

**THE DIFFICULTIES OF WRITING SCIENTIFIC ARTICLES AT
ENGLISH EDUCATION DEPARTMENT OF IAIN LANGSA**

SKRIPSI

Submitted

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EDUCATION DEPARTMENT OF IAIN LANGSA**

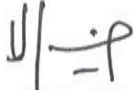
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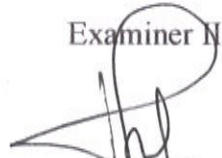
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Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul **“The Difficulties of Writing Scientific Articles at English Education Department of Iain Langsa”** merupakan hasil karya sendiri. Apabila di kemudian hari terbukti bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

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ABSTRACT

M. Alfian Giffary, 2022. The Difficulties of Writing Scientific Articles at English Education Department of Iain Langsa

Supervisor (1). ShafridaWati, MA **(2)** Zahratul Idami, M.Pd

This study aimed to find out students' difficulties in writing scientific articles. The type of research was qualitative. The subject of the research was 5 students who have submitted the scientific articles for completing their final examination requirement at the English Education Department of IAIN Langsa. The instrument used was Interview and Documentation. After conducting the research, the researcher found the problems for students' difficulties in writing scientific article include : (1) lack of reference source; (2) lack of knowledge regarding proper scientific article writing procedures; and (3) lack of skill in writing scientific writing.

Keywords: *Difficulties, Writing, Scientific Article*

CHAPTER I

INTRODUCTION

A. Background of Study

Learning English as a foreign language is crucial for students to effectively communicate with teachers, friends, and people from various countries. In Indonesia, English is taught to students from elementary to high school, and it's essential for them to master all language skills, including listening, speaking, writing, and reading. While these skills are interrelated, the researcher will focus on writing as it's a challenging language skill but plays a vital role in the learning process. Writing requires a high level of productive language control, which makes it the most difficult language skill to learn for students. Poor vocabulary, difficulty generating ideas, and grammar problems are among the reasons why students struggle with writing. Therefore, writing is a complex cognitive activity that involves using graphic symbols to convey ideas. However, every EFL learner can learn writing skills with consistent practice and preparation, including a broad knowledge base and logical thinking.

Writing is a language skill that is acquired through deliberate and consistent study. Despite its importance, writing is widely recognized as the most challenging skill to learn among EFL students. This is due to the higher level of productive language control required for writing, which means students need to have an excellent grasp of the English language to write well. Unfortunately, many students struggle with writing due to poor vocabulary, difficulty generating

ideas, poor grammar, and other issues. As a result, writing is a complex cognitive activity that involves using graphic symbols to communicate ideas. In summary, the ability to write well is an essential part of mastering the English language, but it requires a lot of effort and practice to overcome the many challenges students face.

Every EFL learner can acquire writing skills, but it's not something that comes naturally. Developing strong writing abilities requires consistent practice of putting thoughts and ideas on paper with precision. In addition, having a broad knowledge base and logical attitude are crucial for writing effectively.¹

Writing refers to the skill of conveying ideas, opinions, and emotions through written language. It is a crucial aspect of human communication, serving as a means of expressing thoughts and ideas in written form. Writing effectively requires proficiency in the language and a broad vocabulary that allows the writer to select the most appropriate words to convey their intended message. Ultimately, being able to write well is an important skill that enables individuals to communicate their ideas clearly and effectively in various contexts.

The primary goal is to facilitate students' learning of writing, as it is an essential subject that involves conveying ideas from the mind to written language. This can be challenging because it requires the writer to effectively translate their thoughts and ideas into meaningful written expressions. In addition, the writer

¹ M Fadhly and Farhy Abbas, "Assessing and Evaluating Efl Learners' Ability in Writing Academic Essay," *Proceedings of ISELT FBS Universitas Negeri Padang* 5, no. 0 (2017): 2017, <http://ejournal.unp.ac.id/index.php/selt/article/view/8013>.

must also have a good command of vocabulary and be able to skillfully combine words to convey their intended message. It is also important for students to focus on proper grammar usage, which can make writing even more difficult. Due to these challenges, it is common for students to perceive writing as a challenging subject that requires a great deal of attention to various aspects such as ideas, concepts, vocabulary, and grammar.

