

Evaluating the Quality of Indonesian English Teachers' Research Reports on the Guru Berbagi Platform



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ABSTRACT: This study aimed to evaluate the quality of research-based activities reported by English as a Foreign Language (EFL) teachers on the Guru Berbagi Platform, using the Six-Trait writing method developed by Spandel and Stiggins (1990). Employing a descriptive qualitative research methodology, four articles were scrutinized for this investigation. The analysis uncovered a range of methodologies applied by the teachers in their research activities, all targeted towards exploring language learning and teaching. Certain areas identified for improvement in writing quality were the need for more supporting evidence, improved word choices, inclusion of conclusive sections, varied sentence structures, and enhanced attention to writing conventions. This study underlined the importance of ongoing professional development for EFL teachers, especially in areas such as effective academic writing techniques and argumentation supported by solid evidence. However, this study had certain limitations such as a small sample size and potential subjective interpretation of the articles, attributed to the qualitative nature of the research. Future research is encouraged to encompass a larger, more diverse selection of articles and integrate a rubric-based evaluation to yield more objective and reproducible results. Participation in peer-review processes was also suggested for teachers to promote enhancement in their writing skills and overall content quality.

KEYWORDS: English Teacher Research Reports, Guru Berbagi Platform, Writing Skills of Indonesian EFL Teachers

I. INTRODUCTION

Effective writing skills hold a critical role in the field of education, particularly for English as a Foreign Language (EFL) teachers. The act of writing transcends teaching language skills, extending to the documentation and dissemination of research findings, pedagogical strategies, and valuable classroom experiences (Phillips & Genao 2023). This communication is not limited to peers but expands to the wider academic community. Effective, high-quality writing hence forms the backbone of knowledge dissemination, ensuring that the unique insights gleaned from research and experience can influence teaching practices on a broader scale (Farrell, 2020; Machost & Stains, 2023). Moreover, writing facilitates reflective practice among EFL teachers, enabling them to articulate and critically examine their methodologies and experiences. This reflective writing process invariably leads to the identification of strengths, weaknesses, and areas ripe for improvement, thereby fostering continuous professional growth and development (Gerhardt, 2019). Beyond knowledge dissemination and reflection, writing serves as a key communication tool within the academic sphere. Clear, effective written communication allows EFL teachers to actively participate in professional dialogues, contribute to academic discourses, and engage in fruitful collaborations. Further, the quality of a teacher's writing skills can directly impact teaching and learning outcomes (Utami & Viozeza, 2021). For teachers, the process of writing promotes clearer thinking, aiding the development of more effective teaching strategies. For students, teachers who can write well are better equipped to provide clear instructions, articulate complex ideas, and provide constructive feedback. This interconnectedness between effective writing and enhanced teaching and learning outcomes highlights the need for a focus on writing skills in teacher development programs. One of the place to disseminate the result of teachers' research is Guru Berbagi platform.

The Guru Berbagi Platform plays an integral role within the educational landscape of Indonesia. As an innovative online initiative, it aims to bolster the capacities of teachers by facilitating a collaborative environment conducive to knowledge sharing. The platform is primarily designed to allow educators to write, publish, and disseminate their research work, fostering a sense of community and encouraging the implementation of research-based practices. By providing a dedicated digital space, the Guru Berbagi Platform propels an education-centric dialogue that promotes the exchange of best practices, methodologies, and novel teaching techniques. It is a place where teachers' contributions not only reach their peers but also impact a broader academic

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community, fostering the spread of valuable insights and pedagogical innovations. This continuous process of knowledge sharing and collaboration results in professional development, fostering a culture of lifelong learning among educators. Teachers actively engaged in research activities have reported noticeable improvements in their teaching quality, as they reflect on their methods, evaluate their effectiveness, and make necessary adjustments based on research outcomes. This culture of continuous improvement aids in the overall enhancement of teaching quality, subsequently contributing to the advancement of education as a whole. The Guru Berbagi Platform's significance lies not only in its ability to facilitate teacher development but also in its potential to drive educational reform. By promoting research-based practices, it positions teachers at the forefront of innovative education solutions. Through their active engagement in research, teachers bridge the divide between theoretical knowledge and the practical realities of the classroom, translating abstract concepts into effective teaching methods and interventions. This role of teachers as researchers underscores the importance of their ability to communicate findings effectively, further emphasizing the need to enhance their research writing skills.

