

Writing Scientific Work for Indonesia Language and Literature Education Study Program Students at University

Ninit Alfianika, Dadang Sunendar, Andoyo Sastromiharjo, Vismaia S. Damaianti
Study Program of Indonesian Language, School of Postgraduate Universitas Pendidikan Indonesia

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Abstract: Writing thesis and papers published in scientific journals is one of the graduation requirements for undergraduate students, (Permen No. 49 of 2014 and orbit letter Dirjen Dikti No. 152 / E / T / 2012 date 27 Januari 2012). Writing scientific papers is also one of the manifestation of the implementation of the rule from Indonesia republic government No 57 year 2014 about the development, guidance, and the protection of language and literature their self the improvement of Indonesia language function also, law 11 verse 2, namely the development of Indonesia language through linguistic research and publication of Indonesia language development. The purpose of this study is to explain the problems and solutions in writing scientific papers in universities. This type of research is quantitative research using descriptive methods. The data in this study are scientific works in the form of scientific articles for Indonesia language and literature students in universities. Data collection instruments namely the documentation that is written scientific papers. This research is conducted in two universities in Indonesia. The results of the study stated that the ability to write scientific papers in the form of scientific articles of Indonesia language and literature education students, namely 73.84 in qualifications were more than enough. So, the problem of Indonesian language and literature students in writing scientific papers is the form of scientific articles, namely the writing of titles, keywords, methodology, results, conclusions, and reference lists.

1 INTRODUCTION

Writing scientific work is one form of promotion of knowledge that is owned, (Sher and Tarika, 2014). Therefore, one way to promote the scientific field of students in the world of education is by producing scientific papers. In addition, scientific papers are also a requirement for graduating SI students, especially writing theses and papers that should be published in scientific journals (Permen No. 49 of 2014 and Circular of the Director General of Higher Education No. 152 / E / T / 2012 date January 27, 2012). Thus, it can be concluded that scientific papers take an important role in the student study period. Therefore, students are highly required to be able to write scientific works.

Scientific papers are formal documents that are arranged logically, systematically, methodologically, and convey knowledge. Scientific writings can be in

the form of writing that presents the writing related to knowledge that had been obtained from the results of research, (Syaefullah, 2015 and Jauhari 2018). So, scientific writing is writing that expresses an idea or the writing that is arranged logically and systematically and it should be obtained in a scientific way also it should presents about the truth. By writing scientific papers there are much new knowledge that will be obtained, especially related to the development of Indonesia language. In the Law of the Republic of Indonesia Number 24 year 2009, specifically article 42 paragraph 1 concerning Development, Guidance and Protection of Regional Languages and Literature and Government Regulation of the Republic of Indonesia Number 57 of 2014 concerning Development, Guidance and Protection of Languages and Literature, and Enhancing Functions Indonesia language, especially article 11 paragraph 2, which contains the

development of Indonesia language is carried out through linguistic research and publication of the results of Indonesia language development. Therefore, the more Indonesian produced scientific work, the more Indonesia language and literature will be developed.

It could be found from the reality, that there are still several problems in writing scientific papers. The results of research conducted from 2014 and 2016 showed the weakness of students in writing scientific works, (Firmansyah, 2014; Persadha, 2016). For example, the cause of the weakness of the Da'wah and Communication Faculty of IAIN Walisongo Semarang students' writing scientific work is the difficulty in formulating the problem formulation, title, developing content, writing techniques, research methods, finding sources of data, and present the idea in writing (Firmansyah, 2014). Nurhadi (2017) explains that the title of the scientific paper should describe the main problem that will be delivered in the study. The range of title is from 5-15 words.

The results showed that the students' ability to write scientific papers was seen from the aspect of the ability to develop content; aspects of organizing ability; aspects of the ability to use vocabulary; ability to develop language; the application of spelling and scientific paper writing techniques is still quite sufficient, (Persadha, 2016). The language used in writing scientific work must be clear, logical, and standard. Language in scientific articles should be systematic; logical; short, clear, precise, and justifiable, (Wibowo 2015 and Wibowo 2018).

