

Analysis of the Ability of Islamic Banking Students of the Islamic Faculty of Economics and Business IAIN Lhokseumawe in Writing Skills of Scientific Papers

Muhammad Syafril Nasution
IAIN Lhokseumawe, Indonesia
Email: muhammadsyafrilnst@gmail.com

Abstract

Scientific work is an integral part of the academic circle, because scientific work is the main task and is a prerequisite for all study programs and degrees. Scientific work is a benchmark for academics in the application of scientific knowledge. In final year students, there are still many of them experiencing problems when working on writing their final assignment, namely a thesis. This research was conducted to find out how the ability to write scientific papers, especially in writing thesis, among Islamic Banking students of FEBI IAIN Lhokseumawe who have finished taking research methods courses. The results of the research, students' ability to write scientific papers is described in three forms. First, the ability to write scientific article systematics as many as 73 students or 86% is categorized as good or able to write scientific article systematics. The remaining 13 students or 14% are categorized as needing guidance. Second, students' ability to write scientific articles. The contents of writing titles, author names, abstracts, research methods, and student bibliography are categorized as good because more than 75% can write. The rest, in preliminary writing, research results, discussion, conclusions and suggestions, students are categorized as needing guidance because only 25% can write well. Third, the ability to use Indonesian spelling. Several errors were found, which need attention, namely errors in capital letters, italics, periods, commas, and standard words. This error, because students do not read scientific papers, so that knowledge of the use of Indonesian spelling is still relatively lacking.

Keywords: *Analysis, Writing Ability, Students, Scientific Work.*

A. INTRODUCTION

Writing skills are different from listening and speaking skills, writing skills are not just acquired. However, writing skills must be learned and trained. Writing skills have an important role in the academic world. Almost all academic activities cannot be separated from writing activities (Mantra et al., 2019; Jo, 2021). The development of science and technology can be found from written works, both in the fields of education, science, technology, analysis, literature, etc. that is good and right. Writing is the process of pouring ideas into written form in the form of information that is conveyed to others, writing is also an important aspect of the

communication process because with good writing, the contents of the message contained in the writing will be easily understood by the reader. However, during the implementation of learning, writing activities often become learning that is difficult for students (Toba & Noor, 2019; Ebadi & Rahimi, 2019)

To see the quality of a scientific work cannot be seen from the thick and thin of scientific work. According to Sudjana, scientific papers are judged based on the criteria of (1) suitability of title and content, (2) sharpness of problem formulation, (3) correctness of problem discussion, (4) accuracy of conclusions, and (5) correctness of written grammar. Another indicator to see the quality of a scientific work. According to Nurjanah (2008) generally includes 4 (four) types, namely (a) assessment of the introduction, (b) assessment of the main text, (3) assessment of the closing, and (d) assessment of the appearance of the paper.

Scientific work is an integral part of the academic circle, because scientific work is the main task and is a prerequisite for all study programs and degrees. Scientific work is a benchmark for academics in the application of scientific knowledge. In final year students, there are still many of them experiencing problems when working on writing their final assignment, namely a thesis (St & Winarni, 2019). Where the preparation of this thesis itself is the last phase for students in taking education for students. This thesis is structured as a form of graduation requirements for students and of course as a form to obtain a bachelor's degree in accordance with the field occupied.

Therefore, the activity of writing scientific articles has become a tradition that must be studied by students in tertiary institutions, but it cannot be denied that the ability to write scientific articles is still relatively low (Khodabandeh & Naseri, 2020). This is evident from the observation by Alwasilah (2012) where the observations show that students' writing abilities in Indonesia are in the low category. All of this happens because students often experience difficulties in writing activities, as found in research by Rofiqo (2018) and Pranoto & Suprayogi (2020) that there are several causes of writing difficulties for students, namely fear of starting and difficulty determining or developing a topic, organizing essays, developing a paragraph, organizing language effectively, especially when constructing sentences, placing appropriate vocabulary, and using writing mechanisms, especially the writing technique itself. In addition, the opinion expressed by Rofiqo (2018) is reinforced by the results of research found by Istiqomayanti (2019) explaining that some students do not like writing scientific papers. They feel bored when writing a scientific work.