Previous research has underscored the importance of teachers' writing skills in influencing education quality. Paul et al. (2021) and Chakma et al. (2021), for instance, elucidated the pivotal role of effective writing in disseminating complex ideas and articulating research findings. Studies by Oliveira et al. (2021) revealed the challenges many educators face in producing high-quality research reports, including time constraints and a lack of dedicated research time and writing skills. These barriers have been identified as detrimental to the effectiveness of research reports and the transfer of valuable insights into classroom teaching. Moreover, research engagement by teachers, such as action research or collaborative inquiry, has been identified as a significant driver of professional development and personal growth (Boud et al., 2021; Rutten, 2021). Several studies have documented the benefits of such active engagement, including the refinement of teaching practices and improved student outcomes (Manfra, 2019; Putz et al., 2020). However, while these studies offer valuable insights into the role of research and writing in teaching, there is a gap in understanding the characteristics and quality of teacher research reports on platforms like Guru Berbagi. This gap in the literature is particularly noticeable concerning teachers' research writing skills, as observed by MacPhail & Bimpong (2019) and Murtadho (2021). While they noted that some teachers face significant challenges in honing their writing skills, little research has been conducted to scrutinize the research-based activities of teachers on collaborative platforms like Guru Berbagi through the lens of writing skills. This research aims to address these gaps by examining the research reports of Indonesian EFL teachers on the Guru Berbagi platform. Specifically, the study will analyze the methodologies used by the English teachers in their research activities and the quality of English teacher research reports in terms of writing skills. In line with the aforementioned aims the research seeks to answer the following questions:

1. What are the various methodologies used by the English teachers in their research activities as reported on the Guru Berbagi Platform?
2. How is the quality of English teacher research reports in terms of writing skills?

II. LITERATURE REVIEW

Teachers' Writing Skill

Effective writing skills are essential for teachers to communicate their ideas, knowledge, and instructions clearly to their students. Writing skills are also crucial for teachers to develop their own knowledge and understanding of their subject matter (Rathert & Okan, 2015). Teachers with strong writing skills are better equipped to create lesson plans, design assessments, and provide meaningful feedback to their students (Haryani et al., 2019). Furthermore, they can model effective writing practices for their students, which can enhance students' writing skills and academic performance. According to research, the writing skills of teachers can vary widely and are often inadequate (Iwai et al., 2019). A study by Tindowen et al., (2019) revealed that many teachers experience writing anxiety, particularly when it comes to analyzing data and using proper grammar. Additionally, Nizar et al. (2020) found that while most teachers are familiar with action research, many do not write because they are unsure of how to start or lack practice. Marmoah, et al., (2020) also reported that teachers find writing difficult, as there are many elements to master before even beginning to write. Writing scientific papers requires specific knowledge and guidelines, which can be overwhelming for some teachers. Furthermore, a study by Hasanah and Sulha (2022) found that many teachers lack a clear understanding of writing techniques. In conclusion, these studies suggest that teachers face a number of challenges when it comes to writing, including anxiety, lack of practice, and difficulty mastering the necessary skills and techniques

Components of Writing in a Research Article

Writing a research article is a complex process that requires attention to several important components. Each of these components must be carefully crafted to ensure that the article is of high quality and effectively communicates the research findings to the audience. The abstract, for instance, is a brief summary of the article that needs to be concise, accurate and

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informative. It must contain information about the research question, methods, and main findings, and should also include keywords that help others find the article in databases. As suggested by Alpcan (2019), the abstract should excite and motivate the readers to read the rest of the paper, and follow a specific template that includes the background and motivation, problem addressed, model, approach and methods, exciting main results, and implications or importance of the contributions/results.

The introduction is another critical component of a research article, as it provides the necessary background information and outlines the research problem. According to Ramadhanty (2022), the introduction should employ the moves and steps of the CARS model proposed by Swales (2004), which includes establishing the territory, establishing a niche, and occupying a niche. The literature review must also critically evaluate existing research on the topic, as stated by Parajuli (2020), which includes description, summary, and critical evaluation of scholarly works. The methodology must provide a clear and detailed explanation of how the research was conducted. As reported by Patel and Patel (2019), researchers need to know which methods or techniques are relevant to their research, understand the assumptions underlying various techniques, and know the criteria by which they can decide which techniques and procedures are applicable to their research problems.

Finally, the results should be presented in a clear and organized manner, with appropriate statistical analysis where necessary. As advised by Hanelt et al. (2021), only results that are pertinent to the article's objectives should be included. When discussing the results, it is essential to build the analysis with the help of references available or common trends, and the discussion needs to be analytical, not judgmental. Exaggerative language should also be avoided while writing a discussion. By paying attention to each of these components, researchers can ensure that their research articles are of high quality, informative, and effective in communicating the research findings to the audience.

In conclusion, writing a research article requires attention to several critical components, including the abstract, introduction, literature review, methodology, results, discussion, and conclusion. Each of these components has specific requirements that must be met to ensure that the article is informative and effectively communicates the research findings to the audience. Writing a clear and concise abstract, a well-structured and justified introduction, a critical literature review, a detailed and clear methodology, a well-organized and statistically analyzed results, and a well-analyzed discussion can help researchers to produce high-quality and effective research articles.

