

BUKU AJAR PENGANTAR BAHASA INGGRIS (CHAPTER 5 GRAMMAR FOR ACADEMIC PURPOSES)BUKU AJAR PENGANTAR BAHASA INGGRIS (CHAPTER 5 GRAMMAR FOR ACADEMIC PURPOSES)

by Perpustakaan IIK Bhakti Wiyata

Submission date: 30-Aug-2025 09:14AM (UTC+0700)

Submission ID: 2392093233

File name: BUKU_AJAR-2_-_Yeni_N_Hidayati.docx (222.89K)

Word count: 3333

Character count: 19327

TABLE OF CONTENT

CHAPTER 5 GRAMMAR FOR ACADEMIC PURPOSES

Learning Description, Competencies and Concept Map.....

 A. Everyday Vs. Academic Grammar

 B. Sentence Structure

 C. Tense in Academic Writing

 D. Passive Voice

 E. Modality and Hedging

 F. Summary

 G. Formative Test.....

 H. Integrated Paragraph Writing Practice

REFERENCES

ABOUT AUTHOR.....

CHAPTER 5

GRAMMAR FOR ACADEMIC PURPOSES

By: Yeni Nurmala Hidayati, S.Pd., M.Pd

LEARNING DESCRIPTION

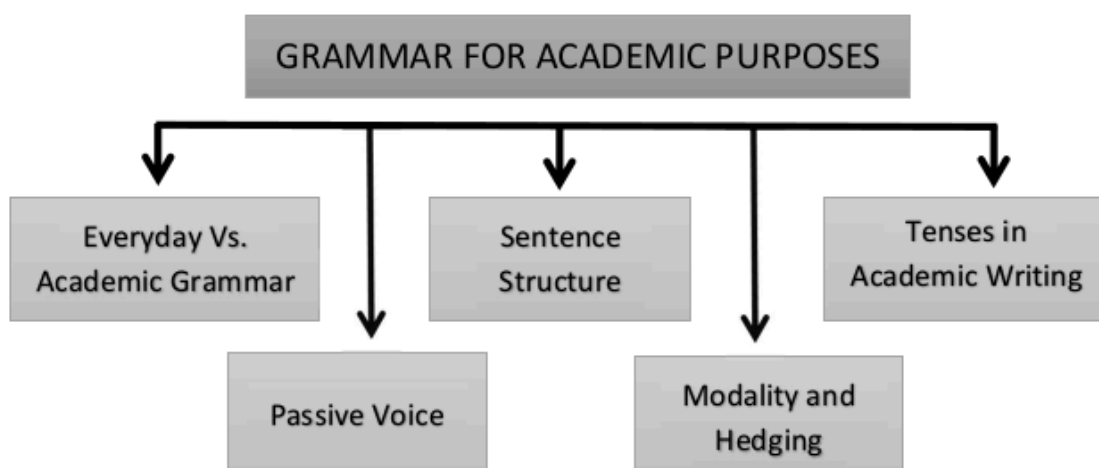
This chapter discusses grammar in the context of academic purposes. Through this chapter, students are expected to understand sentence structure, tenses, passive voice, and other grammar features required in academic texts. Exercises and examples are offered to improve comprehension and promote independent practice.

LEARNING COMPETENCIES

After studying this chapter, students are able to:

1. Differentiate between everyday and academic grammar.
2. Construct simple, compound, complex, and compound-complex sentences properly in academic settings.
3. Use appropriate tenses (*present, past, perfect, future*) in research and academic writing.
4. Use passive voice effectively in academic texts.
5. Employ modal verbs and hedging strategies.

LEARNING CONCEPT MAP



A. EVERYDAY VS. ACADEMIC GRAMMAR

8 Grammar is a set of rules that governs how words are arranged into sentences (Bailey, 2018). In the academic context, grammar plays a crucial role in:

- 1. Ensuring clarity of meaning.
Bailey (2018) describes that clarity of meaning is 11 one of the most important functions of grammar in academic writing. When sentences are structured correctly, readers can easily identify the subject, verb, and object, which prevents misinterpretation.
- 2. Establishing the writer’s credibility in the eyes of the readers.
Hyland (2004) emphasizes that proper grammar also contributes to the credibility of the writer. Errors in grammar, sentence structure, or academic style can give the impression of carelessness and reduce the authority of the text.
- 3. Supporting coherence and readability.
Swales and Feak (2012) point out that coherence in academic writing depends on appropriate grammar and cohesive strategies that guide readers from one idea to the next in a logical progression. Coherence refers to the 13 logical flow of ideas. Academic grammar employs cohesive devices, such as conjunctions to connect sentences and paragraphs smoothly. This helps the reader follow arguments and retain information.

