking, reading and writing. The GBA cannot be

separated from what is called a Systemic-Functional Linguistics (SFL) approach. This approach states that every text within a language – written or spoken – has social or situational and cultural context. The social or situational context deals with register and the cultural context deals with that of genre. Take an example of narrative text which has the social function to entertain the reader or audience and this text culturally has its own generic structure levels of generic analysis.

Realizing the phenomena of the English curriculum in Indonesia, started from the 2004 English curriculum to the newest curriculum of 2013, the GBA which is adopted from SFL, has become the obligation for English teachers to master many kinds of discourses. It is designed according to government regulation in the sense that the curriculum has to be competence-based and at the end of instructional subject, learners are expected to be able to communicate in English as one of their life skills. They are expected to be able to handle written texts, not only for pursuing further studies but also for learning independently in order to be independent members of the community.

However, there are still many English teachers who do not possess the basic criteria to be professional teachers. This condition can be seen from the pre-test for professional English teachers of junior high school (SMP) and senior high school (SMA) levels in comprehending texts of GBA. The Education Assurance Quality Institution of CK reported that out of 81 junior high school English teachers, 19 (23.5%) of them did not pass the test (the similar test is not held for this year, 2013). The results of pre-test for professional English teacher were shown in the following table.

Table 1: The Results of Pre-test for Professional Teacher

No	Regency	SMP			SMA			Vocational Schools		
		Total	Pass	Fail	Total	Pass	Fail	Total	Pass	Fail
1	Kapuas	6	3	3	2	2	-	-	-	-
2	South Barito	3	3	-	1	1	-	-	-	-
3	North Barito	1	1	-	1	-	1	-	-	-
4	East Kotawaringin	9	6	3	1	-	1	3	2	1
5	West Kotawaringin	7	6	1	2	2	-	2	2	-
6	Pulang Pisau	12	9	3	1	1	-	-	-	-
7	Gunung Mas	2	2	-	2	1	1	-	-	-

8	East Barito	9	7	2	2	2	-	-	-	-
9	Sukamara	1	1	-	1	1	-	1	1	-
10	Katingan	3	2	1	-	-	-	-	-	-
11	Lamandau	7	6	1	1	1	-	1	1	-
12	Seruyan	4	2	2	1	1	-	-	-	-
13	Murung Raya	3	3	-	1	-	1	-	-	-
14	Palangkaraya	14	11	3	5	5	-	4	4	-
Total		81	62	19	21	17	4	11	10	1

Note: CK has 13 regencies and 1 capital city of CK.

(Data were taken from the Education Assurance Quality Institution of CK, 2012)

The reason why English is still difficult to be taught and learnt in CK is that this language is classified as a foreign language and no native speakers are within schools, or even at the universities. Comparing to Malaysia (Gill, et al., 2012: 772), English is widespread used for written newspapers and for the medium of teaching.

Based on that fact, this article is intended to describe the linguistic competence toward GBA of junior high school English teachers in Palangka Raya, CK with the concerning question: how is the English language used by the English teachers in writing the narrative text of Cinderella?

2.   Concept and Theory

Most of the handbooks and worksheets used for the students of SMP are dominated by texts. Generally, texts can be divided based on the physical structures of the texts and its functions. From the physical structures, texts can be divided into three types: narration, description and exposition (Vivian in Ngabut, 2000:1). Narrative texts are those which are organized according to *time order or chronological order*, while descriptive texts follow *spatial order* and exposition follows *logical order*. This means that the paragraphs are arranged in such a way that the reader can understand the writer's thinking. On the other hand, the types of writing can also be categorized based on the function, which can be classified into two genres; story and factual. The story genres include narrative, news story, exemplum, anecdote, and recount, whereas the factual genres include procedure, explanation, report, exposition, and discussion.

The texts for students of SMP and SMA, which apply to the GBA, usually consist of three elements: social functions, language features, and generic structures. These are presented into four language skills: listening, speaking, reading, and writing. However, the GBA is used in the curriculum and syllabus of primary and secondary school levels (SMP and SMA) since 2004.

