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SCIENTIFIC WRITING SKILLS OF STUDENTS IN TOURISM GEOGRAPHY COURSE OF THE GEOGRAPHY EDUCATION PROGRAM UNIVERSITAS PGRI KANJURUHAN

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ABSTRACT

The skill of writing scientific papers in this research is prioritized in writing papers. Considerations in choosing a paper as a scientific paper to be written by students include at the beginning of the semester where each course assignment always makes a paper. The purpose of this study was to describe variables based on indicators and descriptors of the research variables. The type of this research is quantitative descriptive. Based on the data analysis that has been carried out on the ability to develop the content of scientific papers, it can be seen that the average score obtained is 84.85 which shows that the ability of students in developing the content of scientific papers has a fairly good value. This shows that the aspect of developing content in the writings that have been made by students has quite an interesting title. The content in the paper reflects the problem according to the title, the existing discussion is also related to the topic of the problem and the conclusions that can be said to be quite detailed for the standard of students. The individual completeness scores of students who can be declared complete are 18 students by 90%, because they have been able to achieve a minimum mastery level of students more than or equal to 78, while a number of 2 students by 10% have not been able to achieve learning mastery because their scores are still below 78.
Keywords: Scientific Writing, Tourism Geography.

INTRODUCTION

Good language, speaking, listening and reading skills will support writing skills. Writing skills are not obtained naturally, through a continuous and repeated process. This writing process is done constantly by learning and practicing. Writing activities are not just writing, but an activity that combines several aspects of intelligence. The combination of logical thinking and intellectual knowledge, then with the choice of words that are assembled into a communicative and effective language in written form.

In terms of language skills, competency standards cover aspects of reading, speaking, writing and listening.

Aspects of these skills become a driving force when communicating ideas, opinions, and ideas, both in text and verbal activities. Depending on the context of communication that must be mastered by students. Mastering these aspects will help students achieve learning goals that will be achieved by students. Writing is the process of expressing thoughts in writing in the form of information that is conveyed from the author to the reader. Writing is an important part of the communication process, because structured writing makes it easier for readers to understand the message of the letter. However, students often find it difficult to master writing activities in the learning process.

The following definitions of writing put forward by experts vary widely. Writing is

67

Jayanti, Mustika Arif, and Jamil, Ahmad Maulana Malik. Scientific Writing Skills…

a language skill that must be learned repeatedly and continuously. Good writing is writing that can provide information to readers easily and clearly. There are many different definitions put forward by experts: Writing is a language skill that needs to be learned continuously. Good writing is one that conveys information easily and clearly to the reader. According to Tarigan (2013), writing is constructing graphic symbols that produce a language that can be understood by someone so that other people can read the graphic symbols and can understand the language and graphics.

Storch (2011) defines collaborative writing as the joint production or creation of a text jointly by two or more authors. What makes this definition different from the previous definitions is the emphasis placed on co-ownership and collaboration with partners throughout the writing process. Meanwhile, Harris (2012) distinguishes between collaborative writing and collaborative learning about writing.

Tarigan (2013) argues that the purpose of writing is (1) the purpose of the assignment, namely the author writes something because he is assigned, not of his own volition, (2) the altruistic goal, which aims to please the reader, avoid the grief of the reader, wants to encourage the reader to understand the information, wants to make readers' lives more enjoyable with his work, (3) persuasive purposes, namely writing that aims to convince readers of the truth that is expressed, (4) informational purposes, the purpose of enlightenment, namely writing that aims to provide information or explanation to the reader, (5) the purpose of the statement, self, namely writing that aims to introduce or declare oneself as the author to the reader, (6) creative purpose, namely writing that aims to achieve artistic values and artistic values , (7) the purpose of problem solving, namely writing that aims to reflect or explore I thoughts so that the reader can understand the information's transferred.

According to Finoza (2010), scientific works obey the rules or writing rules strictly and systematically. Then, this scientific writing has a form which is divided into three parts, namely: a. preliminary pages which include the title, introduction, various lists such as table of contents, and list of tables/charts/attachments, b. main body which includes introduction, body and closing, and c. final pages (reference-matter) which includes bibliography, appendices, and author biodata.

According to the explanations of experts, it can be concluded that writing is a process of thought and feeling that we want to convey to others through language in written form. Writing is a means of indirect communication with readers. A writer can explain what the reader is trying to convey by explaining to others what the writer thinks through writing. The more systematically written, the better the message will be received by others.

