

TEACHERS' ABILITY IN WRITING SCIENTIFIC ARTICLE

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Abstract

Based on the regulation of The Minister of State for Administrative inveiglement Number 16 Year 2009 regarding Position of Teacher Functional score and credit figures, teachers are required to conduct professional development sustainable by writing scientific article published in scientific journals. UIN SUSKA through Suara Guru Journal helps teachers in their publications. In fact, there were still found teachers who negligent in writing article. Therefore, writer consider very important to examine in depth and explain the extent to which the teacher's ability to write articles and to describe whether the teachers works could be published in "Suara Guru' Journal of UIN Suska Riau. To answer the question, researcher would like to conduct the field rsearch in qualitative study.

Keywords : Teachers' ability, writing, article

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A. INTRODUCTION

Teachers hold an important role in education. In fact, it could also be said that the success or failure of an education in the country could be determined by the quality of teachers available in the country. Therefore, the success in the world of education in any country will be affected by the success of a teacher. The teacher's role is very large when compared to other professions; it is because education plays an important role in shaping a person personality. Teachers do not only act as a transfer of knowledge, but more than that, they also act as an educator, protector, adviser to every person who becomes part of his responsibilities. Over time these days, teachers are not only acting as an educator, protector, builder alone, more than that, teachers are required to work directly on research world.

Given the important role of teachers in promoting national education and prepare qualified human resources, qualified teachers in the

present and in the future is absolutely necessary. Therefore, the government through The Minister of State for Administrative inveiglement issued regulation of The Minister of State for Administrative inveiglement Number 16 Year 2009 regarding Position of Teacher Functional score and credit figures. Elements and sub-element of teachers' activities that assessed credit number includes education, learning/coaching, ongoing professional development, and support. Continuous professional development includes sub-element of self-development, scientific publications, and innovative work. Scientific publication may include scientific publications on research results or innovative ideas in the field of formal education and the publication of textbooks. In Article 16, Paragraph (2) states that "For the promotion/rank one level higher than *guru pertama*, rank of *Penata Muda*, *Golongan ruang IIIa* until *guru pertama*, rank *Pembina utama*, *Golongan ruang IVe* is required to conduct professional development

sustainable which includes sub-element of self-development, scientific publications, and / or innovative work.” This rule is effective January 1st 2011. This suggests to us that teachers should develop themselves if the proposed increase in the position / rank. One self-development can be carried out by teachers is to write scientific papers published in scientific journals.

For the publication of scientific works of teachers, UIN Suska Riau as one of Educational institutions provides mean or tool to teachers through its journal, namely *Suara Guru*: Journal of Social Education, Science and Humanities Decree No. 0005.24776351/JI.3.1/SK.ISSN/2015. 12-December 14, 2015 (First edition Vol. 1, No. 1, December 2015. *Suara Guru*: Journal of Social Education, Science and Humanities (SG-JPSSH) is a scientific journal that focuses on development and application of theories, approaches, systems, methods, implementation, and evaluation of curriculum

implementation and learning at the level of primary and secondary education. SG-JPSSH receives articles of research results and ideas in the field of social education, Science, and Humanities. *Suara Guru*: Journal of social Education, Science and Humanities (SG-JPSSH) is managed by US/Indonesia Teacher Education Consortium (USINTEC) UIN Suska Riau by Number. ID 1450064118. the journal is written in Indonesian for all teachers in Indonesia with a frequency of issue 4 monthly through print media with ISSN number 2477-6351. Journal of *Suara Guru* is chaired by the Secretary of English Language Education Department of Tarbiyah and Teachers Training Faculty of UIN Suska Riau.

If the government through The Minister of State for Administrative inveiglement issued regulation of The Minister of State Administrative inveiglement Number 16 Year 2009 regarding Position of Teacher Functional score and credit figures which requires teachers to write

scientific papers as a requirement for advancement, then UIN SUSKA through *Suara Guru Journal* help teachers in their publications. So, it is fitting there is no excuse for teachers who say there are difficulties in publishing their scientific work. Writing work, in this case writing scientific article, requires training and practice. This writing skill is not innate, but acquired through learning and practice. People have skills to write scientific articles as they practice writing articles. The result of their writing is certainly less good at the beginning of their learning to write. Along with time and practice hard and earnestly, they will be able to give good quality article.