The use of the GBA as one of the alternatives for teaching English as a foreign language (TEFL) in Indonesia has some considerations:

- Education policy (ELT curriculum) has undergone several changes from Communicative Approach to GBA (for English Language Curriculum of 2004, commonly known as Competence-based Curriculum) as it is expected to develop communicative competence in both spoken and written English language.
- GBA stresses teaching and learning English in types of texts can connect speech or writing with meanings: interpersonal, ideational, and textual (*Depdiknas*, 2003: 58). So, it can be said that any (meaningful) speech, event or communication, in the discourse area can produce texts. A discourse is what people say, write, listen to or read and are considered as the language use based on context of situation and culture.
- The focus on the whole texts implies that there are higher levels of order and patterning in language than just in sentence-grammar at the level of discourse organization and meta-patterning of grammatical language (Eggins, 2004)

Moreover, there are some advantages of GBA in TEFL:

- teachers and students understand different types of written texts,
- teaching and learning focuses on the understanding and production of selected genres of text,
- it starts with the whole text as the unit in focus rather than the sentences,
- Genre represents a stage or goal - oriented social process: genres are referred to as social processes because members of culture interact to achieve them,
- GBA propose the framework of teaching: building knowledge of the field (BKoF), modeling of text (MoT), joint negotiation of text (JNoT), and independent construction of text (ICoT), in spoken and written cycles or curriculum cycle (*Depdiknas* 2004).

From these advantages, the national curriculum adopts the approach which is derived from SFL, developed by British Linguist Michael Halliday (1994), in the 1960s and 1970s. Halliday's object of study is actual living language in its context of use. His model describes a language as a system or a set of structures that people use to make meanings, in particular social and cultural contexts. Since the 1970s his theory has been elaborated and developed by many linguists working throughout the world, including in Indonesia.

The curriculum of 2004 was designed according to the government regulation in the sense that the curriculum has to be competence-based with the goal being that learners will be able to communicate in English as one of their life skills. They are expected to interact written texts not only for pursuing further studies, but also for learning independently in order to be self

sufficient member of the community. To translate these ideas into an English curriculum, we need to have a clear idea about what language competence is. The definition of language competence needs to be defined by examining the relevant theories.

The term 'competence' has been used throughout international literature since Chomsky adopted it in 1965 (in Spada and Lightbown, 2010). Since then, this notion has been used by different authors, some of which use the original sense as meant by Chomsky and others use it in a different sense according to their research or writing purposes. That is probably why the word 'competence' has been widely used and 'abused'. Therefore, when people use the term, it is important that the definition is provided so the readers know exactly whether it is competence in Chomskyan sense (Psycholinguistic tradition) or in a pedagogical sense (socio-cultural). This is mainly concerned with tacit knowledge, 'ready state', or 'attained state' and not with how that state is attained. Since pedagogy is about how to attain a particular state of language ability, a model of competence that is pedagogically motivated the used as the basis of developing the 2004 curriculum. That model was the one developed by Celce-Murcia (2001: 1), which stated "the main competence in language education is discourse competence". It means that when someone is communicating both written and spoken language, he/ she automatically involves discourse. Drawing on previous communicative competence models developed for language learning purposes, Celce-Murcia's model arrived with highly explicit and specific details covering what language learners need to attain if they want to develop communicative competence. Celce-Murcia's model suggests that the ultimate competence is communicative competence (CC) or discourse competence. To attain this competence, learners need the supporting competences including linguistic, action, socio-cultural, and strategic. The details presented on the lists of 'micro' competencies assist users to see what they need to develop when they want to develop learners' communicative competence. However, the most important, and probably the most challenging part, is how all those details contribute to the development of communicative competence or discourse competence.

The types of text (genres) developed for the 2004 English curriculum include transactional conversations (to get something done), interpersonal conversations (to establish and maintain social relations), short functional texts (announcements, greeting cards, etc), monologues and essays of varying genres. In other words, these are the communicative competence to be developed. Along with the competence, the literacy levels are also determined based on the government regulation that senior high school graduates are supposed to be ready for handling the kinds of text they face at university level. In other words, they are supposed to be able to access accumulative knowledge typically obtained at higher learning situations. For this reason, the text types determined for SMA level include: descriptive, report, news item, narrative, discussion, explanation, exposition, and review. The genres for SMP level include: procedure, descriptive, recount, narrative, and report.

