

ANALYSIS OF WRITING PROBLEMS IKIP SILIWANGI STUDENTS

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Abstract

This research is research that focuses on analyzing the ability to write a paper by IKIP Siliwangi students. The purpose of this research problem is how to write scientific papers of IKIP Siliwangi students and what aspects are weaknesses in the scientific works of IKIP Siliwangi students. This research method is a descriptive qualitative method. The data sample consisted of 33 scientific papers of Indonesian Language Education Study Program students. The data analysis technique is by assessing papers using basic instruments, each student paper will get a maximum score of 100. The results of the research are then described to get a clear and correct description. The results showed that the average score of student papers was 53.9. This value is categorized as less. The weakness aspects of student papers lie in 1. Conventions of the paper relating to the consistency of paragraph typography; 2. Aspects of content meaningfulness related to the logical content of the paper and supported by information and data; 3. Scientific aspects related to effective sentences, quotations, and bibliography. The results of this study can be summed up in two points. First, the weakness of the writing of the Siliwangi IKIP student papers is the result of the students' inaccuracy in paying attention to new papers and the typing process; Second, students still lack knowledge of grammar, various standard languages, and Indonesian spelling.

Keywords: *writing skills analysis, writing papers*

INTRODUCTION

Writing a paper is part of writing scientific papers that involve complicated thinking activities. Therefore, not everyone can be skilled in compiling scientific papers or articles. However, scientific writing skills can be trained so that a student can write scientific papers well. This is in line with what was stated by Langan (2008, p. 9) that writing is a skill so that the more someone practices writing, the better he writes.

Paper writing skills must be possessed by every student. This is related to the needs of students whose academic activities are inseparable from writing activities. Almost every lecture in each lecture assignment requires students to make papers. Writing a student's paper can represent the level of academic ability. Therefore, proficiency in writing papers is a must for every student.

Judging from the quality of scientific writing, an article can be categorized well if it fulfills various aspects such as writing which is in accordance with the convention of the text, the contents of the writing are logical and supported by data and information, grammar, cohesion and text coherence, and spelling. To achieve good writing, of course a writer needs to practice and have lots of information and data. The amount of information and data as supporting writings is certainly inseparable from the degree of readability of the author of various information both textual and textual. Although it does not always have a positive correlation between the ability to read and write, at least people who read often will be rich in ideas and information that are a source of knowledge for a scientific paper.

According to Langan (2008, p. 9). writing is a process of discovery. It can be interpreted that writing is a process that has stages or steps that must be passed. The long process of writing is in line with what was stated by Hedge (2008, p. 302) which describes that the writing process involves a number of activities, namely setting goals, generating ideas, organizing information, choosing the right language, drafting, reading and reviewing, then revising and edit it. That is especially when writing a scientific paper that must be factual, objective and systematic, as Suyitno (2012, p. 27) states, that the paper contains factual information or data that is submitted objectively and does not favor other interests. These things indicate that the process of writing a paper is an activity that involves complex thinking activities.

Meanwhile, Hedge (2008, pp. 16-35) suggests that the writing process includes pre-writing, writing the first draft, revising, and editing, henceforth the writing of the writing is considered complete. Of the many processes and steps in writing a paper there is the most principle part about the cohesion and coherence of the contents of the text. To track the cohesion and coordination of the text, it can be traced from the structure of the language, which is both grammatical at the sentence level, as well as from the structure of general ideas and special ideas at the intersectoral level or between paragraphs. Often the writing of a paper does not have good cohesivity and coherence which in turn leaves the reader confused.

Many researches related to writing have been done, including research conducted by Khairun Nisa with the title "Analysis of Student News Writing Ability". Khairun Nissa's research addresses the issue of how students' ability to write news that has followed the lectures of editorials, news and photography. It turned out that the results of the news article had many weaknesses. Subsequently in 2012 Laili Etika Rahmawati and Najma Talia conducted a study entitled "Efforts to Improve the Scientific Writing Ability of Undergraduate UMS Physiotherapy Students with the Collaboration Method in Academic Year 2012/2013". The results of his research show that the collaboration method can improve students' scientific writing skills.

Meanwhile, research on writing has also been done by M. Fadhly Farhy Abbas and Herdi. The research touched on the issue of how students' abilities in writing argumentative essays were used as material for evaluating Academic Writing courses. The results state that the ability of students in writing argumentative essays gets an average score of 78.1 and is categorized as good. Then, Dhimas Asih Kusuma Persadha had conducted a research entitled "Competency Study of Writing Ability Among Students". Dhimas research explores the problem of how to write students' scientific papers at State University of Malang. The results show that the ability to write scientific papers of State University of Malang students is in the sufficient category.

