

Application of Systemic Functional Grammar for Sixth-Semester Students in Department of Mechanical Engineering, Faculty of Engineering, UNNES

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Abstract: Bachelor degree study program of Mechanical Engineering Education, Department of Mechanical Engineering, Faculty of Engineering, Universitas Negeri Semarang (Unnes), is a study program that requires students to take general subject named Bahasa Inggris or English. By taking the subject, students are expected to speak English with right grammar and vocabulary or to express their ideas in English in written and spoken form. They are also expected to understand other people's ideas written and spoken in English. However, students see grammar as specter. Due to grammar, they cannot be free to write and speak English. Even without grammar, vocabulary known by them cannot be orderly and understood by other people. Without grammar, communication between one person and another involving English can not go on effectively. Problem of this research is failure of sixth semester students from Bachelor degree study program of Mechanical Engineering Education, Department of Mechanical Engineering, Faculty of Engineering, Unnes in getting mid-term test ideal score (>B) of English subject relating to grammar and held in even semester of 2018/2019 school year. Meanwhile, English material containing grammar has been learnt by them since they were in elementary school. Moreover, English is part of advances in science and technology surrounding them. Based on the problem, this research is aimed to answer research question about grammatical understanding of sixth semester students from Bachelor degree study program of Mechanical Engineering Education, Department of Mechanical Engineering, Faculty of Engineering, Unnes in even semester of 2018/2019 school year and research question about forming factors of the grammatical understanding by using mixed research method. The achievement of this research is percentage increase of sixth semester students from Bachelor degree study program of Mechanical Engineering Education, Department of Mechanical Engineering, Faculty of Engineering, Unnes in even semester of 2018/2019 school year in getting mid-term test ideal score (>B) of English subject due to systemic functional grammar taught from the beginning of lecture.

1 INTRODUCTION

English can be stated as a universal language. English binds people around the world, including in Indonesia. Purba and Efendi (2013: 93) state that English must be taught from kindergarten to college where English becomes mandatory language; all lecture material dan literature must be in English. It means teaching party called lecturer and learning party called student in various faculties, departments and study programs in various universities cannot be apart from English. It departs from knowledge of

various parties from countries having English as mother tongue, countries using English as second language, and countries viewing English as need for the implementation of development that is embodied in literature.

Bachelor degree study program of Mechanical Engineering Education (PTM), Department of Mechanical Engineering (JTM), Faculty of Engineering (FT), Universitas Negeri Semarang (Unnes) is a study program that obliges students to take general subject named English. By taking the subject, students are expected to speak English with

right grammar and vocabulary or to express their ideas in English in spoken and written form. They are expected to grasp other people's ideas written and spoken in English as well.

However, students view grammar as specter. Due to grammar, they cannot write and speak English freely. Hakim (2004: 113) states that there are a lot of people wishing to speak English, but they do not want to learn grammar at all for they assume it can complicate them to speak English quickly. Even without grammar, vocabulary known by them cannot be orderly and understood by other people. Without grammar, communication between one person and another using English cannot occur effectively. Hakim (2004: 113) explains that grammar however cannot be ignored in speaking English because without grammar sentences cannot be made correctly and cannot be understood by other people, even sentences can give rise to opposite meanings. Moreover, grammar closely relates to a section of Test of English as Foreign Language (TOEFL) known as Structure and Written Expression (Kasmini and Kadarmo, 2014: 24) that must be taken by students who want to graduate, to continue their studies, and so on. So, grammar is an inevitable specter for students.

When English containing grammar has been generally taught from elementary school to college that means students at least know, even master, basic grammatical aspect, there were 12 out of 25 sixth semester students from bachelor degree study program of PTM, JTM, FT Unnes that got mid-term test score of less than 71 (<71) of English subject held in even semester of 2018/2019 school year. It means that there were 48% of students still getting mid-term test score of less than B (<B) and 52% of students getting score of B or more than B (\geq B). Score of B with range 71-80 is minimum score ideally got by students. Meanwhile, score of less than B (<B) comprises score of BC with range 66-70 that means more than enough, score of C with range 61-65 that means enough, score of CD with range 56-60 that means less than enough, score of D with range 51-55 that means minus, and score of E or less than 50 (<50) that means failed.