III. RESEARCH METHOD

Research Design

In this study, we use a qualitative research design and a case study approach as advocated by Lambert and Lambert, (2012) to deeply explore the research-based activities reported by English language teachers on *Guru Berbagi*. This online platform, specifically designed for Indonesian educators, enables them to share a wide range of educational resources and innovative teaching practices. By focusing on this platform, we aim to glean insights into how teachers' active engagement in research activities influences their writing skills. The use of a case study approach allows for a detailed examination of specific instances of research engagement, thereby providing a nuanced understanding of the challenges and successes teachers face while improving their writing skills through research activities.

Data Collection Procedure

In this study, we meticulously curated and analyzed eight research reports authored by English teachers and published on *Guru Berbagi* between 2020 and 2022. However, to address language proficiency concerns, only four articles written in English were included in our final analysis. The data collection process involved a systematic review of articles published on *Guru Berbagi*, with a specific emphasis on articles related to English language teaching and learning. More particularly, we focused on articles reporting research-based activities aiming to enhance students' language skills.

The selection criteria stipulated that articles must be written in English and report on activities explicitly designed to improve students' language skills. Those articles not meeting these parameters were not included in our review. After the selection process, we thoroughly perused the chosen articles to extract information pertinent to our research questions. This encompassed identifying the structure of the articles, their research questions, methodologies employed, and the findings reported. The extracted data was then synthesized and analyzed to provide nuanced insights into the nature and impact of the research-based activities reported by English teachers on the *Guru Berbagi* platform. This information will help elucidate the influence of research engagement on teachers' writing skills, thereby contributing to our understanding of how to support and enhance writing capabilities among educators.

This research study employed the Six-Trait writing method, developed by Spandel and Stiggins (1990), to evaluate the writing skills of teachers and the quality of their research reports. The Six-Trait framework utilizes a rubric consisting of six distinct writing traits: Ideas & Content, Organization, Voice, Word Choice, Sentence Fluency, and Conventions. Each trait is assessed using

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a scoring scale that outlines specific criteria for evaluation. To gain further insights into the quality of writing, including aspects such as grammar, spelling, sentence structure, vocabulary usage, and overall readability, the study utilized Turnitin, a text analysis and evaluation tool. Turnitin facilitated a comprehensive assessment of the research reports, providing valuable feedback on various writing elements. To ensure the validity and reliability of the assessment process, the study sought expert consultation from a writing assessment specialist or a language testing expert. This expert input helped validate the quality of the rubric and ensured that the assessment methods used in the study were rigorous and consistent. By conducting a comprehensive evaluation of the teachers' writing skills and the quality of their research reports, this study aims to contribute to effective writing practices in the field of English language teaching. The findings have the potential to inform strategies for enhancing teachers' writing proficiency and promoting high-quality research writing in the context of English language education.

IV. FINDINGS AND DISCUSSIONS

Findings

Our research findings were classified into two main aspects. The first finding involved the methodologies used by the English teachers in their research activities. The second finding pertained to an assessment of the English teachers' research reports, with a specific focus on the characteristic quality of their writing skill. Each of these findings is explained with additional details in the following sections:

a. The methodologies used by the English teachers in their research activities

Our study examined research activities reported on the *Guru Berbagi* Platform from the years 2020 to 2022. We meticulously collected and analyzed relevant articles, presenting comprehensive details such as the year of publication, article title, composition, research questions, methodology, and findings. For a more detailed overview, please refer to appendix 1, which provides a comprehensive summary of the identified research activities and their respective characteristics.

The research activities reported by the teachers, as shown in appendix 1, reflected a common theme of improving language skills among students. However, they differ in terms of the specific methodologies employed. AP's study on enhancing secondary students' writing skills through Project-Based Learning followed a quasi-experimental research design. This methodology involved comparing the outcomes of a control class (presumably taught using a conventional model) with an experiment class (taught using Project-Based Learning) to determine the effect of Project-Based Learning on students' writing skills. This design allowed for a comparison between different instructional approaches, providing valuable insights into the effectiveness of Project-Based Learning in enhancing writing skills.

In contrast, EK's research focused on eighth graders' ability to write descriptive texts and the challenges they encountered, particularly related to the appropriate use of adjectives. The methodology employed in this study involved data collection through assigned writing tasks. Students were given specific prompts or topics to write descriptive texts, and their written compositions were analyzed to assess their writing ability and identify areas of difficulty, especially in the use of adjectives. This methodology provided a direct assessment of students' writing skills and enabled the identification of specific areas for improvement.

Moving on to BNR's research, the objective was to stimulate students' vocabulary building through collaborative reading. Unlike the previous studies, this research did not follow a clearly defined structure with separate sections for introduction, literature review, and findings. Instead, the study adapted collaborative reading as the main source of vocabulary enrichment for year 9 students. The methodology likely involved implementing collaborative reading activities in the classroom and assessing the impact on students' vocabulary development. While the article lacked a traditional structure, it emphasized the benefits of collaborative reading activities for vocabulary building, highlighting the cognitive and psychological advantages for students in the English learning class.