Finoza (2010), scientific writings are writings that contain scientific reasoning arguments and are communicated through standard written language in a systematic-methodical manner and analytical synthesis. Writing scientific papers is not as easy as turning the palm of the hand, before writing requires careful preparation. According to Slamet, et al (2014) there are several steps that must be taken in writing scientific papers, namely (1) choosing a topic or problem, (2) formulating goals, (3) determining the topic, (4) literature review, (5) writing a paper. Scientific research, (6) writing revisions, and (7) publications.

Writing scientific papers, a writer must understand the principles of writing. Scientific writing must be specific, understandable, and clear. Clarity means not only easy to read and understand, but also not ambiguous. The clarity of a written work is supported by the following reasons: The use of verbal forms which the meaning must be sought first; use words that are short, concise, sharp, direct, rather than words that are confusing, ambiguous, or redundant; and the use of words in Indonesian rather than in a foreign language (a foreign language can only be used if the term is descriptive).

According to Dalman (2013), a paper is a form of scientific writing that discusses an idea/topic that has been determined and must comply with the systematics of scientific writing. In the academic world, papers are

often used as one of the tasks that must be done by students according to Arifin (2009) who also states that papers are usually prepared to complete certain course exam assignments or to provide suggestions to solve a problem scientifically.

In general, the main body of a scientific article is divided into three parts: introduction, information, and conclusion. The background of the problem explains why the topic mentioned in the title is being studied/researched. The contents of scientific papers can be explained based on the results of observations and the use of the basic theory of the object to be observed. In addition, the observations and sources of problems raised in the article may be the result of a review of the literature on the topic in a particular area. The theoretical framework contains theories or concepts used in discussing problems in scientific papers. The method section contains the approach steps, methods, objectives, population, sample, and data analysis used in the results section (output) and a discussion of its contents regarding the results of a review of the issues raised.

The assessment of the quality of a scientific work does not depend on the thickness of the paper written by the author of the work. According to Sudjana (2006), scientific papers are judged based on the criteria of (1) the congruity of title and content, (2) the acuteness of problem formulation, (3) the validity of problem discussion, (4) the accuracy of conclusions, and (5) the accuracy of the writing process. The indicators assessed in a paper according to Nurjanah (2008) generally include 4 (four) types, namely (a) an assessment of the introduction, (b) an assessment of the main text, (3) an assessment of the conclusion, and (d) an assessment of the paper's presentation.

According to Nurgiyantoro (2010), the task of writing in the true sense, is writing to produce written works. In relation to the task of writing scientific papers, the task of writing should not only be to produce language, but how to express ideas using appropriate written language also considering the form, type, and variety of writing. For a variety of scientific writings, one of which is a scientific paper, the components of the assessment include the content of the ideas presented, content organization, grammar, style (choice of structure and vocabulary), as well as spelling and punctuation.

Learning the skills of writing scientific papers in universities must be managed properly. Writing the contents of the paper can be conducted by observations and then explained the results using the basic theory of the object being observed. In addition, observations and sources of problems raised in the paper can also be the results of a literature review on a topic in a particular field (Marselina, 2018).

When writing scientific papers, students often have difficulty mastering vocabulary and grammar. Difficulty in getting ideas or ideas is always an obstacle. The same obstacles occurred when writing scientific articles requires a writer to relate not only to the idea, but also to the appropriate vocabulary and topics to be covered in the text. In fact, everyone should have an idea in their head. However, most students lack of the ability to express their thoughts and develop them into good writing. According to Zulkarnaini (2014) that the writing ability of every student cannot be obtained naturally or inherited from his ancestors, but every student needs to be trained and studied seriously as a provision for higher education.

In the Tourism Geography course, students experienced many obstacles in writing scientific papers. Based on the results of class observations, it was found that the papers written by students were still classified as unfit papers. Some of the problems faced by students when writing papers are (1) the title of the paper that is not appropriate, (2) the formulation of problems and subproblems that are too broad in discussion so that they are not focused,

(3) the incoherence among paragraphs, (4) the lack of literature review and less relevant, (5) the discussion that is not relevant to the formulation of the problem, (6) the conclusion is not accurate, (7) the use of EYD (The Indonesian Official Spelling System) is incorrect, and (8) the writing process is not in

accordance with the official scientific paper's template of PGRI Kanjuruhan University.

