

Conference Paper

Project "Literacy Room" in Improving Student Scientific Writing Skills at UPN "Veteran" Jawa Timur

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ABSTRACT

At the university level, the publication of scientific articles is a barometer of the quality of education so students are also required to produce scientific articles that can add to the repertoire of scientific publications. Unfortunately, the increase in capacity and competence in writing scientific articles is mostly intended for lecturers, while for students it is not optimal. Therefore, Indonesian language courses are the first key for students to learn to write scientific articles and learn to publish them in proceedings, book chapters, or journals. One of the learning methods that can be used to improve learning outcomes in writing scientific articles is the project-based learning "Literacy Room". In particular, this research was conducted using Thiagarajan's 4-P development research method (Definition, Design, Development, and Deployment). The data in this study are student learning outcomes after learning activities using the Literacy Room project-based learning method. Meanwhile, the source of this research data comes from the learning activities of students participating in the general basic Indonesian language course in ten classes, namely class G501, class G511, class G526, class G538, class G521, class G533, class G543, class G546, class G509, and class G552 with a total of 338 students. Data was collected by various data collection methods. First, the data were collected using a questionnaire method with a Likert scale measurement. The resulting data were analyzed using descriptive and inferential analysis through correlation analysis. Based on the research results, the "Literacy Room" project that has been carried out has an impact on improving student's writing skills in quality and quantity.

Keywords: "Literacy Room" project, improvement of writing skills, scientific writing

Introduction

Writing is a medium of communication between two people, a medium for communicating our desires, spreading our suggestions, inviting others, and encouraging them to think and develop, besides that writing can make others smile, laugh and even cry. This shows that writing can create a strong interaction between the writer and the reader.

Writing includes activities that involve the ability to explain thoughts or ideas with the ability to assemble words. In language skills, writing is classified as a productive skill that is difficult to learn. Writing skills require mastery of language rules and proper writing structures. In all fields, writing skills are needed. However, writing skills cannot be acquired and mastered only by studying grammar, writing theory, and memorizing many terms, but must be followed by a lot of practice and writing practice (Kusnawati, 2014).

Therefore, writing activities cannot be separated from the academic life of students, especially writing in the form of scientific papers. Indirectly, writing scientific papers is part of the

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tasks that are often given by lecturers to students. This is by the nature of scientific work, namely a series of writing activities based on research results that are systematically arranged following a scientific methodology and aimed at obtaining scientific answers to a problem. Writing is not just ordinary thinking but must think logically and rationally. Therefore, writing scientific papers has become a tradition studied by students.

Unfortunately, students' scientific writing skills are still relatively weak. This can be seen from the results of research conducted by Mutiara et al. (2020). From the research conducted on fifteen research subjects, the ability to write scientific papers in the form of papers among students still needs to be improved. In the basic ability to write scientific papers, students already have. However, other aspects such as the content of the paper, organizational structure, vocabulary and terms, language use, and spelling and writing techniques need to be improved.

In Table 1, it can be seen that the ability to write student papers on these aspects is still lacking. From the aspect of content, students' ability to write papers got the highest score = 30, while the lowest score was 18, with an average score of 25.30, from the aspect of organizing the structure of the writings made by students the highest score = 15, and the lowest score was 13, with an average score of 12.10. From the aspect of vocabulary and terms, the student's ability in writing got the highest score = 15, and the lowest score = 12, with an average score of 12.40. From the aspect of using language in the paper made by students, the highest score = 15, and the lowest score = 10, with an average score of 13.10. From the spelling and technical aspects of writing scientific papers made by students, the highest score = 7, and the lowest score = 6, with an average score of 6.10. Therefore, students need to improve their abilities in paragraph development, content organization, and selection. vocabulary, and reducing word choice and spelling errors (Mutiara et al., 2020).

