STUDENTS PERCEPTION OF SCIENTIFIC WRITING CLASS ON THEIR LEARNING GAINS

THESIS

BY

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FACULTY OF TEACHER TRAINING AND EDUCATION

DEPARTMENT OF LANGUAGE EDUCATION

STUDY PROGRAM OF ENGLISH EDUCATION

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THESIS

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In partial fulfillment of the requirements

for the degree of *Sarjana* in English Language Education

BY

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Thank you for the attention.

Wassalammu'alaikum Wr. Wb

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Assalammu'alaikum Wr. Wb

Setelah membaca, memeriksa dan mengadakan perbaikan seperlunya, maka kami berpendapat bahwa Skripsi saudara :

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Sudah dapat diujikan untuk memperoleh Gelar Sarjana Pendidikan pada Jurusan Pendidikan Bahasa Program Studi Tadris Bahasa Inggris IAIN Palangka Raya Demikian atas perhatiannya di ucapkan terima kasih.

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THESIS APPROVAL

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Has been examined by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya in the Thesis Examination/ *Munaqasyah* on:

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MOTTO AND DEDICATION

“Indeed, Allah will not change the condition of a people, unless they change their own condition"

(QS. Ar Ra’d: 11).

This thesis is dedicated to:

My beloved father Burhan and mother Norjanah for their valuable endless prayer, sacrifice, and support. My beloved brother M. Nur, Khairulah, and Wahyu for the support and happiness in conducting this research.

DECLARATION OF AUTHORSHIP

بسم الله الرحمن الرحيم

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the work of any other person.
3. If at a later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Yours Faith fully

Palangka Raya, May 2021

Yours Faith fully

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ABSTRACT

Masniah, Siti. 2021. Students Perception of Scientific Writing Class on Their Learning Gains. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (i) M. Zaini Miftah, M.Pd (ii) Aris Sugianto, M.Pd

Key Words*: Students Perception, Scientific Writing, Learning Gains, Learning Material, Learning Strategies, Writing Task.*

Writing tasks are a common assignment, practice of evaluation in higher education for measuring learning from students (O'Brien et al., 2016, p. 1). Students enter the program with different abilities and deficiencies such as the ability to express ideas clearly, evaluate, and integrate various different kinds of literature. Scientific writing enables students to analyze and describe their thinking, synthesize their thoughts, and interact with others.

This study was carried out in order to know the students perception of scientific writing class on their learning gains used quantitative with survey to 105 students English Education study program. The sample was taken based on random technique. The data collected by using questionnaire.

The results of the study are : category learning materials in scientific writing course, the researcher was found that very positive interpretation in category learning materials, with percentage was obtained 90% by integrate sources. 89% by research and writing was got very good category. Structure got very good category with the result of 86% percentage. Category learning strategy with percentage was obtained 91% by feedback. 85% by technique was got very good category. Category writing task with percentage was obtained 87% by review. 81% percentage by research plan was got very good category.

In conclusion, based on the result above, most of the students in the scientific writing class have studied all the materials, strategies, and students are able to understand the writing tasks that have been given by the lecturer in improving scientific writing skills such as writing essays, abstracts, and thesis proposals. This also means that the scientific writing is a learning material that affects the progress student of learning gains in writing scientific papers.

ABSTRAK

Masniah, Siti. 2021. Persepsi mahasiswa kelas karya tulis ilmiah terhadap hasil belajar mereka. Skripsi. Jurusan Pendidikan Bahasa. Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) M. Zaini Miftah, M.Pd (II) Aris Sugianto, M.Pd

Kata Kunci*: Persepsi Mahasiswa, Karya Tulis Ilmiah, Hasil Belajar, Materi Pembelajaran, Strategi Pembelajaran, Tugas Menulis.*

Tugas menulis adalah tugas umum, praktik evaluasi di perguruan tinggi untuk mengukur pembelajaran dari siswa (O'Brien et al., 2016, hlm. 1). Siswa memasuki program dengan kemampuan dan kekurangan yang berbeda seperti kemampuan mengungkapkan ide secara jelas, mengevaluasi, dan mengintegrasikan berbagai jenis literatur. Penulisan ilmiah memungkinkan siswa untuk menganalisis dan mendeskripsikan pemikiran mereka, mensintesis pemikiran mereka, dan berinteraksi dengan orang lain.

Penelitian ini dilakukan untuk mengetahui persepsi siswa terhadap kelas menulis ilmiah terhadap hasil belajarnya menggunakan metode kuantitatif dengan melakukan survei kepada 105 siswa program studi Pendidikan Bahasa Inggris. Sampel diambil berdasarkan teknik random. Pengumpulan data dilakukan dengan menggunakan kuesioner.

Hasil penelitian ini adalah: kategori materi pembelajaran pada mata kuliah menulis ilmiah, ditemukan interpretasi sangat positif pada materi pembelajaran kategori, dengan persentase diperoleh 90% dengan mengintegrasikan sumber. 89% menurut penelitian dan penulisan mendapat kategori sangat baik. Struktur mendapat kategori sangat baik dengan hasil persentase 86%. Kategori strategi pembelajaran dengan persentase diperoleh 91% melalui umpan balik. 85% melalui teknik mendapat kategori sangat baik. Tugas menulis kategori dengan persentase diperoleh 87% dengan review. 81% persentase rencana penelitian mendapat kategori sangat baik.