In accordance with the types of texts taught both at SMP and SMA level, this research is focused in discussing the narrative text. Since narrative text is one of the genres that has complete characteristics including social functions to entertain, specific language features and generic structure levels that make it a comparable tool for assessing English.

3.   Method and Procedures

The data collected for the research consisted narrative texts from Cinderella written by four English teachers of four private schools in Palangka Raya. These four teachers have the qualifications of *Sarjana* degree (graduate degree) and have five years work experience in teaching English for SMP level.

The analysis data was divided into three elements of texts, language features, social functions and the generic structures. The data collection used the following procedures:

1. ask the teachers whether they knew narrative text Cinderella,
2. ask the teachers to handwrite the text or retell the story,
3. collect the texts written by the teachers,
4. analyze the text which contains elements (language features, social function and the generic structure) underlying the analysis according to Eggins (2004): lexico-grammar (mood, transitivity and theme) and discourse-semantics (field, mode and tenor).

4.   Results of the Data Analysis

From the four teachers' handwriting, the lexico-grammar analysis and discourse-semantics of texts can be described as the following.

4.1.   The Description of Lexico- Grammar Analysis

The lexico-grammar analysis was conducted through the analysis of mood, transitivity and theme.

4.1.1. Mood Analysis

Mood analysis was conducted by looking at the density of clauses and sentences, the mood of each clauses, the modality, and types of adjunct. The results are described as the following:

Table 2: Density of the Narrative Text

	Text 1	Text 2	Text 3	Text 4
The total number of clauses	35	33	14	30
The total number of sentences	18	17	11	20
The density of clause and sentence	1,94	1,94	1,27	1,5

The density of clauses is the average number of clauses per sentence in a text. According to the results in the above table, the narrative texts written by the SMP teachers were categorized as low with the average number of clauses, laid between 1.94 and 1.5. It means that the texts were constructed by simple sentences and since the density of clauses was low, it indicated that the text structures fulfilled the characteristics of written text (Eggins 1994:61). However, there is a different perception that long sentence means long utterance. It could be related to the capability to produce long sentences.

The second result analysis was the types of mood (forms of situation found in each clause). The analysis was based on a clause having one complete meaning.

Table 3: Mood within the Narrative Texts

Mood (in the level of clause only)	Text 1	Text 2	Text 3	Text 4
Full declarative	34	32	14	30
Elliptical declarative	1	1	0	0
Full polar (yes-no polar)	0	0	0	0
Elliptical polar	0	0	0	0
Full informational question	**0**	0	0	*0*
Elliptical information question	0	0	0	0
Imperative	0	0	0	0
Incomplete sentence	0	0	0	0
Total amount of clauses	35	33	14	30

Types of mood clauses in the four texts are mostly full declarative. The use of declarative clauses is mostly structured: Subject + Predicate (+Object+ Adverb). Besides that, elliptical declaratives are also found in the texts that is the dependent clauses. However, there are some clauses that are elliptically structured but are considered as incomplete sentences, such as in clause 31 of Text 2: *"The king asked his bodyguard to look* [at] *every house... had girl for tried glass slippers."* In this case, the problem is the capability of the writer to construct a complete sentence.

Furthermore, the third mood analysis is modality of the texts. Modality considers the level of certainty, obligation, or intensity. It can be classified into two categories: modalization and modulation. The two categories are quite similar: modalization relates to the aspect of interpersonal meanings and the relationship with positive and negative possibilities habitual, whereas modulation relates to intensity and obligatory that usually in imperative forms (Tantra, 2003: 21-22). Modalization and modulation will show the authorities of the participants in a text.

The modalization can only be found in Texts 1, 2 and 4 (from handwrite of original text, with no revision) as follows:

Text 1

Clause 07: Her father *will* marry with the woman (will= modalization)

Clause 10: I *will be able* to have a step-mother and step sisters (modalization)

Clause 15: She *might not* to have a friend anymore (negation modalizaton)

Clause 25: You *must* home before late at night (modulation)

Text 2

Clause 13: Magic *would* loosed at 12 p.m. (modalization)

Clause 24: Cinderella *must* go (modulation).