Eventhough percentage of sixth semester students from bachelor degree study program of PTM, JTM, FT Unnes that got mid-term test ideal score of English subject held in even semester of 2018/2019 school year was higher than the one that did not get the ideal score, failure of sixth semester students in getting the ideal score should not have happened. Questions of mid-term test related to parts of speech that is actually basic. Rachmat Effendi P.

(2005: 68) views parts of speech as the organs of English. Besides, the questions related to tenses that is also basic in learning English (Hotben D. Lingga, 2013: 170). So basic and the importance of parts of speech and tenses, people who have learnt English since elementary school are familiar with parts of speech and tenses. In other words, all (100%) sixth semester students from bachelor degree study program of PTM, JTM, FT Unnes should have got mid-term test ideal score (\geq B) of English subject held in even semester of 2018/2019 school year. But because there were 48% of students that failed in getting the score, the failure is interesting to study.

Problem of this research is failure of sixth semester students from bachelor degree study program of PTM, JTM, FT Unnes in getting mid-term test ideal score (\geq B) of English subject relating to grammar and held in even semester of 2018/2019 school year. Whereas, English relating to grammar has been learnt by them since elementary school. Besides, English is part of advances in science and technology surrounding them. The problem gives rise to research questions: (1) How did sixth semester students from bachelor degree study program of PTM, JTM, FT Unnes in even semester of 2018/2019 school year understand grammar? (2) Why did they produce the understanding?

2 METHODS

This research method is mixed. According to Creswell (2013: 310), mixed research method is method of collecting and analyzing qualitative data that consists of texts and pictures and quantitative data that consists of numbers. Mixed research method is more popular, because problems raised by social and health experts are complex, so using one method is not enough to explain the complexity (Creswell, 2013: 304). Thus, problem of this research—failure of sixth semester students from bachelor degree study program of PTM, JTM, FT Unnes in getting mid-term test ideal score (\geq B) of English subject relating to grammar and held in even semester of 2018/2019 school year—should be answered by using mixed research method.

First step to collect data is to correct and to count mid-term test results produced by sixth semester students from bachelor degree study program of PTM, JTM, FT Unnes to get quantitative data in the form of numbers. Meanwhile, the second step is to record data from data sources in the form of mid-term test results produced by sixth semester students from Bachelor degree study program of PTM, JTM,

FT Unnes, to select necessary data, and to arrange the recorded and selected data in categories such as data about the mid-term test results that show score of B or more than B ($\geq B$) and contain answers in the form of right words, data about the mid-term test results that show score of less than B ($< B$) and contain answers in the form of wrong words and other data to get qualitative data in the form of texts.

Meanwhile, first step to analyze data is to combine information got from collecting quantitative and qualitative data in matrix or table (Creswell, 2013: 329). Based on Creswell's perspective, horizontal shaft in matrix is in the form of quantitative categorial variables such as mid-term test scores of sixth semester students from bachelor degree study program of PTM, JTM, FT Unnes in even semester of 2018/2019 school year. Whereas, vertical shaft in matrix is in the form of qualitative categorial variables such as understanding of parts of speech, understanding of tenses that connect parts of speech and so on got by using Stuart Hall's representation theory that shows constructionist approach towards representation. Hall (1997: 25) states that everything is interpreted by members of society as social actors with representational systems—conceptual system and language system—agreed in culture. The matrix will show quantitative and qualitative data analysis combined in relation to understanding of the students about grammar and factors forming their understanding.