Kesimpulannya, berdasarkan hasil di atas, sebagian besar mahasiswa pada kelas menulis ilmiah telah mempelajari semua materi, strategi, dan mahasiswa mampu memahami tugas-tugas menulis yang telah diberikan oleh dosen dalam meningkatkan keterampilan menulis ilmiah seperti menulis. esai, abstrak, dan proposal tesis. Hal ini juga berarti bahwa karya tulis ilmiah merupakan materi pembelajaran yang mempengaruhi kemajuan hasil belajar siswa dalam menulis karya ilmiah

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10. The students of English Department who participated as respondents in this research.

Palangka Raya, May 27th 2021

The Researcher,

Siti Masniah
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CHAPTER I

INTRODUCTION

In this chapter, the researcher describes the background of the study, research problem, the objective of the study, assumption, scope and limitation, significance of the study and definitions of key terms.

A. Background of the Study

Writing tasks are a common assignment, practice of evaluation in higher education for measuring learning from students (O'Brien et al., 2016, p. 1). Students enter the program with different abilities and deficiencies such as the ability to express ideas clearly, evaluate, and integrate various different kinds of literature. Scientific writing enables students to analyze and describe their thinking, synthesize their thoughts, and interact with others. Scientific writing is often privileged as a unique form of argument where the text is merely the channel which allows scientists to communicate independently existing truths, relaying directly observable facts to the world.

Academic writing in English at advanced levels is a challenge and difficult even for most native speakers (Fadda, 2012, p.123) and more so with second language students. A prominent component of academic discourse is academic writing, which may take a number of different forms, including essays, projects, lecture notes, and theses. As writing is the primary way in which students demonstrate and are evaluated on their understanding of their

field, and is often the principal means of assessing (and by extension, marking) students progress, learning how to productively use and deal with written language “in disciplinarily approved ways” is crucial to students success in their time at university (Van de Poel et., 2012, p. 295). Academic writing at a university is a difficult task, it plays a critical role in socialising students into the academic discourse of subjects and disciplines. It is a skill that can be learned and developed with practise. Furthermore, it is one of the foundations of academic engagement. The learning of academic writing skills can be done by reading in one’s subject areas and developing awareness of how various types of texts are structured. During classes, students need to write to learn, take notes, study, think and process their ideas to integrate new ones. Moreover, students need to do writing tasks because this is how they are assessed.

Academic writing is a classroom writing practice undertaken by an organization to convey one field topic using linear thoughts that think and reason logically and apply a scientific variety of languages based on a scientific requirement (Oktarina et al., 2018, p. 69). Academic writing is not easy. Habibi et al. (2017, p. 97) said that there are many problems in English writing that is capitalization problems, punctuation problem, poor organization/ilogical sequence, grammatical error, spelling error, and confused on suppprting ideas. Writing is an academic writing needs a lot of study and practice in order to expand learners writing skill. The process

undertaken by students in the scientific writing class influences the success of students in obtaining scientific writing skills.

According to Archila (2013) in the research journal of Archila (2018, p. 4) argue that is students improve their scientific writing when they develop their scientific argumentation. In other words, enhancement in students scientific argumentation is a key indicator of their improvement in scientific writing. The students must acknowledge that more elements are important for scientific writing to be considered (e.g. use of reporting verbs, , citation, references, and use of grammatical metaphors, etc.).

According to Akhadiah (2015, p. 15) writing for scholars is a mandatory task to support academic career. The ability of students in writing scientific papers is a major factor in students completing theses quickly and correctly. Mastery of the material in this scientific subject affects the mastery of students in compiling their research proposals, as one of the conditions for reaching their education level.

Scientific paper is a paper that systematically presents definition, explanation, or problem solving, critically and honestly presented using standard language, and supported by fact, theory, and empirical evidence. One important aspect of writing scientific papers is mastering the methodology in the writing process. Writing scientific paper is an activity that students need. Students may complete their studies on time with skilled writing of scientific

paper. Therefore, the ability to write scientific papers is necessary and beneficial to promote the smoothness and success of their studies in college.

Based on the explanation above, the researcher is interested in conducting a study about "Students Perceptions of Scientific Writing Class on Their Learning Gains". The researcher wants to know about students perception of scientific writing class on their learning gains to develop learning materials of scientific writing class and to increase their understanding in thesis writing.

B. Research Problem

The problem of the study is constructed as follow: "How are the student's perception of scientific writing class on their learning gains?"

C. Objective of the Study

This study is "To know the student's perception of scientific writing class on their learning gains".

D. Assumption

This study is based on the assumption that students who study scientific writing courses will perform better in writing scientific papers for a number of reasons. First, scientific writing course teach students how to write a successful scientific papers like essays, articles, thesis proposals etc.

Second, scientific writing course help to improve students ability to comprehend primary scientific papers. By studying scientific writing courses students can become good scientific writers for their academic writing.