Based on preliminary observations and short interviews with several English teachers who teach in junior and senior schools at Lipat Kain Village of Kampar Kiri district can be concluded that the ability of teachers to write scientific papers in general is still very low. The problems that can be identified related to low capacity of

English teacher at Lipat Kain Village in writing scientific articles can be described as follows: English Teachers said they did not have a notion or idea to be written (Block Minded), an English teacher has lacking information sources, such as English-language reference books and English journals. This was stated by some teachers of English that they did not have a book or journal so that they could not support writing to the existing theories. Basically, it is true, is is difficult to find reference books written in English, the books which are circulating in Indonesia are mostly photocopy books written English language experts, and it was only circulated on campus. However, if it becomes a reason do not have adequate resources, teachers can actually access or browse information on the Internet. As long as they can write down key words correctly, they will obtain such information quickly. But in reality, the next problem that arises is when teachers are required to be able to access references from the Internet, they are confused or do not

know how access the information quickly and accurately.

The most fundamental problem is the teachers did not understand the rules of writing articles in journals; even though they've been written a thesis in undergraduate degree. In writing articles, they make the title is very long; Moreover, they copy the title of the research into the title of article. Another issue is the making of abstract. They make the abstract more than 200 words, sometimes to one page. In addition, there are teachers who make the keyword more than five words. In the introduction, their outlines are too lengthy theory, as written in the theoretical framework, and for writing often unrelated between paragraph one to another. There is no coherence and cohesion in their paragraph. Meanwhile on research methods, they wrote unclear research design. To the results and discussion do not present the results briefly. The average is not accompanied by the standard deviation. Likewise, it often presents

double-serving from data presentation, the same data is presented in various forms. That is, the data is presented in tabular form, is also presented in graphical form. In terms of the discussion, the teachers do not discuss the findings in depth, but the findings or outcome narrated at length. Likewise, teachers are less compare findings with other findings produced by other researchers.

Based on the phenomena above, it can be seen the important of writing article for teachers as requirement to be promoted. On the other hand, there are still found teachers who negligent in writing article. Therefore, writer consider very important to examine in depth and explain the extent to which the teacher's ability to write articles. Thus, writer would like to conduct a research under the title "teachers' ability in writing scientific article". The participant of this research is English teachers at Lipat Kain Village of Kampar Kiri Regency. First steps when conducting the research,

researcher would like to invite English teacher in one place to discuss about their problems in writing scientific article and asked them to write an article to measure their ability in writing scientific article. It was done to make researcher easier to collect the data about teachers' ability in writing article with the consideration of different school of the teachers. Hopefully, this meeting can help researcher to answer research question of this study.

B. RESEARCH QUESTION:

The study will be focused on two formulation of the problem:

1. To describe the extent to which teachers' ability in writing articles in introduction, discussion, conclusion, and writing references
2. To describe whether the teachers works could be published in "*Suara Guru*" Journal of UIN Suska Riau

C. RESEARCH METHOD

Participants

The participants of this research are English teachers who teach at Senior and Junior High School at Lipat Kain. That is English teachers at SMPN 1 Kampar Kiri, MTs Lipat Kain, SMAN 1 Kampar Kiri and MAN Lipat Kain. The total number of teacher is 10 teachers.

Research Design:

To answer the research question above, therefore, the writer need to do field research in qualitative study where to analyze data didn't use numbers and statistical count but based on the phenomena's on research object and understand something behind the phenomenon is not known yet. The data obtained by testing, observation and interviews with English teachers, as well as documentation. Test and observation were done by gathered a teacher in one meeting at a school that is SMAN 1 Kampar Kiri, to measure the extent

of teachers in writing scientific articles and research results. Here teachers are asked to write an article based on the thesis that they already have on the level of undergraduate degree. Then the data were analyzed with descriptive method that used outlining facts obtained are then linked with the existing theory so as to answer the issues raised above.

