

THE QUALITY OF THE SCIENTIFIC ENGLISH USED IN THE SINTA-INDEXED JOURNAL ARTICLES IN INDONESIA: A CONTENT ANALYSIS

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Article Info	Abstract
Article History Received: October 2023 Revised: November 2023 Published: January 2024	<i>Quality English becomes one of the vital requirements to meet the standard quality of scientific journal articles including SINTA-indexed journal articles. Unfortunately, as seen from the articles accessed by the researcher to get related literature, the article writers fail to use quality English in their articles. This failure may lead to readers' misunderstanding of the article content. This research aims to uncover and analyze to what extent the quality of English is in the SINTA-indexed journal articles published in Indonesia. The data of this content analysis were collected by purposively choosing thirty articles published in the SINTA 3, SINTA 2, and SINTA 1 journals published in Indonesia in the last two years. This research, conducted from January to July 2023, used the content analysis method. To process and analyze the data, NVivo 14 was used. The thirty articles were imported into NVivo 14 and coded inductively to get the themes needed according to the objective of this research. To get the research trustworthiness, the Kappa statistical reliability test in NVivo 14 was used. The results of the Kappa statistical reliability test showed that the value of the reliability agreement level of data was > 0.75, which proved that it was categorized as excellent. The result of this research is The thirty articles still contain English errors, which make the meaning of the sentences and ideas in the articles difficult to comprehend. The SINTA-indexed articles should be properly reviewed in terms of both their content and their English usage.</i>
Keywords Quality English; Academic Writing; Journal Articles; SINTA-indexed;	
How to cite: Sukur, S.G., & Mina, Y. (2024). The Quality of the Scientific English Used in the Sinta-Indexed Journal Articles in Indonesia: A Content Analysis, <i>JOLLT Journal of Languages and Language Teaching</i> , 12(1), pp. 153-167. DOI: https://dx.doi.org/10.33394/jollt.v12i1.9036	

INTRODUCTION

Publishing research-based articles in a scientific journal indexed by SINTA (Science and Technology Index) is one of the academic demands that lecturers or Master's Degree students in Indonesia must fulfill. As research-based scientific articles, the articles published in SINTA-indexed journals must meet standard qualifications, one of which is the use of standard English. It is expected that the English used in the SINTA-indexed articles in Indonesia is correct standard English so that content of the articles is well comprehended (McKinley & Rose, 2019). Unfortunately, from the articles intended to be cited as reference sources for scientific writing, SINTA-indexed journal articles were written in incorrect English. The impact if the articles are written in incorrect English is that the articles are difficult to understand and ultimately obscure the message that the researcher must convey to the target readers of the published articles (Hirst, 2020).

The English in academic journal articles includes three main components: grammatical structures, vocabulary, and language function (Bailey, 2015). Grammatical structures relate to all aspects of grammar, such as parts of speech, tenses, phrases, clauses, and other grammatical elements. Vocabulary is words that are relevant to the topic written in

academic writing. Language function relates to the function or purpose of a sentence used in writing (Herring, 2016).

Language components like grammatical structures in writing scientific journal articles are considered very important. In this context, Rossiter (2021) argues that grammar in writing is essential because the readers cannot verify the writers when they do not understand what is written because of incorrect grammar. It implies that an article writer is highly demanded to pay serious attention to all aspects related to grammar so that the readers understand the research results reported in the articles. The same thing is also stated by Crossley et al. (2014) that grammar is an important element in writing. Vocabulary is also considered very important in scientific writing as stated by Whong & Godfrey (2022) because without the right choice of words, the writing cannot be understood properly.

The ideas above show that correct English in writing scientific articles is fundamental. In this context, all articles published in a journal, such as articles in SINTA-indexed journals, must use correct English. It is highly expected that there are no language errors in a scientific article so that readers understand the contents of the article. It is very important because if English errors occur in an article, the meaning that the article writer wants to convey will not be conveyed properly to the readers. As a result, it is possible that the ideas about something will be misled, or that the research results that are intended to be disseminated through articles will not be properly understood by the readers (Flowerdew, 2019).

Writing articles resulting from research and publishing them in SINTA-indexed journals in Indonesia is a must for a lecturer. Scientific journals in all fields of science in Indonesia are divided into six levels, namely SINTA 1 Journals, SINTA 2 Journals, SINTA 3 Journals, SINTA 4 Journals, SINTA 5 Journals, and SINTA 6 Journals. The ranking of SINTA Journals is based on the results of the accreditation of a journal by the National Research and Innovation Agency (BRIN). SINTA 1 is the highest SINTA Journal ranking in Indonesia, while SINTA 6 is the lowest one. It means that the higher the SINTA ranking of a journal is, the better the scientific journal becomes. Therefore, research articles published in the SINTA 1 and SINTA 2 Journals are considered prestigious articles (Pedoman Akreditasi Jurnal Ilmiah, 2021). With this rationale in mind, scientific journal articles indexed by SINTA are assumed to be of high quality, in terms of both the substance of the article's content and its language. To ensure that the research-based articles published in the SINTA Journal in Indonesia use standard English correctly, this research was conducted to explore whether the English in the SINTA-indexed journal articles in Indonesia is correct or incorrect. This research was conducted because no one has analyzed the quality of English in SINTA-indexed journal articles.