E. Scope and Limitation

The researcher would like to limit of the study to the following problems in order to avoid misinterpretation of the problem. It takes place at IAIN Palangkaraya. The subject of the study is the 6th and 8th-semester students of the English Education study program at IAIN Palangka Raya, 2017 to 2018 generation of IAIN Palangka Raya. This study focus on the students perception of scientific writing class on their learning gains.

F. Significance of the Study

In writing this research, the researcher has some objectives:

1. **Theoretically,** the result of this study will give a contribution to the theory of scientific writing.
2. **Practically,** This study is expected to give contributions to:
    1. The English Teacher:

        It can improve the lecture's motivation to teach students with better materials and strategies. It will help lectures to understanding learning materials and learning strategies that effective to teach students in scientific writing class.

2. The students:

This study helps to motivate students to be actively involved in the learning process of scientific writing class and it can develop an understanding of scientific writing students.

G. Definition of Key Terms

The definition of the key terms in this research is used to avoid misunderstanding. There are several important points of the definition of this study. There are perception, scientific writing, and learning gains.

1. Perception

Perception is a process that is followed by the process of sensing, which is the process by which people receive stimuli by sensory devices or sensory processes. But the process does not just stop, but the stimulus is continued and the next process is the process of perception (Bimo, 2010, p. 99). Based on the definition above, the researcher concluded that after receiving stimuli from what our five senses felt, interpretation is our expectation, these stimuli then evolve into ideas that make us have a view of a case or events that are happening.

2. Scientific Writing

Scientific writing is a highly structured form of academic writing (Pollock, 2020, p. 129). Scientific Writing is significant to analysts for the simple reason that what academics principally do is write. Based on the definition above, the reseracher concluded that scientific writing is a paper

made to test or study a problem using systematic and planned scientific methods that describe the results carried out in a study.

3. Learning Gains

Accroding to McGrath, et al (2015) Learning gain is defined as distance travelled or the dissimilarity between the abilities, competencies, content knowledge and personal development demonstrated by learners at two points in time. Based on the definition above, the researcher concluded that learning gain is the improvement in a students learning between the beginning and end of course in academic writing.

4. Learning Material

According to Djamarah (2010), the learning material is the core element of the learning activity that have to be mastered by students. The learning material is the substance that will be delivered by the lecturer in the learning process. Moreover, in this study, the learning materials are the topics that have been prepared by the lecturer to meet the needs of students knowledge in Scientific Writing Class.

5. Learning strategies

Learning strategies are the ways that will be applied by the lecturer to deliver the learning materials during the learning activity. The methods that will be used to explain the learning content to the students should be appropriate. Without proven learning strategies, the learning materials will be useless. (Djamarah, 2010, p.11).

6. Writing Task

The writing task exhibits the students ability to take an inventive approach to investigating a topic covered in class. The task help students to learn in an Academic context and their understanding on the issue or topic in learning process.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher describes previous studies, perception, scientific writing, academic writing, and learning gains.

A. Previous Studies

In this study there are several previous study. In this part it presents five studies which focus on the perceptions of scientific writing class students on their learning gains.

First, the research by Schillings, M., Roebertsen, H., Savelberg, H., & Dolmans, D. (2018) entitled "A review of educational dialogue strategies to improve academic writing skills". This research used a quantitative descriptive reserach with a research survey research method. This research used a quesioner. This research found feedback dialogue interventions in the context of academic writing are helpful in most cases according to student perceptions and other outcome measurements such as marks or text analysis. Although face-to-face dialogue appears to support this process, the question of why and under which specific conditions it is effective needs further research.

The similarities between this research and the researcher is the method to find students perception using survey research. Also this research instuments uses questionnaires to obtain the data. The difference in this research there are significant and better in another result after their knowing

the result both of them, in the place of research and participants. This study is focus to provide a review of studies that investigated feedback dialogue interventions and their outcomes in terms of student perceptions and other measurements in the context of academic writing

Second, the reserach by Ward, D., Wisniewski, C., Avery, S., & Feist, K. (2020) entitled "Unifying academic research and writing services: Student perspectives on a combined service model". This research used a quantitative and qualitative research. The study there are 352 survey participants. This research used a quesionnaires. Results from the survey, indicating high levels of satisfaction, suggest that an even tighter integration of services is needed, with more cross-training on the jargon and approaches of each discipline.

The similarities between this research and the researcher is the method to find students perception using survey research. Also this research instuments uses questionnaires and interviews to obtain the data. While the difference is that in this research research there are significant and better in another result after their knowing the result both of them, in the place of research and participants. This study is focus to knowing the students perception of scientific writing on their learning gains.

Third, the research by Geithner, C. A., & Pollastro, A. N. (2015) entitled "Constructing engaged learning in Scientific Writing" the finding is mean scores on revisions following peer review and instructor feedback were significantly higher than those for drafts. Students identified peer reviews,

revisions and other writing assignments, and literature searches as effective learning strategies. Using a blended approach to teaching scientific writing significantly improved students' writing skills and enhanced their perceptions regarding their knowledge, skills, and abilities related to science and writing. Students identified peer reviews, writing abstracts, and outlining an Introduction as most helpful in improving their SWS. They identified the final peer review, the revision assignment of the Results section, literature searches, and poster presentations of research as most helpful in improving their scientific knowledge and understanding.