Clause 25: But magic *would* loosed (modalization)

Text 4

Clause 09: But Cinderella *was not permitted* to go to this party (modulation)

Clause 23: Everything *would* be as the first (modalization)

Table 4: Modality of the Narrative Texts

Type	Text 1	Text 2	Text 3	Text 4
Modalization	3	2	0	1
Modulation	1	1	0	1
Negation	1	0	0	1
Total Number of Modality	5	3	0	3

Based on the explanation, it is evident that Text 1 uses higher modalization than the other texts. It explained the way the writer creates less authoritative, more suggestive tenor, by balancing the power of inequality inherent in the modulations as in Texts 2 and 4. Whereas, in Text 3 there is no modality used by the writer which means there is no power of participants in the text.

The description of modality is also supported by the types of adjuncts as a part of lexico-grammar analysis. The types of adjuncts in the narrative texts are presented in the following table:

Table 5: Types of Adjuncts

Type of Adjunct	Text 1	Text 2	Text 3	Text 4
Circumstantial	25	21	7	15
Comment	**2**	1	**1**	0
Polarity	0	0	1	0
Conjunction	11	15	5	7
Continuity	0	0	0	0
Total Adjunct	38	37	14	22
Total Number of Clauses	35	33	14	30

The table shows that the total number of adjuncts in Text 1, 2, 3 and 4 are more than the total number of clauses. It can be interpreted that the writers provide circumstances as the modifier of clauses in order to explain the texts clearly.

Related to the density of clauses and sentences (in table 2) and types of adjuncts, it can be said that the texts fulfill the criteria of written language; even though the function of narrative text is orally communicated.

4.1.2. Transitivity Analysis

The explanation in lexico-grammar is also supported by types of processes from each clause. The type of process itself is divided into three groups: one that shows the activity/ action (consists of material and behavioral processes), signification (mental and verbal processes), and being (relational and existential processes). In disclosing the ideational meaning, the type of process in clauses or sentences will be cleared by the circumstances that give information of: (1) how long, (2) where/ when, (3) how, and with whom an event happened (Tantra, 2003: 19). The transitivity analysis includes two main points: the type of process and circumstances. Therefore, this analysis is based on the language syntax. The analysis of the process types used in narrative texts is presented as follows:

Table 6: Types of Process

Type of Process	Text 1	Text 2	Text 3	Text 4
Material	**11**	10	4	11
Mental	**2**	7	0	11
Verbal	5	**3**	0	**1**
Behavioral	**3**	4	**1**	5
Relational	12	7	8	**9**
Existential	**2**	**1**	1	**2**
Total Number of Processes	35	32	14	30

The description explains: Text 1 is dominated by material and relational processes; Text 2 by material, mental and relational processes; Text 3 by relational and material process; and Text 4 by material, verbal and relational processes. Based on the explanation that all texts are dominated by material, mental and relational processes, it can be said that the texts have fulfilled the criteria of **narrative text.**

Moreover, the four texts are **also** supported by circumstances, which are presented as follows:

Table 7: Types of Circumstances

Type	Text 1	Text2	Text 3	Text 4
Extent	**0**	**0**	**0**	**0**
Cause	0	2	0	0
location	18	9	6	8
Matter	**0**	0	**0**	**0**
Manner	3	3	1	3
Role	0	0	0	0
Accompaniment	3	6	1	2
Total Number of Circumstances	24	19	8	13
Total Number of Clauses	35	33	14	30

From the table above, the circumstances of the four texts stress the situations of an event by using location of time and space. This fact is similar to the concept of narrative text that focuses on time order.

4.1.3. Theme Analysis

The last analysis of lexico-grammar is the theme of each clause that can be described as follows:

Table 8: Themes of the Clauses

Category	Text 1	Text 2	Text 3	Text 4
Circumstantial as Theme	5	6	2	2
Textual Theme	12	13	3	8
Interpersonal Theme	1	1	1	0
Topical Theme	20	26	12	27
Dependent clause as theme	1	0	0	0
Total number of Theme	39	46	18	37
Total number of Clauses	35	33	14	30

Based on the data, it is known that the four texts are dominated by topical and textual themes. The use of topical themes indicates that the first constituent of the clauses are transitivity roles, such as actors, carriers, and sensors; whereas textual **themes** indicate simple narrative, such as the use of *and* or *then.*