3 FINDINGS

3.1 Understanding of Sixth Semester Students from Bachelor Degree Study Program of PTM, JTM, FT Unnes in Even Semester of 2018/2019 School Year about Grammar (*Parts of Speech and Gerund Part 1*)

Gerund is verb given suffix *-ing* that functions as noun. Krizan et al (2008: 533) state, "A gerund is a present tense verb that can function only as a noun. It is formed by adding *-ing* to a verb." Noun is a part of speech. Meanwhile, parts of speech relating to grammar are basic in learning English systematically. It means success in learning English is started with understanding about parts of speech.

Parts of speech and gerund were contained in mid-term test of English subject held in even

semester of 2018/2019 school year, exactly on May 3, 2019. The test consisted of 5 parts; Numbers, Introduction and Greeting, Parts of Speech and Gerund divided into 2 more parts, and Tenses. Every part should have been done by a total of 25 sixth semester students from bachelor degree study program of PTM, JTM, FT Unnes.

Mid-term test questions about Numbers were made by lecturer of English subject held in even semester of 2018/2019 school year. The lecturer must have subjected to language system, in this case English, and conceptual system, in this case concept symbolized by language in the form of words (Hall, 1997: 31) that are historical; based on culture (Hall, 1997: 32). It means mid-term test questions about Numbers were made by the lecturer by considering abilities of sixth semester students from bachelor degree study program of PTM, JTM, FT Unnes as non-English Literature/Language department students. If numbers appear in English learning in elementary school, junior high school, senior high school and other levels (Condrywati et al, 2007; Syakur, Sulistiani and Ashari, 2019: 55; Tim Smart Nusantara, 2017: 1), then the students having got through those levels should have understood numbers. Score of 75 or more than 75 (≥ 75) got by 50% or 6 out of 12 sixth semester students from bachelor degree study program of PTM, JTM, FT Unnes that did not achieve mid-term test ideal score ($\geq B$) showed that their understanding about Numbers was enough. Rahardi (2006: 26) states that 50% target is challenging enough. If the students fulfilled the target, their understanding about Numbers will not be further studied.

Besides, mid-term test scores of English subject about Introduction and Greeting contributed to the overall scores. There were 83, 33% or 10 out of 12 sixth semester students from bachelor degree study program of PTM, JTM, FT Unnes who got score of 75 or more than 75 (≥ 75) and 16,67% or 2 out of them who got score of 65 or less than 65 (≤ 65) in term of introduction and greeting. If 80% or more than 80% means good (Kuswayatno, 2006: 102), then their understanding about Introduction and Greeting is good as well.

Understanding of 12 sixth semester students from bachelor degree study program of PTM, JTM, FT Unnes about Introduction and Greeting was known after they did mid-term test questions about Introduction and Greeting arranged by lecturer of English subject held in even semester of 2018/2019 school year. The lecturer was constructed to use language and conceptual system understood by members of society, including the students.

Introduction and greeting can be found in English learning in elementary school, junior high school, and senior high school (Bestiana and Achyani, 2017: 1-5; Tim CahayaEduka, 2016: 98; Tim Smart Nusantara, 2017: 27). Syakur, Sulistiani and Ashari (2019: 9-11) state that introduction and greeting is material for those who join English course in KampungInggris Pare on Basic Program. Moreover, introduction and greeting is part of business communication, especially in building positive relationship (Krizan et al, 2008: 367). It means mid-term test questions about Introduction and Greeting represented common questions or the ones having been taken by society, including 12 sixth semester students from bachelor degree study program of PTM, JTM, FT Unnes. In other words, they understood Introduction and Greeting well. Therefore, their understanding about that will not be further studied.

Mid-term test score of less than 71 (<71) or less than B (<B) of English subject in even semester of 2018/2019 school year got by 12 sixth semester students from bachelor degree study program of PTM, JTM, FT Unnes could not be separated from their understanding about parts of speech and gerund, especially parts of speech and gerund appeared for the first time in the mid-term test questions in the form of multiple choice questions—Parts of Speech and Gerund (Part 1)—as seen below.

Table 1. Mid-term test score of less than 71.