The similarities between this research and the researcher is the method to find students perception using survey research. Also this research instuments uses questionnaires and interviews to obtain the data. While the difference is that research there are significant and better in another result after their knowing the result both of them, in this research in the place of research and participants. This study is focus to knowing the students perception of scientific writing on their learning gains.

Fourth, the research by Altınmakas, D., & Bayyurt, Y. (2019) entitled "An exploratory study on factors influencing undergraduate students' academic writing practices in Turkey". The study explored factors influencing students' academic writing practices in English. The participants of the study were nineteen English major undergraduate students studying in Istanbul. The main data were obtained from background questionnaire, semi-structured

interviews, document analysis, and were qualitatively analysed. The findings revealed that undergraduate writing is influenced by an array of interrelating educational and contextual factors: (1) the amount and nature of L1 and L2 pre-university writing instruction and experience, (2) students perceptions about academic writing and disciplinary-specific text genres, (3) prolonged engagement with the academic context and discourse, and (4) expectations of faculty members.

The similarities between this research and the researcher is the method to find students perception using survey research. Also this research instuments uses questionnaires and interviews to obtain the data. While the difference is that in this research research there are significant and better in another result after their knowing the result both of them, in the place of research and participants. This study is focus to knowing the students perception of scientific writing on their learning gains.

Fifth, the research by Van de Poel, K., & Gasiorek, J. (2012) entitled "Effects of an efficacy-focused approach to academic writing on students'' perceptions of themselves as writers" This research used a quantitative descriptive reserach with a research survey research method. This research used a quesioner and interviews. The population of this study is students of English language, linguistics, and literature, for whom English is a foreign language. The sample of this research consisted of Ba1 and Ba2 students, collected over two years (the first year and the second year of the study) at a

Flemish university. In this research focus on academic writing their comfort discussing it, and the role this has in their perceptions of themselves as writers. The result of the study is there was a statistically high significance in the students self-reported comfort in discussing writing with instructors and friends as well as the comfort level of commenting and editing the work of other students, students beliefs and abilities in their understanding of successful academic essays, and students feeling more experienced as writers.

The similarities between this research and the researcher is the method to find students perception using survey research. Also this research instuments uses questionnaires and interviews to obtain the data. While the difference is that in this research there are significant and better in another result after their knowing the result both of them, in the place of research and participants. This study is focus to knowing the students perception of scientific writing on their learning gains.

Sixth, the research by Varsavsky, C., Matthews, K. E., & Hogson, Y. (2014) entitled "Perceptions of Science Graduating Students on their Learning Gain". This research used a quantitative descriptive reserach with a research survey research method. The purpose of this research is to address the scarcity of literature on skills developed in the context of a whole science undergraduate programme, and begin to understand how science students see their learn ing of these skills as they approach graduation. This research used a quesioner and interviews. The study involved 400 responses from undergraduate science

students getting ready to graduate from two Australian research-intensive institutions. The result of the study is student perception of importance of those skills was greater than perceptions of improvement, inclusion witihn the programme, confidence, and future use. Quantitative skills and ethical thinking were perceived by more students to be less significant.

The similarities between this research and the researcher is the method to find students perception using survey research. Also this research instuments uses questionnaires and interviews to obtain the data. The difference in this research there are significant and better in another result after their knowing the result both of them, in the place of research and participants. This study is focus to describe the students perception of scientific writing on their learning gains.

Seventh, the research by Alharthi, S. (2021) entitled "From Instructed Writing to Free-Writing: A Study of EFL Learners" This research used a quantitative descriptive reserach with a research experimental group. This study is intended to examine the impact of the free-writing journal on EFL learners. This study was conducted on 80 students from a writing course at the University. Thirty-five students were randomly selected to join the free-writing program the experimental group and 45 students were kept in their regular structured writing program-the control group. The experimental group selected topics of interest to them and was encouraged to write in English freely without concern for errors, whereas the control group followed a regular structured

writing program where the topics were selected for them and they wrote following a clear guideline. Five major areas were investigated to evaluate students progress: the number of words written, spelling, capitalization, subject-verb agreement, and punctuation. The researcher conducted semi-structured interviews with 10 students of the experimental group to elicit their perception of the freewriting program. According to the analysis, students in the free-writing program acquired better grammar acquisition than the control group. The researcher also observed students perception of free-writing at the end of the study and found that free-writing improved their writing skills.

The similarities between this research and the researcher is the method to know students students perception of free-writing at the end of the study and found that free-writing improved their writing skills. While the difference is that in this research there are significant and better in another result after their knowing the result both of them, in the place of research, method and participants.