Some of the research above shows that there has been quite a lot of research on the analysis of writing skills but research on the ability to write papers in Indonesian Language Study Program students who take the Learning Media course at IKIP Siliwangi has not been done. In addition, there are differences in some aspects of the assessment benchmarks in this study with the above studies. This research is based on the results of interviews with several speakers at Siliwangi IKIP that there are still many shortcomings and weaknesses of student paper writing. Therefore, this research needs to be done as an effort to add information about the level of students' writing ability. In addition, the results of this study can also show aspects of writing scientific papers that need to be mastered by every student. Furthermore, the results of this study can also be the latest reference for other researchers who focus their interest in research on writing. The research problem formulation is as follows. 1. How about the ability to write a student paper IKIP Siliwangi ?; 2. What aspects are the weaknesses " in the IKIP Siliwangi student paper?

METHOD

This research uses descriptive qualitative method. Descriptive research is focused on describing detailed and meaningful data. Research data in the form of scientific papers of students who take courses writing scientific papers. Data collection techniques by capturing student papers as a portfolio of the results of lectures on instructional media in Indonesian Language Education Study Program IKIP Siliwangi. Data were analyzed using an assessment instrument in the form of an assessment guideline. The assessment guidelines referred to as follows.

Table 1. Guidelines for Evaluating Papers

No.	Rated Aspect	Componen	Indicator	Score
1	Manuscript Convention: Papers written follow the applicable text convention	1. Systematics of Writing (SP)	Meet all components	5
		2. Use of paper size and margins (KM)	Meet only four components	4
		3. Use of letters (type and size) (H)	Meet only three components	3
		4. Consistency of system paragraphs (P)	Meet only two components	2
		5. ideals of writing length (PT)	Meet only one components	1
			Does not meet all components	0
2	Meaning of Content	1. Significant topic for the reader and appropriate development of the field of science (T)	Meet all components	5
		2. Exposure is supported by the clarity of the topic through its writing style Easy (KJ)	Meet only four components	4
		3. The contents of the paper can be accepted logically through the support of information and data (IM)	Meet only three components	3
		4. Organizing clear writing starting from the title and subtitle (JSJ)	Meet only two components	2
		5. Organizing clear writing through general ideas and detailed ideas	Meet only one components	1
			Does not meet all components	0
3	Use of Scientific Writing Language	1. Using standard language (BB)	Meet all components	5
		2. Consistently using italics for foreign words / terms and spelling in general (E)	Meet only four components	4
		3. Using effective sentences (KE)	Meet only three components	3
		4. Following the correct quoting rules (K)	Meet only two components	2

5. Write a bibliography according to the applicable style (APA) appropriately (DP)	Meet only one <u>1</u> component Does not meet all 0 components
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The assessment data is then tabulated and described in a clear and meaningful description. This is to answer the formulation of the second problem about what aspects are the weaknesses of IKIP Siliwangi students' scientific papers.

RESULT AND DISCUSSION

This chapter presents the results of an assessment of 33 student papers as a portfolio of lectures on instructional media. The assessment is carried out based on the paper assessment instrument which includes assessment of three major aspects, namely the convention of the text, the meaningfulness of the content, and the use of scientific language.

Aspects of manuscript conventions include sub-aspects: systematic writing (SP), use of paper size and margins (KM), use of letters (type and size) (H), consistency of typographic paragraph systems (P), ideals of writing length (PT). The meaningful aspects of the content include the following sub-aspects: the topic is significant for the reader and according to the development of the field of science (T), the exposure is supported by the clarity of the topic through an easy writing style (KJ), the contents of a logical paper and supported by information and data (IM), organizing clear writing starting from the title and subtitle (JSJ), organizing clear writing through general ideas and detailed ideas (GUGR).

The aspects of using scientific language include the following sub-aspects: standard language (BB), italics, capital letters, and general spelling (E), effective sentences (KE), citation writing (K), writing bibliography (DP).