Research Problems and Objectives

Research is one of the three dharmas of higher education in Indonesia. To fulfill this research dharma, lecturers are required to conduct research. The output of the research results can be in the form of research reports or articles published in scientific journals. Scientific journals in Indonesia as a forum for the publication of lecturers' research works are journals indexed by SINTA. Lecturers' articles published in the SINTA journals can be used to fulfill the requirements for promotion to lecturer functional position and as one aspect of assessing a lecturer's performance, namely to assess the lecturer's workload (BKD) each semester. The lecturers' obligation to research and publish their research results in the form of articles in the SINTA-indexed journal is very good. It is said to be very good because, through scientific publications in SINTA-indexed journals, the results of lecturers' research can be widely disseminated so that they can be accessed by all concerned people. Apart from that, the competence in researching and writing articles resulting from lecturers' research will also be better.

As mentioned above, SINTA-accredited or indexed journals are a good forum for researchers, especially lecturers, to publish the results of their research. With the increasing number of research results in various scientific disciplines produced by researchers to be published in SINTA-indexed journals, knowledge based on research results is increasingly spread more easily to Indonesian society in particular and the global community in general. Lecturers are becoming more competent in researching and writing scientific papers. It has a very positive impact on the lecturers themselves and the students. Unfortunately, the preliminary research revealed that there were still many SINTA-indexed journal articles written in incorrect English. English errors are still found in articles published in SINTA 1, 2, 3, 4, 5, and 6 journals. It is, of course, very unfortunate and needs to be explored further to what extent these errors occur in each article.

In the context of the explanation above, it seems very clear that English has a very fundamental role in the scientific world in higher education. English has also become the lingua franca in the world of scientific article publication both in Indonesia and throughout the world. This idea is emphasized by Swales (2016) that English is a basic requirement for a researcher in writing and publishing their work in a scientific journal. The problem is that not all Indonesian academics can write articles in correct English, especially academics who do not have an English educational background. The impact is that not all articles published in scientific journals, especially those published in SINTA-indexed journals, are written in correct English. Of course, lecturers or academics who do not have an English educational background can use machine translation to translate their scientific articles, but the results are not necessarily satisfactory. This condition requires serious attention from managers of SINTA-indexed journals in Indonesia to review all articles comprehensively in terms of article content and language.

In short, for all articles published in SINTA-indexed journals to be written in correct English, all articles must go through a strict review process. This review does not only focus on the content of the article but also scrutinizes the English used. This is the task of journal managers, editors, and reviewers. Referring to the preliminary study results, it is believed that there are many English errors in these articles. It implies that it is very important to explore and analyze the English errors contained in the SINTA-indexed journal articles. Therefore, this research aims to analyze and describe the English errors contained in the articles published in SINTA-indexed journals in Indonesia and what English errors appear in these articles. It is expected that the results of this research will contribute positively to the writing of articles by lecturers or academics in Indonesia and will be a trigger for journal managers and reviewers of the SINTA journals in reviewing all articles that will be published.

Literature Review

The quality of English used in a journal article depends on how good the English someone uses in writing an article. Council of Europe (2010) uses the Common European Framework of Reference for Languages (CEFR) to determine the level of quality of English used by someone in writing. CEFR is considered an international standard for ranking the quality of a person's written English which is divided into six levels, namely A1 (Beginner), A2 (Elementary), B1 (Intermediate), B2 (Upper-Intermediate), C1 (Advanced), and C2 (Proficiency). Each level has its criteria with specific descriptions. The lowest level is A1 and the highest level is C2.

A piece of writing is considered to be at the Beginner level if the grammar structure and sentence patterns used are still simple and the vocabulary is still limited to certain concrete situations. Writing is categorized at the Elementary level if the grammar used is correct but still simple and there are still basic systematic errors. The vocabulary used at the Elementary level is still basic vocabulary for daily communication needs. Writing that falls at

the Intermediate level uses grammatical structures with reasonable accuracy even though the influence of Indonesian is still visible. There are errors in writing at this level, but the purpose and meaning to be conveyed are clear. The vocabulary used includes simple vocabulary that is used appropriately but is still limited to vocabulary for familiar topics. Writing at the Upper-Intermediate level uses complex grammatical structures rigidly with minor errors but does not give rise to misunderstandings. The vocabulary at this level shows the use of vocabulary with a generally high level of accuracy. Even though there are still errors in word choice, this does not lead to misinterpretation of the meaning of the writing. Writing at the Advanced level uses grammatical structures consistently with a high level of grammatical accuracy and grammatical errors are rare and difficult to detect. The vocabulary used includes general vocabulary that is used correctly with a very small error rate in word choice. Writing at the Proficiency level uses a consistent grammatical structure of complex language with a very high level of linguistic accuracy, although slips of minor mistakes still occur. The vocabulary used is very correct and appropriate.