Lastly, RA's study explored the usage of English comic online to improve students' reading skills, employing a case study approach. This methodology involved focusing on a specific group of 10th-grade students at SMA Kasih Immanuel School. The researcher conducted teaching activities in the classroom, using English comic online as a tool, and collected empirical data through observations, assessments, or other means. The case study approach allowed for an in-depth exploration of the phenomenon or problems occurring in the classroom and provided insights into how the usage of English comic online influenced students' reading skills.

In summary, the teachers' research activities showcased different methodologies applied to investigate language learning and teaching. AP's study used a quasi-experimental design, EK's research employed data collection through assigned writing tasks, BNR's study adapted collaborative reading without distinct sections, and RA's research utilized a case study approach. These

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methodologies offered diverse perspectives and approaches to explore various aspects of language skills enhancement, providing valuable insights into effective instructional strategies and areas for improvement.

b. The quality of English teacher research reports in terms of writing skill

In addition to the research activities reported by the teachers, another aspect of our research aimed to assess the quality of these activities as reported on *Guru Berbagi* by EFL teachers. To evaluate the quality, each teacher's paper was carefully examined using the six traits writing framework proposed by Spandel and Stiggins (1990). This framework assesses the clarity, organization, voice, word choice, sentence fluency, and conventions of the written work. The results of this examination, which provides insights into the strengths and areas for improvement in the teachers' papers, are presented in the following table accordingly. This assessment of the quality of the research activities adds an additional layer of analysis to the findings of our research.

Table 3. The paper of written by AP entitled "Enhancing the Secondary Students' Writing Skills Through Project Based Learning"

Traits	Description	Score
Ideas	The paragraph presents the author's opinion on the topic of writing skills through project based learning in a clear and concise manner. However, there is no supporting evidence or examples provided to back up the author's opinion. So, the ideas in the paragraph are somewhat limited in scope and depth.	4/5
Organization	The paragraph has a clear structure, with a topic sentence followed by a supporting sentence. However, there is no conclusion or summary to tie the paragraph together and make it feel more complete	4/5
Voice	The author's voice is clear and straightforward. However, there is not much personality or style in the writing, so the voice is somewhat flat and unengaging	3/5
Word Choice	The word choice in the paragraph is appropriate for the topic, but there is not much variety or creativity in the language used. So, the word choice is somewhat limited and repetitive	3/5
Sentence Fluency	The sentences in the paragraph are mostly short and simple, which makes the paragraph easy to read and understand. However, there is not much variety or complexity in the sentence structure, which can make the paragraph feel repetitive and dull	3/5
Conventions	The paragraph follows the basic rules of grammar and punctuation, with no major errors or mistakes	2/5

The analysis of the result scores for each trait provided a comprehensive understanding of the quality of the paragraph. In terms of ideas, the paragraph received a score of 4 out of 5, indicating that the author's opinion on the topic of writing skills through project based learning was presented clearly and concisely. However, the lack of supporting evidence or examples restricted the depth and scope of the content, suggesting a need for more substantiation. Moving on to organization, the paragraph demonstrated a clear structure with a topic sentence followed by a supporting sentence, which contributed to its score of 4 out of 5. However, the absence of a conclusion or summary left the paragraph feeling somewhat incomplete, lacking a cohesive ending that would have tied the ideas together and provided a sense of closure. Examining the voice of the paragraph, it received a score of 3 out of 5. While the author's voice was clear and straightforward, there was a noticeable absence of personality or style in the writing, resulting in a somewhat flat and unengaging tone. Injecting more distinctiveness and personal flair into the voice would have enhanced the overall impact and reader engagement. The word choice in the paragraph scored 3 out of 5, indicating that the chosen words were appropriate for the topic of leadership. However, there was limited variety or creativity in the language used. Expanding the range of vocabulary and incorporating more imaginative and expressive word choices would have added depth and richness to the paragraph. The sentence fluency of the paragraph also received a score of 3 out of 5. The predominance of short and simple sentences made the paragraph easy to read and understand. However, the lack of sentence variety and complexity could have led to a sense of repetition and dullness. Incorporating varied sentence lengths, structures, and rhythms would have created a more engaging and dynamic flow. Lastly, the paragraph's conventions scored 2 out of 5. While it generally followed basic rules of grammar and punctuation, some minor errors or mistakes were present. Improving attention to detail and conducting thorough proofreading would have helped ensure better adherence to conventions, enhancing the overall clarity and professionalism of the writing.