4.2. Description of Discourse- Semantics Analysis

The discourse-semantics **analysis** in this study was **derived** from the three **meanings** namely **ideational, interpersonal,** and textual meanings. These three meanings have **action** to

disclose tenor, field and mode to the text. The analysis of these three meanings of the four narrative texts is based on the analysis of lexico-grammar that can be explained as the following:

4.2.1. Ideational Meaning Analysis

Ideational meaning analysis was conducted through transitivity analysis: the processes, participants and circumstances.

a. Processes

Based on the texts written by the teachers, they were dominated by **material,** relational and mental processes, which fulfilled the criteria of narrative texts.

However, some mistakes in the form of verbs used in the text were found. It is known that in narratives the verb should be in past tense form and there were some of the clauses that used the present form of verb. Besides, there were also errors in applying past tense forms of regular verbs and nominal sentences that did not have 'the verb' or 'to be'.

(Text 1: clause 7) that <u>her father</u> *will marry* with the woman (future tense)

(Text 2: clause 4) At home <u>Cinderella</u> always to *do* homework (present tense)

(Text 3: clause 2). Her name *is* Cinderella (present tense)

(Text 4: clause 2) She *life* with her stepmother and two stepsister (noun)

(Text 4: clause 3) They *very bad* (no existing verb)

b. Participants

Based on the analysis of participant of Texts 1, 2, 3 and 4, it can be explained that all the participants are *Cinderella, her father, Cinderella's step mother and her two step sisters, the Prince, a fairy godmother and a coachman.* The use of participants was dominated by *carriers* and *actors.* It means that the writer used the relational and material types of processes. Therefore, it can be said that the four narrative texts used the same main participants, namely *Cinderella.*

c. Circumstances

The circumstances commonly used in narrative texts are temporal circumstances. It is in line with Texts 1, 2, 3, and 4 which used the temporal circumstances: *Once upon time, One day, One night, and,* and *then.*

4.2.2. Interpersonal Meaning Analysis

The interpersonal meaning is derived from the analysis of mood. Based on the analysis, the clauses found in Texts 1, 2, 3, 4 are mostly full declarative, in which the clauses have the structure: Subject + Predicate (+ Object + Complement). The use of full-declarative clauses has a correlation to the characteristics written communication. In this case, narrative texts should be spoken language but the writer prepared the text in a written form.

4.2.3. Textual Meaning Analysis

Based on the analysis of themes, textual meaning is the way and the choice of how a writer organized the text. Texts 1 to 4 were mostly focused on 'actors' and 'circumstances' as a theme. It is relevant to the narrative in which the use of personal pronouns, such as *Cinderella,*

her step mother, or the Prince and also the use of temporal circumstances, such as *Once upon a time, One day,* and *until the end.* Besides, it also can be seen the use of textual theme: *and.*

4.3.   The Description of Register of Text Engineering Written **by** the Teachers

The analysis of mood, transitivity and themes of all clauses in lexico-grammar are in order to have *field*, *tenor* and *mode* of the text. The analysis then used to reveal the context of situation, which considers as the register of the text. The following is the description of register:

Table 9: The Description of Register of Text Engineering

Register variable	Text 1	Text 2	Text 3	Text 4
Field	Narrative of Cinderella	Narrative of Cinderella	Narrative of Cinderella	Narrative of Cinderella
Mode	Written mode	Written mode	Written mode	Written Mode
Tenor	- Cinderella/ Step Mother and step sisters - Cinderella/ a fairy - Cinderella/ The Prince	- Cinderella/ Step mother and sisters - Cinderella/ a fairy god mother - The Prince/ Cinderella	- Cinderella/ Step mother - Cinderella/ a fairy - Cinderella's step mother/ Cinderella	- Cinderella/ step mother and sisters - A fairy/ Cinderella - The Prince/ Cinderella

The analysis of register described in the table above shows that the field and the mode of four texts are the same and the tenor generally involves the same participants. The main participant is of course, *Cinderella.* It means that the four texts have been written in the same situational context**.**