Eight, the research by Seventh, the research by Schillings, M., Roebertsen, H., Savelberg, H., & Dolmans, D. (2018) entitled "A review of educational dialogue strategies to improve academic writing skills." This research used a quantitative and qualitative method. This research used a quesioner and interviews. This study focused on improving students' writing products, such as an essay, paper or bibliography. The result of this study is the feedback students received contained all three feedback elements: feed up, feed

back and feed forward. As regards feed-up information, assessment criteria were the tools most often used (*N* = 12), followed by training/instruction (*N* = 9) and exemplars or worked examples (*N* = 8). Written feed-back information was most often provided by peers during peer review or peer assessment (*N* = 13) and in eight interventions by lecturers; five interventions combined both strategies. All the interventions that provided feed-forward information instructed students to revise their drafts (*N* = 13).

The similarities between this research and the researcher is the method to find students perception using survey research. Also this research instuments uses questionnaires and interviews to obtain the data. The difference in this research there are significant and better in another result after their knowing the result both of them, in the place of research and participants. This study is focus to describe the students perception of feedback in Academic writing.

B. Perception of EFL Students of Scientific Writing

Perception of EFL students of scientific writing is an activity process which students learn how to write scientific papers such as how to integrate sources into paper through quoting, paraphrasing, or summarizing. Students also learn how to implement the material received into writing a thesis proposal. So, from the explanation above it can be concluded that perception

of EFL students of scientific writing is the way students interpret and understanding of scientific papers.

C. Scientific Writing as a Course Learning Academic Writing

Acording to Walsh & Devine (2013) in research journal of Shirley, et al (2016, p. 1) said that scientific writing is as the active process of clearly communicating original research in a field of study. It necessary loyalty to a well-established text format as well as a special set of skills.

According to Totok (2005, p. 12) scientific writing is an article that discusses a problem. The discussion is carried out based on investigations, observations, data collection obtained from a study, both field research, laboratory tests or literature review and is based on scientific thinking. Thought is logical and empirical thinking.

Based on some of the opinions above, it can be concluded that scientific writing is a paper made to test or study a problem using systematic and planned scientific methods that describe the results carried out in a study.

D. Academic Writing for EFL Students

According to Mutimani (2016, p. 19-20) Academic writing fo EFL studenta are any writing given to fulfill a requirement in an academic setting, such as a college or university. It is also used for publications that are read by teachers and researchers or presented at conferences. Additionally, it is a kind of writing which has its own set of rules and practices. These rules and practices may be organised around a formal order or structure in which to present ideas,

which should be supported by author citations in the literature. It is the style of writing the writer is expected to use for academic work which is likely to be different from other styles one uses every day. Characteristics of academic writing such as objectivity, tentativeness, accuracy, referencing and formality, should be adhered to when writing texts.

Morley-Warner (2009) defines academic writing in more detail as a formal way to write a well-structured paper by using more formal vocabulary, grammar and sentence structure. In addition, references from academic literature to support the points made by writers are used.

E. Learning Gains in Scientific Writing Class

Accroding to McGrath, et al (2015) Learning gain is defined as distance travelled or the dissimilarity between the abilities, competencies, content knowledge and personal development demonstrated by learners at two points in time. Challenges that higher education sector is currently facing are in understanding what counts for an excellent educational outcome, how students learning can be measured effectively, and how these measurements might be used to guide current investments and inform future developments (McGrath et al., 2015). According to Boyas et al. (2012) in the research journal of Jekaterina et al. (2016, p. 25) argue that one way of measuring the value of education is by looking at students learning gains, which can be defined as change in knowledge, skills and personal development across time. While there is a body of research using concept of learning gain to examine effectiveness

of any particular teaching practice (Cahill et al., 2014) there is lack of research that uses learning gains as a conceptual way of measuring value of education. Although learning gains are intuitively easy to understand, modelling of learning gains is conceptually and methodologically challenging as there is lack of valid and reliable measures that could be applied systematically across higher education sector.

Learning gains can provide more information on the progress made by students (and hence presumably educational effectiveness) than output measures, which reach limits when comparing institutions. Learning gains measures can be used to help verify that students have studied or achieved what their degree was designed for, and can be used to explore which approaches to learning and teaching are more effective (to change curriculum or teaching methods and increase accountability).

There are multiple learning gains that students can develop in higher education, which are linked to the learning outcomes or learning goals of the course: development of the conceptual understanding of the topic, scientific reasoning and confidence in reasoning skills, scientific writing and reading, critical thinking, problem solving, creativity, analytical ability, technical skills and communication, and motivation.

Based on some of the opinions above, the researcher concluded that learning gain in scientific writing is the measure of academic growth and the

improvement in knowledge, writing skills, work-readiness, and personal development made by students during their time in higher education.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher describes the research method, population and sample, research instruments, data collection procedures, and data analysis procedures.

A. Research Design

In this research researcher used quantitative and instrumental survey design. Ary et al. (2010, p. 39) argue that quantitative research deals with the question of relationship, cause and effect, or current status that writer can answer by statiscally analyzing numeric data. Furthermore, Creswell (2014, p. 236) state that quantitative research is an interrelated set of constructs (or variables) formed into preposition, or hypothesis, that specify the relationship among variables (typically in term of magnitude or direction). A theory might appear in a research study as an argument, a discussion, a figure, or a rationale and it helps to explain (or predict) phenomena that occur in the world.