Based on this background, this research was conducted to find out how the ability to write scientific papers, especially in writing thesis, among Islamic Banking students of FEBI IAIN Lhokseumawe who have finished taking research methods courses.

B. METHOD

The method used for this research is the mixed method which combines quantitative and qualitative research methods. This method was chosen because this

research design aims to gain the ability to write scientific papers and the extent to which scientific paper writing skills, especially papers, are seen in terms of ability to develop content, ability to organize, ability to use vocabulary, ability to use language, and ability to apply spelling. The population of this study were Islamic Banking Students of FEBI IAIN Lhokseumawe Faculty of Economics and Islamic Business IAIN Lhokseumawe who had taken research methods courses.

C. RESULT AND DISCUSSION

According to Gesita Septafi and Datchuk et al. (2021), ability can be interpreted as a skill, strength, and ability. Meanwhile, writing as described by Tarigan is an expressive and productive activity. Therefore, in writing, writers must have skills and skills in utilizing vocabulary, language structures, and arranging words. Ability must be nurtured through training (treatment) and regular practice. The definition of writing in the Big Indonesian Dictionary means: (1) making letters (numbers and so on) through a pen (pencil, marker, ballfoin, chalk, and so on); (2) expressing thoughts, ideas, or feelings (such as composing, writing letters) through writing; (3) painting, drawing; and (4) batik (cloth) making stories, sending letters, making letters.

Another meaning as explained by Rusyana in writing is competence in using language patterns and delivered in writing to express an idea/message. Meanwhile, according to Alwasilah, writing is a productive activity in language. This understanding was later emphasized by Susanto, that writing is a psycholinguistic process, which originates from the formation of ideas through semantic rules, then recorded with syntactic rules, then enacted in a writing system procedure. According to Saleh Abas, writing is an ongoing thinking activity, from trying to reviewing. Writing can also be defined as an activity to express ideas, thoughts, feelings, thoughts, anxieties, into language symbols (written language) (Yamson, 2022; Rios et al., 2020).

Theoretically, one's writing ability is closely related to proficiency in applying language elements, organizing ideas into narrative form, accuracy in applying language, and choosing diction to be taken. However, the key to implementing it all is one's intensity in reading. The more often someone reads, the easier it will be for him to write. This is because that person will understand about beautiful and good forms of writing. In fact, often someone who reads a lot will be affected by the sources they read.

It can be analyzed that the function of writing is a medium of indirect communication. The meaning of indirect here is because the writing that is written is not dealing with other parties who read it, but only facing the writing. This statement was emphasized by Tarigan. According to him, the most important function of writing is as an indirect communication tool. Writing has proven to be very important for the world of education because writing makes it easier for students to think. It can also make it easier for us to feel and enjoy relationships,

sharpen our perceptions and responsiveness. So that in everyday life, we often encounter what we really think and feel about people, problems, ideas, and events only in the actual writing process (Susanto, 2013).

It can be concluded that the notion of writing is a person's ability to depict graphic symbols that are understood by writers as well as readers into writing, to convey ideas, thoughts, desires, feelings, so that they can be understood by readers.

So, it can be analyzed that writing is the most important part of life. Lessons that have been learned can be reflected through the writings written. Meanwhile, in the context of writing ability, based on the data that researchers obtained, the ability to write scientific papers of students majoring in Islamic Banking, Faculty of Islamic Economics and Business, IAIN Lhokseumawe is very low. Apart from that, students majoring in Islamic Banking also do not heed the guidelines, and carry out a very high level of plagiarism.