Table 1. Student paper writing ability

Aspect	Max	Min	Mean
Paper content	30	18	25.30
Organization structure	15	13	12.10
Vocabulary and terms	15	12	12.40
Language use	15	10	13.10
Spelling and Writing Techniques	7	6	6.10

The activity of writing scientific papers has become a tradition that is learned by students in college. However, it is undeniable that the ability to write scientific papers of students is still relatively low, as evidenced by the analysis. According to Fitriyah's thesis (2012), the problem that is often faced in writing to make writing skills weak is that students feel they do not have writing talent. Students think that writing is influenced by the talent they have from the past. This causes students to be reluctant to write because they feel they do not have the ability or talent in the field of writing. Second, don't know how to write. The next problem that causes students' writing skills to be weak is the difficulty in expressing ideas. Students often have ideas but have difficulty in making a good title and developing the title into a complete written work. Another difficulty experienced by students is that they are unable to compose sentences and continuity between paragraphs well.

Third, lack of confidence in the results of his writing. Students have a high sense of insecurity towards the results of their respective writings. Students who do not have the habit of writing consider their writings to be not as good as those of writers who have the habit of writing and whose writings are published in the form of articles, opinions, or other works. Fourth, afraid of other people's criticism. Students often think of criticism as something that is not fair. Students assume that the more criticism means the more they show their weaknesses. Feelings of

inferiority or insecurity can be understood after the writing is finished. However, some have a sense of inferiority or lack of confidence before writing.

Fifth, don't have time to write. Lecture assignments and organization or other college activities as students have been an obstacle in writing. On campus, students are busy with their obligations to study in class, work on work programs in the organizations they participate in, and do other college activities. After college, the student's time is devoted entirely to their families. In addition, the time that students have is not only for studying and their families but also for the community. This condition is one of the causes of students' difficulties in writing. Sixth, not knowing the next step after writing is finished. Many students feel confused about the next steps to take after writing is complete. Students do not know where to send the writings that have been made so that they can be useful to others.

At the student level, writing skills are very important because by writing students can express their ideas and write them in academic writing. With the academic writing ability possessed by students, their imagination power can be honed, language fluency increases, and can increase self-confidence because they can produce work.

Indonesian Language Course is one of the general compulsory subjects in all majors or study programs in Higher Education. At the student level, writing skills can be used to write ideas into academic writing. Academic writing is an activity that produces academic writing. Academic writing taught in the Indonesian Language Course is writing ideas in the form of research proposals, articles, book summaries, reviews, articles, and reports written logically and systematically in reports.

As a learning model that has long been known for its strength in developing student skills, many experts reveal the benefits of this learning model. Abidin (2014) views that this model has advantages, namely "it can develop students' academic skills, students' social and emotional skills, as well as various thinking skills needed by students in real life". Consistent with this statement, Abidin (2014) reveals the advantages of this learning model as follows: (1) This learning model is integrated with the curriculum so that in its implementation it does not require any additions. (2) Students are involved in real-world activities and practice authentic strategies in a disciplined manner. (3) Students work collaboratively to solve problems that are important to themselves. (4) Integrated technology used as a tool for discovery, collaboration, and communication in achieving important learning objectives in new ways. (5) Increase teacher/lecturer cooperation in designing and implementing projects that cross geographical boundaries or even jump time zones.

Besides being seen as having advantages, this learning model is still considered to have weaknesses (Abidin, 2013). Weaknesses include the time and money needed, a lot of media and learning resources are needed, it requires lecturers and students who are both ready to learn and develop, and there is a concern that students will only master one particular topic they are working on. Therefore, lecturers must always supervise every student activity so that lecturer activities must work extra hard in monitoring every student activity.

Based on this, the "Literacy Room" project was carried out to improve the writing skills of students in higher education. Researchers hope that the publication of scientific articles in universities will increase.

Material and Methods

This research was carried out at the Indonesian Language MKDU Joint Lecture Building, UPN "Veteran" Jawa Timur, and online through Zoom Meetings. This type of research is research & development because it is intended to test the effectiveness of learning methods on student learning outcomes. The thing that was developed was a project-based learning method for the Literacy Room. The method used is a mixed method research method between quantitative methods and qualitative methods. The development model used is 3-P which includes the

definition, design, and development by Thiagarajan because it is synergistic with the research objectives (Trianto, 2009). Each category is explained in the research stages.