Based on the results of previous studies, it shows that the ability to write scientific work for students in higher education is still low. whereas, writing scientific papers is not only studied in the course of writing scientific papers. However, also in research methodology courses, both teaching, language, and Indonesia is literature research. Despite there are already supporting subjects, students' ability to write scientific work is still low, especially in the form of scientific theses and articles. Supposedly with the existence of supporting subjects and ministerial regulations and DIKTI circulars, students can be better in writing scientific papers.

Previous research is conducted in several universities in Indonesia. Therefore, to strengthen the results of the research, the most accurate research was carried out with the ability to write students' scientific word. However, this research is devoted to writing scientific papers in the form of research articles. This research was conducted in several universities in West Sumatra. Scientific

articles are writing that contains a collection of ideas, ideas, and results of thoughts obtained from research processes, observations, and studies so that they can be scientifically accountable and can be tested for truth and published in national and international scientific journals. Before writing an article, do research first. The knowledge in the articles must be based on research findings, (Jauhari, 2018 and Wibowo, 2018).

Before writing a scientific article, it must be known related to the systematical of writing scientific article. Usually the systematical writing of scientific article is adjusted to the templates of each institution. In addition, the general system of writing scientific article is namely the title, author's identity, abstracts, keywords, introduction, research methodology, results and discussion, conclusions and suggestions, and a list of references. Nurhadi (2017) explains that the article sections are the results of the research, as follows. (1) Title, article title describes the main problem. The range of title is from 5-15 words. (2) The name of the author after the title must be written the name of the author. The name of the author of the article is written without an academic degree or other degree. The name of the place of employment is written under the name of the author. (3) Sponsors, sponsor names are written as footnotes on the first page. (4) Abstracts and keywords, abstracts contain problems, research objectives, research procedures, and summaries of research and the results are explained in a concise and concise manner. Keywords are main words or terms that are the basis of the author's thinking, in the form of a single word or combination of words. The number of keywords is about 3-5 words. (5) Introduction, the introduction presents a research background or rationale; problem; research purposes. (6) Method, this section contains information on how data is collected, who is the data source, population and sample, data collection, instruments, research design, and techniques of data analysis. (7) Results of the study, the results of the study are the main parts of scientific articles. (8) Discussion, discussion is the main part of scientific article. The purpose of the discussion is to answer the problem statement, interpret the research findings. (9) Conclusions and suggestions, conclusions present a summary of the descriptions presented in the results section and discussion. Suggestions are written based on conclusions with practical actions, theoretical development, and further research. (10) Reference, reference contains the sources cited in the study.

In addition, the system of scientific articles writing of ACTIVE format is namely introduction, methods, results, and discussion. The system of writing scientific articles in the IMRAD format is namely the introduction, the method section, the results section, and the discussion. The introduction contains reasons for research and is justified by science and appropriate references, (Ecarnot, et al., 2015; Supatranonta, 2012; and Mateuarrom, 2018). Based on these problems, the purpose of this study is to describe the ability to write scientific papers in the form of scientific articles of Indonesia language and literature education study programs in West Sumatra Province.

2 METHODOLOGY

This type of research is quantitative research. Quantitative research is research that uses numbers, starting from data collection, interpretation of the data, and the appearance of the results, (Arikunto, 2006). This research uses a descriptive method. Descriptive methods are carried out with the aim of describing systematically facts and characteristics of objects / subjects that are precisely examined, (Sukardi, 2003). The population in this study was two universities in West Sumatra, namely public and private universities. The population in this study were Indonesia language and literature education study program students who studied at different universities that were made into the population. The sampling technique used is a random system or simple random sampling. The data in this study are scores that is written scientific papers in the form of scientific articles from Indonesia language and literature education study program students. Data collection techniques that had been used in the research are documentation techniques, namely by taking documentation of scientific work of students from Indonesia language and literature education study program. Data is analyzed in a way, namely as follows. (1) Assessing the students' writing of scientific paper by giving scores. Score 1 for the lowest score and score 3 for the highest score. (2) Processing scores into values. (3) Grouping the ability to write scientific papers in the form of scientific articles based on scale conversion 10 as follow. (4) Finding the average value of the ability to write scientific papers in the form of student scientific articles. (5) Interpreting the ability to write scientific work in the form of scientific articles for students of Indonesia language and literature

education study programs. (6) Making conclusions in the form of research reports.