Based on the Nature Publishing Index Asia, interest in writing scientific papers among university students is very low. The lack of student interest in writing places Indonesia in 12th place out of 20 countries in Asia Pacific. (Persadha, 2016). From various research results show that the ability of students in Indonesia on average does not have the ideal ability in writing scientific papers. By definition, as stated by Sudjiman, scientific work is writing whose composition is based on scientific studies. Due to its scientific nature, scientific work should ideally be preceded by library research/field research. In contrast to Sudjiman, Brotowidjojo explained that a scientific work is an essay written based on general facts, meaning facts that explain whether or not something is true. In other words, the facts meant as described by Mustiningsih are facts that can be verified based on empirical observations.

According to Ulfatin, scientific works are often referred to as scientific essays or scientific writings. Scientific writing is the work of humans based on knowledge, attitudes, and scientific ways of thinking. Furthermore, this way of thinking is poured in written form in a scientific way as well. The difference between scientific and unscientific as described by Boyd and Westfall is as follows: (1) The objectivity of the researcher. Opinions or considerations taken are based on facts; unlike the way to obtain other beliefs (method of tenacity, authority, intuition), (2) Size accuracy. The scientific method seeks to obtain the most accurate measurement. This for natural science is very necessary and possible to do. For the social sciences the size used is relatively rough, often with a questionnaire or questionnaire. (3) The character of continuous investigation and towards perfection.

Scientific investigation weighs all the facts precisely into the problem. It is an aggressive research to find evidence and draw conclusions. But the researcher is never so sure that he has found the ultimate truth. This always challenging attitude brings the advancement of science. From that understanding, it can be said that scientific work is formed from three components, namely scientific knowledge, scientific attitude and scientific thinking. The results of the process of the three components are then communicated in writing to the target group.

Therefore, according to Ulfatin, the functions of scientific writing are as follows: (1) As a tool for communicating in writing new ideas resulting from literature studies, investigations or thoughts from someone, (2) As a tool for writing reports about scientific experience both theoretical experience and practical experience, (3) As a tool for communicating in writing about the development of science and technology, (4) As a tool for disseminating in writing an innovation or new discoveries, (5) As a scientific documentation tool in written form which can be used as a source of information.

While the form of scientific work consists of: (1) Scientific work with a research. This scientific work is more of a report of research results organized in full starting from the problems raised to the results of data analysis that answers these problems. Scientific work in this form is commonly referred to as a thesis for undergraduate students, a thesis for masters students and a dissertation for doctoral students, (2) scientific work is not carried out by research. This scientific work is more of a description of a discussion of a particular topic which is limited to the thoughts of the author and is limited from a literature review without being accompanied by the results of data analysis from a study (Abbasian et al., 2021; yusuf et al., 2019). This form of scientific work is usually called a paper or paper.

The general characteristics or requirements of scientific writing according to Mustiningsih (2001) are: (1) Content, where scientific writing must present general facts that can be proven empirically and can be used to draw conclusions, (2) Systematics, where scientific work must use certain systematic writing techniques, (3) Language, where the language and style of writing scientific papers must be standard and logical, not everyday language which is unclear and emotional in nature., (4) Publication, where scientific work must be published both in print and non-print, both directly and indirectly, so that it can be known and followed up in various forms by the public.

Unlike Mustiningsih and Ulfatin, according to Sonhajdi there are four requirements for a scientific writing, namely content, systematics, language, and publication. First, scientific work is presented in the form of facts in general and is proven empirically and can be used to build a conclusion. Second, scientific writing must have a writing systematic according to the specified. Third, the discussion and style of writing must be written in a standard and logical manner, not using everyday language. Meanwhile, fourthly, scientific works must be published or disseminated through various forms, both printed and non-printed, both directly and indirectly, so that they can be known and followed up in various forms by the public.

