

INVESTIGATING TEACHERS' PROFESSIONAL COMPETENCE: A SYSTEMIC FUNCTIONAL LINGUISTIC ANALYSIS OF TEACHERS' REPORT TEXTS

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First Received: 28 February 2017

Final Proof Received: 28 May 2017

Abstract

This research aims at observing the teachers' professional competence by investigating the report texts written by three English teachers in a junior high school in terms of their schematic structures and linguistic features. To achieve this aim, a qualitative case study design involving analysis of English teachers' report texts and interviews with these English teachers was employed in this research. The results of this research showed that generally the three English teachers have demonstrated sufficient ability in applying appropriate schematic structures and linguistic features relevant to the criteria of a report text. However, the results of this research also indicate that some improvements in understanding and writing a report text, especially in terms of schematic structure, linguistic features, and theme progressions, are needed to enhance the teachers' subject matter content knowledge about report text.

Keywords: professional competence; systemic functional linguistics; report texts

Teacher competences play an important role in the quality and effectiveness of teaching and learning process for students because the competence of the teachers will contribute to their teaching performance (Birman et al., as cited in Liakopoulou, 2011) and will have a certain effect on student learning (Scheerens et al., as cited in Day & Gu, 2010).

In Indonesia, according to Government Rule Number 19, 2005, there are four main competences that should be possessed by the teacher; one of which is known as professional competence. Professional competence concerns with teacher's mastery and understanding toward the subject matter as well as its structure and concept, which, as Shulman as cited in Tsui, 2009) pointed out refer to subject matter content knowledge. With regard to the previous statement, Soepriyatna (2012, p. 46) stated that teachers who possess adequate content knowledge of particular subject matter will demonstrate great confidence in delivering the material and will be able to assist their students' difficulty in understanding certain concepts. Thus, it is highly necessary for teachers to have sufficient subject matter content knowledge, in this case that of report text, when they deliver their materials.

In this context, English teachers in junior high schools are also required to have adequate professional competence. However, in reality, the pre-test for professional teacher in Central Kalimantan, held by the Education Quality Assurance of Central Kalimantan showed that the

ability of English teachers in junior high school, especially to comprehend the type of texts is still of "minimum quality" (Luardini & Asi, 2014). Thus, this indicates that there are still many English teachers in junior high schools who lack the sufficient ability in understanding the subject matter, which is one of the aspects of professional competence. Furthermore, according to Coe, Aloisi, Higgins, and Major (2014), "if the teachers' knowledge regarding the subject matter falls below a certain level, it will be a significant impediment to their students' learning" (p. 2). Considering this, it is important for teachers to improve their professional competence.

In the above regard, it is worthy of notice, according to Ur (2010, p. 286), that to improve their professional competence, a constant improvement of understanding toward language and language learning is needed to be done by teachers. Richards and Farrell (2005) suggested that one way that teachers can do to upgrade their knowledge of the subject matter is to engage themselves in self-reflection and evaluation.

To follow Richards and Farrell's suggestion, thus, it is crucial to investigate the ways English teachers write texts, in this case particularly the report text as part of the junior high school curriculum. Writing report texts can be one of the ways to facilitate English teachers to do self-reflection and evaluation regarding their understanding about the subject matter. In turn, this

practice will lead to improvement on their subject matter content knowledge.

For purposes of analysis, Systemic Functional Linguistics, or SFL for short, proposed by Halliday and Matthiessen (2004) was applied. As a matter of analysis, a somewhat similar study has also been conducted by Luardini and Asi (2014). In their study, they analyzed four narrative texts written by four English teachers at four private junior high schools in Palangka Raya by applying Systemic Functional Linguistics. This study revealed that in terms of linguistic structures, schematic structure and thematic structure, the texts written by four English teachers at four private junior high schools in Palangka Raya fulfilled the minimal criteria of a narrative text. Thus, the study implied that when the teacher can only show the minimum quality, it will also affect the students' achievement.

Reflecting on Luardini and Asi (2014), there is presumably a need for conducting more studies to investigate the texts written by English teachers in junior high school. It is hoped that understanding the report texts written by the English teachers might assist the teachers in improving their subject matter knowledge, which is in this case about report texts.

Consequently, this research aims at observing the teachers' professional competence by investigating the report texts written by English teachers in a junior high school in terms of schematic structures and linguistic features.