Table 2 Paper Assessment Results

No	Name	NIM	Manuscript Convention					Content Meaning					Scientific Language					Total Score
			SP	KM	H	KT	PT	T	P	IM	PJSJ	GUGR	BB	E	KE	K	DP	
1	Reni Lusiana	18210234	1	0	1	0	0	1	1	0	1	0	0	1	0	0	0	6
2	Hilmi Luthfiyani	18210224	1	1	1	0	0	1	1	0	0	1	0	0	0	0	6	
3	Anis Rohmawati	18210227	0	0	0	0	1	0	1	0	1	1	0	0	0	0	4	
4	Putu Wulan.D	18210188	0	1	1	0	1	0	1	0	1	1	0	1	0	0	7	
5	Nindia Tiara.C	18210230	0	0	0	0	1	0	1	0	0	1	0	0	0	0	3	
6	Hari Priana.H	18210237	0	1	0	0	1	0	1	0	1	1	0	0	0	0	5	
7	Kevin Ayub	18210245	0	0	1	0	1	0	0	0	1	1	0	0	0	0	4	
8	Dea Sadila	18210222	1	0	0	0	1	0	1	0	0	1	0	0	0	0	4	
9	Fina yulianti	18210222	1	0	0	0	1	0	1	0	1	1	0	1	0	0	6	

10	Hanifah F.H	18210216	0	1	1	0	1	1	1	0	1	1	0	0	0	0	7
11	Desty Prawita	18210228	1	1	1	0	1	0	1	0	1	1	0	0	0	0	7
12	Diana Oktaviani	18210186	1	1	1	0	0	0	1	0	1	1	0	0	0	0	6
13	Engkos Korwara	18210196	1	1	1	0	0	1	1	0	1	1	0	0	0	0	7
14	Dhesi Nurul .S	18210209	1	1	0	0	0	1	1	0	0	1	0	1	0	0	6
15	Dindi Guran	18210239	1	0	0	0	1	1	1	0	1	1	0	0	0	0	6
16	Annisa Dwi.L	18210201	1	1	1	0	1	1	1	0	1	1	0	0	0	0	8
17	Widya Tarya	18210221	1	0	0	0	0	1	1	0	1	1	0	0	0	0	5
18	Ahmad Nur F	18210204	1	0	1	0	0	1	1	0	1	1	0	1	0	0	7
19	Inna Arsyantia	18210203	1	1	0	0	1	1	1	0	0	1	0	0	0	0	6
20	Iqbal M.Fauzi	18210211	1	1	1	0	0	0	0	0	1	0	1	1	0	0	6
21	M.Iqbal Yudayana	18210309	1	1	1	0	0	1	1	1	0	0	0	0	0	0	5
22	Ayu Vitriani	18210250	1	0	1	0	1	1	1	0	0	0	0	0	0	0	5
23	Bedah Euis H	18210202	1	0	1	0	1	0	1	0	0	0	1	1	0	0	6
24	Rina Hikmawati	18210226	1	0	1	0	0	0	1	0	0	0	0	0	0	0	3
25	Fany Oktaviany	18210173	1	0	1	0	1	1	1	0	0	1	0	0	0	0	6
26	Sebastian Seno A	18210213	1	0	1	0	1	1	1	0	0	0	0	0	0	0	5
27	Felia Fadilah A	18210233	1	0	1	0	1	1	1	1	0	0	0	0	0	0	6
28	Aania Rahayu	18210191	1	0	1	0	1	0	1	0	0	0	0	0	0	0	4
29	Topan Adiningrat	18210311	1	0	0	0	0	0	1	0	0	0	0	0	0	0	2
30	Putri Desti R	18210215	1	1	1	0	1	1	1	0	0	1	0	0	0	0	7
31	Elsya Zuniafa W	18210241	1	0	1	0	1	1	1	0	0	0	0	0	0	0	5
32	Nurmala Tri P.	18210232	1	0	0	0	0	1	1	0	0	0	0	1	0	0	4
33	Dewi Sinta	18210247	1	0	1	0	0	0	1	0	0	1	0	0	0	0	4
	TOTAL		27	13	22	0	20	18	31	2	15	21	2	8	0	0	178
	AVERAGE		0,82	0,39	0,67	0,00	0,61	0,55	0,94	0,06	0,45	0,64	0,06	0,24	0,00	0,00	5,39

Ket.

SP = Sistematika Penulisan,

T = Topik

BB = Bahasa baku

KM = Kesesuaian Kertas dan Margin

KT = Paparan didukung kejelasan topik

E = Ejaan

H = Huruf

IM = Isi Makalah

KE = Kalimat Efektif

P = Sistem Paragraf

PJSJ = Pengorganisasian Judul dan subjudul

K = Kaidah kutipan

PT = Panjang Tulisan

PGUGR= Pengorganisasian gagasan umum dan gagasan rinci

DP = Daftar pustaka

$\times 10 = 53,9$

Keterangan :