Table 5.1. Differences Between Everyday Grammar and Academic Grammar

Aspect	Everyday Grammar	Academic Grammar
Word Choice	Casual, informal, often vague (e.g. <i>kinda</i> , <i>awesome</i>)	Formal, specific, precise vocabulary (e.g. <i>significant improvement</i>)

Sentence Structure	Short, simple, sometimes incomplete (e.g. <i>Went to the library. Found nothing</i>)	Complete sentences with subject + predicate, often compound/complex (e.g. <i>I visited the library; however, I found no references.</i>)
Use of Slang	Frequent use of idioms or slang (e.g., <i>a piece of cake</i>)	Avoids slang; neutral and universal expressions (e.g., <i>relatively easy to complete</i>)
Use of Pronoun	Frequent <i>I, you, we</i> for personal and interactive tone	Limited pronouns, impersonal style to maintain objectivity (e.g., <i>The results suggest...</i>)
Cohesion & Linking	Relies on context, gestures, and tone (e.g., <i>I was late. Missed the bus.</i>)	Uses explicit linking words (e.g., <i>therefore, consequently, in contrast</i>) for logical flow

Source: Oshima and Hogue (2007)

B. SENTENCE STRUCTURE

In academic writing, sentence structures are essential for expressing ideas clearly, logically and formally. A variety of sentence forms can be used to achieve the precision and complexity needed for academic writing (Minnesota Libraries, 2015). These are the main types of sentence structures according to Oshima and Hogue (2007).

- 6

Simple Sentences
 - Simple sentence contains only one independent clause.
 - It expresses a complete thought and is often used to state facts or direct statements in academic writing.
 - Example: “*The researchers conducted the research in four stages*”.
- 4

Compound Sentences
 - A compound sentence combined two or more independent clauses, usually joined by coordinating conjunctions *fanboys* (for, and, nor, but, or, yet, so).

- These sentences are effective for connecting related ideas of equal importance.
- Example: *"The participants completed the questionnaires, and the results were analyzed statistically".*

3

3. Complex Sentences

- A complex sentence consists of one independent clause and one or more dependent (subordinate) clauses.
- Subordinate clauses are introduced by subordinating conjunctions (because, although, since, when, while, which, etc.)
- Complex sentences allow writers to show relationships such as cause-effect, contrast, or condition.
- Example: *"Although the sample size was small, the findings provide valuable insights".*

4. Compound-Complex Sentences

2

- This structure combines elements of both compound and complex sentences.
- It contains at least two independent clauses and one or more dependent clauses.
- Such sentences are often used in academic texts to present detailed reasoning or layered arguments.
- Example: *"The study was limited to one region, but it included diverse participants, which strengthens its reliability".*

5. Clauses and Phrases.

- Clauses (Independent or dependent) are groups of words with a subject and verb, while phrases are groups of words without a complete subject-verbs structure.
 - ✓ Independent Clause (complete thought, subject + verb). Example: *"The students completed the*

assignment" (has subject *students* and verb *completed*, expresses a full idea)

- ✓ Dependent clause (subject + verb but not a complete thought). Example: "*Because the students completed the assignment*" (has subject *students* and verb *completed*, but needs more information to be completed).
- ✓ Noun phrase (a noun with its modifiers, no complete verb). Example: "*the long and difficult assignment*" (function as a subject or object in a sentence but not a full idea).
- ✓ Verbs phrase (main verb + auxiliaries, but no subject). Example: "*has been completed*" (shows action, but incomplete without a subject).
- ✓ Prepositional phrase (preposition + object). Example: "*in the classroom*" (adds detail, shows location, but not a complete sentence).
- Academic writing often relies on clauses to develop logical arguments and phrases to provide supporting details.

Why sentence structure matters in academic writing.