Grammatical Aspect	Score	Number of Students
Parts of Speech and Gerund (Part 1)	10	
	15	
	20	
	25	
	30	3
	35	
	40	1
	45	
	50	2
	55	
	60	4
	65	
	70	2
	75	
	80	
	85	
90		
95		
100		

Based on the table, there was no student or 0% out of 12 students that got score of B with range 71-80—minimum score ideally got by them—for Parts of Speech and Gerund (Part 1). Naba (2009: 5) states that zero quality is bad. In other words, 0% means very poorly as their understanding about Parts of Speech and Gerund (Part 1).

Meanwhile, mid-term test questions about Parts of Speech and Gerund (Part 1) are not foreign matters for 12 sixth semester students from bachelor degree study program of PTM, JTM, FT Unnes. The questions were produced by lecturer of English subject in even semester of 2018/2019 school year by subjecting to language and conceptual system that should have been known by them. Parts of speech and gerund are represented in English books in elementary school, junior high school, and senior high school (Supadi et al, 2008: 45; Tamrin, 2009: 61, 88-89, Tim Grasindo, 2015: 94; Tim Sigma, 2016: 102). It means questions like the ones of mid-term test about Parts of Speech and Gerund (Part 1) had been got through by the students when they were also in elementary school, junior high school, and senior high school. However, their failure in getting score of B or more than B ($\geq B$) showed that they understood Parts of Speech and Gerund (Part 1) very poorly.

3.2 Understanding of Sixth Semester Students from Bachelor Degree Study Program of PTM, JTM, FT Unnes in Even Semester of 2018/2019 School Year about Grammar (Parts of Speech and Gerund Part 2)

In mid-term test of English subject got through by 12 sixth semester students from bachelor degree study program of PTM, JTM, FT Unnes in even semester of 2018/2019 school year, there were questions about part of speech and gerund in the form of true or false questions—*Parts of Speech and Gerund (Part 2)*. True or false questions just show two choices, but true or false questions are not easier than multiple choice questions (Tasdemir, 2010). Moreover, the students must have written one false word or phrase if the answer of question was false (F). It means mid-term test questions about *Parts of Speech and Gerund (Part 1)* and *Parts of Speech and Gerund (Part 2)* were just in different forms, but in the same level of difficulty. Here is table showing score of midterm test about *Parts of Speech and Gerund (Part 2)*.

Table 2. score of midterm test about *Parts of Speech and Gerund (Part 2)*

Grammatical Aspect	Score	Number of Students
Parts of Speech and Gerund (Part 2)	10	
	15	
	20	
	25	
	30	1
	35	
	40	
	45	
	50	3
	55	2
	60	3
	65	2
	70	
	75	1
	80	
	85	
	90	
95		
100		

Based on the table, there were 8,33% or 1 out of 12 sixth semester students from bachelor degree study program of PTM, JTM, FT Unnes who got score of 75 and there were 91,67% or 11 out of them who got score of 65 or less than 65 (≤ 65) for Parts of Speech and Gerund (Part 2). If 8% is poorly (Retnadi, 2006: 218), then their understanding about parts of speech and gerund appearing for the second time in mid-term test questions of English subject in even semester of 2018/2019 school year was poorly as well.

Mid-term test questions about Parts of Speech and Gerund (Part 2) referred to structure and written expression section of TOEFL. Purwaningsih (2015: 42) explains that every question of the section has the form of sentence in which four parts of it—word or phrase—are underlined and one part is not true. In other words, all sentences in structure and written expression section of TOEFL are basically false. Meanwhile, mid-term test questions about Parts of Speech and Gerund (Part 2) were in the form of sentences that could have been true or false without underlines. If 12 sixth semester students from bachelor degree study program of PTM, JTM, FT Unnes thought that some sentences were false, then they must have written the false word or phrase.