91-100= Baik Sekali

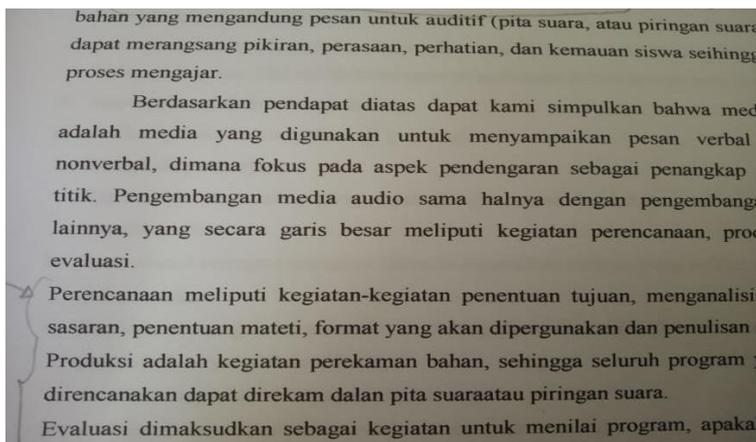
76-90 = Baik

61-75 = Cukup

51-60 = Kurang

50 ke bawah buruk

Based on the results of an assessment of 33 student papers it can be seen that the average value of student papers is 53.9. This value is categorized as less value. Even though the maximum value that can be obtained is 100. However, not a single paper is approaching very well. The aspects that become the weaknesses of student papers are as follows. The first thing that shows the weaknesses of the students' paper writing is found in the aspect of the text convention which includes typography sub-aspects of the typographic system (P). In writing student papers, it was found inconsistency using paragraph typographic style, both the indented style and the cross style. This happens because of the student's inaccuracy when typing paragraphs. This inaccuracy can be caused by several factors such as lack of focus when writing or students who have not been trained in writing papers. As the data quote below shows.



Picture 1 . Data Inconsistency in Paragraph Typography

The second aspect which is the weakness of student paper writing lies in the meaningfulness of the content especially in the sub-content of the paper. The content aspect of the paper (IM) only gets a score of 2 out of a maximum score of 33. The contents of the student paper are still far from good words. The contents of student papers in a lot of content are not supported by information and data. The contents of the paper are limited to a copy of the theory without data and arguments that produce the findings or conclusions of a study in the paper.

Third, the effective sentence This omits the lack of students' skills in preparing papers according to grammar. Students' inability to write effective sentences will impact on the cohesion and coherence of a paragraph or text as a whole. Even though this aspect of cohesion and coherence is very principal in composing a text or writing. In addition, effective sentences at the level of pleonasm or scattering of words are also found as in the data quotation below.

Untuk meningkatkan daya simak tersebut *banyak sekali kegiatan-kegiatan* yang dapat menunjang meningkatnya keterampilan menyimak para siswa. Kita dapat menggunakan aneka pengalaman audio untuk mempertinggi kemampuan menyimak dan aneka kegiatan peningkat daya simak lainnya. Tidak hanya dari kegiatan dan pengalaman saja untuk meningkatkan daya simak.

It can be seen in the data citation above that there are ineffective use of words, i.e. a lot of activities. Supposedly many words do not need to be attached to repeated words that indicate many. Because it causes word scattering '

Standard language is the next problem faced by students in writing papers. Papers as an objective and factual scientific writing must use standard language. The standard language is the standard language that must be used by the writer to avoid the various kinds of words that tend to be regional and slang. This lack of understanding of the use of standard language represents that students' knowledge of a variety of standard languages is still lacking. This is inseparable from the consumption of student discourse that reads more non-academic writings than academic writings which are rich in standard language content and scientific terms.

Next, the fourth thing that becomes a weakness is the writing of citations and bibliography which is not in accordance with the American Psychological Association (APA) style. Many errors are found in how to quote a quote. Excerpts that must be written by students are APA style quotations as stated in the paper writing guidelines at IKIP Siliwangi. In line with the many errors and inconsistencies of students in writing quotes in the APA style is about writing a bibliography. The style made by students did not pay attention to the signs of writing bibliography in APA style. This shows that the students did not pay attention to the guidelines for writing APA style citations and references carefully.

CONCLUSION

The results of this study can be concluded that the ability to write a student paper IKIP Siliwangi is in the poor category with an average value of 53.9. The value is obtained because found various aspects of weaknesses that exist in student papers. The aspects of weakness referred to are as follows. Aspects of paper conventions related to the consistency of typographic paragraphs; 2. The meaningful aspect of related content about the contents of the paper can be logically accepted through the support of information and data; 3. Aspects of scientific language related to effective grammar, citation writing and bibliography. This indicates two points. First, the weakness of paper writing due to the lack of students' attention in observing the paper writing and typing guidelines; secondly, there is still a lack of student knowledge about grammar, standard languages, and Indonesian spelling.

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