Unlike the others, Kartini emphasized that the characteristics of scientific writing must be logical, meaning that all the information presented has arguments that can be accepted by common sense. Second, Systematic, meaning that everything presented is arranged in a continuous and tiered sequence. Third, objective, meaning that all information put forward is based on facts that exist and actually happened and not the result of the author's (fictional) fiction. Fourth, Complete and thorough,

meaning that the matters raised are the result of a problem study and discussed thoroughly, so that the existing description provides complete and comprehensive information about the problem. Fifth, Thorough, meaning that the contents of the writing are avoided from various mistakes even though they are small. Sixth, clear and straightforward, meaning that all the information put forward can clearly express the intention by using simple language that tends to be standard and not convoluted. The use of convoluted language can lead to misperceptions for the reader, so that there is a possibility that the true meaning cannot be captured clearly. Seventh, Valid, meaning that all information is based on correct data, so that the correctness of the writing can be tested. Eighth, Open, meaning that something put forward can change if a new opinion emerges which is acknowledged and has been tested for truth, (9) Generally accepted, meaning that the conclusions put forward can be generalized or apply to all members of the population. Ninth, the presentation pays attention to standard language and writing manners.

Students majoring in Sharia Banking, Faculty of Islamic Economics and Business, IAIN Lhokseumawe class of 2019, have a total of 84 students. Each individual is given a test to write scientific articles based on lectures. As many as 73 students or 86% can compile scientific article systematics. The remaining 11 students or 14% still need guidance in the systematic preparation of scientific articles. After analyzing the systematics, the researcher analyzed the contents written in each part of the scientific article. The ability to write the contents of scientific articles is described as follows. 1) The ability to write titles and authors' names as many as 84 students or 100% can write titles well; 2) The ability to write abstracts and keywords as many as 76 students or 91% can write well, the remaining 8 students or 9% still need guidance; 3) Preliminary writing skills of 60 or 71% can write well, the remaining 34 students or 29% still need guidance; 4) The ability to write research methods as many as 73 students or 86% can write well, the remaining 11 students or 15% still need guidance; 5) The ability to write research results as many as 52 students or 63% can write well, the remaining 11 students or 37% still need guidance; 6) The ability to write discussions as many as 48 students or 57% can write well, the remaining 36 students or 43% still need guidance; 7) The ability to write conclusions and suggestions as many as 67 students or 80% can write well, the remaining 17 students or 20% still need guidance; 8) The ability to write a bibliography as many as 76 students or 91% can write well, the remaining 8 students or 9% still need guidance.

As for systematic content analysis, the researcher sharpened it by analyzing the use of Indonesian spelling. This ability is limited to (1) writing letters including capital letters and italics; (2) writing punctuation includes full stop and comma; and (3) writing standard words. In writing letters, namely (a) capital letters found errors of 60 letters and (b) italics found errors of 35 letters. In writing punctuation marks, namely (a) 42 errors were found in full stops and (b) 20 commas were found. In writing standard words, 38 non-standard words were found.

Table 1. Ability to Use Indonesian Spelling

| Indonesian Spelling | Number of Errors |
|---------------------|------------------|
| Capital letters | 60 |
| Italic | 35 |
| Dot | 42 |
| Commas | 20 |
| Standard Mark | 38 |

Ability to write scientific papers Islamic Banking Students/IAIN Lhokseumawe Faculty of Economics and Islamic Business IAIN Lhokseumawe

Based on the findings from this study, the ability to compile scientific article systematics for students majoring in Sharia Banking, Faculty of Economics and Business, Islam IAIN Lhokseumawe class of 2019, is relatively good, namely 85% can compile scientific articles. The remaining 15% according to researchers still need guidance in preparing systematics. There are 71 students who can compile scientific article systematics. In doing this task, students are able to load nine scientific article systematics, namely article titles, author names, abstracts and keywords, introduction, research methods, research results, discussion, conclusions and suggestions, and bibliography. In this discussion, the researcher still ignores the contents of the article systematics.