So as mid-term test questions about Parts of Speech and Gerund (Part 1), the questions about

Parts of Speech and Gerund (Part 2) were arranged by lecturer of English subject in even semester of 2018/2019 school year based on language and conceptual system that should have been grasped by 12 sixth semester students from bachelor degree study program of PTM, JTM, FT Unnes. Structure and written expression section of TOEFL contains parts of speech (Purwaningsih, 2015: 36-38). As explained previously, parts of speech and gerund can be found in English learning in elementary school, junior high school, and senior high school that had been passed by them, so they should have been able to achieve score of B or more than B ($\geq B$). Nevertheless, there were only 8,33% or 1 student that achieved score of 75 indicating that 11 other students understood Parts of Speech and Gerund (Part 2) poorly.

3.3 Understanding of Sixth Semester Students from Bachelor Degree Study Program of PTM, JTM, FT Unnes in Even Semester of 2018/2019 School Year about Grammar (*Tenses*)

Parts of speech correlate with tenses as basic grammatical aspects in English. Lingga (2013: 170) explains that tenses are rules to change verb based on time used. The rules appeared in mid-term test questions about *Tenses*.

Maximum score determined on mid-term test about *Tenses* is 50 and the minimum one ideally got by 12 sixth semester students from bachelor degree study program of PTM, JTM, FT Unnes is 40. Table of the score can be seen below.

Table 3. Maximum score determined on mid-term test about *Tenses* is 50 and the minimum one ideally got by 12 sixth semester

Grammatical Aspect	Score	Number of Students
Tenses	0	1
	10	1
	15	
	20	4
	25	
	30	3
	35	
	40	3
	45	
	50	

Based on the table, there were 25% or 3 out of 12 students who got score of 40 and 75% or 9 out of them who got score of 30 or less than 30 (≤ 30) for *Tenses*. If 25% is low (Setyaningsih, 2017: 76), then their understanding about *Tenses* was poorly. Different from previous questions, mid-term test questions about *Tenses* consisted of 5 multiple choice questions only. It departed from tenses that are unknown in Indonesian though understanding about tenses is not difficult to achieve (Pramono, Pramono and Setyarini, 2010: 21). Tenses are not difficult to understand, because tenses can be discovered in English learning in elementary school, junior high school, and senior high school (Pramono, Pramono and Setyarini, 2010: 21; Tamrin, 2009: 88; Yanto and Purnomo, 2014: iii). Indriastuti (2009: 113) states that tenses surround students, academics, or society generally. In other words, mid-term test questions about *Tenses* made by lecturer of English subject in even semester of 2018/2019 school year represented familiar and understandable questions for members of society, including 12 sixth semester students from bachelor degree study program of PTM, JTM, FT Unnes that had faced the questions in elementary school, junior high school, and senior high school. Even so, there were 75% or 9 out of them understood *Tenses* poorly.

3.4 Relation between Sixth Semester Students from Bachelor Degree Study Program of PTM, JTM, FT Unnes and Lecturer of *Parts of Speech and Gerund (Part 1)* in Even Semester of 2018/2019 School Year

Concept or signified symbolized by word, picture, or sound as signifier is attained in its relation to concept symbolized by another signifier (Hall, 1997: 17-18, 31). According to Hall, relation between concepts sustaining representation can be formed using principle of difference. In other words, understanding of 12 sixth semester students from bachelor degree study program of PTM, JTM, FTUnnes was attained after contesting it to lecturer of English subject, especially about *Parts of Speech and Gerund (Part 1)* in even semester of 2018/2019 school year.

As stated before, failure of 12 sixth semester students from bachelor degree study program of PTM, JTM, FT Unnes in getting score of B or more than B ($\geq B$) represented their understanding about *Parts of Speech and Gerund (Part 1)* which was very poorly. The understanding connected with

relation between the students and lecturer of *Parts of Speech and Gerund (Part 1)*. The relations reflected by the following figure.