D. DISCUSSION

Teachers' Ability In Writing Articles In Introduction, Discussion, Conclusion And References

Dr. Ali Mustadi in his seminar 'Teacher Professionalism and requirement of promotion' stated that the concept of writing scientific papers are writing that: based on the results of observations, review, or research in a specific field, arranged according to certain methods with systematic writing raw, and it can be accounted for righteousness , Ali (2009) also

explained about Types of Scientific Paper in the form of Research Reports (including essay, thesis, dissertation, and others research reports) Journal Articles Scientific (research), Articles of Scientific journal (research results), Scientific Papers (material seminar, workshop, conferences, training, scientific meeting and others), book or teaching materials (books of lectures, school textbooks, handbooks lecturers/teachers, and scientific books others), Module/Handout/diklat, opinions scientific articles media time.

In writing a scientific article we will look at the rules or guidelines of writing articles which published in scientific journals that we will be heading. Some of the components contained in scientific work (including articles) follows with an explanation have been published by several authors (Santoso, 2010). On the other hand, scientific article should follow Indonesia Standard (Sugihastuti, 2000; Lima Adi Sekawan, 2009; Anonim, 2010; Chaer, 2011)

Teachers' Ability in writing Abstract

Abstract format also vary, so we have to be really careful to read the writing on the journal's guidelines that covering format (capital or bold, center or on a new line followed by the first sentence of the abstract, space). In general, the journal asks abstract written on a separate page. For simplicity, we should pay attention to the example of the latest articles. In general, the abstract is written in one paragraph that contains the purpose of research, materials and methodology of the study, the main results of the research, conclusions and key words. In the abstract there is usually no discussion, tables, bibliography, citations, and images. Abbreviations are usually allowed in the abstract. The maximum number of words in the abstract is generally restricted between 100 and 250 words. Abstract in English written in past tense, and generally not allowed to repeat the title of article in abstract. In this research, the researcher found that the most of

teachers are able to write abstract about their article. Actually, this abstract is written at the last activity after writing article. Therefore, they only wrote the key points of their article, based on the procedure in writing abstract.

Teachers' Ability in writing Introduction

It was found problems faced by teacher when they were asked to write Introduction in an article. It was proven when they were asked directly to write in their laptop. There were many questions asked by teachers what should they write in Introduction. Here, their outlines are too lengthy theory, as written in the theoretical framework, and for writing often unrelated between paragraphs, one paragraph to another. It is meant that there are no coherence and cohesion in their writing. It is supported by the result of interview that the teachers said in introduction they wrote theoretical framework. Actually, this

section contains justification of research, hypothesis and research objectives. If the article is in the form of a literature review, the introduction contains a background that includes the importance of "the problem" is lifted, the hypothesis (if any) and the purpose of writing the article. In this section, review of related literature is written only as important theory. Important to note that in introduction, references or quotation is only limit three and the others in your own writing to describe the situation in your research field.

Teachers' Ability in writing un Research Method

This section, there were many teachers who less or even did not understand the concept of research methodology. They look difficult to distinguish type of qualitative and quantitative research in simple. Based on the observation, the teachers were not able to divide the explanations on research methods that will be created into several subheadings to be neater. Please note

that the reviewer will be a lot of emphasis on the examination of the validity of this method because of the results we obtained is determined by the methodological approach used. Therefore, we have to write a complete methodology that we use in research so that reviewers can understand the procedures used in the study. In this section we can present a table, schema, or a picture to clarify and summarize the information written. This section is written with a past tense sentence for writing in English. If we refer to the methods of work of others, then we do not need to write it in depth. On the other hand, it was still found a teacher who is difficult to operate computer well. Therefore, she could not finish her writing well.