English language errors in articles published in SINTA-indexed journals can be the errors related to grammatical errors, lexical errors, or syntactic errors. In the context of grammatical errors, Onwuegbuzie (2017) believes that generally grammatical errors also termed "usage errors" are the use of incorrect or unusual grammatical structures. Errors included in this category are errors related to subject-verb agreement, tense, passive sentences, parallel structures, sentences without subjects or verbs, parts of speech, double verbs, missing verbs, gerunds, and infinitives. Grammatical errors in SINTA-indexed journal articles can prevent readers from understanding the meaning or content of an article.

In line with Onwuegbuzie, Plakans et al., (2019) argue that grammatical errors are defined as inaccurate use of English in writing. Various components that are part of the grammatical structure as mentioned by Onwuegbuzie above are used incorrectly in scientific writing. In this context, McKinley & Rose (2019) say that in the process of publishing a scientific article, the articles to be published must go through a standard linguistic review process with reference to the latest English developments.

As mentioned above, basic errors related to grammar structure include errors in subject-verb agreement, tense, passive sentences, parallel structures, sentences without subjects or verbs, parts of speech, double verbs, missing verbs, gerunds, infinitive, and apostrophe. Phillips (2003), Sinclair (2017), Wallwork (2013), HarperCollins (2013), Bailey (2015), Phoocharoensil et al. (2016), Hinkel (2004), Hirst (2020), McCarthy & Ahmed (2022), and Whong & Godfrey (2022) elaborate on these errors as follows.

Verb-subject agreement errors are errors which occur due to a mismatch between the subject of the sentence and the verb used. Tense usage errors are errors related to inconsistent use of tense in a sentence and inappropriate use of tense for each part of an article. Mistakes in using passive sentences occur when passive sentence construction is incomplete, for example, missing auxiliary words that should be used together with past participle verbs. Errors related to parallel structures occur when the writer incorrectly places paired conjunctions or correlative conjunctions in a sentence. Errors in parts of speech relate to the incorrect use of verbs, nouns, adjectives, and adverbs in a sentence. Inappropriate use of double verbs for certain subjects occurs when two verbs are used incorrectly. Missing verb is an error that occurs because a verb or predicate is not used in a sentence. Errors related to gerunds and infinitives occur because certain words that must be followed by gerunds are replaced with "to" infinitives or infinitives without "to" or vice versa. The misuse of apostrophe *s* occurs when the form of the apostrophe is not used correctly.

Apart from the errors related to grammatical structure, lexical errors can also occur in scientific publications. In this context, Agustín-Llach (2017) argues that lexical errors are errors related to choosing and using inappropriate words in a sentence in a piece of writing.

This definition is similar to the one presented by Llach & Pilar (2011) that lexical error is a deviation in the use of words in writing that can obscure the meaning of a sentence. These deviations can be in the form of errors connected with word choice, word part, collocation, redundancy, and wordiness.

Saud (2018) and Kazazoğlu (2020) explain these errors as follows. Word choice is considered wrong if the words used do not match the context of the sentence or linguistic rules. Word part is an error in word usage due to incorrect spelling or incorrect use of morphological elements such as prefixes or suffixes. Collocation errors relate to the use of a word with a certain word that cannot be replaced by another word. Redundancy is an error related to the use of two words with similar meanings. Wordiness is considered wrong because in a sentence, even in a paragraph, there are words that are not supposed to be there. Excessive use of words can even obscure the meaning of a sentence or a paragraph. Syntactic errors relate to errors in arranging words or phrases into sentences or combining clauses into sentences. One form of error that is included in syntactic errors is punctuation errors such as the incorrect use of commas (,) (Jenwitheesuk, 2009).

RESEARCH METHOD

This section describes the research design, data collection, and data analysis methods used in the study. This research is a qualitative content analysis, the objective of which is to uncover, analyze, and describe the errors frequently found in the articles published in the SINTA-indexed journals in Indonesia. English is a pivotal element in journal article writing. Thus, it should be highly underlined that research-based articles published in the SINTA-indexed journals in Indonesia should have used correct standard English. In connection with this point, it is fundamental to analyze the selected articles for this research to see if such research-based articles are written in correct English.

This research used NVivo 14 to process and analyze the data. NVivo 14 is a data processing software for qualitative research. This research used NVivo 14 because content analysis research belongs to qualitative research. Therefore, the use of NVivo 14 in this research helped the researcher easily process and analyze the data. Related features in NVivo were used to classify, process, manage, and analyze the data of this research (Pat Bazeley & Jackson, 2013; Patricia. Bazeley, 2000; Woolf & Silver, 2017). The use of NVivo 14 software for this research included importing, classifying, coding, verifying, cleaning, querying, and analyzing data.