In academic writing, using a variety of sentence forms is essential since it makes the writing easier to read and keeps the reader interested. A text may come seen as being too simple or unsophisticated for an academic setting if it uses too many simple sentences. On the other hand, writing that combines simple, compound, and complex sentences, flows more easily and expresses concepts more precisely and clearly (Hyland, 2001). Furthermore, Pinker (2014) describes that the secret to an excellent academic style is balance. Excessive use of lengthy structures can confuse the reader, even while complex sentences enable authors to demonstrate subtle connections between ideas.

C. TENSES IN ACADEMIC WRITING

Academic writing requires accuracy and consistency, particularly in the use of grammar and verb tenses. Different sections of research paper employ different tenses depending on their function, such as describing established facts, explaining methods, reporting results, or drawing conclusions. According to Swales & Feak (2012), mastering tense usage in research articles is essential for effective communication in academia, since incorrect use of tense can cause confusion about whether an idea is generally accepted, part of past research, or still ongoing. To better understand how grammar supports academic communication, the following table summarizes the major tenses commonly used in research writing, their specific functions, and illustrative examples.

Table 5.2. Academic Tenses in Research Writing

Tense	Function in Academic Writing	Examples	Typical Sections of Paper
Simple Present	<ul style="list-style-type: none">To state facts, definitions, and established knowledge.To summarize what authors say (citation reporting)	<ul style="list-style-type: none"><i>Water boils at 100°C.</i><i>Smith (2021) argues that grammar plays a crucial role in academic writing.</i>	Introduction, Literature Review, Discussion
Simple Past	<ul style="list-style-type: none">To describe methods and completed research activities.To report specific findings from past studies.	<ul style="list-style-type: none"><i>The experiment was conducted in May 2024.</i><i>The participants completed the questionnaire within 20 minutes.</i>	Method, Results

Present Perfect	<ul style="list-style-type: none"> To show a link between past research and present relevance. To highlight ongoing debates, gaps, or cumulative knowledge. 	<ul style="list-style-type: none"> <i>Several studies have shown positive results.</i> <i>Researchers have examined the impact of grammar instruction for decades.</i> 	Introduction, Literature Review, Discussion
Future Tense	<ul style="list-style-type: none"> To state the purpose of current research. To outline future implications or recommendations. 	<ul style="list-style-type: none"> <i>The study will investigate psychological barriers to learning English.</i> <i>This research will contribute to improving English instruction in midwifery education.</i> 	Introduction, Conclusion, Research Proposal

Source: Brandeis University Writing Program (2022)

Practical Notes:

1. Introduction: Usually mixes *simple present* (to state facts) and *present perfect* (to highlight previous studies).
2. Method & Results: Commonly use *simple past* because they describe what the researcher actually did.
3. Discussion & Conclusion: Often switch between *present* (to interpret results), *present perfect* (to connect to past studies), and *future tense* (to propose future research).

D. PASSIVE VOICE

12

In academic writing, the passive voice is predominantly used in Methodology section because it allows authors to highlight the research process rather than the researcher. For instance, instead

of writing “*We administered a questionnaire to 100 participants*”, academic convention prefers “*A questionnaire was administered to 100 participants*”. This form ensures that attention is directed towards the procedure and the results, which are the essential contributions of the study. Methodological descriptions in research paper relies heavily on the passive voice to demonstrate transparency and credibility, since the reader’s focus should remain on the steps taken, not on the authors themselves (Cotos, Huffman and Link, 2015). The table below provides a comparison of active and passive voice in academic writing, outlining their focus, structure, and typical usage.

Table 5.3. Comparison of Active vs. Passive Voice in Academic Writing

Aspect	Active Voice	Passive Voice
Focus	Emphasizes the <i>doer</i> (the researcher). Example: “ <i>We conducted an experiment.</i> ”	Emphasizes the process/result. Example: “ <i>An experiment was conducted.</i> ”
Use in Methodology	Rarely used, because it highlights the researcher.	Commonly used, because it highlights procedures and outcomes.
Transformation Rule	Subject (actor) + verb + object. Example: “ <i>The researchers analyzed the data.</i> ”	Object → subject + “to be” + past participle. Example: “ <i>The data were analyzed.</i> ”
Formality and Objectivity	More personal and direct; suits informal or reflective contexts.	More impersonal and objective; suits formal academic contexts.
Clarity	Clearer and more straightforward; preferred when the actor is important.	Less direct but formal; sometimes vague if the actor is omitted.