Teachers' Ability in writing in Discussion

In this section, the researcher sees that teachers only did copy paste from their thesis on chapter four and put it on research result or discussion. Each journal has a standard pattern or

flexible. There are journals that separates between the result and discussion, or integratedly, and some are handed to the author in accordance with convenience in presentation. For data presentation, they represent again what have been present in table. They did not try to explain what the table talking about. At this stage, the writer should give his/her argument that will be key point of the discussion. Thus, the major issues in the results need to be given emphasis. The results should be written in a systematic manner. We write the results from the main results followed by supporting data or from supporting data to the main result. In general, the national journals do not want statistical language written in the text results.

Teachers' Ability in writing in Conclusion

Conclusion focuses on what the main study result (reject or accept the hypothesis) in simple sentences. It should avoid statistics sentences. The conclusions drawn up by the facts

found in the study. From the research result, it found that there are no problems faced by teacher in writing conclusion of scientific writing. They could make conclusion from their writing. They tried to write conclusion using their own word, it is meant that they didn't do copy paste like they do before in discussion session.

Teacher ability in writing References

Writing a list of references is varies depending on each journal format. Therefore, we must refer to the writing guidelines in that journal. In general, the organization of the reference list consists of two types, namely by numbering and arrange alphabetically. References are used preferably from the articles that have been published internationally. Reference lists of national publications can be used in limited quantities. Thesis and dissertation can also be used as a reference list. An article sometimes is rejected because the reference list only from unpublished research results,

such as research reports, or only from local publications. In this study, the researcher found that English teachers in Lipat Kain village were still confused in writing a list of references. In this study the writer gave test in the form of question associated with making the references. In this study, the researcher used the APA style to measure the ability of English teachers in making the references. Indicators in the manufacture of test are:

1. *Book by an author, example:*

McGregor, D. (2007). *Developing thinking; developing learning: A guide to thinking skills in education*. Berkshire: Open University Press.

2. *Books with two to six authors, example:*

Marzano, R. J., Pickering, D., & McTghe, J. (1993). *Assessing student outcomes: Performance assessment using the dimensions of learning Model*. Alexandria: Association for Supervision and Curriculum Development.

3. *Books with more than six authors*

Johnson, L., Lewis, K., Peters, M., Harris, Y., Moreton, G., Morgan, B. et al. (2005). *How far Is far?* London: McMillan.

4. *Books without author*

The CCH Macquarie dictionary of business. (1993). North Ryde, NSW: CCH Australia.

5. *More than one book / works by the same author and published in the same year*

Dawkins, R. (1996a). *Climbing Mount Improbable*. London: Viking.

Dawkins, R. (1996b). *River Out of Eden*. London: Phoenix.

6. *Books written by the organization or institution (corporate author)*

Queensland Health. (2002). *Best practice guidelines for the management of type 1 diabetes in children and adolescents*. Brisbane, Qld.: Queensland Health.

7. *Books edition*

Bassham, G., Irwin, W., Nardone, H., & Wallace, J. M. (2008). *Critical thinking: A Student's introduction*. (3nded.). New York: McGraw-Hill Company, Inc.

8. *The book by author editor*
Friedman, S. L., & Wachs, T. D. (Eds.). (1999). Measuring environment across the life span: Emerging methods and concepts. Washington, DC: American Psychological Association.
9. *Books series*
Simons, R. C. (1996). Boo!: Culture, experience and the startle reflex. Series in affective science. New York: Oxford University Press.
10. *Buku elektronik*
Pettinger, R. (2002). Global organizations. Oxford: Capston Publishing. Available at NetLibrary database.
11. *Electronic Books*
Johnson, E. B. (2007). Contextual teaching and learning: What it is and why it's here to stay (I. Setiawan, Terjem.). Bandung: MLC.
12. *Chapters in the book compiled by the editors*
Baker, F. M., & Lightfoot, O. B. (1993). Psychiatric care of ethnic elders. In A. C. Gaw (Ed.), Culture, ethnicity, and mental illness (hal. 517-552). Washington DC: American Psychiatric Press.
13. *Chapter in electronic book*
Scott, D. (2005). Colonial governmentality. Dalam J. X. Inda (Ed.) Anthropologies of modernity (p.21-49). Retrieved from Wiley InterScience database.
14. *Dictionary or encyclopedia*
Wolman, B. B. (1989). Dictionary of behavioral science (2nd ed.). San Diego: Academic Press.
15. *Journal article by a writer*
Akinoglu, O. & Tandogan, R. O. (2007). The Effects of problem-based active learning in science education on students' academic achievement, attitude and concept learning. Eurasia Journal of Mathematics, Science & Technology Education,3(1). 71-81.
16. *The journal article by two authors*