Researchers only analyze from the systematics of articles that can be seen in plain view. The remaining 12 students or 14% still need guidance. The 12 students did not include keywords, discussions and suggestions. Keywords are ignored because they are not the essence of scientific article systematics. In addition, students do not know that keywords are an important part of the article. Regarding the discussion that is not included in the work on the article, it is because students have already made research results. The research results already contain all the student findings in the research without the need for discussion. Finally, the student suggestions section does not include it because it is located at the end of the work before the bibliography. Students who are less thorough, you can be sure not to include suggestions. Students who need guidance in preparing scientific articles are students who are not present in lectures on scientific writing material. These students do not catch up on lecture material during their absence. As a result, students compile scientific articles that are not in accordance with the systematics of scientific articles.

The second research objective is to analyze the ability to write the contents of scientific articles for students majoring in Sharia Economics, Faculty of Islamic Economics and Business, IAIN Lhokseumawe class of 2019. Analysis of the contents of scientific articles is based on the systematics of scientific articles. All students can write good article titles. According to Sugihastuti, what is said with a good title is a title that is made and can provide a clear picture of the material, the scope of the problem discussed and attract the attention of the reader. In order to make it easier for students to write, the researcher directs all writing to qualitative research. The

content of the research prioritizes the description of words rather than the calculation of numbers.

The second systematics that researchers do is abstract and keywords. Based on the data that the researchers took, 76 students or 91% were able to make abstracts and keywords in good categories. While the rest, 8 students or 9% still need guidance to be able to write abstracts and keywords. The contents of the abstract are based on the guidebook published by IAIN Lhokseumawe. In working on the abstract, it contains background, objectives, types of research, data sources, research data, collection techniques, analysis techniques, data validity techniques, and research conclusions. For keywords refer to the variables contained in the research title.

While those who were categorized as good based on the data that researchers did were 75. A total of 75 students were able to write abstract content and keywords in accordance with applicable regulations. Meanwhile, nine students could not fill it properly and needed guidance. The reason for not being able to fill in and need guidance is caused by students not including keywords, while others are wrong in writing keywords. In accordance with the theory of writing, keywords refer to research variables. The third systematic, namely the introduction. 59 students or 71% of the preliminary work were categorized as good, the remaining 31 or 29% of students were categorized as needing guidance. According to Sugihastuti and Siti Saudah in the introduction, the writer must write the background of the problem, the purpose of the discussion, the scope/limitation of the problem, the theory used, data sources, the methods and techniques used and the presentation systematics. The contents of the introduction are for thesis, while for scientific articles it is simpler. In scientific articles, the introduction contains the research background, the scope or limitations of the research and the research objectives. The patterned background from the details (specific) is drawn to the general conclusion. This is in accordance with qualitative research. The pattern of qualitative research contains specific problems or case studies at a place/location of research and then elaborates it to make a conclusion.

The scope contains the limitations of the research, which can be in the form of object or subject variable boundaries. The research objective contains the purpose of the researcher in conducting the research. A total of 45 students were categorized as good because in the preliminary work they had included three things, namely background, scope, objectives and special-general patterns. In contrast to the 39 students who were categorized as needing guidance. The location of the guidance is 1) the background content is less focused or still general in nature, 2) there is no specific-general pattern, but general-general, and 3) there is no research scope or limitation. Students are less focused or casuistic because students do not deepen and understand phenomena. Students do not work on a specific-general pattern but generally because students need to read a lot of scientific papers so they can write well. Students do not include the scope of the research, the reasons are forgotten and it is said that it is not an important problem in the research. These three things need

to be paid attention to by seminar and thesis supervisors. The fourth systematics, namely the research method. In working on the research method, as many as 73 students or 86% were categorized as good. The remaining 11 students or 14% are categorized as needing guidance.

