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## Critical Issues of Scientific Writing

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### Abstract

This study discusses the contemporary issues that usually take place in the process of scientific writing. This paper focuses on student's perception towards scientific writing and how information technology that gives great contribution to bad behavior which is plagiarism, and how to reduce it. The purpose of writing this article is to reveal one of the factors causing the weakening of students' writing ability and possible solutions that can be applied based on the findings in this study. The method used is descriptive qualitative by digging the data using survey instrument at 35 final level student respondents from several public and private universities in Indonesia. It is very confusing to see more of students to copy paste from the internet in writing their tasks. This is the result of this research, the necessary workshop training and advice from lecturers or tutors to help students and reducing plagiarism.

**Keywords:** Scientific Writing, Plagiarism, Workshop

### Abstrak

Studi ini membahas masalah kontemporer yang biasanya terjadi dalam proses penulisan ilmiah. Makalah ini berfokus pada persepsi siswa terhadap penulisan ilmiah dan bagaimana teknologi informasi yang memberikan kontribusi besar untuk perilaku buruk yang plagiarisme, dan bagaimana mengurangnya. Tujuan penulisan artikel ini adalah untuk mengungkap salah satu faktor yang menyebabkan melemahnya tulisan siswa. kemampuan dan kemungkinan solusi yang dapat diterapkan berdasarkan temuan dalam penelitian ini. Metode yang digunakan adalah deskriptif kualitatif dengan menggali data menggunakan instrumen survei pada 35 responden mahasiswa tingkat akhir dari beberapa universitas negeri dan swasta di Indonesia. Sangat membingungkan untuk melihat lebih banyak siswa menyalin dari internet dalam menulis tugas mereka. Ini adalah hasil dari penelitian ini, pelatihan lokakarya yang diperlukan dan saran dari dosen atau tutor untuk membantu siswa dan mengurangi plagiarisme.

**Kata Kunci:** Penulisan Ilmiah, Plagiarisme, Workshop

## INTRODUCTION

Since the development of information technology this has led to many new phenomena. One interesting issue is the case of plagiarism. In China, an author

named Yuehong Zhang stated "31% of articles submitted to the journal of nature are plagiarism works." (Zhang, n.d.)

The issue does not seem to be much different from what happened in other countries, especially Indonesia. Students are never separated from the activities of writing scientific papers. As a student, it is required to produce a paper such as writing a practicum report, research, scientific papers, papers and of course also a thesis or final assignment. In carrying out this task, the issue that is most feared is "poor academic practice" (Bouville, 2008).

Plagiarism cases have their own uniqueness, the issue starts from writers who lack knowledge about how to quote the right one, or an attempt to acknowledge the work of someone else (Deacon, 2016).

Difficulties in writing scientific papers are recognized by various parties. Alwasilah and Suzana admitted that scientific writing skills were difficult to master, due to the ability to write scientifically to master various linguistic elements and elements outside of language that would be the content of writing (Alwasilah & Suzanna, 2007). From this perspective an effective learning approach is needed to improve students' abilities and reduce the culture of plagiarism.

In this paper, I present research findings that refer to students studying at several universities in Indonesia. This study focuses on student awareness and perceptions related to the issue of academic plagiarism, and what approaches are needed that can be used as solutions.

## **RESEARCH METHOD**

The method used to analyze the data in this study is descriptive qualitative method. It explain the phenomena encountered and based on data analysis to make general conclusions (Sugiyono, 2005). In this survey research, data collection was carried out using instruments designed in the form of Likert Scale and Multiple Choice. Data collection is done by using the help of the google form sent to the sample of respondents through social media. The survey instrument consisted of 38 questions in the form of multiple choice and Likert scale.

The Samples from this study 35 respondents with the final semester student background and fresh graduate from several public and private universities. In addition, this survey targets a representative sample of social and language science academic programs. The reason for choosing a sample with this background is to see students' perceptions after they go through the learning process in sufficient time at their respective universities, so that they can answer questions in the instrument related to model of learning they experience in lectures, and how anti-plagiarism is campaigned in the academic atmosphere on their respective campuses.

## **RESULTS AND DISCUSSION**

Every university has scientific writing courses in their curriculum, and also campaigns for anti- plagiarism, whether structurally or not. Does learning in scientific writing courses be carried out with the right learning model? Of course, learning model that can improve writing skills will lead to a good culture and can

reduce the practice of plagiarism automatically. Here are the answers to students related to the experience of learning to write scientific papers and their perceptions of anti-plagiarism issues.

Table 1. Training Receive on Scientific Writing and anti-plagiarism issues

Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Not Applicable
1.3%	9.1%	13%	50.4%	15%	11.2%

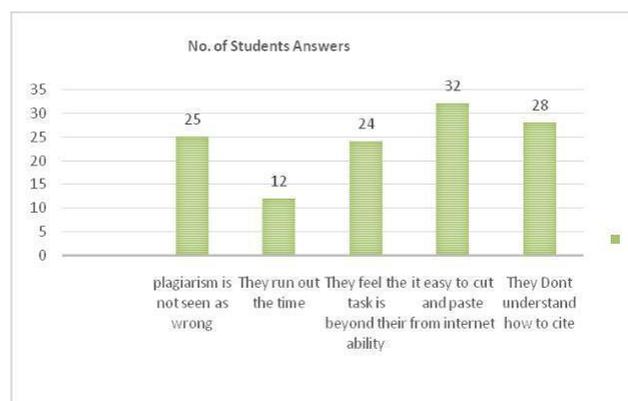
As shown from the results for the relevant questions in Table 1 above, awareness of plagiarism arises from students who have received adequate training in scientific writing and anti-plagiarism issues (50.4% agree). This data describes student perceptions of the issue. Students who do not get training tend to respond differently based on the academic atmosphere on their campus. Because usually the plagiarism issue is not properly conveyed by the university.

Maybe, a learning model that can be applied is needed to reduce the issue. Among the learning models that might be applied are workshop learning and collaboration models. In Anna Portales' study the workshop learning model is very helpful for learners to be more responsible for their tasks, and in the process, their ability to write will evolve better gradually not only in the academic context but also professionally (Portalés-Mañanós, Esteve-Sendra, & Moreno-Cuesta, 2012). And also collaborative learning models that can provide a higher level of success than relying solely on technology (Gracia-Ibáñez & Vergara, 2016). This can be seen in the findings of the student answers in the following.

Table 2. Types of advising services conveying information on avoiding plagiarism

Services	Responses
Academic Support unit	12
Lectures on workshops	35
Advice from Lectures	30
Guidance From the Library	28

The findings presented in Table 2 show that having formal institutional services to provide students with training, information and advice on how to avoid plagiarism might be an effective means of raising learner awareness and preventing plagiarism.



From the answers summarized in Figure 1, it is very worrying to see a large percentage of students prefer to copy and paste from the internet. Even this will be even more worrying if they think that the purpose of references and quotations is only to defend themselves against accusations of plagiarism or authorize work they. And the development of the world of information technology has contributed greatly to aggravating the issue of plagiarism in student scientific writing.

### CONCLUSIONS

Based on the findings in this study, training and support for advice and guidance are needed for students in writing scientific papers and the application of appropriate learning models as a solution to reduce plagiarism that cannot be avoided due to the advancement of information technology. Adequate understanding of plagiarism must be conveyed well, so that a positive attitude in writing scientific work is more productive.

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