- Philips, V. & Bond, C. (2004). Undergraduates' experiences of critical thinking. *Higher Education Research & Development*, 23(3), 277-294.
17. *Journal article with three to six authors*
Skenderian, J, Siegel, J. T., Crano, W.D., Alvaro, E.E. & Lac, A. (2008). Expectancy change and adolescents' intentions to use marijuana. *Psychology of Addictive Behaviors*, 22, 563-569.
18. *Journal articles with more than six authors*
Galea, L. A., Uban, K. A., Epp, J.R., Brummelte, S., Barha, C.K., Wilson, W. L. et al. (2008). Endocrine regulation of cognition and neuroplasticity: Our pursuit to unveil the complex interaction between hormones, the brain, and behavior. *Canadian Journal of Experimental Psychology/Revue canadienne de psychologies experimental*, 62, 247-260.
19. *Journal article in press (preparation for publication in one of the journals)*
Williams, S. & Beattie, H. J. (in press). Problem based learning in the clinical setting – a systematic review. *Nurse Education Today*.
20. *The electronic article with DOI numbers*
Fletcher, David & Wagstaff, Christopher R. D. (2009). Organizational psychology in elite sport: Its emergence, application and future. *Psychology of Sport and Exercise*, 10(4), 427-434. doi:10.1016/j.psychsport.2009.03.009
21. *The electronic article without DOI numbers*
Shu-Cheng, Steve , Chi - Friedman, Raymond A. & Yang, Mei-Yu. (2009). Are supervisors fair mediators? The effects of personality traits and age difference on expected mediation fairness. *Social Behavior and Personality*, 37(1), 59-118. Retrieved at <http://www.wetswise>.

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22. *Conference or seminar papers published*
Bohrer, S., Zielke, T., & Freiburg, V. (1995). Integrated obstacle detection framework for intelligent cruise control on motorways. Paper presented at IEEE Intelligent Vehicles Symposium. Detroit, MI: Piscataway.
23. *Conference or seminar papers, unpublished*
Bowden, F. J. & Fairley, C. K. (June 5, 1996). Endemic STDs in the Northern Territory: estimations of effective rates of partner change. Paper presented at the scientific meeting of the Royal Australian College of Physicians, Darwin.
24. *The newspaper article by an author*
Cook, D. (January 28, 2002). All in the mind. *The Age*, p.8.
25. *The newspaper article without author*
Meeting the needs of counsellors. (May 5, 2001). *The Courier Mail*, p. 22.
26. *Magazine article mold*
Marano, H. E. (March-April 2002). Making of a perfectionist. *Psychology Today*, 41, 80-86.
27. *Magazine or newspaper electronics article*
Sandy, A. (January 22, 2009). Cheaper to fly than hire a bike in Brisbane. *The Courier Mail*. Retrieved at <http://www.news.com.au/couriermail/story/0,23739,24949645-952,00.html>.
28. *Government reports*
Queensland Health. (2005). *Health Systems Review Final Report*. Brisbane: Queensland Government.
29. *Thesis or dissertation that is accessed from a personal or institutional website*
Axford, J.C. (2007). What constitutes success in Pacific island community conserved areas? (Doctoral Dissertation, University of Queensland, 2007).