METHOD

A qualitative case study was applied in this research as a case study enables the researcher to explore a phenomenon in depth (Alwasilah, 2015; Stake, as cited in Creswell, 2003; Gall et al., as cited in Duff, 2008), which is in this case about the report texts written by English teachers in a junior high school. Therefore, a case study involving document analysis and interviews was employed in this research. The data obtained was derived from three English teachers in a junior high school in Ciamis who were asked to write two report texts. Regarding this, the report texts composed by the three English teachers were analyzed by using three systems in Systemic Functional Linguistic framework, Transitivity, Mood, and Theme systems. The use of these systems helped the researcher to look at how the three English teachers composed the information embodied in the report texts through a set of linguistic features and schematic structure which disclosed their ability in writing and understanding report text that may reflect teachers' professional competence. Furthermore, the data obtained from the interviews were analyzed based on the writing process theory proposed by Badger and White (2000) so as to confirm the teachers' experiences in composing report texts and were triangulated with

the result of texts analysis in order to check the originality of the texts that they have written.

FINDINGS AND DISCUSSIONS

In this section, the findings and discussions will be divided into two parts. The first part of this section will present the findings and discussions of the report texts analysis in terms of their schematic structures and linguistic features. The second part will elaborate the findings and discussions of the interview data.

The Results of Report Texts Analysis

As there are three English teachers involved in this research, the discussions and findings of the report texts analysis will be elaborated in order, starting from Teacher 1, Teacher 2, to Teacher 3.

The Results of the Analyses on Report Texts Written by Teacher 1 (Text 1 and Text 2)

To begin with, in terms of schematic structure, it is found that Texts 1 and 2 composed by Teacher 1 have followed the schematic structure criteria of a report text as proposed by Butt, Fahey, Feez, Spinks, and Yallop (2006), and Emilia (2011), in which both texts have general classification and description elements of a report text. The existence of these two elements in both texts composed by Teacher 1 indicates that in terms of schematic structure, Teacher 1 has sufficient ability in composing report texts relevant to the genre of the text.

Subsequently, in terms of linguistic features, generally both texts written by Teacher 1 have applied appropriate linguistic features of a report text as suggested by Derewianka (2008, as cited in Emilia, 2011), in which the two texts focus on generic participants (Text 1: Coconut and Text 2: School), use simple present tense, as in "*Coconut tree grows in hot area*" (Text 1) and in "*Even the interaction happens not only between the student*" (Text 2), use formal and objective language, as in "*The most coconut tree can be found in Asia and Pacific countries*" (Text 1) and in "*It is better for the school to have a language laboratory*" (Text 2), and contain technical terms, as expressed in "*palmae family*" (Text 1) and in "*curriculum*" (Text 2).

In detail, the results of linguistic features analyses using Transitivity, Mood, and Theme systems also indicate that both texts, to some extent, have revealed Teacher 1's sufficient ability in applying appropriate process types and type of Mood relevant to the genre of the text.

In terms of process types, one of the processes mostly employed in the texts is relational process. The presence of relational processes as expressed in "*It is one of monocotil seed*" (Text 1) and in "*School is a place where the teaching learning activities*"

happen" (Text 2), as stated by Derewianka (2008, as cited in Emilia, 2014), helps to "describe features and characteristics, introduce technical terms, provide definitions and relate cause and effect" (p. 165).

Moreover, in terms of type of Mood, both texts composed by Teacher 1 employ declarative Mood. By expressing the ideas of the text through declarative Mood, as Halliday (as cited in Emilia, 2014) pointed out, the type of role in exchange used in this text is giving and the commodity exchanged is in a form of information. Thus, the type of Mood employed in both texts is in line with the purpose of a report text, that is to give information for the readers by describing the participant involved in the text.

From their Theme selection, it is found that both texts have successfully applied topical, interpersonal, and textual Themes, which also contribute to do the cohesive works in both texts. In detail, the frequent presence of unmarked topical Themes in most of the clauses of Text 1 and Text 2 also helps both texts to establish the topic being discussed in the texts since unmarked topical Theme has an important role in establishing and describing the entity involved in the text (Christie & Derewianka, 2008). Related to interpersonal Theme, there is one interpersonal Theme used in both texts. This interpersonal Theme is realized in a form of

comment adjunct placed prior to the topical Theme. Placing a comment adverbial (comment adjunct), as in "*generally the drink gives us luck profit...*" (Text 1) and in "*Commonly, there are 3 school levels...*" (Text 2) before the topical Theme is useful to highlight the writer's position (Emilia, 2014). Moreover, placing a comment adjunct at the beginning as a Theme also helps to direct the readers' attention toward the topic (Droga & Humphrey, 2003).