Source: Swales & Feak (2021)

The table shows that both active and passive have value in academic writing, but they serve different purposes. While the active voice is useful for clarity and emphasizing the researcher’s role, the

passive voice is crucial for objectivity and focusing on the process. Learners should learn to use both strategically, especially in writing methodology sections, where the passive voice is typically dominant (Hyland & Jiang, 2017).

E. MODALITY AND HEDGING

In academic writing, researchers often avoid making absolute claims because knowledge in science is dynamic. To reflect this, writers use modality and hedging. Hyland (2018) defines modality as the use of modal verbs and expression that signal probability, necessity, or obligation. Common modals in academic contexts include *may*, *might*, *could*, *should*, *must*, and *can*. Each modal conveys a different level of certainty. Using modality helps authors communicate their stance while acknowledging uncertainty, which is an essential feature of scholarly communication. For example:

- The results **may** indicate a correlation between stress and sleep deprivation. (possibility)
- These findings **should** be considered in future research. (recommendation)
- This factor **must** be addressed in the analysis. (necessity)

Additionally, Hinkel (2020) defines hedging as a rhetorical strategy to soften claims and present arguments more diplomatically. It often involves using tentative verbs (*suggest*, *appear*, *seem*), adverbs (*possibly*, *likely*, *approximately*), or cautious phrases (*it is possible that*, *evidence indicates that*). For example: “This study **suggests** a link between diet and cognitive performance” is more academically appropriate than “This study **proves** a link...”. Academic readers value cautious claims because they reflect critical thinking and awareness of limitations. Overstating claims may weaken the credibility of research, while effective hedging demonstrates professionalism, accuracy, and respect for alternative interpretations (Hyland, 2018; Paltridge & Starfield, 2019).

F. SUMMARY

Understanding and mastering these grammatical elements – ranging from everyday versus academic grammar distinctions, sentence structures, tenses, and passive voice, to modality and hedging – provides learners with a solid foundation for academic communication. These grammatical features help to create an academic style that is assertive yet properly cautious, in addition to facilitating clarity and accuracy. Therefore, these competencies are not merely linguistic skills but vital tools for success in higher education and beyond.

G. FORMATIVE TEST

1. Which sentence demonstrates appropriate academic grammar?
 - a) The teacher's kinda busy, so we'll just wait.
 - b) The lecturer seems to be occupied; therefore, we should wait.
 - c) The prof is busy, so let's chill.
 - d) We gonna wait 'cause he's not free.
 - e) Wait up, he's busy right now.
2. Choose the sentence that uses formal academic vocabulary.
 - a) This thing is super important for students.
 - b) The data is kinda useful for teachers.
 - c) The evidence is crucial in understanding the issue.
 - d) This stuff is very cool for researchers.
 - e) The info is okay for the audience.
3. Which sentence would you expect in research paper?

- a) I'm gonna finish the project tomorrow.
 - b) I'll do the work later 'cause I'm tired.
 - c) The assignment's due, so I gotta complete it.
 - d) The project will be completed tomorrow as scheduled.
 - e) I'm busy, so I'll just do it later.
4. Which option is the best example of academic cohesion?
- a) The study was hard. It was fun.
 - b) The study was kinda boring but cool.
 - c) The research was conducted carefully, and as a result, the findings are reliable.
 - d) I liked the research, and it was okay.
 - e) The research is done, so yeah it's fine.
5. Which sentence is a compound sentence?
- a) The students collected the tasks.
 - b) The research was difficult, but the results were significant.
 - c) Because the deadline was near, they worked overnight.
 - d) The lecturer explained the material in detail.
 - e) She writes her essays clearly and effectively.
6. Which of the following is a complex sentence?
- a) The library is open until 9pm.
 - b) He reviewed the journal after class.
 - c) The students attended the lecture although it rained.
 - d) The article is useful for your study, and you should read it.
 - e) The laboratory was full of students.
7. Identify the compound-complex sentence:
- a) He teaches English for Academic Purposes.