The research design of this study was survey research. In survey research, investigators ask a question about people's beliefs, opinions, characteristics, and behavior. Survey research is defined as the collection of information from a sample of individuals through their responses to questions (Check & Schutt, 2012, p. 160). According to Emzir (2013, p. 39), survey is a

method that applied sampling and the result for describing entire population by using a set of questions in questionnaire.

This research used survey research because in this research the researcher's design is survey research with classification according to focus and scope as a census intangibles and focus the information because of this research concerned with students perception of scientific writing class on their learning gains.

B. Population and Sample

1. Population

Ary et al. (2010, p. 148) has create the larger group about which the generalization is made is called a population. A population is defined as the number of groups of people who are the source of sampling. Helaluddin & Wijaya (2019, p. 60) explained that the population is defined as a generalization area consisting of objects or subjects that have certain qualities and characteristics.

While in this research, the population sample investigated the students at English Education study program in 6th semester and 8th semester, generation 2017 to 2018 at State Islamic Institute of Palangka Raya are 171 students.

Table 3.1 The Total Number of Students at English Education Study Program of IAIN Palangkaraya

Students at English Education Study Program of IAIN Palangka Raya	
Academic year 2017	64
Academic year 2018	107
Total	**171**

Sources: English Departement

2. Sample

According to Helaluddin & Wijaya (2019, p. 62) said that sample is a small part of population which determined to be used in the process of data collection in research. Furthermore, Taherdoost (2016, p. 20) stated that sampling in research can be used to make conclusions about a population or to make generalizations in relation to existing theories. According to Arikunto (2006, p. 134) if the sample are less than 100 will be better to take all of popoulations for research. The total of sample will be influences the validity of the questions in questionnaire. However, if the number sample is large, it can be taken between 10-15% or 20-25% or more.

Based on the statement above, the researcher claimed 62% of the 171 students. The samples were 105 students by random sample technique with close-ended question as primary data in a survey for the population 6th and 8th semester, generation 2017 to 2018. The sample of the study consists of students at English Education Study Program of IAIN Palangka Raya.

C. Research Instrument

The data is the most important part of supporting and proving the study itself. This study aims to find out the student's perception of scientific writing class on their learning gains for improve their writing skills in 6th and 8t^{h} semester generation 2017 to 2018 of English Education Study Program in IAIN Palangka Raya to interpret the Presentation data. To know the interpretation of the data result, this study needs instrument used questionnaire.

1. Questionnaire

According to Brown (Dorney Zoltan, 2010, p. 18) states that questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answer. Sandra Lee McKay (2006, p. 35) states that there are two types of questions are open-ended and close-ended questions. For the research, the researcher will use close-ended questions that allow for more uniformity or responses and are easy to answer, code, and analyze.

The samples respond to the items and statements in the questionnaire is show mostly in the form of Likert scale is the most common use question format for assessing participants opinion of usability (Dornyei, 2010, p.20).

Likert scaling is a bipolar scaling method, measuring either positive or negative response to a statement (Dorney Zoltan, 2010, p. 21). In terms of the other data characteristics, the researcher used the Likert scale, the interval scales were also used for coding the question. Each response was

given a number for example strongly disagree = 1, disagree = 2, neutral = 3, agree = 4, and strongly agree = 5.

In this research, there are 20 questionnaires. The researcher adopted questionnaire of journal based on Brownell et al., 2013; Mutimani, 2016; Van & Gasiorek, 2012; Ward et al., 2020. The assesment score of this research instrument used subject likert scaling.

Table 3.2 Spesification of Questionnaires

Category	**Theme**	**Items Spesification**	**Items of Questionnaires**
Perception of learning materials in scientific writing class	Integrate sources	1-11	11
	Research and writing		
	Structure		
Perception of learning strategy in scientific writing class	Feedback	12-14	3
	Technique		
Perception of writing task in scientific writing class	Research plan	15-20	6
	Review		

Total	20

1. Instrument Validity

In conducting survey research, as in other research, validity and reliability of the instrument are needed. Ary (2010, p. 225) Validity is the degree to which the evidence and theory support the interpretations of test scores entailed by proposed uses for tests. The technique used to determine the validity of a test is by product moment correlation technique. In this study the researcher adopted questionnaire of journal based on Brownell et al., 2013; Mutimani, 2016; Van & Gasiorek, 2012; Ward et al., 2020. So, this questionnaire was valid.

2. Instrument Reliability

Reliability is defined how much consistency the test scores the testee achieves on the retest (Sudijono, 2005, p.179-180). According to Sugiyono (2010, p.354) states that reliability test is performed to find out whether the measuring instrument designed in the form of a reliable questionnaire, a reliable measuring instrument if the measuring instrument is used repeatedly give relatively the same results (not much different). Reliability test in this study using Alpha Cronbach, because of scoring using the instrument. The criteria for research instrument will be reliable by using this technique if the reliability value (r11) > 0.6 (Siregar, Syofian 2013, p.55-56).

Tabel 3.3 Case Processing Summary

		N	%
Cases	Valid	105	100.0
	Exluded	0	.0
	Total	105	100.0

Then, from table 3.4 can be seen that 105 students rated the statements in the questionnaire. All of them were included the realibility analysis.