The data in this study are student learning outcomes after learning activities using the Literacy Room project-based learning method. Meanwhile, the source of this research data comes from the learning activities of students participating in the general basic Indonesian language course in ten classes, namely class G501, class G511, class G526, class G538, class G521, class G533, class G543, class G546, class G509, and class G552 with a total of 338 students. All students do not come from the same study program but come from various study programs including agribusiness, agrotechnology, data science, communication science, law, chemical engineering, information systems, and informatics.

Data was collected by various data collection methods. First, the data were collected using a questionnaire method with a Likert scale measurement. The Likert scale can be used to measure students' attitudes, opinions, and perceptions about the social phenomena studied. Second, the interview method to confirm student answers in the questionnaire. Third, the method of documentation is derived from scientific articles written by students. The article is also used as material to assess the quality of the articles written. The instrument for student learning outcomes uses Bloom's taxonomy which includes three domains: the cognitive domain, the affective domain, and the psychomotor domain.

The resulting data were analyzed using descriptive analysis. This is done to find facts with the right interpretation including accurate studies related to phenomena, groups, or individuals.

Results and Discussion

Improvement of student scientific writing skills

The literacy room project-based learning method is carried out for eight meetings or half a semester. Several stages are carried out. The following are the stages of research to develop learning methods for literacy space.

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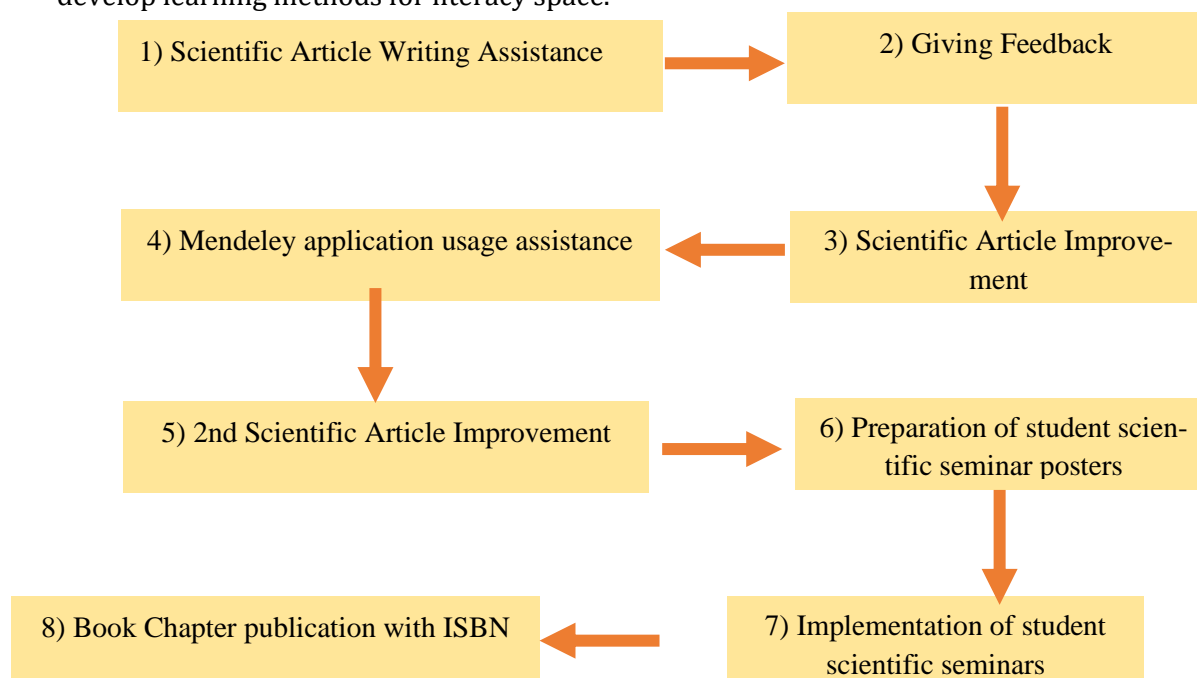