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In summary, the analysis revealed a mixed picture of strengths and areas for improvement. The paragraph effectively presented ideas but required more supporting evidence. It demonstrated a clear organizational structure but lacked a concluding section. The voice was clear but could have benefited from added personality and style. The word choice was appropriate but lacked variety and creativity. The sentence fluency was generally smooth but would have benefited from more diverse and complex structures. Finally, while the conventions were generally followed, further attention to detail was needed. Addressing these areas would have contributed to a more polished and impactful paragraph.

Table 4. The article written by EK entitled The Eighth Graders' Writing Ability of Writing Descriptive Texts and Their Problems of Using Appropriate Adjective at SMPN 21

Traits	Description	Score
Ideas	The writer has presented a clear and engaging central idea, which is supported by relevant and strong supporting details. The examples provided are specific and effectively illustrate the main theme of the piece	5
Organization	The writer has organized the content in a logical and creative manner, which makes it easy for the reader to follow. The writing has a clear structure with a well-developed introduction and conclusion. The transitions between the paragraphs are smooth and well-crafted	5
Voice	The writer has successfully conveyed their personality and sense of audience through the writing. The voice is expressive, engaging, and sincere, and shows a commitment to the topic. However, the personality is inconsistent at times and the writing could benefit from a more consistent and engaging voice throughout	4
Word choice	The writer has used a broad range of descriptive words and phrases to energize the writing. The language is functional and appropriate to the audience and purpose of the writing. However, there are a few instances where descriptions are overdone and some words are mundane and could be replaced with more precise language	4
Sentence fluency	The writer has shown a good degree of craftsmanship in the writing, with an effective variation in sentence patterns and structure. The writing flows smoothly with a good rhythm, but there are some awkward constructions and occasional choppy sentences.	4
Conventions	The writer has demonstrated a strong control of standard conventions of writing, including spelling, punctuation, and grammar, with only a few minor errors. However, there are occasional errors with high risk and some significant errors that may impede readability	4

The analysis of the result scores for each trait reveals a trend in the quality of the writing piece. In terms of ideas, the writer's presentation of a clear and engaging central idea, supported by relevant and strong details, earned a perfect score of 5. The examples provided were specific and effectively illustrated the main theme, further enhancing the quality of the writing. Moving on to organization, the writing demonstrated a high level of proficiency, scoring 5 out of 5. The content was organized in a logical and creative manner, making it easy for the reader to follow. The clear structure, with a well-developed introduction and conclusion, added to the coherence of the piece. Additionally, the transitions between paragraphs were smooth and well-crafted, contributing to the overall flow and coherence. Regarding voice, the writer successfully conveyed their personality and sense of audience through the writing, resulting in a score of 4 out of 5. The voice was expressive, engaging, and sincere, showing a commitment to the topic. However, there were moments of inconsistency that slightly affected the overall engagement. Maintaining a consistent and engaging voice throughout the piece would have further enhanced the writing. In terms of word choice, the writer demonstrated a broad range of descriptive words and phrases, earning a score of 4 out of 5. The language used was functional and appropriate for the intended audience and purpose. However, there were a few instances where descriptions were overdone, and some words were mundane, suggesting opportunities for improvement by replacing them with more precise and impactful language. The sentence fluency of the writing received a score of 4 out of 5. The writer exhibited a good degree of craftsmanship, incorporating effective variation in sentence patterns and structure. The writing flowed smoothly with a good rhythm, although occasional awkward constructions and choppy sentences were present. Further refinement in these areas would have contributed to even stronger sentence fluency. Lastly, in terms of conventions, the writer demonstrated a strong command

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of standard writing conventions, scoring 4 out of 5. Spelling, punctuation, and grammar were generally accurate with only minor errors. However, some high-risk errors and significant errors were observed, which may have had a slight impact on readability.

In summary, the analysis highlights a consistent trend of strong performance across most traits, with ideas and organization standing out as particular strengths. The writer effectively communicated a clear central idea with robust supporting details, while the organization and structure of the piece were highly effective. Opportunities for improvement lie in maintaining a consistent and engaging voice, refining word choice for precision and impact, smoothing out occasional sentence construction issues, and ensuring further precision in conventions. Overall, the writing piece exhibits a high level of proficiency, with a few areas that could be enhanced for even greater coherence and impact.

Tabel 5. The article written by BNR entitled Stimulating Students' Vocabulary Building through Collaborative Reading

Traits	Description	Score
Ideas	The article presents a clear and well-developed idea, which is the importance of vocabulary acquisition for English language learners and how collaborative reading can support this. The author supports this idea with relevant research and provides detailed explanations of the proposed activities	5
Organization	The article is well-organized with a clear introduction, body, and conclusion. The author uses appropriate transitions between sections and ideas, making the text easy to follow	5
Voice	The author's voice is clear and confident throughout the article. The use of academic language and research-based evidence demonstrates expertise on the topic	5
Word choice	The article uses appropriate academic vocabulary and terminology, demonstrating an understanding of the topic. The author also provides examples and explanations of the vocabulary used, making it accessible to a wider audience	4
Sentence fluency	The article has a good flow and rhythm, with a variety of sentence structures used effectively to convey meaning	4
Conventions	The article has a few minor errors in grammar and punctuation, but these do not detract from the overall clarity and readability of the text	4