Tabel 3.4 Realibility Statistics

Cronbach's Alpha	N of Items
.908	20

Cronbach's Alpha was shown in the realibility statistics table 3.5. the value 0. 908 is very high with respondents of 20 items.

Tabel 3.5 Realibility Statistics

No Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1	78.08	83.667	0.365	0.907
X2	78.31	80.333	0.438	0.907

X3	78.03	81.124	0.516	0.904
X4	78.00	79.673	0.617	0.902
X5	78.10	79.068	0.650	0.901
X6	78.06	78.958	0.662	0.901
X7	78.19	80.098	0.630	0.902
X8	78.09	78.445	0.648	0.901
X9	78.34	79.016	0.642	0.901
X10	78.55	77.500	0.644	0.901
X11	78.29	78.360	0.727	0.899
X12	78.02	79.673	0.596	0.902
X13	78.31	79.429	0.630	0.901
X14	78.27	79.178	0.601	0.902
X15	78.24	79.318	0.611	0.902
X16	78.30	79.272	0.613	0.902
X17	78.22	80.211	0.580	0.903
X18	79.21	84.706	0.099	0.921
X19	78.22	79.077	0.622	0.901
X20	78.24	82.241	0.389	0.907

D. Data Collection Procedure

The researcher prepared the questionnaires. The close-ended questionnaire was adopted from Brownell et al., 2013; Mutimani, 2016; Van & Gasiorek, 2012; Ward et al., 2020. It consist of 20 items. Then researcher delivered the questionnaires used google form to 171 students in 6th and 8th semester, generation 2017 to 2018 at English Education Study program of

IAIN Palangka Raya. The researcher analyzes the data in three steps. There were items scores, the distribution of interval, and central tedency. The researcher adopted Statistical Product and Servive Solution (IBM SPSS 24.0) to analyze the data of the questionnare. Descriptive statistics such as means (M), median (Med), standar Deviastion (SD), and percentage (%) will be submitted. The descriptive statistics in thi study will answered the reseacrh question.

E. Data Analysis Procedures

All instruments that were given to the respondents was collected after the researcher did the research. Meanwhile, the instruments were collected in order to make it in one field, so that the instruments henceforth were measured by the researcher. The researcher collected the instruments which the questionnaire spread to the students.

The researcher collected the main data (item score/responses) of the 6th to 8th semester of students English education. Next, the researcher arranged the collect score into the distribution of frequency of score table, then the researcher looking the mean, median and modus of students score, and standard deviation score. After the data is collected, the next step is the researcher interpreted the analysis result. Also the researcher classified and analyzed the data based on category so that the researcher described the conclusion based on the data analyze.

To describe the conclusion, the research interpreted based on the rate of students perception. Likert items are to measure students perception to a particular question or statement.

Table 3.6 Rate of Students Perception

No	Statement	Score
1	Strongly Agree	5
2	Agree	4
3	Neutral	3
4	Disagree	2
5	Strongly Disagree	1

Rate of students perception is based on the questionnaire. All results are sum to show the total of score.

Formula is:

T x Pn

T = Toal respondents

Pn = Likerts Score the students which have choose

Analysis of Likert scale utilizes descriptive statistic specially mean, median, and interquartile range. Additional data analysis procedures include skewness (Yuki, 2018). In this research, Likert scale is use to determine the interval of frequency classification. The scales using are show below.

Table 3.7 Rating of Students Perception Interpretation

Value Range		Category
Linkert Scale	Percentage	
5	80% - 100%	Very Positive
4	60% - 79,99%	Positive
3	40% - 59,99%	Uncertain
2	20% - 39,99	Negative
1	0% - 19,99%	Very Negative

According to Nazir M (2005), here are to rate the interpretation;

a. Calculate of highest score (y) and lowest score (x)

Formula:

y = highest score in Likert x Total respondents

x = lowest score in Likert x Total respondents

b. Then, calculate the interval and interpretation in percent. The formula is;

Formula of interval;

I = the value of interval from lowest score range is 0% to 100% for highest score.

c. To interpretation the result is

Index Formula % = $\frac{Total\ Score}{y}\ X\ 100$

y = highest score.

Every score from the calculate index formula percent is category to rate the positive, neutral, or negative students perceive.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presented the data presentation, data finding and discussion. The data finding designed to answer the research problem was the questionnaire.

A. Data Presentation

In this section presented the results of the research on the students perception of scientific writing class on their learning gains by using questionnaire as main instrument for collecting the data. Quantitative data analyzed using Ms. Excel and SPSS 24 Program.

The total number of 105 research participants in semester 6th and 8th, academic years 2017 – 2018. To answer research question, the researcher asked the students using close-ended question about investigated the students perceive of learning materials in scientific writing class, investigated the students perceive of learning strategy in scientific writing class, and investigated the students perceive of writing task in scientific writing class category.