- b) The researcher explained the theory carefully.
 - c) The experiment failed when the temperature was not controlled properly.
 - d) Although the study was small, it provided important findings, and it suggested future research directions.
 - e) The data collection was incomplete because the participants were absent.
8. Which of the following is a dependent clause?
- a) The researcher collected the data.
 - b) Students write their reports carefully.
 - c) Because the participants were absent.
 - d) The findings support the hypothesis.
 - e) The research was conducted last year.
9. Identify the prepositional phrase in the following sentence:
The lecturer explained the results in the classroom.
- a) the lecturer
 - b) the lectures explained
 - c) explained the results
 - d) the results
 - e) in the classroom
10. In the Introduction section of a research paper, which tense is most appropriate to describe a general fact?
- a) Past Perfect
 - b) Simple Past
 - c) Simple Present
 - d) Future
 - e) Past Continuous
11. Which tense is typically used in the Methods section to explain the steps already completed?
- a) Present Continuous

- b) Future
 - c) Simple Past
 - d) Present Perfect
 - e) Simple Present
12. Which tense is commonly used in the Conclusion to propose recommendations for future research?
- a) Simple Past
 - b) Present Continuous
 - c) Future
 - d) Present Perfect
 - e) Simple Present
13. "The participants completed the questionnaire within 20 minutes." Which section of a research paper would this sentence most likely belong to?
- a) Introduction
 - b) Method
 - c) Results
 - d) Discussion
 - e) Conclusion
14. Which of the following sentences is written in the passive voice?
- a) The researcher conducted the survey carefully.
 - b) The participants completed the questionnaire.
 - c) The data were analyzed using statistical software.
 - d) The professor explained the procedure clearly.
 - e) The students summarized the article.
15. Why is passive voice often used in academic writing?
- a) Because it makes sentences longer.
 - b) Because it hides grammatical errors.
 - c) Because it emphasizes the researcher.

- d) Because it highlights the process or results rather than the actor.
 - e) Because it is less formal than active voice.
16. Which sentence is most suitable for formal academic writing?
- a) We did the experiment yesterday.
 - b) They carefully conducted the experiment.
 - c) We were conducting the experiment yesterday.
 - d) The experiment was conducted in three phases.
 - e) We conducted our experiment casually.
17. Choose the correct passive form of the sentence:
"The committee will review the proposal tomorrow."
- a) The committee will be review the proposal tomorrow.
 - b) The proposal will be reviewed by the committee tomorrow.
 - c) The proposal will reviewed by the committee tomorrow.
 - d) The proposal is review by the committee tomorrow.
 - e) The proposal reviewed tomorrow by the committee.
18. Which sentence demonstrates appropriate hedging?
- a) The research proves that exercise prevents anxiety.
 - b) The research might indicate a connection between exercise and anxiety.
 - c) Exercise prevents anxiety in all situations.
 - d) Exercise cures anxiety completely.
 - e) Anxiety disappears if exercise is done.
19. Which phrase is most appropriate for academic writing?
- a) It is obvious that climate change causes floods.

- b) Climate change definitely causes floods.
- c) It is possible that climate change contributes to floods.
- d) Climate change will cause floods everywhere.
- e) Floods always happen because of climate change.

20. Which sentence shows the use of modality for recommendation?

- a) Students can improve their grammar with practice.
- b) Students might improve their grammar with practice.
- c) Students should improve their grammar with practice.
- d) Students must improve their grammar with practice.
- e) Students will improve their grammar with practice.

H. INTEGRATED PARAGRAPH WRITING PRACTICE

Write one academic paragraph (8-10 sentences) on the topic:
"The Importance of Mastering Grammar in Academic Writing."

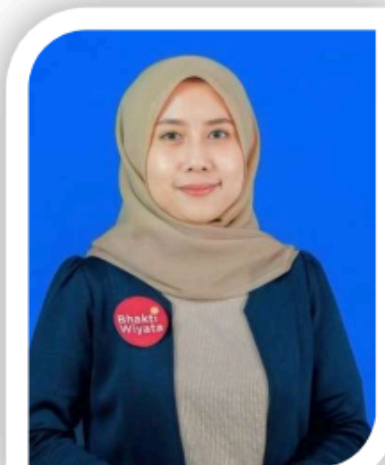
Requirements:

1. Use at least one comparison between everyday grammar and academic grammar.
2. Use a complex sentence and a compound sentence.
3. Use at least two different tenses (present & past).
4. Use at least one passive voice construction.
5. Use at least one modality or hedging expression (e.g. may, might, could, suggest, likely),
6. Keep your writing formal and coherent.