In addition, the presence of textual Themes as expressed in "*because almost all part of coconut...*" (Text 1) and in "*or the students and the teachers communicate...*" (Text 2), according to Emilia (2014) also implies "the writer's capacity to employ clause complex in the text, both parataxis and hypotaxis, which is a characteristic of written text" (p. 257).

Nevertheless, from the results of Theme system analysis of both texts, especially Text 2, it is revealed that in terms of Theme progression, Text 2 does not employ the Theme reiteration pattern, the pattern that "provides text with a clear focus" (Eggs, 2004, p. 324). Thus, the absence of this pattern may indicate that this text does not have a clear focus. Moreover, although Text 2 has applied the zig-zag pattern, this pattern only occurs once, which can be seen in the following figure:

- | |
|---|
| <p>5. Moreover, it is better for the school to have a language laboratory...</p> <p>6. Besides, every school should have some components such as; curriculum...</p> |
|---|

Figure 1. Examples of the Zig-Zag Pattern Employed in Text 2

Additionally, at the global level, Text 1 and Text 2 do not develop effectively as they do not efficiently manipulate a multiple-Theme pattern. Thus, the absence of this pattern does not enable the text to have a macro-Theme at text level which can allow the reader to speculate the set of hyper-Themes in every stage of the text and in the entire text (Emilia, 2014, p. 258).

Thus, it seems that Teacher 1 still needs improvements in constructing her ideas in a written text in order to create a cohesive text.

The Results of the Report Texts Analyses Written by Teacher 2 (Text 3 and Text 4)

In terms of schematic structure, although Text 3 that Teacher 2 composed has fulfilled the criteria of a report text, in Text 4 it seems that Teacher 2 has mistaken another type of text for the report text that she composed, meaning that Teacher 2 has a poor control in understanding report text.

Furthermore, in terms of linguistic features, although Text 3, the first text that Teacher 2 composed, has fulfilled the criteria of a report text

as proposed by Derewianka (2008, in Emilia, 2011) and has applied appropriate process types and type of mood relevant to the genre of the text, as well as employed some textual Themes in order to relate the clauses in Text 3 to their contexts (Eggs, 2004, p. 305), Text 4, the second text that Teacher 2 composed, does not fulfill the criteria of a report text and cannot be considered as a report text. Based on the results of analysis, Text 4 focuses on specific participant rather than generic participant. Moreover, material processes which mainly construct Text 4, as in "*After the major earthquake occurred at least 135 aftershocks*" and in "*The capital itself did not suffer significant damage only the walls cracked and power lines cut off*" are mainly found in the forms of past tenses used to give information about how and where the event being talked in the text occurred. These material processes are also used to tell the chronology of the event, which are also commonly found in a news item text.

Reflecting from the results of analysis of both texts above, it seems that Teacher 2 needs some

improvement in understanding a report text, so that the report text that she composes will not overlap with the other genres or text types. Moreover, the improvement is also needed, so that Teacher 2 can upgrade her subject matter content knowledge, which is in this case about report text.

The Results of the Report Texts Analyses Written by Teacher 3 (Text 5 and Text 6)

Firstly, from schematic structure aspect, the analyses of both texts (Text 5 and Text 6) written by Teacher 3 show that Teacher 3 has a good control in understanding the schematic structure of a report text since the two texts that she composed have the general classification and description elements, the two elements which construct a report text (Butt et al., 2006; Emilia, 2011).

Turning to the results of linguistic feature analyses, it is found that both texts, to some degree, have employed the appropriate linguistic features as identified by Derewianka (2008, as cited in Emilia, 2011), in which both texts focus on general participants (Text 5: Cat and Text 6: Hypothermia), mainly use simple present tense, as in “*they have poor colors vision*” (Text 5) and in “*It classically occurs from...*” (Text 6), contain technical terms, as in “*Felidae family*” (Text 5) and in “*hypothermia*” (Text 6), use descriptive language, as expressed in “*cat has strong, flexible body, quick reflexes, sharp claws*” (Text 5), and employ some relational processes.

In detail, the results of linguistic feature analysis using Transitivity system show that both texts, to some extent, have employed the process types, mainly relational and material processes that allow these texts to achieve the purpose of a report text. The relational processes are used to describe characteristics and features, as in “*In anatomy, cat has strong, flexible body, quick reflexes, sharp claws, and teeth...*” (Text 5) and in “*they have poor colors vision...*” (Text 5), provide definition, as expressed in “*Cat is one of pets that is loved by many people...*” (Text 5) and in “*Hypothermia is a medical emergency for the body that can cause death...*” (Text 6), and introduce technical term, as in “*It is included to Felidae family...*” (Text 5). Meanwhile, material processes are used to construct “the aspects of the field” (Emilia, 2014) in both Text 5 and Text 6.