The research method contains types of research, sources of data and data, types of data collection and analysis, and types of data validity. As many as 65 students can fulfill the contents of the research method well. The remaining 19 students experienced problems in 1) they were still confused about differentiating data and data sources, 2) they were less varied in determining the type of data analysis, and 3) they did not include the type of data validity. These three obstacles, because students are less enthusiastic in finding research references. As a result, knowledge of scientific papers, especially qualitative research, is still minimal. The fifth systematics, namely research results. This section contains the presentation of the results of the research analysis without discussion. There are research results presented without citations from other studies. As many as 56 students or 63% are categorized as good, the remaining 28 or 37% of students are categorized as needing guidance. It is categorized as good, because in the process there is an analysis of a phenomenon according to the type of analysis that has been described in the research method. Students who need guidance, because the analysis carried out is not in accordance with the research method. In addition, in the introductory chapter students who do not include the scope of the research will be confused in giving proper boundaries and analysis. As a result, research is not focused and broad.

The sixth systematics, namely discussion. This section is a continuation of the systematic research results. If, in the research results section, it is a presentation of research results, then the discussion section is a description of the research results. Descriptions can be in the form of descriptions that describe data sources in generating data. Thus, research can reveal the reasons for something to happen in greater depth and focus. This is the difference between qualitative and quantitative research. Qualitative research is focused on the description of words so that it can be known in depth the phenomena that occur. In contrast to quantitative research in the form of numbers to measure a treatment or event without being able to reveal the reasons behind an event.

As many as 44 students or 57% are categorized as good because they can reveal in depth the results of the research. The remaining 40 students or 43% are categorized as needing guidance for the following reasons. 1) Students do not include a discussion of the reasons in the research. The most important part is the results of the research without any discussion of the research results. Another opinion states that if there are already research results, there is no need to discuss them. 2) Students do not conduct in-depth research, because the research data is in the form of text without any observations or interviews regarding the text. 3) students are not good at composing words, as a result the contents in the discussion are the same as the research results. These three reasons can be overcome if students often read scientific papers and often write scientific papers. Seventh systematics,

namely conclusions and suggestions. All groups load and fill in the section properly. In conclusion, students conclude the research results are in accordance with the research objectives. For suggestions, it contains tips that readers need to do. If the reader as a researcher, is given advice to do good research. That is, the constraints or problems that occur by students (researchers) are not repeated to the reader as the next researcher. If readers are connoisseurs of scientific writing, they are given suggestions according to research results in order to get better knowledge. The eighth systematics, namely bibliography. Sugihastuti and Siti Saudah (2016) state that a bibliography is a list of books, magazines, articles in magazines or newspapers, or articles in a collection of essays used as a reference in research. As many as 76 students or 91% are categorized as good. The reason, can write a bibliography in accordance with the rules and all the results of citations in scientific papers entered into the bibliography. The remaining 8 groups or 9% are categorized as needing guidance. The reason is, there is still confusion in writing a bibliography such as writing the names of book authors that need to be reversed, the authors of more than two books are all written by students and the title of the book is not written in italics. In addition, not all citations are included in the bibliography.

The last ability which is the aim of the research is the ability of students to use Indonesian spelling in writing scientific papers. Based on the results of the study, there are several errors in the use of Indonesian spelling. The following is a discussion of the use of Indonesian spelling in writing student scientific work. First, the use of capital letters was found as many as 60 letters that were written not according to Indonesian spelling. The discrepancy is categorized into two errors. The use of the first capital letter is writing the name of the subject. The writing of the subject's name is included in the proper name so that it is written using capital letters in the first letter of a word. In fact, as many as 50 words containing the name of the subject are written in lower case. The second incorrect use of capital is the writing of month names and historical events. A total of 10 words containing the name of the month of historical events are written in lower case. Supposedly, the writing of month names and historical events is written using a capital letter on the first letter of a word. Errors in using capital letters in subject names, month names and historical events are caused because students think that the subject name is not an important name. As a result, these words are written in lower case. Students think that writing capital letters is only for people's names, religions and regions. Students should often look at Indonesian spelling guidebooks in the process of writing scientific papers. Second, the use of italics found that 35 words were not written in italics. In Indonesian spelling, italics are used for book titles, emphasis on foreign words and terms. As many as 30 words are not italicized in writing foreign terms.