These problems arise due to the lack of practice in writing, reluctance to start writing so that they only take it instantly from the internet; meanwhile, writing requires serious thought, patience, time, discipline, and attention so that it is considered a heavy burden which in the end takes shortcuts to solve it. This research is related to the skills of writing scientific papers in the Tourism Geography course. The skill of writing scientific papers in this research is prioritized. Considerations in choosing a paper as a scientific paper to be written by students include at the beginning of the semester where each course assignment always makes a paper and familiarizes students to think systematically in making papers. In the writing process, students are encouraged to use EYD (The Indonesian Official Spelling System) appropriately, and update references from the literature review every year.

In the context of scientific writing, students must be able to translate scientific ideas into text according to the predetermined writing principles. Ultimately, these skills help students succeed (and may even be successful) in academic assignments and problem solving after graduation.

RESEARCH METHOD
Research Types

This research is a quantitative descriptive research. According to (Resseffendi 2010) a descriptive research is a research which uses observations, interviews, and documentation about the current state of the subject that are being observed. Through this descriptive research, the researcher will explain what actually happened regarding the current state that is being studied. According to Martasari, et al (2018) Quantitative descriptive research tends to use one variable in operationalization, but it can also use two or more variables, or look for cause and effect between variables.

The purpose of this study was to describe variables based on indicators and descriptors of research variables. This research will look at the writing skills of students' scientific papers in the Tourism Geography course so that an overview of the skills of writing scientific papers in the Tourism Geography course is obtained which is deficient, below average, average, good, and excellent according to the predetermined criteria.

Samples

The sample of this research is 20 students of the Geography Education Study Program class 2018 A, PGRI Kanjuruhan University.

Data Analysis Techniques

The data collection used in this research are documentation, observation, and tests as follows.

Documentation

This documentation was obtained when researchers collected data from reliable sources to determine the value of student learning outcomes. According to Sugiyono (2013), documentation can be in the form of writing, pictures or monumental works of someone.

Observation

Observation is a data collection technique that is carried out through an observation, accompanied by notes on the state or behavior of the research subjects (Fathoni, 2011). In this study, researchers conducted direct observations to find facts in the field.

Test

A test is a tool or procedure used to find out or measure something in an atmosphere, in a predetermined manner and rules (Arikunto, 2010). This test is used to measure the making of papers by students.

The time given by the lecturer for students to work on this paper is 2x50 minutes. Tourism Geography course has the number of 2 credits.

Data Analysis

After all the data has been collected, the data analysis step is carried out. The calculation of student test results in this study was carried out in accordance with the

predetermined categorization criteria. After the ability is known, the classification of student abilities can also be described and studied. The results of this research used the data taken from the samples that can be processed and analyzed.

Descriptive statistics are statistics used to analyze data by describing the data that has been collected as it is without intending to make conclusions that apply to the generalizations (Sugiyono, 2016).

The characteristic of quantitative analysis is counting numbers. The results of this calculation will later become the data that will be used to process the research results. Data is processed and presented in a form that is easier to understand and clear for data users. The results of quantitative data analysis can be in the form of numeric or graphic. In this study, learning outcomes were described while taking noted of each student's writing using the descriptive statistical analysis. The following criteria are used to measure the student learning outcomes.

Table 1. Students' Score Categories.

Score	Categories	Frequency	Percentage
0–54	Deficient		
55-64	Below Average		
65-74	Average		
75-89	Good		
90-100	Excellent		

Source: Nirwana and Ruspa (2020).

While the assessment criteria for the sample are considered complete if they get a score of 78 and are considered incomplete if they get a score of less than 78. The table for completeness of learning is as follows.

Table 2. The Finished Learning Target Score of the Students.

No	Score	Categories	Frequency
1	≤ 77	Incomplete	
2	≥ 78	Complete	

Source: Nirwana and Ruspa (2020).

RESULTS AND DISCUSSION
Results

The description of this data includes the results of tests for making scientific papers in the form of student papers for the Tourism Geography Course, student observations and other documents that support this research. The data resulting from the creation of scientific works are in the form of student papers which aim to determine students' scientific writing skills. Student observation data aims to determine the progress of students while writing scientific papers.

This section describes the results of research on students' scientific writing skills. Based on the data analysis of students' scientific writing skills test in the Tourism Geography course totaling 20 students, data were obtained, namely: no student could get a score of 100 as the maximum score. The highest score was at a score of 92 which amounted to 2 students and the lowest score was 74 which amounted to 1 student.