JUMAT		
07:00 - 08:40 E12-304 (45 org)	Pend. Teknik Mesin, S1 15U00010: Bahasa Inggris (2 sks) Lelu Dina Apristia, S.s., M.hum.	KODE JDW: 520071 PST/DT: 55/55 org RBL: 520140002 KUL: 16 kali UNDUH PESERTA
09:00 - 10:40 E12-304 (45 org)	Pend. Teknik Mesin, S1 15U00010: Bahasa Inggris (2 sks) Lelu Dina Apristia, S.s., M.hum.	KODE JDW: 520070 PST/DT: 53/55 org RBL: 520140001 KUL: 16 kali UNDUH PESERTA

Figure 1. The understanding connected with relation between the students and lecturer of *Parts of Speech and Gerund (Part 1)*

The picture shows that English subject in even semester of 2018/2019 school year was taught once a week; on the same day—Friday—in the different classes and time. First class lasted 100 minutes from 07:00 until 08:40 with 55 students that consisted of 12 sixth semester students and 43 fourth semester ones. Meanwhile, second class lasted 100 minutes from 09.00 until 10.40 with 53 students that consisted of 14 sixth semester students and 39 fourth semester ones. The total number of sixth semester students from bachelor degree study program of PTM, JTM, FT Unnes who took English subject in even semester of 2018/2019 school year was 26. Out of the total students, there was 1 student who did not take mid-term test. If mid-term test was held in the eighth meeting out of 16 meetings, then there were 25 sixth semester students who took mid-term test after 7 meetings with lecturer of English subject. The meetings consisted of 3 meetings for numbers, introduction and greeting material, 2 meetings for parts of speech and gerund material, and 2 meetings for tenses material that could be stated as short meetings.

Sixth semester students from bachelor degree study program of PTM, JTM, FT Unnes had got through elementary school, junior high school, and senior high school. There is English learning in junior high school and senior high school that each lasts three years, even in elementary school and course which means a high school alumnus has learnt English for quite long time—at least 6 years (Thursan, 2002: iii). Especially in senior high school and junior high school, English learning lasts 4 hours in a week for Language Department and 2 hours in a week for Natural Science Department and

Social Science Department. With enough English learning period (Thursan, 2002: iv), high schoolers deserve graduation.

However, understanding of high school graduates about English is not always good. Hakim (2002: iv) assumes that English ability of most graduates is very concerned, even zero. According to Thursan, it shows weakness in English learning method in formal educational institution. If enough English learning period in formal educational institution—elementary school, junior high school and senior high school—leads to very concerned English ability, then 2 meetings that lasted 200 minutes with lecturer of Parts of Speech and Gerund (Part 1) deservedly led to very poorly understanding of 12 sixth semester students from Bachelor Degree Study Program of PTM, JTM, FT Unnes about it.

Parts of speech can be stumbling block. Tambunsaribu (2018: 5) states that parts of speech often stumble people in making English sentences, while Effendi P. (2005: 68) states, “There are too many matters to study about parts of speech.” Parts of speech involve noun, verb, pronoun, adjective, adverb, preposition, conjunction and interjection (Tamrin, 2009: 88-89) in which each has function. Beck (2002) explains, “Parts of speech have typical discourse functions which are commensurate with their unmarked syntactic roles.” In term of roles, noun involving gerund refers to people, place, abstract quality or anything that can be subject, object, complement, appositive or modifier in sentence (Perry, 2012: 9; Tamrin, 2009: 88). According to Tamrin (2009: 88), verb refers to physical or mental activity, pronoun substitutes noun that can be subject, object or complement in sentence, adjective refers to quality of noun, while adverb shows quality of verb, adjective or other parts of sentence but noun and pronoun. Meanwhile, preposition shows position that connects people, object, and so on, conjunction connect one word to another, one phrase to another, or one sentence to another, and interjection comes from sounds showing feeling, for example uh and oops (Tamrin, 2009: 89). With so many parts of speech along with their functions, difficulty in making English sentences in written and spoken forms can be considered reasonable.