No	Value	Qualification
1	96-100	Perfect
2	85-95	Very good
3	76-85	Good
4	66-75	More than enough
5	56-65	Enough
6	46-55	Almost enough
7	36-45	less
8	26-35	Very less
9	16-25	Bad
10	0-15	Very bad

3 RESEARCH RESULTS AND DISCUSSION

This study explains the results and discussion of the ability to write scientific papers in Indonesian language and literature education study programs. Data analysis is seen from the aspect of the title, author's identity, abstract, keywords, introduction, methodology, results, conclusions, and reference list. More complete results and discussion are seen below.

3.1 Results of Writing Scientific Work in the Form of Student's Scientific Articles from Indonesia Language and Literature Education Study Program

Based on the results of data analysis that has been done, the value of writing scientific papers in the form of scientific articles of Indonesian language and literature education study program students can be grouped into 7 parts, as follows. (1) Students who get a score of 62.96 are qualified enough with a percentage (12.50%). (2) Students who get a value of 66.67 are in qualifications more than enough with a percentage (6.25%). (3) Students who get a score of 70.37 are in qualifications more than enough with a percentage (25%). (4) Students who get a score of 74.07 are in qualifications more than enough with a percentage (18.75%). (5) Students who obtain a score of 77.78 are in good qualification with a percentage (18.75%). (6) Students who get a score of 81.48 are in good qualification with a percentage (12.50%). (7) Students who obtain a score of 85.19 are in excellent qualifications with a percentage (6.25%). Based on this explanation, it can be sum up that the ability to write scientific papers in the form of scientific articles of Indonesia language and

literature education program students obtains an average score of 73.84 in qualifications more than enough. The clearer assessment can be seen in the following table.

Table 1: The value of students' ability to write scientific papers in the form of scientific articles for students of Indonesia language and literature education study programs.

No	Value	Qualification	Percentage(%)
1	62,96	Enough	12,50
2	66,67	More than Enough	6,25
3	70,37	More than Enough	25
4	74,07	More than Enough	18,75
5	77,78	Good	18,75
6	81,48	Good	12,50
7	85,19	Very Good	6,25
Average	73,84	More than Enough	

The explanation of the results of writing scientific papers in the form of scientific articles for students of Indonesia language and literature education study programs for each indicator is seen below. The indicators used in writing scientific papers in the form of scientific articles is namely the title, author's identity, abstracts, keywords, introduction, methodology, results, conclusions, and reference lists. The analysis of the results of the nine aspects of the indicator, will be explained as clear as possible below.

3.1.1 The Results of Writing Scientific Work in the Form of Students' Scientific Articles from Indonesia Language and Literature Education Study Program Viewed from Title Aspects

Based on the results of data analysis that has been done, it was found that the acquisition value of writing scientific papers in the form of scientific articles that is viewed from the aspect of the title can be grouped into 2 parts, namely as follows. (1) Students who get 66.67 are more than enough in qualifications with a percentage (93.75%). (2) Students who get a score of 100 are perfectly qualified with a percentage (6.25%). Based on this explanation, it can be concluded that students' ability to write scientific papers in the form of scientific articles of Indonesia language and literature education study programs that is seen from the aspect of the title has an average score of 67.75 which is more than qualified. The clearer assessment can be seen in the following table.

Table 2: The value of the ability to write scientific papers in the form of scientific articles of students of Indonesia language and literature education study programs viewed from the aspect of the title

No	Value	Qualification	Percentage(%)
1	66,67	More than Enough	93,75
2	100	Perfect	6,25
Average	67,75	More than Enough	

3.1.2 Results of Writing Scientific Work in the Form of Student's Scientific Articles from Indonesia Language and Literature Education Study Program Viewed from the Aspect of Author Identity

Based on the results of data analysis that has been done, it was found that the acquisition value of writing scientific papers in the form of scientific articles that is viewed from the aspect of the author's identity can be grouped into 1 part, namely as follows. (1) Students who get a score of 100 are perfectly qualified with a percentage (100%). Based on these explanations, it can be concluded that the ability to write scientific papers in the form of scientific articles of Indonesia language and literature education study programs seen from the aspect of the author's identity has gotten 100 score, it could be stated as perfect qualification. The clearer assessment can be seen in the following table.

Table 3: The value of the ability to write scientific papers in the form of scientific articles of students of Indonesia language and literature education study programs that is viewed from the aspect of the identity of the author.