Furthermore, the results of Mood system analysis show that both texts have employed declarative Mood. The use of this type of Mood in both texts indicates that all the clauses in both texts are in the forms of statement, the form that is commonly used to give information (Butt et al., 2006), which to some extents is also in accordance with the purpose of a report text which is to give information to the readers by describing the entity involved in the texts.

Subsequently, based on the Theme system analysis, it is revealed that both texts have successfully implemented topical, interpersonal, and textual Themes in order to do the cohesive works in both texts. Additionally, the presence of marked topical Themes, as expressed in “*In anatomy cat has strong, flexible body...*” (Text 5) and in “*In mild hypothermia there are shivering...*”, “*In moderate hypothermia, shivering stops...*”, “*In severe hypothermia, there might be paradoxical...*” (Text 6), according to Droga and Humphrey (as cited in Emilia, 2014) “plays a very important role in signaling the move from one stage or phase of the text to the next” (p. 229). Meanwhile, the presence of unmarked topical Themes in most of the clauses in both texts also helps to establish the topic being discussed in the text since unmarked topical Theme play an important role in establishing and describing the entity involved in the text (Christie & Derewianka, 2008). Furthermore, Butt et al. (2006) also pointed out that the presence of marked topical Themes is useful in drawing the readers’ attention toward a certain phrase.

In relation to Theme progressions, it is found that both texts mostly use Theme re-iteration and zig-zag patterns. These patterns can be seen respectively in the Figure 2 and Figure 3.

The occurrence of those Theme re-iteration patterns as stated by Eggins (2004) will contribute to maintain the clarity of the topic involved in the text. Meanwhile, the presence of zig-zag pattern will give the text “a sense of cumulative development”(Eggins, 2004, p. 325).

Nevertheless, although both texts have successfully employed Theme re-iteration and zig-zag patterns, globally, similar to the previous texts composed by Teacher 1 and Teacher 2, both texts composed by Teacher 3 still have not yet been able to employ the multiple-Theme pattern, which can allow this text to have a macro-Theme and a set of hyper-Theme.

The Results of Interview Data

Similar to the previous part, the discussions and findings of the interview data will be presented in order, starting from Teacher 1, Teacher 2, to Teacher 3.

The Results of Interview Data of Teacher 1

In order to confirm the teachers’ experiences in composing report texts and to check the originality of the texts that they have written, the discussions of interview data of Teacher 1 will be focused on the view points of the teacher toward the process of writing.

To begin with, we can first refer to Teacher 1’s experience in writing the report texts, as it is indicated below:

1. *Cat* is one of pets [[that *is* loved by many people]]
2. *It* is included to Felidae family
3. *It* is often valued by humans for its cuteness.
4. *They*(are) often called house cats
7. *Cats* can hear sounds too faint and too high in frequency for humans ears such as the sounds of mice and other small animals
8. *They* can see in the darkness
9. **But** *they* have poor colors vision

Figure 2 Examples of Theme Reiteration Patterns Employed in Text 5

There are two main types of hypothermia causes.
~~*It classically occurs from extreme...*~~

Figure 3 The Example of the Zig-Zag Pattern Employed in Text 6

In writing the report text, firstly we have to know what report text is, what differentiates it from descriptive text, how it grammatical features are, and what the generic structures that construct the report text are. (Teacher 1)

It seemed that the first thing that Teacher 1 considered when she composed the texts was the understanding of the text in terms of its forms, including definition, grammatical features, and generic structure. Subsequently, the following step that Teacher 1 experienced in writing the report texts was understanding the report texts that she was going to write in terms of its content (including the knowledge about the entity going to be discussed), as it can be seen from the excerpt of the interview below:

...and the more important thing is its content, in report text the content should be factual and should be based on the science knowledge, just like the text that I have made that is about coconut. I have never found a report text about coconut. That was why I read a book about coconut when making this text.(Teacher 1)

From the findings above, it can be inferred that in writing the report texts, Teacher 1 implicitly experienced the process of building knowledge of the field and modeling stages, the two processes involved in the process-genre approach in writing (Badger & White, 2000), when she composed Text 1 and Text 2. Regarding this, Teacher 1 experienced building knowledge of the field stage when she read the book related to the topic (coconut) that she was going to write. By engaging herself in this stage, Teacher 1 gained the background knowledge about the topic that she was going to write (Feez, 1998 as cited in Emilia, 2011, p. 33). Moreover, the result of this stage is also reflected through the texts composed by Teacher 1, which based on the texts analysis reveals that Teacher 1 was able to give information about the topic involved in her texts,

through the general classification and description elements of the texts.