This research focused on analyzing the English used in the research-based or literature review-based articles published in the SINTA-indexed journals in Indonesia. The language elements analyzed in this research were in connection with the language English errors that frequently emerged in such articles, such as grammatical errors, lexical errors, and syntactic errors which determine the quality of the English used the journal articles. Such types of errors became the unit of analysis in this research. Concerning the unit of analysis in content qualitative analysis study, Zhang & Wildemuth (2005) state that the unit of analysis is a very important part of written text such as scientific articles to be analyzed and described. The parts of a written text here can be words, phrases, clauses, or some other parts related to English as the language used in the texts. It is necessary to differentiate the unit of analysis from the unit of context. The unit of context is the set limits of written texts which should be thoroughly researched to find and analyze the errors in the written texts (Chelimsky, 1989). In the context of this research, the unit of context was the content of the scientific articles published in the SINTA-indexed journals in Indonesia and the unit of analysis was the English errors made by the writers of the articles.

The objects of this research were the English errors that comprised grammatical errors, lexical errors, and syntactic errors. These components were deemed necessary to be

analyzed for better improvement in the future in journal article writing. Thus, such SINTA-indexed journal articles were chosen to become the source of data for this content analysis study. Such aforementioned articles were purposively selected from three top-ranked SINTA journals, namely SINTA-1, SINTA-2, and SINTA-3-indexed journals managed by both private and state universities in Indonesia. Thirty articles, ten articles for each SINTA-indexed journal, were selected from those top three-ranked journals with the main reason that the articles published in SINTA-1 or SINTA-2-indexed journals should have been through a strict review by the journal reviewers in terms of both content and language. SINTA-3-indexed journal articles were also selected to ensure that there should have been a gap in English quality among the three ranked SINTA journals.

The *document analysis technique* was used to collect the data for this research. Therefore, for such a purpose, the documents selected to be analyzed for this study were the thirty articles mentioned above. The researcher was the main instrument for data gathering in this research. The reason why the researcher became the instrument of data collection was due to the fact that the researcher could be responsive, anticipative, and adaptive to the data sources and the research setting (Croker, 2009). This means that the researcher in this study was considered reliable. Besides, *NVivo 14* was used as a data collection instrument because all data sources in the form of articles were imported into *NVivo 14* to be further processed and analyzed.

Research trustworthiness in qualitative research is important. Thus, *credibility*, *confirmability*, *dependability*, and *transferability* as parts of qualitative research trustworthiness need to be achieved. For this purpose, the *Kappa Statistic Test* in *NVivo 14*, thick and rich data description, and audit trail were used in this research. The *Kappa Statistic Test* in *NVivo 14* was used to get the reliability agreement level of the coding process because the data coding was done by two researchers. The coding results of the two researchers were compared and tested with the *Kappa Statistic Test* in *NVivo 14*. To assess the agreement and disagreement level of data coding done by the two researchers or two coders, the standard of *Kappa Reliability Test* was used. For this purpose, the *Kappa Reliability Test* standard criteria proposed by Fleiss, Levin & Paik (2003) were used as seen below:

<i>Poor agreement</i>	= < 0.40
<i>Fair to good agreement</i>	= 0.40 – 0.75
<i>Excellent agreement</i>	= > 0.75

If the test result of the coding done by the two researchers is less than 0.40, it indicates that the reliability level is poor. The test result of 0.40 – 0.75 implies that the reliability level is good, and the test result of more than 0.75 means that the reliability level is very good or excellent.

This research applied a *document analysis* technique to analyze the data with the assistance of the *queries* program in *NVivo 14*. The steps were: *first*, the articles selected from the three-ranked SINTA-indexed journals were imported into *NVivo 14* to be classified and coded categorically; *second*, all of the coded data were visualized; *third*, the visualization results were kept and used for the research result description and analysis. The *cross-case analysis technique* to analyze the data was also used in this study. This technique was applied by comparing research findings in connection with the English errors found in the articles. The CEFR criteria were also used to assess the category level of quality of the English used in the articles.

RESEARCH FINDINGS AND DISCUSSION

The findings of this study cover three components which become parts of the foundation of quality English in academic article writing: grammatical errors, lexical errors, and syntactic errors as seen in Figure 1 below.

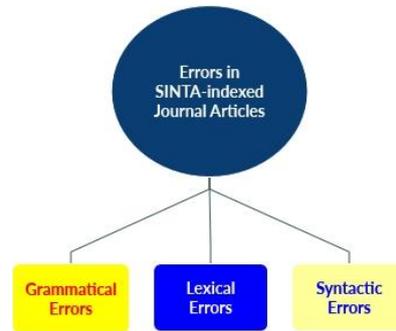


Figure 1: Three Types of English Errors Found in SINTA-indexed Journal Articles

The three types of errors in Figure 1 above are found in all articles published in the SINTA 1, SINTA 2, and SINTA 3 Journals. The distribution of errors contained in the SINTA 1 Journal articles can be seen in Figure 2 below:

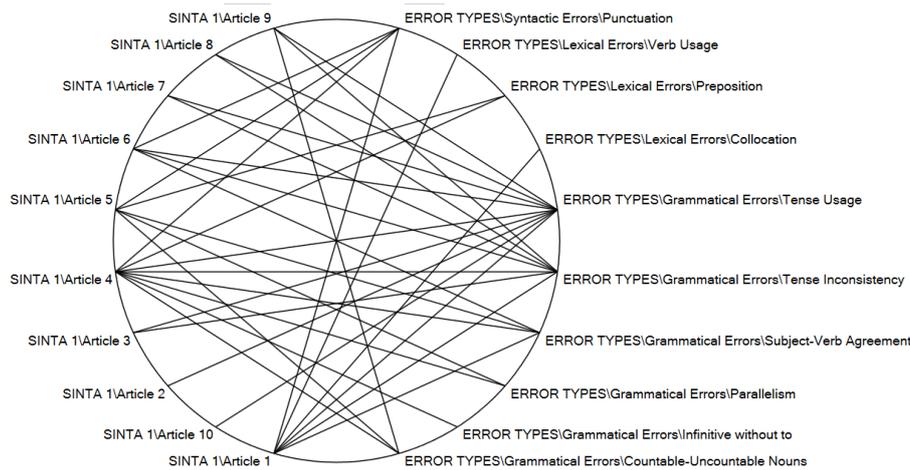


Figure 2: Syntactic, lexical, and grammatical errors in SINTA-1 journals articles

Figure 2 shows that in the articles published in the SINTA 1 Journal, there are three types of English errors, namely syntactic, lexical, and grammatical errors. All articles selected from the SINTA 1 Journal for this research had three types of English errors as mentioned above. Syntactic errors are more related to the use of incorrect punctuation. Lexical errors relate to errors in the use of verbs, prepositions, and collocations. Grammatical errors found included, among other things, the use of tense, inconsistency in the use of the tense, subject-verb agreement, parallelism, infinitive without "to", and countable-uncountable nouns (Onwuegbuzie, 2017; Plakans et al., 2019; Llach & Pilar, 2011; Agustín-Llach & Pilar, 2017).

Just like the English errors in the SINTA 1 journal articles, the distribution of errors in the SINTA 2 journal articles can be seen in Figure 3 below.

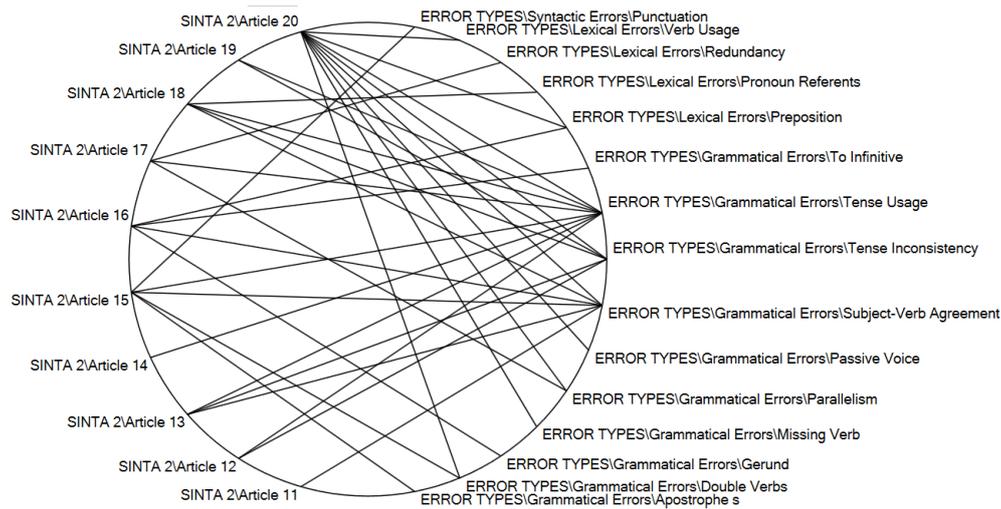


Figure 3: Syntactic, lexical, and grammatical errors in SINTA-2 journals articles

Errors in the use of English in SINTA 2 journal articles are more varied compared to the errors in SINTA 1 journal articles as shown in Figure 3 above. The articles published in the SINTA 2 Journal also show three types of English errors which include syntactic, lexical, and grammatical errors. Syntactic errors in all articles in the SINTA 2 journal for this research relate to punctuation errors, while lexical errors include verb usage, redundancy, pronoun referents, and prepositions. Grammatical errors found in SINTA 2 journal articles include "to" infinitive, tense usage, tense inconsistency, subject-verb agreement, passive voice, parallelism, missing verbs, gerund, double verbs, and apostrophe *s* (Jasim Al-Shujairi & Tan, 2017).

The findings in Figure 2 and Figure 3 above are quite surprising because the articles published in the SINTA 1 and SINTA 2 journals are considered quality articles in terms of article content and the language usage. The errors such as those shown above are certainly inseparable from the responsibility of journal managers, editors, and reviewers who review the published articles. These errors can be prevented as much as possible by conducting a strict review of an article before publication (McKinley & Rose, 2019). Apart from that, article writers themselves must be more careful in writing their articles using standard English.

The distribution of errors in the use of English in SINTA 3 journal articles can be seen in Figure 4 below.