Figure 1. Stages of development of project-based learning method literacy room

First, students are assisted in writing scientific articles. One of the main milestones of a learning process is the social relationship between educators and students. At this stage the lecturer accompanies students during the process of writing scientific articles. Lecturers provide input and encouragement to students to continue to enthusiastically follow every process in writing scientific articles until they are finished and can be published. Second, students are given feedback. In addition to assisting, lecturers also provide feedback on scientific articles that have been written by students. Feedback can increase students' motivation. Feedback can also help students complete writing scientific articles properly and correctly and make students aware of their lack of knowledge so that they can improve it.

After that, students correct the Scientific Articles that have been written. After receiving feedback, students correct the deficiencies contained in their scientific articles. Fourth, students are given assistance using the Mendeley application. In making scientific articles, guidance is needed to use the Mendeley application. This makes students able to compile scientific papers well and always uphold academic ethics by avoiding all forms of plagiarism. Fifth, students make improvements to the 2nd scientific article. After knowing how to use the Mendeley application, students improve their scientific articles to make them better and avoid plagiarism.

Next, students compile posters for student scientific seminars. After finishing writing scientific articles, the next step is to compose seminar posters about scientific articles that have been made by students. Seventh, students jointly carry out student scientific seminars. At this stage, students present their scientific articles in the final draft. Finally, students publish book chapters with ISBNs. Next is scientific articles that have been made by students and published book chapters.

However, the stages are simplified in the delivery to students as follows.

1. The first step is to divide groups and find ideas that will be written into scientific articles.
2. The second step is that the lecturer assists students with Mendeley, Citing, and Bibliography.
3. Further assistance on abstracts, chapter 1 and chapter 2.
4. Continued mentoring on chapters 3, 4, and 5.
5. After the scientific articles have been made, students will present scientific articles that have been made in a random presentation sequence in as many as 4 groups on 30 May-02 June 2022.
6. Next, check Turnitin to ensure that scientific articles written by students are free from all forms of plagiarism.
7. After being checked, the students revise the errors contained in the scientific articles that have been made so that they become good and correct scientific articles.
8. Finally, students present their scientific articles online at the National Seminar on Students "Indonesian in the Scope of Other Sciences" on 22 June 2022 at 09.00-15.00 WIB.

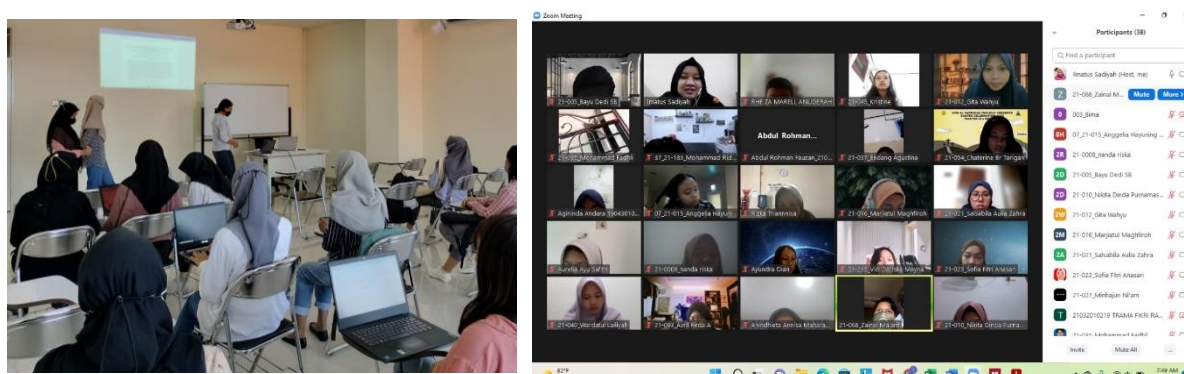


Figure 2. Student writing activity in the class

Therefore, so far the results that have been achieved are the implementation of this research well and smoothly. Of the 10 classes that became the subject of this research, there were 118 scientific articles produced in this project. The entire article was written by students in groups during several meetings. This article is also the output of this research.