Practicing writing is the fundamental key to developing effective and precise writing skills. Writing proficiency is essential for all learners, as it enables them to effectively communicate their ideas through written language. A student's academic progress is largely dependent on their ability to write well. Writing is a form of communication that consists of four key components. Firstly, it is a means of self-expression. Secondly, writing conveys information to the reader. Thirdly, writing is governed by rules and conventions. Lastly, writing serves as a tool for education.²

Writing is an activity that involves productivity and self-expression, which serve as effective means of communication. Writing produces a written output that reflects the expression of one's ideas, which is considered a productive activity. Meanwhile, being expressive refers to the ability to convey thoughts, feelings, and intentions effectively. To enhance their writing skills, students need a comprehensive and well-designed learning program that incorporates

² Yulianah Prihatin, "Efektivitas Pendekatan Proses Dalam Meningkatkan Keterampilan Menulis Artikel Ilmiah Bagi Mahasiswa," *Jurnal Pendidikan Tambusai* 5, no. 2 (2021): 2627–2632.

appropriate methodologies and relevant media tailored to their individual circumstances.

Writing a scientific article is an essential skill that students should master. This skill not only helps them in writing an essay but also in various forms of writing such as academic writing, scientific writing, and argumentative essay. A scientific article requires a specific structure and style, and it is essential to follow the correct format to communicate the research findings effectively.

The first step in writing a scientific article is to understand the purpose and audience. The purpose of a scientific article is to report the research findings accurately, and the audience is usually other scientists or researchers in the same field. Therefore, it is necessary to use technical language and jargon that is specific to the field of study.

The structure of a scientific article typically includes an abstract, introduction, methods, results, discussion, and conclusion. The abstract summarizes the research findings and provides a brief overview of the article. The introduction provides background information on the research topic and presents the research question or hypothesis. The methods section describes the procedures used to collect data, and the results section presents the findings of the research. The discussion section interprets the results and explains their significance, and the conclusion summarizes the research findings and suggests future research directions.

In addition to understanding the structure and style of a scientific article, it is also essential to follow proper grammar and punctuation rules. Writing a scientific article requires precision and accuracy, and the use of appropriate grammar and punctuation can improve the clarity and readability of the article.

Overall, mastering the skill of writing a scientific article is crucial for students who want to pursue a career in scientific research or academia. It is a challenging but rewarding skill that requires practice and dedication to develop.

It is important for every student to acquire the skill of writing scientific articles. This skill can be utilized to complete various academic assignments across different courses. Additionally, mastering the skill of writing scientific articles is the initial step in preparing for a thesis final project. Presently, students are expected to write scientific articles as part of their final thesis/dissertation, which are intended for publication in scientific journals. As such, students must familiarize themselves with the guidelines and conventions of writing appropriate scientific papers to effectively communicate their research findings.

Based on a circular issued by the Directorate General of Higher Education, number 152/E/T2012 concerning the Publication of Scientific Papers, one of which is that undergraduate students must produce articles published in scientific journals.³ Based on the circular and considering the low ability of EFL students of IAIN Langsa in writing scientific articles and also many students who produce scientific articles that are not published because they do not meet scientific article

³ M. Said Husin and Etty Nurbayani, "The Ability of Indonesian EFL Learners in Writing Academic Papers," *Dinamika Ilmu* 17, no. 2 (2017): 237–250.

standards, the researcher intends to conduct research related to " The Difficulties of Writing Scientific Articles at English Education Department of IAIN Langsa". In order to be able to measure the extent of the English Foreign Language (EFL) Student Difficulties in Writing Scientific Articles at IAIN Langsa.

B. Research Question

The research question of this study can be formulated as follows: What are students' difficulties in writing scientific articles?

C. Purpose Study

Based on the problem, the objective of the research is the researcher would like to find out students' difficulties in writing scientific articles.

D. Significance Study

This research is expected to be useful especially for: the students, the teachers, and future researchers.