The analysis of the result scores for each trait reveals a consistent trend of excellence throughout the article. In terms of ideas, the article received a perfect score of 5, demonstrating a clear and well-developed concept. The author effectively highlighted the importance of vocabulary acquisition for English language learners and supported this idea with relevant research and detailed explanations of the proposed activities. This comprehensive approach enhanced the article's credibility and conveyed a strong message to the readers. In relation to the organization, the article excelled with a score of 5. The author skillfully structured the content with a clear introduction, body, and conclusion. The use of appropriate transitions between sections and ideas further enhanced the article's coherence and facilitated ease of comprehension. This meticulous organization allowed readers to navigate the text smoothly and follow the logical flow of information.

The voice of the author was consistently clear and confident, earning a score of 5. Throughout the article, the author showcased expertise on the topic through the use of academic language and research-based evidence. This authoritative voice not only added credibility to the article but also instilled confidence in the readers, making them more receptive to the author's perspective. In terms of word choice, the article scored 4, indicating the author's adept use of appropriate academic vocabulary and terminology. This demonstrated a deep understanding of the topic. Furthermore, the author's inclusion of examples and explanations helped make the vocabulary accessible to a wider audience, enhancing the overall impact and comprehensibility of the article. Furthermore, the sentence fluency of the article also received a score of 4. The writing exhibited a good flow and rhythm, skillfully utilizing a variety of sentence structures to convey meaning. This diversity in sentence construction added to the article's readability and engagement. Finally, the article received a score of 4 for conventions. While a few minor errors in grammar and punctuation were present, they did not significantly detract from the overall clarity and readability of the text. The article maintained a professional standard, ensuring that the errors did not disrupt the overall effectiveness of the communication.

In summary, the analysis highlights the article's consistent excellence across all traits. The article presented a clear and well-developed idea, supported by relevant research and detailed explanations. It exhibited meticulous organization, a confident voice, and adept word choice. The article's sentence fluency contributed to its engaging nature, while the minor errors in

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conventions did not significantly impact its overall quality. Overall, the article exemplified a high level of expertise and delivered a compelling message to its audience.

Table 6. The article written by RA entitled "The Usage of Comic Online to Improve Students' Reading Skill"

Traits	Description	Score
Ideas	The article discusses the importance of reading skill in language education and suggests using English comics as a means to improve reading skills. The ideas are clear and well-presented, but there could be more depth and development of the ideas presented	4
Organization	The article has an appropriate structure, but it is somewhat conventional. There is an attempt at an introduction and conclusion, but they could be more engaging and satisfying. The organization is not confusing, but it could benefit from more creativity and coherence	3
Voice	The article has a sense of personality and audience, but it is somewhat inconsistent or dull. The writer's commitment to the topic is evident, but the voice could be more expressive and engaging.	3
Word choice	The article uses precise and carefully chosen words with strong, fresh, and vivid imagery. The language is descriptive with a broad range of words, and the word choice energizes the writing	5
Sentence fluency	The article demonstrates effective variation in sentence patterns with easy flow and rhythm. However, there could be more variety in length and structure, and there are some awkward constructions	4
Conventions	The article demonstrates a strong control of most writing conventions with occasional errors that do not interfere with understanding. However, there could be more attention to grammar, punctuation, and spelling	4

The analysis of the result scores for each trait reveals a discernible trend in the quality of the article. In terms of ideas, the article earned a score of 4 out of 5. While the discussion on the importance of reading skills in language education and the use of English comics as a means to improve them was clear and well-presented, there was a need for further depth and development in the ideas. Expanding on the concepts and providing more comprehensive insights would have strengthened the article's impact. Moving on to organization, the article scored 3 out of 5. Although it followed an appropriate structure, the approach was somewhat conventional. While an attempt was made at an introduction and conclusion, they lacked the engagement and satisfaction desired. The organization was not confusing, but there was room for more creativity and coherence in presenting the information. A more innovative and compelling organizational framework would have enhanced the overall effectiveness of the article. Regarding voice, the article received a score of 3 out of 5. While there was a discernible sense of personality and audience throughout, the voice was somewhat inconsistent or dull. The writer's commitment to the topic was evident, but a more expressive and engaging voice would have captivated readers and heightened their connection to the material. In terms of word choice, the article excelled with a score of 5. The utilization of precise and carefully chosen words infused the writing with strong, fresh, and vivid imagery. The language employed was descriptive, exhibiting a broad range of vocabulary that invigorated the overall composition. The word choice demonstrated a mastery of language and effectively energized the article. The article's sentence fluency received a score of 4. There was effective variation in sentence patterns, contributing to a smooth flow and rhythm. However, there was room for more diversity in sentence length and structure. Additionally, some awkward constructions were observed, which could have been refined to enhance the overall readability and cohesiveness of the article. Lastly, in terms of conventions, the article achieved a score of 4. It demonstrated a strong command of most writing conventions, with occasional errors that did not impede understanding. However, more attention could have been given to grammar, punctuation, and spelling to ensure a higher level of precision and polish.