Scientific articles by students are selected based on the quality of the writing and the topic of the article. From the results of the selection, student scientific articles are categorized into three categories. First, scientific articles with 7 quality with eligibility to be submitted to national, nationally accredited, and international scientific journals. Second, scientific articles with 6 quality with eligibility to be submitted in national and international scientific proceedings. Third, scientific articles with quality 4 with eligibility are compiled in the form of the proceedings of the student national seminar.

Thirty articles with quality 4 have been compiled in the form of proceedings. Unfortunately, the ISBN submission to this proceeding encountered problems because it collided with the latest regulation from the National Library of Indonesia that national seminar proceedings which are published periodically must be published through an institutional publisher, namely UPN "Veteran" East Java. Therefore, this article is only compiled into a book chapter without an ISBN.

For scientific articles with 6 quality, two of them have been edited and have been submitted to national seminars and international seminars. The article entitled "Analysis of Hate Speech in Puan Maharani's Youtube Comment Column" by Michael Alexander Justin Audison Sibarani (student of the Data Science Study Program) has been submitted to the 2022 Data Science National Seminar (SENADA 2022) organized by the Data Science Study Program of UPN "Veteran" Jawa Timur. The following is proof of submission to the seminar.

The second article entitled "Sentiment Analysis of Netizen's Comments on Youtube about IKN (Capital City) Development in Indonesia" by Cagiva Chaedar Bey Lima, Mohammad Rafka Mahendra Ariefwan, and Ikbar Athallah (student of Data Science Study Program UPN "Veteran" Jawa Timur) has been submitted to international seminars. The seminar is the 2022 Information Technology International Seminar (ITIS) organized by the Faculty of Computer Science UPN "Veteran" Jawa Timur. This article has been edited and translated into English so that it can be submitted to international seminars.

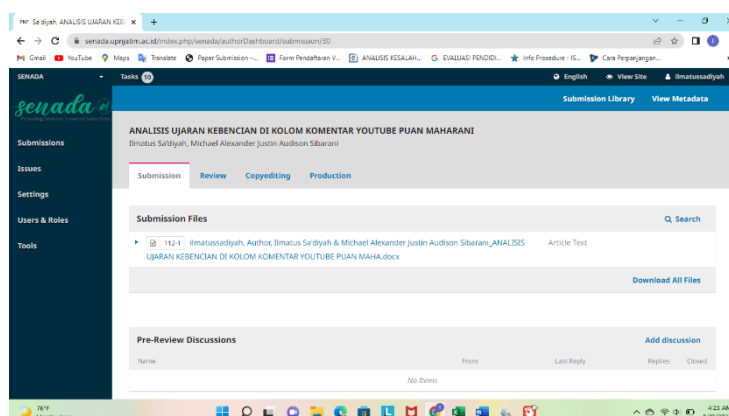


Figure 3. Student articles submitted to conferences

This scientific article shows that the "Literacy Room" project-based learning method that has been implemented has had a profound impact on students. Aspects of scientific writing skills and scientific presentation of students have increased. Students also know that written scientific articles require a long process before being presented in a seminar. This scientific article also has an impact on UPN in the future.