1. Learners

The learners can get a reflection of their difficulties in writing a scientific articles, so the learners can improve their ability in writing scientific articles.

2. Lecturers

The lecturers can get clear picture of the learners' difficulties in writing a scientific articles, so the lectures can know and teach the students to write scientific articles correctly.

3. Future Researchers

The references used in this study can be used by the next researchers to conduct further study.

E. Scope of Study

The scope of this study focuses on the students' difficulties in writing scientific articles at the English Education Department of IAIN Langsa. Which can be found by interviewing students who have submitted the scientific articles for completing their final examination requirement at the English Education Department of IAIN Langsa and asking their opinions through the interview about what difficulties they face in writing scientific articles.

CHAPTER IV

FINDING AND DISCUSSION

This study involved a comprehensive analysis of the data collected during the research process. Within this chapter, the researcher delves into the findings and engages in a detailed discussion of the data. To ensure a thorough understanding of the research topic, the researcher employed written interviews as a primary data collection method. This approach allowed for an in-depth exploration of the participants' perspectives and experiences, contributing to a richer and more nuanced understanding of the subject matter. In addition to written interviews, the researcher also utilized documentation as a valuable source of data. By consulting various documents, such as academic papers, reports, and records, the researcher sought to acquire accurate and reliable information to address the research questions at hand. The combination of written interviews and documentation provides a comprehensive and multi-faceted dataset, enabling a more comprehensive analysis and interpretation of the research findings. Additionally, the researcher took documentation to require the accurate data for answering the research questions consists of students' difficulties in writing scientific articles.

A. Research Finding

The researcher found the result from the written interview and documentations. The following are the description of the result findings:

1. Findings of Interview

NO	QUESTION	DESCRIPTION
1	Before you write a scientific article, have you ever heard about scientific article?	Interviewees 1 to 5 answered that they had heard of scientific articles. Interviewee 5 said that he had known about scientific articles since he was in high school where he had been given the task of finding out about scientific articles and journals but in the form of papers. Meanwhile, interviewees 1, 2, 3 and 4 only heard about scientific articles while studying at IAIN Langsa.
2	Have you ever learned how to write a scientific article in one of the course at English Education Department IAIN Langsa?	Interviewees 1 to 5 answered that they had studied scientific articles in an academic writing course but it was not very clear, only at first glance. So that they did not really understand how to write good and proper scientific articles in accordance with the established provisions for writing scientific articles. Interviewee number 5 also answered that he learned how to write scientific

		articles through exploring examples of scientific articles on the internet.
3	Do the courses help you in writing your scientific articles?	Interviewees 1, 3 and 5 answered that the course did not help them in writing scientific articles because the course did not explain about writing good and proper scientific articles. Thoroughly while interviewees 2 and 4 answered that the course was quite helpful for them in writing scientific articles, even though they did not understand how to write good and proper scientific articles in accordance with the established conditions.
4	Do you think the scientific articles you made have fulfilled the characteristics of writing scientific articles?	Interviewees 1 to 5 answered that the scientific articles they wrote met the characteristics of writing scientific articles. Interviewee 4 added the answer that the scientific article he wrote had completely met the characteristics of writing scientific articles because before starting to write his own scientific

		article he first opened a guide to writing good and proper scientific articles.
5	Which part do you think is the hardest when writing a scientific article?	Interviewees 1 and 2 answered that there was no difficult part in writing their scientific articles. They said that they made this scientific article based on their thesis so that there were no difficult parts in writing their scientific article because they felt they had mastered the contents of their thesis so that in writing scientific articles they had no difficulties at all. Meanwhile, interviewee 3 answered that the most difficult part in writing scientific articles was in finding the resource because these sections spent a lot of time due to the reading and re-dissecting every word that would be included in a scientific article. Meanwhile, interviewee 4 answered that the most difficult part in writing scientific articles was finding the proper and appropriate words because he