Below is a clearer table that has been neatly arranged from the lowest score to the highest score obtained by students along with their frequency in writing scientific papers for students of the Geography Education Study Program, PGRI Kanjuruhan University.

Table 3. The Frequency Distribution of Students' Scientific Writing Skill Scores

No	Score	Frequency
1	74	1
2	77	1
3	80	2
4	82	4
5	84	1
6	86	3
7	88	4
8	90	2
9	92	2
Total		20

Source: Data analysis (2021)

Based on the frequency distribution table of students' scientific writing skills scores, it can be seen that there are scores from 74 to 92 with a total of 20 students. The student who obtained a score of 74 was 1 student. The student who obtained a score of 77 was 1 student. The students who obtained a score of 80 were 2 students. The students who obtained a score of 82 were 4 students. The student who obtained a score of 84 was 1 student. The students who obtained a score of 86 were 3 students. The students who obtained a score of 88 were 4 students. The students who obtained a score of 90 were 2 students. The students who obtained a score of 92 were 2 students. The score was already above the minimum standard of completeness, so that many students were declared to have completed their scientific writing skills in the Tourism Geography course. Below is the tabulation of data in the category table of the students in writing scientific papers based on their interval scores.

Table 4. Score of Students' Scientific Writing Skills.

Score	Categories	Frequency	Percentage
0 – 54	Deficient	-	-
55 - 64	Below Average	-	-
65 – 74	Average	1	5%
75 - 89	Good	15	75%
90 - 100	Excellent	4	20%

Source: Data analysis (2021)

Based on the table above, it can be seen that the student who scored 65 to 74 was 1 student with a percentage of 5. Students who scored 75 to 89 were 15 students with a percentage of 75. Students who scored 90 to 100 were 4 students with a percentage of 20. On average the result of the scientific paper written by students is 75% (high criteria). The average scientific paper written by students has exceeded the planned target. Thus, it can be concluded that the students' skills in writing scientific papers are high. Below is the distribution of the students' learning completeness.

Table 5. The Finished Learning Target Score of the Students.

No	Score	Categories	Frequency
1	≤ 77	Incomplete	2
2	≥ 78	Complete	18

Source: Data analysis (2021)

From the data above, the individual complete outcome of students who can be declared are 18 students by 90%, because they have been able to achieve a minimum mastery level of students more than or equal to 78, while a number of 2 students by 10% have not been able to achieve mastery learning because their scores are still below 78 compared to the standards. Students are considered to have completed if they get a score of more than or equal to 78.

Discussion

Based on the data analysis that has been carried out on the ability to develop the content of scientific papers, it can be seen that the average score obtained is 84.85 which this result shows that the ability of students in developing the content of scientific papers has a fairly good value. This shows that the aspect of developing content in the writings that have been made by students has quite an interesting title. The content in the paper reflects the problem according to the title, the existing discussion is also related to the topic of the problem and the conclusions that can be said to be quite detailed for the standard of the students.

This shows that the student's ability has reached the minimum completeness criteria of 78 and above. The ability of students based on the data obtained that students have been able to create ideas and then put them in the form of writing in scientific papers. This is in accordance with the research conducted by Khaerunnisa (2020) that students' skills in writing scientific papers from the type of error in the first lexical cycle aspect are 77.5%. Thus, in terms of scientific writing, it shows an increase in the lexical domain by 65%. Broadly speaking, there is an increase in students' knowledge in terms of writing scientific papers both in the grammatical and lexical spheres. They feel challenged to know more about the learning process through a collaborative approach.

Data analysis of the ability to organize scientific work while writing papers was found in the upper category. These results indicate that the students' ability to organize scientific papers has a good value. And these results also show that the aspects of the ability to organize papers made by students are expressed quite regularly and the main ideas are complete and detailed. In line with the research that has been carried out by Hastuti (2020) that there are several reasons why there is an increase in students' scientific writing skills which include the ability to: compose the format of writing (writing, systematic presentation), creativity and innovative topics/ideas, usefulness/contribution, data and information sources, presentation of discussions, conclusions and transfer of ideas through SETS-based learning.