- Retrieved at <http://espace.library.uq.edu.au/view/UQ:158747>.
30. *Webpage by author*
Atherton, J. (2005). Behaviour Modification. Retrieved on February 5, 2009, at http://www.learningandteaching.info/learning/behaviour_mod.htm.
31. *Webpage without author*
Behaviour modification. (2007). Retrieved on February 29, 2009, at <http://www.educational-psychologist.org.uk/behaviour.htm> 1.
32. *Webpage without year*
Society of Clinical Psychology. (n.d.) About Clinical Psychology. Retrieved on January 28, 2009, from <http://www.apa.org/divisions/div12/abouttcp.html>.
33. *Webpage with corporate author*
Queensland Health. (2008). Healthy start in life. Retrieved on March 11, 2009, at http://www.health.qld.gov.au/ph/documents/saphs/hsil_full_doc.pdf.
34. *Web article with DOI numbers*
Degenhardt, L., Bohnert, K. M., & Anthony, J. C. (2008). Assessment of cocaine and other drug dependence in the general population: 'Gated' versus 'ungated' approaches. *Drug and Alcohol Dependence*, 93(3), 227-232. doi:10.1016/j.drugalcdep.2007.09.024
35. *Web articles without a DOI number or freely available on the web*
Kenardy, J., & Piercy, J. A. (2006). Effect of information provision on trauma symptoms following therapeutic writing. *Australian Psychologist*, 41(3), 205-212. Retrieved at <http://www.psychology.org.au/Journal.aspx?ID=1202>.
36. *Film or broadcast*
Al Zaabi, M. (Producer) & Bjarnesen, T. (Presenter). (November 7, 2006). Diabetes in the elderly [Podcast radio programmer]. Sydney: ABC Radio National. Retrieved at January 11,

- 2007, at Blackboard Online:
<http://www.abc.net.au/hn/talks/>
<http://www.elearning.uq.edu.au/>
37. *Personal communication or email*
Not included in the reference list, but only retrieved in text messages submitted to newsgroups, online forums, or discussion group
Winther, M. (January 14, 2009). The Unconscious is Spirit [Message 1]. Messages submitted to <http://groups.google.com/group/alt.psychology.jung/topics?lnk>
Blog post
Reville, L. (September 5, 2006). Where to find fundraising ideas. Messages submitted to <http://nlrp.blogspot.com/>
38. *Lecture notes in the form of mold*
Johnson, A. (2008). Week three: Foucault [Slide PowerPoint]. Unpublished Manuscript, BESC1001, University of Queensland, St Lucia, Australia.
39. *Lecture notes are accessible online*
Johnson, A. (2008). Week three: Foucault [PowerPoint Slide]. Retrieved at BESC1001, University of Queensland
40. *Video, CD, or DVD*
Spielberg, S. (Director), & Rodat, R. (author). (1998). Saving Private Ryan [Moving image]. United States: Paramount Pictures.
41. *Television Program*
Bryant, B. (writer). (September 12, 2001). The Bryant medical hour [television program]. Sydney, NSW: Public Broadcasting Service.

The Teachers Works and “Suara Guru’ Journal of UIN Suska Riau

Measuring and Editing teachers’ article

The product of teachers work in scientific articles that have been written by an English teacher at the beginning of this research would be measured (giving score) and edited by the rater. For the measuring of teachers’ article, the researcher used *Analytic Scale for rating composition*

Task by Brown & Bailey (2004, p. 244-245). Neither the article were written by teachers nor published in *Suara Guru journal* are seen from the quantity and quantity of the products of scientific articles generated. If the value or score of articles is at least 70, the article will be submitted for publication in teachers' journal managed by UIN Suska Riau. For those who had score at least 70, teacher journal will edit by researcher/rater to be published in *Suara Guru Journal*.

The following table presents the aspects evaluated and the criteria of indicators of achievement

Evaluation Draft

Aspect evaluated	Indicators of Achievement
Scientific articles produced by English teachers	The number of articles have been already published in <i>Suara Guru Journal</i> are least 20% from the total number of

	participants
	Almost the quality of articles produced from the teachers is classified as good, with a minimum score of 70.

If the number of participants in this research is 10 English, assuming every English teacher write a scientific article, thus, there will be a minimum of 2 articles have been already to be published in *suara guru Journal*.