		believes that writing scientific articles could not be arbitrary in choosing and using words or sentences because there were provisions in choosing vocabulary. Interviewee 5 answered the most difficult point was summarizing each part of the thesis to be included in a scientific article briefly and clearly.
6	Do you think it takes skill of scientific writing to write scientific articles?	Interviewees 1 to 5 answered that scientific writing skills were needed in writing scientific articles because they are very helpful in writing scientific articles later in accordance with the provisions of writing good and proper scientific articles.
7	Are there any obstacles when you write a scientific article?	Interviewees 1 and 2 answered that the obstacles they faced in writing scientific articles were minimal journal sources so they had difficulty in writing proper scientific articles. While interviewees 3, 4 and 5 answered that the obstacle when writing scientific articles lied in choosing the proper

		vocabulary and also in using grammar. Interviewee 4 added that when writing a scientific article, every data presented in a scientific article must be in accordance with the facts and proven by previous research.
8	What difficulties do you face in writing scientific articles?	Interviewees 1 to 5 answered that the difficulties they faced in writing scientific articles were finding out sources that were limited and difficult to access. There were several sources that cannot be easily downloaded because they were locked by the owner of the scientific article, therefore it required them to buy the source from the internet. Moreover also it coupled with their lack of knowledge regarding the procedures for writing good and proper scientific articles. So they were confused in starting to write scientific articles.
9	How do you overcome difficulties in writing scientific articles?	Interviewees 1 to 5 answered that the way to overcome difficulties in writing scientific articles was to read a lot and

		see the sources of previous scientific articles so that they understand better about how to write scientific articles and also read more about the procedures for writing good and correct scientific articles. . Then interviewees 3 and 4 added to increase knowledge of scientific vocabulary to help in writing scientific articles in accordance with the provisions and also deepen grammar skills so that scientific articles written can meet the standards of writing correct scientific articles.
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2. Finding Documentation

In this research, the researcher got the result of the documentation, namely the scientific articles made by the 5 students that have submitted the scientific articles for completing their final examination requirement at the English Education Department of IAIN Langsa. Based on the result of their scientific articles the researcher found some errors as follows :

- a. From the scientific articles written by Students number 1, in terms of scientific article titles Student 1 exceeded the provisions for writing

scientific articles, namely 16 words, while the maximum number of title words in the provisions for writing scientific articles is 15 words. In terms of parts, the parts contained in Student 1's scientific articles were in accordance with the provisions of writing scientific articles. However, the number of pages was still lacking, namely only 4 pages. It did not meet the statutory scientific article writing, which is 10 to 25 pages. Student 1's scientific article also did not use body notes. She only attached the author's name without attaching the year of writing. Example : *“According to Kamarudin in the Journal of Siti Jannatussholihah& Sulis Triyono, he explained that interference is unintentional influence from one language to another.”* Then the references used were limited, which was only 4 sources which could reduce the quality of the scientific article. Student 1's scientific articles also have not used body notes in her writing

- b. From scientific articles written by Students number 2, in terms of scientific article titles of student 2 exceeded the provisions for writing scientific articles, namely 19 words, while the maximum number of title words in the provisions for writing scientific articles was 15 words. In terms of sections, the sections were in accordance with the provisions of writing scientific articles. However, in the introductory part of student 2 it does not attach the meaning of phonetic ability. In terms of the number of pages, there were still limited, namely only 6 pages, so it did not reach the standard for writing scientific articles,

namely 10 to 25 pages. Student 1's scientific articles also did not body notes. She only attached the author's name without attaching the year of writing. Example: *"According to Hang-Brook, PRAAT is an application that can accomplish this by recording sound samples and drawing, among other things, the visual pitch contour of the utterances."* Then the references used in student 2 scientific articles were quite many and can improve the quality of the scientific articles.