4.4.   Genre Analysis of Narrative Texts

The analysis of genre in the four texts is done through the analysis of generic structure of the text. The criteria of generic or schematic structure for narrative text include three components: Orientation, Complication, and Resolution. The analysis of generic structure of Text 1 is as follows:

Table 10: the Description of Generic Structure of Text 1

Orientation	Once upon time, there lived a beautiful girl named Cinderella. She was the child of the famous King in one palace. Her mother died when she was still about ten years old.
Complication	One day Cinderella was very sad because she heard that

	her father will marry with the woman who had two children. Cinderella's mother and two of her step sisters were very cruel with Cinderella. She was ordered by them to do all the house work every day and she might not to have a friend anymore. One night in the other palace of the kingdom there lived the handsome who wanted to find a friend for his wife as a queen. The prince invited all the girls to come to his party. Cinderella wanted to come to his party.
Resolution	Suddenly come to her room a fairy. She helped Cinderella to prepare for coming to the party. A coachman ready to bring Cinderella and a fairy said to her "You must go home before late at night"
Complication	When Cinderella was dancing with the prince, she forgot the time was over. She quickly went home and her shoes left in front of the palace.
Resolution	Tomorrow morning the prince with armies walked around the village to find which girl had the shoe. Until the end, the prince found the own of the shoe and he brought Cinderella to the palace and they lived happy there.

(The text is a teacher handwrite, with no revision)

It can be said that the generic structure levels (indicated by a symbol $^\wedge$) of Text 1 is: Orientation$^\wedge$ Complication$^\wedge$ Resolution$^\wedge$ Complication$^\wedge$ Resolution. Texts 2, 3, and 4 also have similar generic structure. However, Text 2 is modified by the use of major and minor complications: Orientation$^\wedge$ Complication$^\wedge$ Resolution$^\wedge$ Complication$^\wedge$ Resolution; Text 3: Orientation$^\wedge$ Complication$^\wedge$ Resolution; Text 4: **Orientation**$^\wedge$ Complication$^\wedge$ **Resolution**$^\wedge$ Complication$^\wedge$ **Resolution.** The four generic structures of the texts have fulfilled the criteria of narrative text.

Therefore, there were some **problems** in the resolution of the narrative text Cinderella. It was not clear enough in Texts 2, 3 and 4. However, in Text 1, the resolution had been stated clearly, "*Cinderella lived happily*".

5.   Conclusion and Implication

From the analysis of lexico-grammar, discourse semantics, and generic structure of four narrative texts written by four junior high school teachers in Palangka Raya, it can be concluded that the teachers' linguistic competence toward GBA has fulfilled the minimum criteria.

a.   All the texts have fulfilled the basic criteria of narrative text.

b. The analysis of lexico-grammar illustrated that the teachers were able to write an original spoken text in the form of written one, even though there were some grammatical errors, such as in the use of simple past tense for narrative text, the incorrect choice of verb and noun (*live* and *life*), and the omission of verbs in nominal clauses and sentences.

c. In discourse-semantic analysis, all texts showed the same characteristics of the participants, based on the fact that the text had the same topic.

d. The generic structure levels of all texts also demonstrated that they fulfilled three basic levels of narrative text: Orientation$^\wedge$ Complication$^\wedge$ Resolution. Therefore, three of the texts did not provide a clear description of their resolution as the ending of the texts.

Based on the explanations, some implications might be proposed either for the teachers or the government (National Education Ministry).

a. A teacher, as a model in a classroom, should be able to demonstrate linguistic competence as it is the basic requirement in language teaching and learning processes. When a teacher can only show the minimum quality, it will affect the students' achievements.

b. Government/ the Ministry of Education and Culture, as the decision maker for educational process, should facilitate trainings or the likes to improve continually the quality of teachers. It has already started in the Training for Professional Teacher '*Pendidikan dan Latihan Profesi Guru*' (PLPG); however, it does not provide enough time for the participants/ teachers to learn linguistics. From 90 JP (*Jam Pelajaran* 'a certain time for a lesson'), only 32 JP (35% of the total time) is for language skills (speaking, listening, reading, and writing), in which the teachers are able to discuss language teaching and learning as well as linguistics. This is why teachers should be involved in other trainings so they are able to improve self-quality in teaching language.

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