Suara guru Journal of UIN Suska Riau

Authors who will write the article in *Suara Guru Journal* must follow the writing procedure in the journal. The procedures are:

- a) The text is research result or literature study of literature in the field education that has not been considered in the process of being published in other journals (reinforced by affidavit).

- b) The text is written in Indonesian / English with an abstract in English and accompanied by the key words. The maximum length of abstract is 200 words. Manuscripts typed in processor Microsoft office word, Times New Roman, font size 12, 1.5 spaced and printed on A4 paper. The length of the manuscript between 15 to 20 pages.
- c) Systematic of writing follow the following sequence:

Article of research results:

- ✎ Title (title in Indonesian is a maximum 12 words and English title is up to 10 words)
- ✎ Name (without a title, loading home institution, address, and email)
- ✎ Abstract (written in the first paragraph and one space, loading purposes, research methods and research results, accompanied by a maximum of five keywords)
- ✎ Introduction (includes background problems and objectives or formulation of the problem that

was not made in the form of a pointer)

- ✎ method (includes research design, subject or population, objects or samples, research variable, data collection procedures, research instruments, and data analysis techniques)
- ✎ Discussion (contain a description of research results, discussion is written separately from the research results, and the discussion present the comparisons between the results obtained with the findings of other studies)
- ✎ Conclusion (containing conclusions and suggestions made as a single entity)
- ✎ References (only contains the sources referenced)

Literature review article:

- ✎ Title (The title in Indonesian has 12 maximum words and in English is up to 10 words)
- ✎ Name (without a title, loading home institution, address, and email)

- ✎ Abstract (written in the first paragraph and one space, contains the goals and ideas or theoretical findings, accompanied by a maximum of five keywords)
 - ✎ Introduction (includes background of the problems, objectives or formulation of the problem)
 - ✎ Discussion (include a discussion of concept or ideas that can be written in the form of pointers)
 - ✎ Conclusion (containing conclusions and suggestions made as a single entity)
 - ✎ References (only contains the sources referenced)
- d) Table and figure are given number and title
- e) References should be as possible as derived from primary sources, such as journal articles and research reports, and it is published the last five years. Writing reference refers to the system of APA (American Psychological Association) and written alphabetically and chronologically.

Based on the product of teachers article that had been measured by *Analytic Scale for rating composition Task* by Brown & Bailey (2004, p. 244-245), it found that only 20% from the teachers article got score 70. Therefore, there are 2 articles that can be published in *Suara Guru* Journal of UIN Suska Riau. If it is only three from ten articles that only can be accepted in a journal, it may be concluded that the ability of English teachers in writing article is low. But we cannot conclude it before giving the opportunity for teachers to improve their writing. Thus, researcher gave chance to the teacher for one month to improve teachers' ability in writing article, to be better and accepted in the journal. In fact, after one month, there is no teacher sent their product to researcher email. The reasons are they have not had time to write articles because they are so busy in teaching. Another reason is that they are just starting research so that there are no material research results that will be written into the article. The next reason is that they just moved up the

rank / position so that they do not need a credit point of the current article. Nevertheless, they feel they have an insight into the scientific writings, both in writing research proposals, research reports, as well as scientific articles. They will try to do the research to be written into an article at a later date, especially with the enactment regulation of The Minister of State for Administrative inveiglement Number 16 Year 2009 regarding Position of Teacher Functional score and credit figures. that teachers are required to make the development of the profession to be appointed on a higher position/functional.

E. CONCLUSION

There are some reasons express by the teachers when they asked to write scientific article. Events it has set out in regulation of The Minister of State for Administrative inveiglement Number 16 Year 2009 regarding Position of Teacher Functional score and credit figures. Based on the result of teacher product in writing article

that they wrote refers to their thesis on undergraduate degree only two from ten article of respondents get 70. It means that the ability of teacher in writing scientific article is categories low. For some reason or another, teachers did not have strong demands for completing their scientific article to be published in 'suara guru' teachers' journal of UIN Suska Riau as a regarding Position of Teacher Functional score and credit figures.

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