No	Value	Qualification	Percentage (%)
1	100	Perfect	100
Average	100	Perfect	

3.1.3 Results of Writing Scientific Work in the Form of Student's Scientific Articles from Indonesia Language and Literature Education Study Program Viewed from Abstract Aspects

Based on the results of data analysis that has been done, it was found that the acquisition value of writing scientific papers in the form of scientific articles that is viewed from the aspect of abstract writing can be grouped into 2 parts, namely as follows. (1) Students who get a value of 66.67 are in a qualification more than enough with a percentage (37.50%). (2) Students who get a score of 100 are

perfectly qualified with a percentage (62.50%). Based on these explanations, it can be concluded that students' ability to write scientific papers in the form of scientific articles of Indonesia language and literature education study programs viewed from the abstract aspect has an average score of 87.50 which is very good qualification. The clearer assessment can be seen in the following table.

Table 4: The value of the ability to write scientific papers in the form of scientific articles of students from Indonesia language and literature education study programs that is viewed from the abstract aspect.

No	Value	Qualification	Percentage(%)
1	66,67	More than Enough	37,50
2	100	Perfect	62,50
Average	87,50	Very good	

3.1.4 Results of Writing Scientific Work in the Form of Student's Scientific Articles from Indonesia Language and Literature Education Study Program Viewed from Keyword Aspects

Based on the results of data analysis that has been done, it is found that the acquisition value of writing scientific papers in the form of scientific articles that has been seen from the aspect of keyword writing can be grouped into 3 parts, as follows. (1) Students who get a score of 33.33 are less qualified with a percentage (12.50%). (2) Students who get 66.67 in qualifications are more than enough with a percentage (56.25%). (3) Students who get a score of 100 are perfectly qualified with a percentage (31.25%). Based on this explanation, it can be concluded that the ability to write scientific papers in the form of scientific articles from Indonesia language and literature education study programs that is seen from the aspect of keyword writing has an average score of 72.92 which is more than qualified. The clearer assessment can be seen in the following table.

Table 5: The value of the ability to write scientific papers in the form of scientific articles for students of Indonesia language and literature education study programs that is viewed from the aspect of keywords.

No	Value	Qualification	Percentage(%)
1	33,33	Less	12,50
2	66,67	More than Enough	56,25
3	100	Perfect	31,25
Average	72,92	More than Enough	

3.1.5 Results of Writing Scientific Work in the Form of Student's Scientific Articles from Indonesia Language and Literature Education Study Program Viewed from the Introduction Aspect

Based on the results of data analysis that has been done, it was found that the acquisition value of writing scientific papers in the form of scientific articles viewed from the aspect of preliminary writing can be grouped into 2 parts, namely as follows. (1) Students who get a value of 66.67 are in a qualification more than enough with a percentage (37.50%). (2) Students who get a score of 100 are perfectly qualified with a percentage (62.50%). Based on these explanations, it can be concluded that the ability to write scientific papers in the form of scientific articles for Indonesia language and literature education study programs students that is seen from the preliminary writing aspect has an average score of 87.50 which is very well qualified. The clearer assessment can be seen in the following table.

Table 6: The value of the ability to write scientific papers in the form of scientific articles of students from Indonesia language and literature education study programs that is viewed from the preliminary aspects

No	Value	Qualification	Percentage(%)
1	66,67	More than Enough	37,50
2	100	Perfect	62,50
Average	87,50	Very good	

3.1.6 Results of Writing Scientific Work in the Form of Student's Scientific Articles from Indonesia Language and Literature Education Study Program Viewed from Methodology

Based on the results of data analysis that has been done, it was found that the acquisition value of writing scientific papers in the form of scientific articles that is viewed from the aspect of writing methodology can be grouped into 3 parts, namely as follows. (1) Students who get a score of 33.33 are less qualified with a percentage (37.50%). (2) Students who get a value of 66.67 are in a qualification more than enough with a percentage (31.25%). (3) Students who get a score of 100 are perfectly qualified with a percentage (31.25%). Based on this explanation, it can be concluded that

the ability to write scientific papers in the form of scientific articles in Indonesia language and literature education study programs that is seen from the writing aspect of the methodology obtains an average score 64.58 in sufficient qualification. The clearer assessment can be seen in the following table.