Based on the explanation above, parts of speech and gerund relate to grammar that is systematic and functional as well. It is not easy to learn, so it could not have been taught by lecturer of English subject to 12 sixth semester students from bachelor degree study program of PTM, JTM, FT Unnes in 2 meetings. Short meetings with the lecturer could not

have made them understand Parts of Speech and Gerund (Part 1) well.

3.5 Relation between Sixth Semester Students from Bachelor Degree Study Program of PTM, JTM, FT Unnes and Lecturer of *Parts of Speech and Gerund (Part 2)* in Even Semester of 2018/2019 School Year

As explained previously, 12 sixth semester students from bachelor degree study program of PTM, JTM, FTUnnes understood *Parts of Speech and Gerund (Part 2)* poorly. If *Parts of Speech and Gerund (Part 1)* and *Parts of Speech and Gerund (Part 2)* embodied in mid-term test was done by them armed with English learning about *parts of speech and gerund* that happened in 2 meetings or 200 minutes, their poorly understanding was formed from their short relation with lecturer of *Parts of Speech and Gerund (Part 2)*.

Reference of mid-term test questions about *Parts of Speech and Gerund (Part 2)* was structure and written expression section of TOEFL. Purwaningsih (2015: 36) states that structure and written expression does make people dizzy because it is considered difficult. The difficulty relates to parts of speech (Purwaningsih, 2015: 36-38) seen as stumbling block (Tambunsaribu, 2018: 5), because there are a lot of parts along with the functions (Beck, 2002; Effendi P, 2005: 68; Tamrin, 2009: 88-89). Eventhough mid-term test questions about *Parts of Speech and Gerund (Part 2)* looked understandable, they were not easy ones.

Based on the explanation above, mid-term test questions about *Parts of Speech and Gerund (Part 2)* in even semester of 2018/2019 school year referred to structure and written expression section of TOEFL that contained parts of speech as parts of grammar which is systematic and functional. If parts of the grammar can be found in English learning in elementary school, junior high school and senior high school, even course that lasts 6 or more than 6 years (Thursan, 2002: iii), then teaching them to 12 sixth semester students from bachelor degree study program of PTM, JTM, FT Unnes done by lecturer in 2 meetings was not enough to push their understanding to better level. Thus short meetings between the students and lecturer formed their poorly understanding about *Parts of Speech and Gerund (Part 2)*.

3.6 Relation between Sixth Semester Students from Bachelor Degree Study Program of PTM, JTM, FT Unnes and Lecturer of *Tenses* in Even Semester of 2018/2019 School Year

As explained before, minimum score ideally achieved by 12 sixth semester students from bachelor degree study program of PTM, JTM, FTUnnes for *Tenses* was 40. However, there were 25% or 3 out of the students that got score of 40, while 75% or 9 out of them that got score of 30 or less than 30 (≤ 30). Their poorly understanding about *Tenses* came from their relation with lecturer of *Tenses*. As parts of speech and gerund, tenses were taught by the lecturer to them in 2 meetings. Two meetings could be considered short for tenses learned in elementary school, junior high school and senior high school, even courses that take 6 or more than 6 years (Thursan, 2002: iii). So it is not surprising if their understanding about *Tenses* was in poorly level.

Tenses are basic grammatical aspects that arrange verb in relation to other parts of speech. As rules to change verb based on time used, tenses are divided into 3; present, past and future (Lingga, 2013: 170). Present tenses consist of present simple, present continuous, present perfect and present perfect continuous. Past tenses consist of past simple, past continuous, past perfect, and past perfect continuous. Meanwhile, future tenses consist of future simple, future continuous, future perfect, and future perfect continuous. Even so, tenses taught by lecturer to 12 sixth semester students from bachelor degree study program of PTM, JTM, FT Unnes in 2 meetings were just present simple, present continuous, present perfect, past simple, past continuous, and past perfect. In present simple, verb 1 or simple form is used to show habit or general truth (Martinus, 2008: 13, 31-32). In sentence using present continuous tense, there is simple form of *be* (is, am, are) +verb(-ing) to tell event that is happening or is about to happen (Martinus, 2008: 35, 48-49, 50). In sentence using present perfect tense, there is auxiliary verb such as has not/have not+verb 3 or past participle to show activity that has not been done and auxiliary verb such as has/have+verb 3 or past participle (Martinus, 2008: 4) to show activity that has been or has just been done and to tell event that started in the past but still goes on until the moment of speaking (Priyasudiarja, 2016: 61, 66). In past simple, verb 2 or simple past