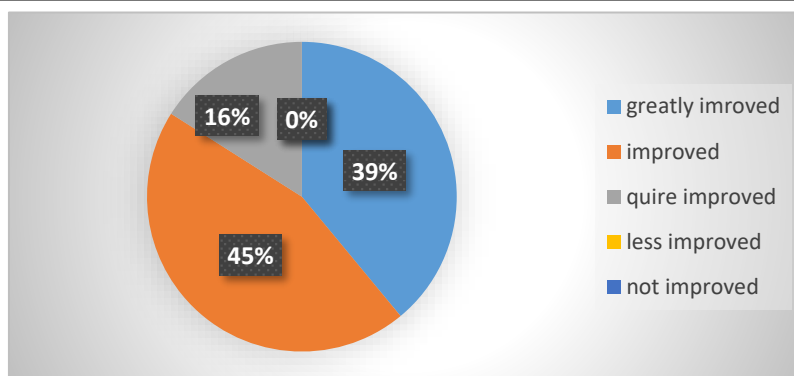


Figure 4. Student Writing Improvement

Meanwhile, from the results of the questionnaire addressed to the students, it shows that there are 45% of students feel the essay project improves their scientific article writing skills, there are 39% of students feel that the essay project greatly improves their scientific article writing skills, and there are 16% of students felt that the final project had improved their scientific article writing skills. It can be concluded that many students feel that this UAS project improves their scientific article writing skills.

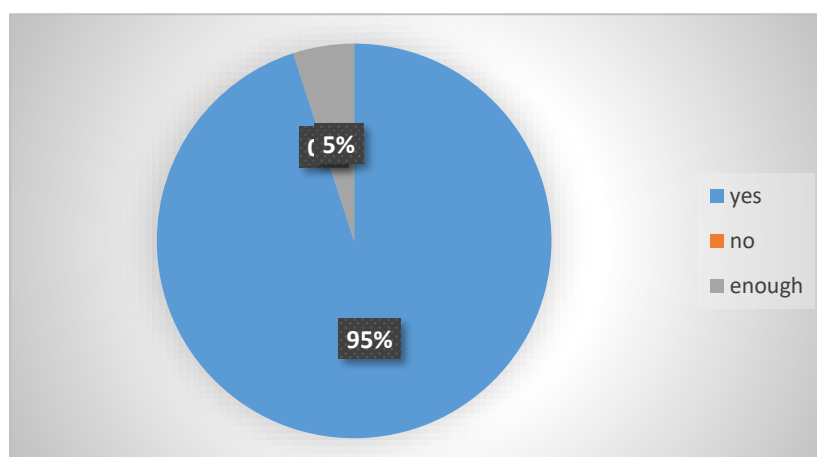


Figure 5. Student experience after the project

In addition, students were also asked about the learning experiences gained during the project. The results of the questionnaire addressed to students show that as many as 95% of students feel that they get learning experience from projects given by lecturers and as many as 5% of students feel that they get learning experiences from projects given by lecturers. It can be concluded that more students feel that they get learning experience from projects given by lecturers for UAS assignments.

Students also gave an open impression of the implementation of the project. Students admitted that during the process of making scientific articles, they often found it difficult to check Turnitin and compose sentences by paraphrasing. However, many students feel happy when they reach the presentation stage because the program is exciting. Many of the students felt that this UAS project provided benefits to themselves, especially in the procedures for writing good and correct scientific articles. Students get a lot of new insights about the techniques, formats, requirements, and research for writing scientific articles.

Conclusion

The conclusion that can be drawn from the results of the implementation of the "Literacy Room" project in Improving Student Scientific Writing Skills at UPN Veteran East Java is an increase in the ability to write scientific articles among students, namely basic writing skills. However, students should also be able to further improve their ability to write scientific papers, such as improving their ability to compose sentences by paraphrasing to avoid all forms of plagiarism. then improve the ability to choose correct and appropriate vocabulary and terms, as well as reduce word selection errors, the language used when making scientific papers must be carefully considered so that the language used is really good.

Many students feel that this UAS project improves their scientific article writing skills. More students feel that they get learning experience from projects given by lecturers for UAS assignments. In writing academic texts, students must go through three stages including The first stage, pre-writing (such as group division, and idea discovery). The second stage is writing (starting from writing the abstract, chapter 1, chapter 2, and Chapter 3). And the last or third stage is revision (correction of errors that exist in the wrong writing). By knowing about the importance of scientific writing skills, writers must understand the contents of a written work and arrange it properly so and can be justified scientifically so that the writing does not mislead others.

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