Table 7: The value of the ability to write scientific papers in the form of scientific articles of students from Indonesia language and literature education study programs that is viewed from the aspect of Methodology.

No	Value	Qualification	Percentage(%)
1	33,33	Less	37,50
2	66,67	More than Enough	31,25
3	100	Perfect	31,25
Average	64,58	Enough	

3.1.7 Results of Writing Scientific Work in the Form of Student’s Scientific Articles from Indonesia Language and Literature Education Study Program Viewed from Results Aspects

Based on the results of data analysis that has been done, it was found that the acquisition value of writing scientific papers in the form of scientific articles that is viewed from the aspect of writing results can be grouped into 3 parts, namely as follows. (1) Students who get a score of 33.33 are less qualified with a percentage (37.50%). (2) Students who get a value of 66.67 are in a qualification more than enough with a percentage (37.50%). (3) Students who get a score of 100 are perfectly qualified with a percentage (25%). Based on this explanation, it can be concluded that the ability to write scientific papers in the form of scientific articles in Indonesia language and literature education study programs that is seen from the aspect of writing results obtained an average score of 62.50 in sufficient qualification. The clearer assessment can be seen in the following table.

Table 8: The value of the ability to write scientific papers in the form of scientific articles from students of Indonesia language and literature education study programs that is viewed from the aspect of results.

No	Value	Qualification	Percentage(%)
1	33,33	Less	37,50
2	66,67	More than Enough	37,50
3	100	Perfect	25
Average	62,50	Enough	

3.1.8 Results of Writing Scientific Work in the Form of Student’s Scientific Articles from Indonesia Language and Literature Education Study Program Viewed from Conclusion Aspects

Based on the results of data analysis that has been done, it was found that the acquisition value of writing scientific papers in the form of scientific articles that is viewed from the aspect of writing conclusions can be grouped into 2 parts, namely as follows. (1) Students who get a score of 33.33 are in less qualification with a percentage (47.35%). (2) Students who get a score of 100 are perfectly qualified with a percentage (56.25%). Based on the previous explanation, it can be concluded that the ability to write scientific papers in the form of scientific articles of Indonesia language and literature education study programs that is seen from the writing of the conclusion aspect obtained an average score of 70.83 in qualifications more than enough. The clearer assessment can be seen in the following table.

Table 9: The value of the ability to write scientific papers in the form of scientific articles from students of Indonesia language and literature education study programs that is viewed from the conclusion’s aspect

No	Value	Qualification	Percentage(%)
1	33,33	Less	43,75
2	100	Perfect	56,25
Average	70,83	More than Enough	

3.1.9 Results of Writing Scientific Work in the Form of Student’s Scientific Articles from Indonesia Language and Literature Education Study Program Viewed from the Reference List Aspect

Based on the results of data analysis that has been done, it was found that the acquisition value of writing scientific papers in the form of scientific articles that is viewed from the aspect of writing a reference list can be grouped into 3 parts, as follows. (1) Students who get a value of 33.33 are less qualified in the percentage (56.25%). (2) Students who get a value of 66.67 are in a qualification more than enough with a percentage (37.50%). (3) Students who get a score of 100 are perfectly qualified with a percentage (6.25%). Based on the

explanation, it can be concluded that the ability to write scientific papers in the form of scientific articles of Indonesia language and literature education study programs that is seen from the aspect of writing the reference list has an average score of 50 in almost enough qualifications. The clearer assessment can be seen in the following table.

Table 10: The value of the ability to write scientific papers in the form of scientific articles from Indonesia language and literature education study program students that is viewed from the reference list aspect.

No	Value	Qualification	Percentage(%)
1	33,33	Less	56,25
2	66,67	More than Enough	37,50
3	100	Perfect	6,25
Average	50	Almost Enough	

3.2 Discussion of Writing Scientific Work in the Form of Student's Scientific Articles from Indonesia Language and Literature Education Study Program

Based on some crucial results that had been obtained above, it was found that the ability of Indonesia language and literature education study program students in writing scientific papers in the form of articles namely 73.84 is more than enough in qualifications. Thus, it can be concluded that students of Indonesia language and literature education study programs have not been very good at writing scientific papers, especially in the form of scientific articles. From the results, it could be obtained students of Indonesia language and literature education study programs are still less able to make titles, keywords, methodologies, results, conclusions, and reference lists. The problems will be explained as detail as possible below.