- c. From the scientific article written by Student number 3, in terms of the title it was in accordance with the provisions of scientific article writing, which was 10 words in total. In terms of sections, the sections contained in student 3's scientific articles were in accordance with the provisions of writing scientific articles. The content in each part of the scientific article was also very complete and the choice of vocabulary in the scientific article was also excellent. However, in terms of the number of pages of articles, was lacking, namely only 9 pages, so it did not reach the statutory requirement for writing scientific articles, namely 10 to 25 pages. In terms of references used, there were still not limited. Student 3 also used bodynotes in her scientific article very well.
- d. From scientific articles written by students number 4, in terms of scientific article titles it exceeded the provisions for writing scientific articles, namely 24 words, while the maximum number of title words in the provisions for writing scientific articles was 15 words. In terms

of sections, the sections contained in the scientific articles were in accordance with the provisions of writing scientific articles. The introduction and theory sections in Student 4's scientific articles were complete and clear. The content in each part of Student 3's scientific article was also complete and the choice of vocabulary in the scientific article was also excellent. However, in terms of the number of pages of it has met the minimum limit of scientific article pages, namely 10 pages. The references used in the student 4's scientific articles were many and it can improve the quality of the scientific articles. Students 3 also used bodynotes in his scientific article very well.

- e. From the scientific articles written by students number 5, in terms of the title. It was in accordance with the provisions of scientific articles, writing namely 13 words. In terms of sections, the sections contained in the scientific articles were in accordance with the provisions of the scientific articles. Writing the content in each part was also very complete and the choice of vocabulary was also very good. The finding and discussion sections of the scientific article were complete so it eases readers to see the essence of the scientific article. However, in terms of the number of pages, has fulfilled the provisions of scientific article pages, namely 13 pages. The references used in student 4's scientific articles were many and it can improve the quality of the scientific articles. Students 3 also used bodynotes in her scientific article very well.

3. Discussion

By conducting the written interview and collecting the documentation, the researcher discussed the result of the difficulties in writing scientific articles at English education department students of IAIN langsa.

The most common difficulty reported by the interviewees was finding sources, which were often lacking and difficult to access. The better access to scientific articles and resources to support students in their writing research were needed. Additionally, some interviewees gave some opinions about a lack of knowledge regarding the procedures for writing good and proper scientific articles, indicating the need for more comprehensive training and guidance in this area. Most students had difficulties writing scientific articles due to their lack of knowledge of the procedures for writing good and proper scientific articles. The lack of detailed explanations during the course regarding procedures for writing good scientific articles that also caused the difficulty for students in writing scientific articles. Most of the lecturers did not provide detailed explanations about the systematics and procedures for writing scientific articles. Even if any, the systematics of the scientific articles described were not similar. Some students overcome this problem by looking at examples of other people's scientific articles to make it easier for them to write scientific articles, but some other students said that taking examples of previous scientific articles was not very helpful because they were confused about how to take important parts of their thesis to adapt into their scientific articles so that it made them randomly copy from the thesis to their scientific articles.

The detailed analysis of the scientific articles written by each student highlighted areas where they have met or exceeded the provisions for writing scientific articles, as well as areas where they have fallen short. For example, some students exceeded the maximum number of title words allowed, while others did not meet the minimum number of pages required. Additionally, some students did not use body notes in their writing, while others did not attach the year of writing to their references. These findings highlight the importance of adhering to the established provisions for writing scientific articles to ensure the quality and credibility of the research.

The underscore of the importance of learning comprehensive and effective courses on scientific writing was to help the students develop to the necessary skills and knowledge. The mixed responses from the interviewees regarding the effectiveness of the courses offered at the English Education Department highlight the need for better guidance and support for the students in writing good and correct scientific articles. The analysis of the scientific articles written by each student also highlighted the importance of adhering to the established provisions for writing scientific articles to ensure the quality and credibility of the research. The findings showed that some students exceeded the maximum number of title words allowed, while others did not meet the minimum number of pages required. Additionally, some students did not use body notes in their writing, while others did not attach the year of writing publication on their references.

Overall, providing valuable insights into challenges faced by the students in writing scientific articles and the areas where they need more support and

guidance were important. By addressing these challenges and providing better support to the students, they can improve the quality and the credibility of scientific research and ensure that students were better prepared for their future careers in academia and beyond.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Following the thorough analysis of the collected data, the researcher arrived at several noteworthy conclusions regarding the challenges encountered by the students in writing scientific articles. These difficulties can be summarized as follows:

Acquiring adequate resources for writing scientific articles often poses a significant hurdle for students, as these resources tend to be scarce and arduous to access. The limited availability of relevant and up-to-date materials can impede students' ability to gather comprehensive information and support their arguments effectively.