Furthermore, from the findings, it is implied that Teacher 1 also experienced the modeling stage, in which the teacher recalled the definition, generic structure, and the rhetorical features of the report text when she composed the texts. Relevant to the previous statement, according to Hyland (as cited in Pujianto, Emilia, & Sudarsono, 2014), this modeling stage enabled the writer to obtain more detailed information regarding “the stages of the genre and its key grammatical and rhetorical features” (p. 101), thus, it is reasonable that the analyses of texts composed by Teacher 1 in terms of schematic structures and linguistic features also show that both texts created by Teacher 1 have fulfilled the criteria of a report text both in generic structure and linguistic features.

Additionally, when the teacher constructed the texts independently, she made the outline first by classifying the idea for each element of report text and in the end the teacher did the revision of the report texts that she made, especially in terms of structure, word choice and content. Therefore, it means that Teacher 1 experienced the process of planning or drafting and revising the texts before she published or finished her writing which, to some extent, realized the process approach in independent construction stage of process genre approach (Badger & White, 2000, p. 159).

The Results of Interview Data of Teacher 2

Similar to the previous point, this point will also present the discussion of the interview data based on Teacher 2's perspective toward the process of writing. Firstly, as it is indicated by Teacher 2 below:

First, I should choose the topic or the theme that interest me. Then, I searched the factual resources of the topic because a report text should be written based on factual information, research, or the

other resource books. After I felt that the topic is appropriate, I began to read texts related to the topic from the newspaper and internet. (Teacher 2)

It can be assumed that in composing the report texts Teacher 2 engaged herself in the process of reading some sources related to the topics to be discussed in her texts from newspaper and internet before she started writing the texts. This process implied that Teacher 2 experienced the building knowledge of the field stage that enabled her to obtain the background knowledge about the topic that she was going to write (Feez, 1998 as cited in Emilia, 2011, p. 33) and knew exactly the specific languages used in the text types (Emilia, as cited in Pujianto, Emilia, & Sudarsono, 2014, p. 101). Regarding this, the results of analysis of Text 3 and Text 4 also indicate that Teacher 2 has sufficient knowledge in writing the information related to the topics discussed in both of the texts composed by her.

Moreover, when being asked about whether or not she re-read the concept of a report text in terms of its form (schematic structures and linguistic features), Teacher 2 said:

Yes, of course. In writing texts there are rules, either from its lexicogrammatical aspect or from its generic structure. Thus, the texts should be made based on those rules. (Teacher 2)

Hence, it is indicated that Teacher 2 seemed to take into account the forms of the genre when she was engaged in the process of writing, which to some degree, also implies that Teacher 2 experienced the modeling stage, the process that enabled the writer to get in-depth information regarding “the stages of the genre and its key grammatical and rhetorical features” (Hyland, as cited in Pujianto, Emilia, & Sudarsono, 2014, p. 101), when she composed her report texts. By relating these findings with the analysis results of Text 3, it can be said that this process has helped Teacher 2 in creating a text that fulfilled the criteria of a report text, either in terms of its schematic structure or in terms of its linguistic features. Nevertheless, on contrary with the result of analysis of Text 3, the results of analysis of Text 4 show that this text cannot be considered as an instance of a report text. Therefore, it may indicate that Teacher 2 needs to spend more time in comprehending report text.

In addition, during the process of constructing the texts independently, Teacher 2 started it by making an outline and in the end the teacher revised the report texts in terms of structure, content and pattern of sentence, meaning that Teacher 2 employed the process approach in the independent construction stage of genre-based approach, which

according to Badger and White (2000) refers to process-genre approach.