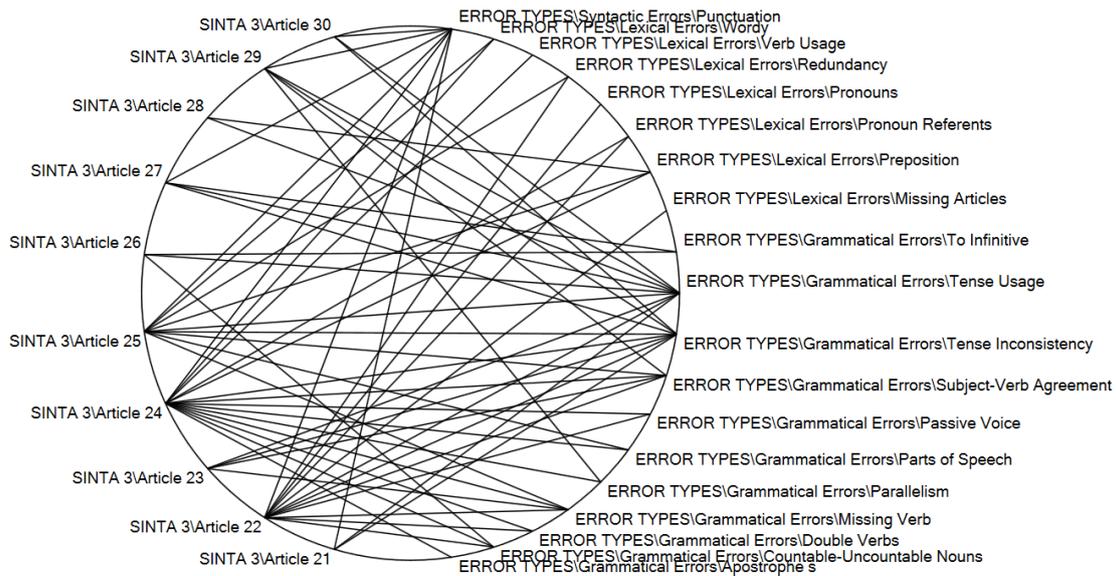


Figure 4: Syntactic, lexical, and grammatical errors in SINTA-3 journals articles

Figure 4 shows that English errors in SINTA 3 journal articles are more numerous than the errors in SINTA 1 and SINTA 2 journal articles. Punctuation errors are also found in SINTA 3 journal articles. Lexical errors contained in SINTA 3 journal articles include wordiness, verb usage, redundancy, pronouns, pronoun referents, prepositions, and missing articles. Grammatical errors found in SINTA 3 journal articles include "to" infinitive, tense usage, tense inconsistency, subject-verb agreement, passive voice, parts of speech, parallelism, missing verbs, double verbs, countable-uncountable nouns, and apostrophe s (Jasim Al-Shujairi & Tan, 2017; Onwuegbuzie, 2017; Saricaoglu & Atak, 2022).

The errors found in SINTA 3 articles, which are more numerous than the errors in SINTA 1 and 2 articles, are not surprising because in terms of ranking, SINTA 3 journals are not as high as SINTA 2 or 1 journals. However, journal editors and reviewers should still be very careful when reviewing an article. Articles are reviewed not only for their content but also for their language use. In this way, the research results to be disseminated in the articles can be well understood by readers so that the published research results are not misleading (Acker et al., 2021).

Of the three types of English errors presented in Figure 1 above, grammatical errors are the most frequently found errors in the articles. The detail findings of the grammatical errors are presented in Figure 5 below.

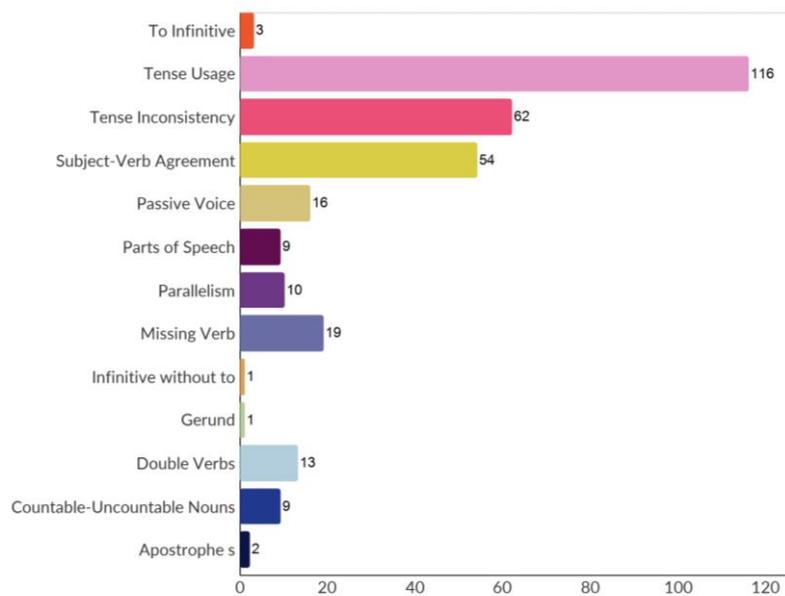


Figure 5: Grammatical errors in the SINTA 1, 2, and 3 journal articles

Figure 5 shows that tense usage is the most common error made by article writers in the SINTA 1, 2, and 3 journals. From the findings obtained in the articles studied, errors in tense usage occur due to the misunderstanding of article writers, journal editors, and journal reviewers in using tense according to the part of an article. It is essential to note that each part of a journal article uses different types of tense. For example, most of the tenses used in literature reviews are simple present tense. In the research methods section, the past tense is used. Below are some error quotes related to tense usage:

- (1) *Ertmer and Ottenbreit-Lefwich [23] stated that technology self-efficacy could impact teachers' digital technology use.*
- (2) *Taimalu and Luik [50] highlighted that technology integration was directly influenced by knowledge of technology and its integration.*
- (3) *Luetz and Nunn (2020) stated that people naturally engaged with religious value and their indigenous traditions in rationalizing the phenomena like climate change.*
- (4) *Karim (2018) stated that religious education could provide a solution to environmental problems.*
- (5) *According to Table 5, there was a statistically significant relationship between the variables under consideration and the outcome ($F(4,492) = 94.187, p = 0.001$).*

Data (1) – (4) above are examples of tense usage errors in the literature review section of the articles studied. The underlined words are in the past tense, which indicates that the sentences use the simple past tense. The use of simple past tense in literature review section is considered wrong because ideas that have been published are considered to be a general truth or something that will no longer change. The ideas will remain in the writing. Therefore, the tense used must be a simple present tense because one of its functions is to express something that is considered a general fact. Data (5) is an example of incorrect tense usage because the sentence describes a Table in the discussion section of the article. The tense that must be used to refer to pictures, charts, or tables in the discussion section of an article must be in simple present tense (Baker, 2018; Wallwork, 2013).

The use of tense in these articles is not consistent. The authors of the articles are still unable to master how to use tense consistently in a sentence as shown in data (6) – (8) below.

- (6) *This study of levels of creativity performed when addressing statistical issues is a follow-up to earlier studies*

- (7) Bowo refuted Adi's opinion that 143.75 cannot be rounded up because it is related to humans.
- (8) Suparmini et al. (2013) indicated that the achievement of environmental conservation is always based on the integrated planning and implementation with the local wisdom-based activities of agricultural systems.

Data (6) – (8) above show the inconsistency in the use of tense because one sentence uses two different tenses: simple past tense and simple present tense. Because these sentences are used in the literature review section, the tense used must be simple present tense. For the sentences in the three data to be correct, the past tense must be replaced with the present tense so that in one sentence the tense is used consistently.

Errors related to subject-verb agreement are also found quite often in the articles in the three SINTA journals. The errors related to missing verbs, double verbs, and passive voice were also found quite frequently in the articles analyzed. Although not too many, errors related to parallelism, parts of speech, and countable-uncountable nouns are still found in these articles as presented in the following examples of errors.

- (9) Beghetto & Karwowski (2018) also makes the case that routine practice needs to be
- (10) Mathematics are in the form of nonroutine problem solving and real-life application problems.
- (11) The survey results revealed that the students' high acceptances on video lesson.
- (12) It supported by Ghazali and Rosli (2017) stated that students were found to be unable to solve the question in the form of problem solving.
- (13) The "misinformation" is indirectly a social-constructive tool in the digital era, which has been part of everyday life, become a new "ruler" of social conduct.
- (14) This indicates that respondents use digital technology either during their teaching and learning or activity related to academic tasks.
- (15) Writing in English as a foreign language (EFL) and English Language teaching (ELT) were very necessities
- (16) There are many other useful and interesting mobile application that

Data (9) and (10) include subject-verb agreement errors because *Beghetto & Karwowski* is a plural subject that does not match the verb *makes*. Data (10) contains errors because *mathematics* is a singular subject that does not match the plural verb *are*. The clause *that the students' high acceptance on video lesson* in data (11) is an error because the clause does not have a verb. The phrase *It supported by Ghazali and Rosli* in data (12) is incorrect because there is no auxiliary verb *is* in the passive sentence. In data (13) there is an error in using the double verbs, namely *is* and *become*. The paired conjunction *either .. or* in data (14) is wrong because the words placed after the paired conjunction are not the same in form. The word *necessities* in data (15) is wrong because it is a noun that is not suitable to be placed after the word *very*. The word *many* in data (16) should be followed by the plural noun *applications*. These articles also contain lexical errors as illustrated in Figure 6 below.

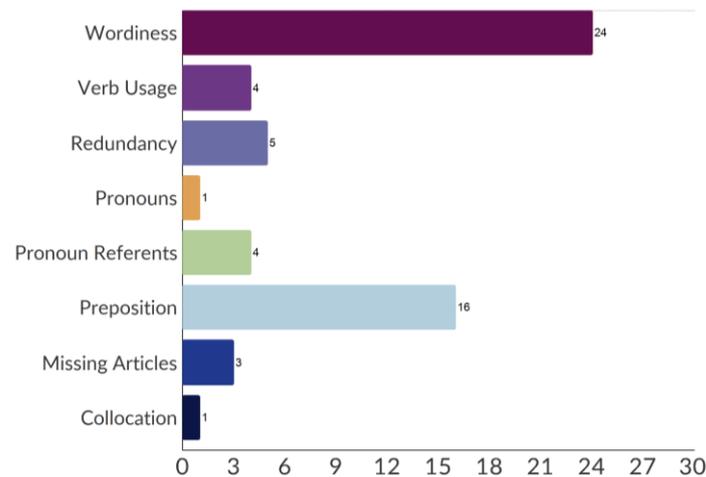


Figure 6: Lexical errors in the SINTA 1, 2, and 3 journal articles

Figure 6 shows that wordiness is the most frequently encountered error. The following are the examples of wordiness in lexical errors:

- (17) *Teaching strategy for presenting the grammatical point that the teacher taught the materials that had related to context and real-life their situation, then the teacher taught the part of grammar which was in the text while the students and teacher engaged in a teaching activity in which the students have been commended to analyze, categorizes, to know linguistic elements and structure texts that have been given by the teacher in online teaching activity.*

The words in (19) above seem to be spilled out in one very long sentence. As a result, the sentence is confusing and its meaning is difficult to understand. It also shows that the author does not understand how to construct good English sentences in a scientific article.

Wrong use of prepositions also seems to be found quite often. The article writers have not been able to use prepositions correctly in a sentence, as seen in (18) below.

- (18) *A pilot study was conducted using pre-test in September until October 2018 to over 30 students in the polytechnic which is equivalent to the study*

The preposition *in* in the underlined part of the sentence is inappropriate in that context. The correct form should be *from September to October 2018*.

The other examples of lexical errors found in these articles are as follows:

- (19) *They also can discuss about the material by using the supporting features that are available on the application.*
- (20) *Explored were taken from social phenomena, real evidence of report data, documents, and primarily data scripts, where it contained observations, interviews, documents, real iterative teaching activities by doing teacher, observation records*
- (21) *This research involved 33 participants which consisted 21 female and 12 male students.*
- (22) *Zoom Meeting is one of applications often used by lecturers in order to conduct the online learning process.*

The phrase *discuss about* in (19) is redundant because the word *discuss* does not need to be followed by the preposition *about*. In addition, the adverb "also" must be placed between the auxiliary verb *can* and the verb *discuss*. The verb *explored* in (20) cannot be used as the subject of the sentence. The phrase *by doing teacher* is also wrong, causing the meaning of the sentence to be blurred. The referent pronoun "which" in (21) is incorrect because it is not suitable to refer to the word *participants*. The correct word is "who". The phrase *one of applications* in (22) is incorrect because there is no definite article *the* before *applications*.

These lexical errors seem trivial but really determine whether an English sentence is acceptable or not and really determine the quality of the English in a scientific journal article. The use of accurate lexical forms can prevent readers from misunderstanding the content of the article.

Punctuation is a kind of syntactic errors which are frequently found in all the articles analyzed. The article writers' lack of understanding in using punctuation correctly results in incorrect sentences. As a result, it ultimately makes the meaning of the sentences difficult to understand. Below is an example of punctuation errors encountered:

- (23) *They both express that if each individual, cultivate his “good” inherent nature through intuitive (following nature) experiences (Liu & Wang, 2016).*
- (24) *They were observations that focused on the strategies in online teaching writing skills and implementation of strategies in teaching writing skills, they aimed to find out how implementations of strategies that used by teachers and obtained the data in the online teaching-learning process when taught writing skills, where the observed taken from using a note, observing record, iterative teaching activities, gesture, body language, and write crucial information in the event classroom online learning, interviews; asked the teacher about students of how comfortable in online teaching to teach writing skill during teaching-learning process used media, video record, coining words as questions for students, media and technique are interested to attract students' desire in online teaching, documentation; focused and certain aspects need to be authentic data such as videos, photographs, memos, letters, cases record, and memorabilia of all short that can be used as supplemental information.*

Using the wrong comma in (23) causes the subject and verb to be unclear. In (24), the use of incorrect punctuation makes very long sentences difficult to understand.

CONCLUSION AND SUGGESTIONS

Based on the findings and data analysis carried out above, it can be concluded that the use of English in journal articles indexed by SINTA has not reached the expected level of quality. Grammatical errors, syntactic errors, and lexical errors, which largely determine the quality of the English used in the SINTA-indexed journal articles, are still frequently found in the articles used as the data sources for this research. Based on the CEFR criteria presented previously, the quality of English in SINTA journal articles in Indonesia is mostly at the Upper-Intermediate and Advanced levels. There are very few or no articles whose English quality reaches the Proficiency level because there are no articles that are free of errors in terms of correct use of English. The limitation of this research is that other aspects besides linguistic elements in a scientific article have not been researched and analyzed. This could be a topic for further research in the future.

By paying attention to the findings related to English errors, which are still found in many of the SINTA journal articles mentioned above, it is recommended that: *first*, journal managers should be more serious and more thorough in assessing and reviewing a journal article before publication; *second*, journal article reviewers are expected to be more careful in reviewing published journal articles. This implies that articles are reviewed not only their content but also their English usage. This is very important so that the published articles can be understood by readers easily.

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