A notable issue that students face was a lack of knowledge regarding the proper procedures for crafting well-structured and accurate scientific articles. The absence of comprehensive instruction on the fundamental principles and guidelines can hinder students' capacity to produce high-quality and valid research papers.

Insufficient proficiency in scientific writing skills emerges as another prominent obstacle faced by the students. This deficiency encompasses various aspects, such as the ability to articulate ideas coherently, employ appropriate scientific language and terminology, organize information logically, and effectively communicate research findings.

To summarize, the researcher's findings revealed that the students encountered challenges in writing scientific articles, including difficulties in finding and accessing resources, a lack of knowledge regarding proper writing procedures, and inadequacy in scientific writing skills. These conclusions shed light on the areas that require attention and improvement in order to enhance the students' competence and facilitate their successful engagement in scientific writing endeavors.

B. SUGGESTION

Based on the result and discussion of the research that had been done, the researcher conveyed some suggestions, namely as follows:

1. Suggestion for the students

In order to enhance their proficiency in writing scientific articles, it is imperative for the students to delve deeper into the intricacies of the writing process during academic coursework. Apart from the fundamental principles imparted in class, the students ought to actively seek out and meticulously examine a diverse range of exemplary scientific articles. This conscientious endeavor of familiarizing themselves with previous works will serve as a valuable resource, empowering the students to overcome hurdles and master the art of composing scientific articles with greater ease in the future.

Reading previous scientific articles on a regular basis has numerous benefits for aspiring scientific writers. It not only exposes

them to the language, conventions, and terminology specific to their field but also helps cultivate a sense of familiarity with the expectations of the scientific community. Furthermore, by immersing themselves in a wide range of scientific literature, students broaden their knowledge base, gain exposure to various research methodologies, and develop a critical mindset that is vital for producing rigorous and scholarly work.

In conclusion, while formal coursework provides a solid foundation in scientific writing, students must go above and beyond to refine their skills and broaden their horizons. By actively seeking out additional resources and immersing themselves in the rich tapestry of scientific literature, students can hone their abilities, gain invaluable insights, and pave the way for their future success in composing well-crafted and impactful scientific articles.

2. Suggestion for the lectures

It is crucial for lecturers to provide comprehensive instruction on the intricacies of crafting high-quality and accurate scientific articles during the course. By imparting detailed guidance on the step-by-step procedures involved, lecturers can equip students with the necessary skills and knowledge to effectively write scientific articles. This comprehensive approach to teaching scientific writing not only

facilitates the learning process but also empowers students to tackle future writing tasks with greater ease.

Furthermore, it is advisable to incorporate dedicated courses specifically focused on scientific article writing during the final semester of the academic program. This strategic placement ensures that students are continuously exposed to and engaged with the essential principles and techniques of scientific writing throughout their studies. By including this specific course in the final semester, students are less likely to forget or overlook the crucial procedures for writing scientific articles as they progress in their academic journey.

By emphasizing the importance of teaching scientific writing in detail and implementing dedicated courses during the final semester, lecturers can effectively enhance students' proficiency in this essential skill. The knowledge and expertise gained through these focused efforts will not only benefit students in their immediate academic pursuits but also prepare them for future research endeavors and professional contributions in their chosen fields.

3. Suggestion to other researcher

In this study, researcher focused on the difficulties of writing scientific writing. Based on the results of interview and documentation it turns out there are other factors that affect the ability and student learning outcomes. Consequently, it is hoped that fellow researchers will utilize the outcomes of this study as a valuable point of reference

for exploring and investigating other factors that impact students' difficulties in writing scientific articles.

It is crucial to note that the results obtained from this study should not be regarded as an all-encompassing benchmark for evaluating the students' difficulties in writing scientific article. Therefore, the findings of this study can serve as a valuable comparative tool for researchers undertaking similar investigations in diverse geographical locations or educational contexts. By taking into account the unique factors at play in each setting, future researchers can effectively build upon the existing knowledge and contribute to a more comprehensive understanding of what and how students difficulties in writing scientific article.