The Results of Interview Data of Teacher 3

This point will present the discussion of the interview data based on Teacher 3’s perspective toward the process of writing. To begin with, related to Teacher 3’s perspective toward the process of writing that she engaged in when writing the report texts, there were three main steps that she took. These steps are implied in the following excerpt of interview:

First, it should be related to its rhetorical steps. The second step was looking for the data which supports the supporting ideas to complete the information relating to the topic. The following step was suiting the tenses which would be used to write report text, which was present tense. Besides, I read some examples of report texts, which were used to be the model texts. (Teacher 3)

Considering the result of the interview above, it seems that Teacher 3 implicitly went through the modelling and building knowledge of the field stages when composing the report texts. Since the modelling stage helped Teacher 3 to get in-depth information regarding the report text in terms of its schematic structure and its linguistic features (Hyland, as cited in Pujianto, Emilia, & Sudarsono, 2014, p. 101) and building knowledge of the field stage has facilitated Teacher 3 in obtaining the background knowledge about the topic that she was going to write (Feez, 1998 as cited in Emilia, 2011, p. 33), the results of text analysis of Text 5 and Text 6 reveal that to some extent both texts have followed the schematic structure and linguistic features criteria of a report text.

Furthermore, as Teacher 3 composed the texts independently, she made the outline first by classifying the main and supporting ideas for each rhetorical steps of report text and in the end the teacher did the revision of the report texts that she made, especially in terms of its structure and spelling. Therefore, it means that Teacher 3 was aware that writing is a long and recursive process that cannot be completed in one time (Gibbons, 2002 as cited in Emilia, 2011, p. 45). Moreover, it also indicates that Teacher 1 experienced the process of planning or drafting and revising the texts before she published or finished her writing which to some degree realized the process approach in independent construction stage of process genre approach (Badger & White, 2000, p. 159).

CONCLUSIONS

In summary, since this research focuses on observing the professional competence of the three

English teachers involved in this research by investigating the report texts made by them in terms of schematic structures and linguistic features, it can be concluded that in terms of schematic structure five out of six texts respectively composed by Teacher 1, Teacher 2, and Teacher 3 have applied the appropriate schematic structure of a report text as proposed by Butt et al. (2006) and Emilia (2011), meaning that, to some extent, the teachers have a good control in understanding a report text in terms of its schematic structure. However, apart from the previous statement, as one of the two texts composed by Teacher 2 does not follow the criteria of a report text in terms of its schematic structure, it can be inferred that Teacher 2 still has incomplete understanding about the schematic structure of a report text.

Subsequently, in terms of linguistic features, it can be assumed that, generally, five out six texts respectively composed by Teachers 1, 2, and 3 have employed appropriate linguistic features of a report text as suggested by Derewianka (2008, as cited in Emilia, 2011). Regarding this, it can be said that, to some degree, the three English teachers have sufficient ability in applying appropriate linguistic features of a report text in the texts that they composed. Nevertheless, since one of the texts written by Teacher 2 cannot be considered as a report text, most of the linguistic features used in that text does not suit the linguistic features commonly found in a report text. Therefore, it can be assumed that Teacher 2 needs to improve her understanding toward report text, so that the report text that she composes will not overlap with the other genres or text types.

Furthermore, still related to linguistic features aspect of the report texts written by the three English teachers, experientially and interpersonally, the three English teachers have shown that they have sufficient ability in implementing various processes and a type of Mood relevant to the genre of the text, in which all of the texts composed by the teachers mainly employ relational process, that is one of important process in a report text, and apply declarative Mood, that is the type of Mood which is commonly used to give information. Moreover, in relation to textual metafunction, it is found that generally the texts composed by each teacher have employed a variety type of Themes, including unmarked and marked topical Themes, interpersonal Themes, and textual Themes, in order to establish coherent and cohesive report texts. Subsequently, related to Theme progressions, it is revealed that most of the texts composed by the three English teachers mainly employ Theme reiteration patterns and zig-zag patterns, although these patterns generally occur for short periods of time.

To sum up, the findings have led to a final conclusion that to some extents the three English teachers have demonstrated sufficient ability in

applying appropriate schematic structures and linguistic features relevant to the criteria of a report text, meaning that generally the three teachers have sufficient professional competence in understanding the subject matter about report text. However, some improvements in understanding and writing about report text, especially in terms of its schematic structure, linguistic features, and Theme progressions, are needed in order to enhance the teachers' subject matter content knowledge about report text.

Additionally, considering the findings and discussions of this research, it is suggested teachers involved in this research can use the results as a reference to facilitate them in self reflection and evaluation that will lead them to improve their subject matter content knowledge, which is in this case about report text. Moreover, further research needs to be carried out to understand the reasons as to why teachers used reiterated theme progression pattern most of the time and did not employ the multiple Theme pattern which may contribute to make the text cohesive and coherent. Besides, further research is also needed to investigate teachers' mastery of writing relevant to the genre in focus.

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