REFERENCES

- Bailey, S. (2018). *Academic Writing: A Handbook for International Students* (5th ed.). Routledge.
- Brandeis University Writing Program. (2022). *Tenses in Academic Writing*. Brandeis University.
- Cotos, E., Huffman, S., & Link, S. (2015). A move/step model for methods sections: Demonstrating rigour and credibility. *Journal of English for Academic Purposes*, 18, 1–16.
- Hinkel, E. (2020). *Teaching academic ESL writing: Practical techniques in vocabulary and grammar*. Routledge.
- Hyland, K. (2001). Bringing in the reader: Addressee features in academic articles. *Written Communication*, 18(4), 549–574.
- Hyland, K. (2004). *Disciplinary Discourses: Social Interactions in Academic Writing*. University of Michigan Press.
- Hyland, K., & Jiang, F. K. (2017). Is academic writing becoming more informal? *English for Specific Purposes*, 45, 40–51.
- Hyland, K. (2018). *Metadiscourse: Exploring interaction in writing*. Bloomsbury Publishing.
- Oshima, A., & Hogue, A. (2007). *Introduction to Academic Writing* 3rd edition. White Plain, New York: Pearson Education Inc
- Paltridge, B., & Starfield, S. (2019). *The handbook of English for specific purposes*. Wiley-Blackwell.
- Pinker, S. (2014). *The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century*. Penguin Books.
- Swales, J. M., & Feak, C. B. (2021). *Academic writing for graduate students: Essential tasks and skills* (4th ed.). University of Michigan Press.

ABOUT AUTHOR



Yeni Nurmala Hidayati, S.Pd., M.Pd.

is a lecturer and researcher in IIK Bhakti Wiyata Kediri. She officially graduated from Islamic University of Malang (UNISMA), majoring in Magister of English Education in 2016. Over the years, she has designed and taught ESP courses tailored to students in health fields, helped them bridge academic knowledge with real-world communication needs. Her research interests focus on ESP curriculum development, gamification, and the implementation of CLIL in non-English-major classrooms. Several research projects have been conducted and published in the form of articles in reputable international journals as well as nationally accredited journal. Beyond teaching and research, she held several leadership roles in her institution, including as former Head of Language Center, former Co-Deputy for Learning Innovation & Pedagogy and Co-Deputy for Academic Infrastructure & Learning Resources.

Penerbit
PT. Sonpedia Publishing Indonesia

Buku Gudang Ilmu, Membaca Solusi
Kebodohan, Menulis Cara Terbaik
Mengikat Ilmu. Everyday New Books

SONPEDIA.COM
PT. Sonpedia Publishing Indonesia

Redaksi :
Jl. Kenali Jaya No 166
Kota Jambi 36129
Tel +6282177858344
Email: sonpediapublishing@gmail.com

Anggota IKAPI: 006/JBI/2023

www.bukusonpedia.com

BUKU AJAR PENGANTAR BAHASA INGGRIS (CHAPTER 5 GRAMMAR FOR ACADEMIC PURPOSES)
 BUKU AJAR PENGANTAR BAHASA INGGRIS (CHAPTER 5 GRAMMAR FOR ACADEMIC PURPOSES)

ORIGINALITY REPORT

5%	4%	1%	2%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	www.coursehero.com	1%
	Internet Source	
2	englishacademy101.com	1%
	Internet Source	
3	epdf.pub	1%
	Internet Source	
4	vdocuments.mx	1%
	Internet Source	
5	Submitted to Namibian College of Open Learning	<1%
	Student Paper	
6	noexperiencenecessarybook.com	<1%
	Internet Source	
7	bromitmochi.web.app	<1%
	Internet Source	
8	dokumen.pub	<1%
	Internet Source	
9	Submitted to Saxion Brightspace	<1%
	Student Paper	
10	journals.yu.edu.jo	<1%
	Internet Source	
11	stars.library.ucf.edu	<1%
	Internet Source	

12

Dona J. Young. "The Writer's Handbook for Sociology", Routledge, 2019

Publication

<1 %

13

Hanoi Pedagogical University 2

Publication

<1 %

14

Wai Mar Phy. "Non-native English-speaking Doctoral Students' English Academic Writing Experiences in Hungary", University of Szeged, 2025

Publication

<1 %

Exclude quotes On

Exclude matches Off

Exclude bibliography On