Students pay less attention to the use of italics for foreign terms that have not been found equivalent words in Indonesian. Third, the use of dots found as many as 42 writing errors. Mistakes in the use of dots were made by students in the subtitle. Subtitles should be written without using a period at the end of the subtitle. In fact,

students put a period at the end of the subtitle. Students do not understand the use of dots in sentences, not in titles or subtitles. Fourth, the use of commas was found as many as 20 typographical errors. Incorrect use of commas in conjunctions. The rules for using commas are after a conjunction at the beginning of a sentence and before a conjunction in the middle of a sentence. Students who use conjunctions do not use commas. Students think of writing commas in clauses that precede the main clause, separating interjections from sentences, separating names from titles, and words written sequentially and sequentially. Fifth, the use of standard words found as many as 35 words. Standard words are words that have been determined in general Indonesian spelling guidelines based on certain criteria. A total of 38 words are not included in the standard Indonesian words. Students in writing scientific papers pay little attention to standard and non-standard words, especially foreign words that have found equivalent words in Indonesian. The words written by students actually have Indonesian equivalents, but students are not careful. Vocabulary that is commonly used in scientific work has been written by students according to standard words. Thus, students should often open the Big Indonesian Dictionary or General Indonesian Spelling Guidelines to add insight into a word that has been standardized. This is in accordance with the character of the language which is dynamic. Language changes and there is absorption of foreign languages to fill the lack of a language's vocabulary.

D. CONCLUSION

Writing can be defined as a person's ability to paint graphic symbols that are understood by the writer as well as the reader into writing, to convey ideas, thoughts, desires, feelings, so that they can be understood by readers. While scientific writing is the result of scientific thinking about certain scientific disciplines which are arranged systematically, logically, correctly, holistically, and responsibly by using good and correct language. Based on the research results, students' ability to write scientific papers is described in three forms. First, the ability to write systematic scientific articles. As many as 73 students or 86% are categorized as good or able to write systematic scientific articles. The remaining 13 students or 14% are categorized as needing guidance. Second, students' ability to write scientific articles. The contents of writing titles, author names, abstracts, research methods, and student bibliography are categorized as good because more than 75% can write. The rest, in preliminary writing, research results, discussion, conclusions and suggestions, students are categorized as needing guidance because only 25% can write well. Third, the ability to use Indonesian spelling. Several errors were found, which need attention, namely errors in capital letters, italics, periods, commas, and standard words. This error, because students do not read scientific papers, so that knowledge of the use of Indonesian spelling is still relatively lacking.