is used (Martinus, 2008: 5) to tell habit, event, or activity done in the past (Sukur, 2007: 60-61). In sentence using past continuous tense, there is simple past of *be* (was/were) +verb(-ing) (Martinus, 2008: 5) to talk about activity that was happening in the past or an activity that was going on before another activity in the past (Sukur, 2007: 168). In sentence using past perfect tense, there is auxiliary verb i.e. had+verb 3 or past participle (Martinus, 2008: 5) to talk about event that had been done or that had occurred before another event (Sukur, 2007: 78). In term of rules represented by tenses, Yassi (2018: 109) says that rules of grammar make people hard to speak English because they cannot be free to speak; they have to think about the rules first. Therefore, tenses are grammatical aspects in the form of rules that can be considered difficult.

As parts of speech and gerund, tenses are parts of grammar which is systematic and functional. On one side, they are understandable, but on the other side they make people hard to write and speak their ideas in English. Understanding about tenses that is in good level or that fill graduation standard can be achieved in quite long relation as reflected by relation between teacher of English subject and students in elementary school, junior high school and senior high school. Meanwhile, the one between lecturer of English subject and 12 sixth semester students from bachelor degree study program of PTM, JTM, FT Unnes was short in time, so the students just had poorly understanding about *Tenses*.

4 CONCLUSION

After studying English mid-term test results produced by 12 sixth semester students from bachelor degree study program of PTM, JTM, FT Unnes that showed score less than B (<B) by using Stuart Hall's representation theory, the students understood *Parts of Speech and Gerund (Part 1)*—parts of speech dan gerund that appeared for the first time in mid-term test questions of English subject held in even semester of 2018/2019 school year in the form of multiple choice questions—very poorly. It was formed by short relation between the students and lecturer teaching parts of speech and gerund as parts of grammar which is systematic and functional.

Meanwhile, the students understood *Parts of Speech and Gerund (Part 2)*—parts of speech dan gerund that appeared for the second time in mid-term test questions of English subject held in even semester of 2018/2019 school year in the form of true or false questions that referred to structure and

written expression section of TOEFL—poorly. It was also formed by short relation between the students and lecturer teaching parts of speech and gerund as parts of grammar which is systematic and functional and embodied in structure and written expression section of TOEFL.

Tenses contained in mid-term test questions of English subject held in even semester of 2018/2019 were understood poorly by 12 sixth semester students from bachelor degree study program of PTM, JTM, FT Unnes. It was formed by short relation between the students and lecturer teaching tenses which cannot be apart from grammar that is systematic and functional.

In one side, parts of speech and gerund and also tenses as parts of grammar that is systematic and functional can be considered stumbling block or difficulty. Yet on the other hand, those parts of the grammar that draw effectiveness in communication could have been understood well by 12 sixth semester students from bachelor degree study program of PTM, JTM, FT Unnes if time to learn about those parts of the grammar was more than enough. In other words, systemic functional grammar can be applied to sixth semester students, even all students from bachelor degree study program of PTM, JTM, FT Unnes. Application of systemic functional grammar for them—which is not exactly the same as the one for students of English Literature/Language Department—can be done since first meeting of lecture. So there will be 7 meetings that contain systemic functional grammar learning before the students from bachelor degree study program of PTM, JTM, FT Unnes face English mid-term test and mid-term test ideal score ($\geq B$) can be achieved by them representing that they can understand systemic functional grammar well.

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