These results indicate that the ability of students to sort out each vocabulary and terms that will be used in their papers is sufficient, because to be able to have good skills, they must often practice making papers, so that we have more treasury. But there are several things that must be paid more attention to, namely in writing papers, students still often use words that are not standardized. And many ignore the rules when they want to use foreign words that have not been adopted in the KBBI (The Official Indonesian Dictionary) in writing, it must be italicized.

If students are accustomed to writing scientific papers, it will affect their writing skills. The more often you write, the more proficient you will be at writing scientific papers. Jose (2015) states that writing is a hard work, but like any other skill in your career, the more you practice, the easier it becomes. It is imperative that we share our knowledge and experiences with others through journal publications.

According to research conducted by Mujianto (2017), increasing the ability to compose scientific papers which includes the ability to compose the initial section, content section, aspects of scientific notation, and mechanical aspects of writing works through the application of PBL strategies for several reasons. We can see that in compiling scientific papers, vocabulary and terms are very important so as to produce quality papers. These results indicate that the ability of students to use appropriate and correct

language is sufficient, but it must be considered again in writing scientific papers that each student must be able to master the rules of syntax, namely the use of sentences, clauses, and phrases. In order to minimize mistakes when writing scientific papers.

The abilities possessed by students in the aspects of spelling and technical application when writing scientific papers are sufficient, but that does not mean that they are free from errors, because there are still many errors when students use punctuation, spelling, and letter writing. Almost all the papers examined in it contain errors in this aspect, because this aspect is often forgotten when writing scientific papers, because it is classified as not very visible.

In addition to the title and research results, the benchmark for a good paper is the accuracy of the references we will use. According to Buttery (2010), the works that you cite in your manuscript are valuable references to readers. They also are a point of credibility for you as an author. Carefully check the accuracy of your references. Be sure to match your reference style with the style used by the journal that you are submitting your work.

According to Musaljoni (2019) the use of workshop and collaborative learning models in learning can improve students' skills in writing scientific papers. This improvement can be seen in the planning, implementation, and learning outcomes that have been implemented. From careful planning, in the end it will be accompanied by a smooth writing implementation and satisfactory results.

In addition, based on Nagari's research (2020) that the ability to write scientific papers among students, namely the basic abilities possessed by students can be said to be sufficient, but it does not stop there, students must also be able to further improve their ability to write scientific papers, such as improving their ability in the aspect of paragraph development or the content of each main idea they have, then increasing their ability when organizing content so that when compiling the structure of scientific works it can be even better.

This shows that the aspect of developing content in the writings that have been made by students has quite an interesting title. The content in the paper reflects the problem according to the title, the existing discussion is also related to the topic of the problem and the conclusions that can be said to be quite detailed for the standard of students. According to Mujianto (2017), the application of PBL can improve the ability to compose scientific works which include the ability to compose the initial section, the content section, aspects of scientific notation, and the mechanical aspects of the students' scientific papers writing in the JTD study program from cycle I to cycle II.

Based on the research conducted by Mikk (2006), the three most important success criteria in publishing are as follows: the paper describes good research, it is written according to the traditions of scientific writing and submitted to the right journal. Writing scientific papers requires predetermined writing rules. Geography Education students at the PGRI Kanjuruhan University have followed the writing guidelines that have been published by the campus as well as to produce a paper in accordance with the rules of writing scientific papers.

Apart from the ability of students to write scientific papers, another external supporting factor is the support from the campus to continue to encourage students to be more productive in writing, such as the opinion of Salih et al (2014) that the study also suggested the key role of higher education institutes should play in boosting research contributions by academic staff and curbing the problems of publishing.

74

Jayanti, Mustika Arif, and Jamil, Ahmad Maulana Malik. Scientific Writing Skills…

CONCLUSIONS

Based on the results of research that has been carried out on students of Geography Education at PGRI Kanjuruhan University on the skills of writing scientific papers in the Tourism Geography Course, 18 students can be declared as succeed, because they have been able to achieve a minimum level of completeness of students more than or equal

to 78, while a number of 2 students have not been able to achieve mastery learning because the value is still below 78. The average score obtained by students is 84.85 which this result shows that the ability of students in developing the content of scientific papers has a fairly good value. This shows that the aspect of developing content in the writings that have been made by students has

quite an interesting title. The content in the paper reflects the problem according to the title, the existing discussion is also related to the topic of the problem and the conclusions that can be said to be quite detailed for the standard of students.

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Jayanti, Mustika Arif, and Jamil, Ahmad Maulana Malik. Scientific Writing Skills…