In summary, the analysis indicates both strengths and areas for improvement in the article. While the ideas were well-presented, there was a need for further depth and development. The organization would have benefited from a more innovative and engaging approach. The voice could have been more consistent and captivating. On the other hand, the word choice exhibited a mastery of language and energized the writing effectively. The sentence fluency was generally smooth, with room for increased

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diversity in sentence structures. Lastly, while conventions were generally strong, more meticulous attention to grammar, punctuation, and spelling would have further enhanced the overall quality of the article.

V. DISCUSSIONS

The characteristics of teachers' article reported in the *Guru Berbagi* platform showcased different methodologies applied to investigate language learning and teaching. This study uncovers a broad spectrum of methodologies utilized in language teaching research on the *Guru Berbagi* Platform, a finding that substantiates the perspective from Zein et al. (2020). They advocate for a diverse array of research methods to adequately address the multifaceted nature of language teaching and learning. The methodologies employed in this research include a quasi-experimental design, assigned writing tasks for data collection, a collaborative reading approach, and a case study approach, each providing different lenses to explore language learning and teaching.

The utilization of a quasi-experimental design by AP, as observed in this study, is a common method seen in research where there is a need to establish cause-and-effect relationships between variables (Creswell, 2014). This approach is especially effective in examining the effects of a teaching method or intervention on students' language performance. The findings of this study, therefore, validate the relevance of a quasi-experimental design in language teaching research. RA's case study approach, as analyzed in this study, provides an in-depth understanding of specific contexts or phenomena. This is a preferred method when the researcher desires to delve into the nuances of a single case or a small number of cases, often in their natural settings (Schoc, 2020). This study's findings regarding RA's work resonate with Yin's observations, offering practical examples of how case studies are conducted in the context of language teaching research. Data collection through writing tasks as seen in EK's research, and as revealed in this study, supports Liu's et al (2020) argument that such tasks offer a rich source for qualitative analysis. They allow researchers to study aspects such as language learners' proficiency, errors they make, and the effectiveness of teaching strategies. This method aligns with the growing interest in learner language in the field of second language acquisition. BNR's adoption of collaborative reading, as discovered in this study, is in line with the sociocultural theory in second language acquisition. This theory, as explained by Fang (2021), emphasizes the role of interaction and collaboration in the language learning process. BNR's research gives evidence of the application of sociocultural theory in practice, highlighting the potential of collaborative reading in enhancing language skills.

In relation to the quality of research article reported by the EFL teachers in the *Guru Berbagi* platform presented in this study, corresponds with the Six Traits Writing Model, a widely-accepted framework for examining academic writing Spandel and Stiggins (1990). The traits examined in this study included ideas, organization, voice, word choice, sentence fluency, and conventions, and their varying manifestations across the articles provide valuable insights into the strengths and areas of improvement in each article. For instance, the clear organizational structure identified in AP's and EK's articles is considered a key trait of effective writing, as emphasized by Grabe & Kaplan (2014). It helps guide readers through the text, ensuring the flow and coherence of the content. However, the lack of a concluding section in AP's article, as discovered in this study, underscores the importance of conclusions in academic writing. As noted by Hyland (2004), conclusions play a critical role in summing up the arguments and reaffirming the central idea of the text. The study's critique on word choice, sentence fluency, and conventions is consistent with Akhtar's et al. (2020) discussion on these aspects. Effective word choice contributes to the precision and clarity of the message, while sentence fluency ensures the text is readable and engaging. Attention to conventions – grammar, punctuation, and spelling – guarantees the correctness of the writing and enhances its credibility. Finally, the analysis of the voice in the articles, as presented in this study, highlights the role of authorial identity in academic writing. Xu and Nesi (2019) argued that the writer's voice can significantly contribute to the persuasiveness and engagement level of the text. The findings of this study show that a consistent and engaging voice, as exhibited in BNR's article, can captivate the audience's attention and make the writing more relatable and impactful. However, as revealed in the analysis of AP's and RA's articles, when the voice lacks consistency or individuality, it could lead to less engaging reading. These findings underscore the necessity of developing a strong, unique voice in academic writing, not only for the purpose of asserting the writer's identity but also for enhancing the overall quality and appeal of the text. In terms of word choice, the study indicates that the language used in academic writing should not just be appropriate, but also varied and creative. A lack of variety in word choice, as observed in AP's article, could make the text monotonous and uninteresting, underscoring the need for teachers to pay attention to this aspect when writing academic articles. Sentence fluency was another key aspect highlighted in the study. While the sentence fluency was generally smooth in the articles analyzed, it was suggested that the articles would benefit from more diverse and complex sentence structures. This aligns with the viewpoint of Harshini (2020), who stated that varying sentence structures can make the text more engaging and showcase the writer's linguistic competence. Lastly, the conventions of writing, which include grammar, punctuation, and spelling, were found to be generally followed in the articles. However, as noted in the analysis of RA's article, more meticulous attention to these conventions could

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have further enhanced the overall quality. This reflects the idea that accurate use of conventions is an essential component of effective academic writing.