REFERENCES

1. Abbasian, G. R., & Parvizi Moridani, R. (2021). Incorporation of Discourse Coherence Strategies into Writing Skills Instruction. *Interdisciplinary Studies in English Language Teaching*, 1(2), 53-73.
2. Alwasilah, A. C. (2002). *Pokoknya Kualitatif: Dasar-Dasar Merancang dan Melakukan Penelitian Kualitatif*. Pustaka jaya.
3. Datchuk, S. M., Hier, B. O., & Watts, E. A. (2021). Accounting for Levels of Language in Narrative and Expository Writing: A Skills Analysis of Second-Grade Student Writing. *The Elementary School Journal*, 121(4), 541-560.
4. Ebadi, S., & Rahimi, M. (2019). Mediating EFL Learners' Academic Writing Skills in Online Dynamic Assessment using Google Docs. *Computer Assisted Language Learning*, 32(5-6), 527-555.
5. Halidjah, S. (2015). Peningkatan Keterampilan Menulis Karya Ilmiah melalui Lesson Study. *Bahtera: Jurnal Pendidikan Bahasa dan Sastra*, 14(1), 47-54.
6. Iskandar, A., & Rizal, M. (2018). Analisis Kualitas Soal di Perguruan Tinggi Berbasis Aplikasi TAP. *Jurnal Penelitian Dan Evaluasi Pendidikan*, 22(1), 12-23.
7. Istikomayanti, Y., & Mitasari, Z. (2019). Pengembangan Keterampilan Menulis Ilmiah Mahasiswa melalui Klinik Penulisan. *Konstruktivisme: Jurnal Pendidikan dan Pembelajaran*, 11(1), 1-11.
8. Jo, C. W. (2021). Short vs. Extended Adolescent Academic Writing: A Cross-Genre Analysis of Writing Skills in Written Definitions and Persuasive Essays. *Journal of English for Academic Purposes*, 53, 101014.
9. Khodabandeh, F., & Naseri, E. (2020). Exploring the Impact of Common Vs. Restricted Social Networks on English Foreign Language Learners' Writing Skill. *Journal of Language Horizons*, 4(2), 81-100.
10. Mantra, I. B. N., & Widiastuti, I. A. M. S. (2019). An Analysis of Efl Students' writing Ability to Enhance Their Micro and Macro Writing Skill. *International Journal of Linguistics and Discourse Analytics*, 1(1), 29-34.
11. Nurmasitah, S., Achmad, U., Prasetyaningtyas, W., & Fatati, F. (2017). Pengembangan Model Pembelajaran Penyusunan Proposal Penelitian untuk Meningkatkan Keterampilan Penulisan Karya Ilmiah Mahasiswa. *TEKNOBUGA: Jurnal Teknologi Busana dan Boga*, 5(2), 66-73.
12. Persadha, D. A. K. (2016). Studi Kompetensi Kemampuan Menulis di Kalangan Mahasiswa. *Muaddib: Studi Kependidikan dan Keislaman*, 6(1), 1-20.
13. Pranoto, B. E., & Suprayogi, S. (2020). A Need Analysis of ESP for Physical Education Students in Indonesia. *Premise: Journal of English Education*, 9(1), 94-110.
14. Rios, J. A., Ling, G., Pugh, R., Becker, D., & Bacall, A. (2020). Identifying Critical 21st-Century Skills for Workplace Success: A Content Analysis of Job Advertisements. *Educational Researcher*, 49(2), 80-89.
15. Rofiqo, N., Windarto, A. P., & Wanto, A. (2018, July). Penerapan Metode VIKOR pada Faktor Penyebab Rendahnya Minat Mahasiswa dalam Menulis Artikel Ilmiah. In *Seminar Nasional Sains dan Teknologi Informasi (SENSASI)* (Vol. 1, No. 1).

16. Sahmini, M., & Rostikawati, Y. (2015). Pengembangan Evaluasi Keterampilan Menulis Karya Ilmiah dengan Pendekatan Sistem. *Jurnal Ilmiah P2M STKIP Siliwangi*, 2(2), 182-191.
17. St Y, S., & Winarni, R. (2019, December). Active Learning in Scientific Writing Skill using Indonesian Textbook Based on Character Education. In *Journal of Physics: Conference Series* (Vol. 1339, No. 1, p. 012070). IOP Publishing.
18. Sudjana, N. (2009). *Penilaian Hasil Belajar Mengajar*. Bandung: Remaja Rosdakarya.
19. Toba, R., & Noor, W. N. (2019). The Current Issues of Indonesian EFL Students' Writing Skills: Ability, Problem, and Reason in Writing Comparison and Contrast Essay. *Dinamika Ilmu*, 19(1), 57-73.
20. Wikanengsih, W. (2013). Model Pembelajaran Neurolinguistic Programming Berorientasi Karakter bagi Peningkatan Kemampuan Menulis Siswa SMP. *Jurnal Ilmu Pendidikan Universitas Negeri Malang*, 19(2), 104445.
21. Yamson, E. P. (2022). Metacognitive Strategies for Developing Writing Skills. *International Journal of Social Sciences and Humanities Invention*, 9(11), 7395-7403.
22. Yusuf, Q., Jusoh, Z., & Yusuf, Y. Q. (2019). Cooperative Learning Strategies to Enhance Writing Skills among Second Language Learners. *International Journal of Instruction*, 12(1), 1399-1412.