When it is viewed from the title aspect, it can be concluded that the average value of the ability to write scientific papers in the form of scientific articles in Indonesia language and literature education study program namely 68.75 is more than enough in qualification. Based on scientific articles that had been written by students, it was found that in writing the title of the article, students had written the title according to the content of the article. But, students can not determine their tone in writing, so the title is too long and less interesting. The title average that has been written by students from more than 20 words. Despite, the ideal title is no more than 15 words. So, according to the theory presented

by Nurhadi (2017) with the title of the article describes the main problem of the study. Titles should be in range from 5-15 words. So, it can be concluded that in the writing of the title, Indonesia language and literature education study programs students are still relatively weak.

When it is viewed from the author's identity aspect, it can be concluded that the average value of the ability to write scientific papers in the form of scientific articles of Indonesia language and literature education study program students is 100 perfectly qualified. Based on scientific articles that has been written by students, it was found that in writing the author's identity, students had written correctly. Students have written fully all the authors' name who had participated in the research. Writing the name of the author is done without writing the title toward authors' name. In addition, students have also listed the student's workplace or study program. This is in accordance with the theory of Nurhadi (2017) which explains that after the title is written, it should be followed by writing the name of the author. The name of the author of the article is written without an academic degree or other degrees. The name of the place of employment is written under the name of the author. But, the main problem here was Students do not give a boundary between authors 1 and 2 while the two authors come from different workplaces. It must be given a footnote between each writer, so the reader can distinguish the institutions where each of the writer works.

When it is viewed from the writing of abstract aspect, it can be concluded that the average value of the ability to write scientific papers in the form of scientific articles of Indonesia language and literature education study programs that is seen from the writing of abstract aspect which is 87.50 is in very good qualification. Based on scientific articles that had been written by students before, it was found that in abstract writing, students had written it correctly. In abstracts that had been written by students, they have explained the research problems, objectives of writing, methodology, and results of research. The main problem that occurs here students are less able to determine which methodology that must be included in the abstract. Nurhadi (2017), states that abstracts contain problems, research objectives, research procedures, and summaries of research results that are explained in a concise and manner. In addition, students pay less attention to the number of words in the abstract. The average number of words in the student-written text is more than 120 words. In contrast, Jauhari

(2018) has explained that the length of the article abstract is not more than 120 words.

When it is viewed from the writing of keyword aspect, it can be concluded that the average value of the ability to write scientific papers in the form of scientific articles of Indonesia language and literature education study program students is seen from writing of keyword aspect, it has been gotten a number 72.92 in qualifications more than enough. Based on scientific articles that had been written by students before, it was found that in writing the keyword, a number of keywords that are written by students do not exceed 5 words. This is in accordance with the theory presented by Nurhadi (2017) that the number of keywords is about 3-5 words. But, the main problem in this part is students are less able to determine the main words or core words that must be stated in the keywords. So that the keywords that have been written by the students do not give the reflection or description toward the students' scientific work. Despite, Nurhadi (2017) has explained that keywords are the main words or terms that are the basis of the author.

If it is viewed from the writing of preliminary aspect, it can be concluded that the average value of the ability to write scientific papers in the form of scientific articles of Indonesia language and literature education study programs which belongs to 87.50 is a very good qualification. Based on scientific articles that had been written by students, it was found that in preliminary writing, students had written down the problems and the importance of conducting research, theories that support research, and research objectives. Although there are still some who do not lists it, but on average, students already understand in making the introduction. But, the big problems that occur here the students are less able to match the sentences in the paragraph and there is less cohesion and coherence between the paragraphs that had been written. In making the introduction, it seems that there is no connection between the problem and the theory that has been stated before. Also, in the introduction that is written by students there is a boundary between problems and theories. Appropriately, in writing the introduction, the problem must be collaborated with the theory. It means that, the problem should be solved based on the existing theory. Besides, in the introduction not all students explained the purpose of the study. Supposedly, the introduction was closed with the aim of the study. This is in accordance with the theory presented by Nurhadi (2017) that the introduction presents a research

background or rationale; problem; research purposes.