VI. CONCLUSION

Based on the findings of this research, there were clear indications that the English as a Foreign Language (EFL) teachers had demonstrated considerable knowledge and skill in their contributions to the Guru Berbagi Platform. This platform had been successful in gathering various perspectives and methodologies to explore language learning and teaching, thereby increasing the richness and diversity of its content. The articles reviewed showed varying levels of proficiency, from mixed performances to high excellence, suggesting a broad range of experience and expertise among contributing teachers. However, while teachers exhibited different strengths in writing, the research also identified areas for improvement that could have enhanced the overall quality and impact of the articles. These included a need for further supporting evidence, refinement in word choice, addition of concluding sections, variation in sentence structures, and more meticulous attention to conventions. The research results highlighted the critical importance of continued professional development for EFL teachers. To enhance the quality of articles submitted to the Guru Berbagi Platform, specific areas of focus could have included effective academic writing techniques, evidence-supported argumentation, and strategies to maintain a captivating and consistent writing style.

This research, while insightful, did have some limitations. For one, the analysis was limited to the articles submitted by only four teachers. Consequently, the results might not have been generalized across all articles and contributors in the Guru Berbagi Platform. Secondly, this study used a qualitative method of analysis, which could have introduced subjectivity in the interpretation of the quality of the articles. In response to these limitations, it was recommended that future research expand the sample size to include a larger number of articles from diverse contributors for a more representative analysis. Additionally, a rubric-based evaluation could have been used to introduce a quantitative element to the analysis, increasing the objectivity and reproducibility of the research. Lastly, teachers could have been encouraged to participate in peer-review processes, promoting a constructive dialogue that could lead to the improvement of their writing skills and the overall quality of the platform's content.

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Appendix 1. Research Activities Reported by EFL teachers in *Guru Berbagi* Platform range from 2020 to2022

Initial	Published	Title	Composition of Article	Research Question	Methodology	Findings
AP	22 November 2020 01:40	Enhancing the Secondary Students' Writing Skill through Project Based Learning	The paper consists of the following sections: Introduction, Literature Review, Research Hypotheses, Methodology, Results and Discussion, Conclusion, Suggestions, and References	The effect of Project-Based Learning on enhancing the secondary students' writing skill	Quasi experimental research which consists of control class and experiment class	Project-Based Learning has a better effect than the conventional model on students learning outcomes in writing skills
EK	23 November 2020 08:59	The Eighth Graders' Writing Ability of Writing Descriptive Texts and Their Problems of Using Appropriate Adjective at SMPN 21	The paper consists of several sections including the Introduction, which comprises research questions and a literature review; the Findings and Discussion section; the Conclusion; and finally, the Suggestions section	The eighth graders' ability in writing descriptive text and the problems that they encountered in writing descriptive texts at SMP N 21 Padang	The researcher collected the data by assigning the students to write the descriptive texts.	The students' ability in writing descriptive texts of the eighth grade of SMPN 21 Padang was poor and the students had problems in writing descriptive texts, especially in components of writing (adjective)
BNR	30 June 2021 13:15	Stimulating Students' Vocabulary Building through Collaborative Reading	The writer did not divide the article into separate sections for the introduction, literature review, and findings. The article also includes references	How collaborative reading activity might contribute to students' vocabulary building in SMPN 1 Praya	The study involved adapting collaborative reading as the main source of vocabulary enrichment for year 9 students of Junior High School no 1 Praya (later referred to as Spensatya) located in Central Lombok, Indonesia	The study found that collaborative reading activities could contribute to students' vocabulary building in SMPN 1 Praya. The activities presented were argued to benefit students from cognitive and psychological aspects in English learning class.
RA	23 December 2022 05:16	The Usage of Comic Online to Improve Students' Reading Skill	The article lacks proper structure as the writer did not divide it into sections such as introduction, methodology, and findings.	How does the usage of English comic online improve students' reading skills at SMA Kasih Immanuel School?	The study applied a case study approach to explore the phenomenon or problems happening in the classroom. The researcher focused on a group of 10th-grade students and conducted teaching activities in the classroom to collect empirical data.	The usage of English comic online improves students' reading skills