That is assessed from the methodological aspect, it can be concluded that the average value of the ability to write scientific papers in the form of scientific articles of Indonesia language and literature education study programs that is seen from the writing of methodology aspect which is 64.58 is in sufficient qualification. Based on scientific articles that had been written by students before, it was found that the students' methodology was still lacking. Most students only list types, methods, samples and research data. In addition, the methodology that had been written is too long. Actually, the methodology should be written as brief as possible. Nurhadi (2017) explains the methodology contains information on how data is collected, who is the data source, population and sample, data collection, instruments, research design, and techniques of data analysis.

When it is viewed from the writing of results aspect, it can be concluded that the average value of the ability to write scientific papers in the form of scientific articles of Indonesia language and literature education study programs students is namely 62.50 is in sufficient qualification. Based on scientific articles that had been written by students, it was found that, in writing the results students had explained the results and discussion. The matter that occurs here in writing the results is students only write data in the numbers form, without giving the deep discussion of data that had been presented for each number. In addition, there were also several students who did not make discussions, the students just presented the result that had been gotten before, without giving further discussion of these results. However, the results that have been described have answered the formulation and objectives of the study.

When it is viewed from the writing of conclusions aspect, it can be concluded that the average value of the ability to write scientific papers in the form of scientific articles of Indonesia language and literature education study programs students namely is 70.83 in qualifications more than enough. Based on scientific articles that are written by students, it was found that in writing conclusions, students have answered the formulation and objectives of the study. However, not all students include suggestions in conclusions. Despite, the conclusions part do not only state fully about conclusion but also should state about some suggestions regarding the results of the study. According to Nurhadi's theory (2017) conclusions

present a summary of the descriptions presented in the results section and discussion. Suggestions are written based on conclusions with practical actions, theoretical development, and further research.

When it is viewed from the writing of the reference list aspect, it can be concluded that the average value of the ability to write scientific papers in the form of scientific articles in Indonesia language and literature education study programs namely is 50 students almost enough in qualifications. Based on scientific articles that had been written by students, it was found that in writing the reference list not all the names in the citation were written in the reference list and vice versa, not all the names in the reference were included in the quotation. Despite Nurhadi (2018) explained that the reference contained the sources cited in the study.

4 CONCLUSIONS

Based on the results of the research and some discussions above, it can be concluded that the ability to write scientific work in the form of scientific articles for Indonesia language and literature education study program students namely 73.84 is more than enough in qualifications. In general, it can be concluded that the students of Indonesia language and literature education study programs are still less able to make titles, keywords, methodologies, results, conclusions, and reference lists. The complete explanation of those indicators will be stated as follows. (1) The average value of the ability to write scientific work in the form of scientific articles of Indonesia language and literature education study program students belongs to 68.75 in qualifications more than enough. (2) The average value of the ability to write scientific papers in the form of scientific articles of Indonesia language and literature education study program students that is seen from the identity of the author aspect namely 100 is in perfect qualification. (3) The average value of the ability to write scientific papers in the form of scientific articles of Indonesia language and literature education study program students that is seen from the writing of abstract aspect belongs to 87.50 which very good in qualification. (4) The average value of the ability to write scientific papers in the form of scientific articles of Indonesia language and literature education study programs students that is seen from the writing of keyword aspect namely 72.92 is more than enough in qualifications. (5) The average value of the ability to write scientific papers in the form of

scientific articles in Indonesia language and literature education study programs that is viewed from the writing of preliminary aspect namely 87.50 is very well qualified. (6) The average value of the ability to write scientific papers in the form of scientific articles for Indonesia language and literature education study programs that is seen from the writing of methodology aspect namely 64.58 is in sufficient qualification. (7) The average value of the ability to write scientific papers in the form of scientific articles of Indonesia language and literature education students that is viewed from the writing of results aspect namely 62.50 is sufficient qualification. (8) The average value of the ability to write scientific papers in the form of scientific articles of Indonesia language and literature education students that is seen from the writing of conclusion aspect namely 70.83 is in qualifications more than enough. (9) The average value of the ability to write scientific papers in the form of scientific articles of Indonesia language and literature education study program students that is seen from the writing of a reference list aspect namely 50 is almost enough qualifications.

Based on the results that have been obtained, it is very much needed further research related to efforts that can be made to improve the ability to write scientific papers, especially in the form of scientific articles of Indonesia language and literature education students.

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