Table 4.1

Demographic Information of Particicpant

No	Semester	Frequency	Percent%	Gender	Frequency	Percent%
1	8 (Delapan)	56	53.30%	Female	84	80%
2	6 (Enam)	49	46.70%	Male	21	20%

Total	105	100%		105	100%

Demographic information used to collect personal data of the students. It includes their semester and gender, students perception of scientific writing class on their learning gains. The total number 105 students was made up of 56 semester 8 (53,3%) and 49 semester 6 (46,7 %). Then gender of female 84 (80,0%) and male 21 (20,0%).

B. Research Findings

The research was started from 27 Februari 2021- 21 April 2020 at the State Islamic Institute of Palangkaraya. The research sample of semester 6-8 students via google form. The data obtained from this study, namely questionnaire data.

The result of research on students perception of scientific writing class on their learning gains was obtainde by employing questionnaire as the main instrument to collect the data. The presented data consist of central tendency (mean, median, modus, and standard deviation). The first step was to tabulate score into the table of calculation mean. The second step was to tabulate score into the table of calculation total score, median, modus, standard deviation, and interval.

The first step was totabulate score into the table of calculation Mean. The table was shown below:

Table 4.2

The Calculation Mean of the Students' Perception of Scientific Writing Class on Their Learning Gains.

X	F	∑X
5	27	135
4	71	284
3	7	21
2	-	-
1	-	-
	N=105	∑440

Mean : M = $\frac{\sum x}{N} = \frac{440}{105} = 4,190$

Table 4.3

Result of Questionnaire Analysis

Item	Number & Percent	Scale					Total	MN	MD	MOD	STD
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree					
1	I learned how to integrate sources into my paper through quoting, paraphrasing, or summarizing.	39	59	6	1		105	4.30	4.00	4	0.619
	Percent	37.1%	56.2%	5.7%	1.0%		100%				
2	I learned more about the relationship between research and writing.	38	42	18	7		105	4.06	4.00	4	0.897
	Percent	36,20%	40.0%	17,10%	6,70%		100%				
3	I learned how to cite my sources.	48	47	8	2		105	4.34	4.00	5	0.705
	Percent	45,70%	44,80%	7,60%	1,9		100%				
4	The learning materials that I received in scientific writing class can be implemented in my thesis proposal writing.	52	42	9	2		105	4.37	4.00	5	0,740
	Percent	49,50%	40.0%	8.6%	1.9%		100%				
5	I learned how to structure my research paper.	45	46	12	2		105	4.28	4.00	4	0.740
	Percent	42.9%	43.8%	11.4%	1.9%		100%				

6	I think that scientific writing class improved my ability to write a scientific papers.	49	41	14	1		105	4.31	4.00	4	0.676
	Percent	46.7%	39.0%	13.3%	1.0%		100%				
7	I think that in scientific writing class improved my ability to comprehend primary scientific papers.	34	57	13	1		105	4.18	4.00	4	0.676
	Percent	32.4%	54.3%	12.4%	1.0%		100%				
8	I learned how to use in-text punctuation correctly.	50	37	16	2		105	4.29	4.00	5	0.793
	Percent	47.6%	35.2%	15.2%	1.9%		100%				
9	I understand what makes a successful scientific writing	31	46	28			105	4.03	4.00	4	0.753
	Percent	29.5%	43.8%	26.7%			100%				
10	I know how to write a successful scientific writing.	28	34	39	4		105	3.82	4.00	3	0.875
	Percent	26.7%	32.4%	37.1%	3.8%		100%				
11	The learning materials of scientific writing course were able to motivate me in the learning process because they were suitable for my needs.	28	62	11	4		105	4.09	4.00	4	0.722
	Percent	26.7%	59.0%	10.5%	3.8%		100%				
12	I gained more knowledge about scientific writing when lecturers gives feedback on the assignments that have been done by students.	52	40	11	2		105	4.35	4.00	5	0.747

	Percent	49.5%	38.1%	10.5%	1.9%		100%				
13	The lecturer made me motivated to develop the knowledge I got in scientific writing class.	31	49	25			105	4.06	4.00	4	0.732
	Percent	29.5%	46.7%	23.8%			100%				
14	My lecturer modeled a useful technique that I will apply to future research/writing tasks.	33	55	12	5		105	4.10	4.00	4	0.787
	Percent	31.4%	52.4%	11.4%	4.8%		100%				
15	I learned how to develop my main points when I do my writing task.	35	52	15	3		105	4.13	4.00	4	0.760
	Percent	33.3%	49.5%	14.3%	2.9%		100%				
16	I learned how to develop a research plan when I do my writing task.	31	53	18	3		105	4.07	4.00	4	0.763
	Percent	29.5%	50.5%	17.1%	2.9%		100%				
17	I know what to do the next time if I receive a similar task	35	52	17	1		105	4.15	4.00	4	0.718
	Percent	33.3%	49.5%	16.2%	1.0%		100%				
18	I left knowing what to do next for this research/writing project	14	28	34	19	10	105	3.16	3.00	3	1.161
	Percent	13.3%	26.7%	32.4%	18.1%	9.5%	100%				
19	I do more about my writing task in scientific writing class	38	47	18	2		105	4.15	4.00	4	0.769

	Percent	36.2%	44.8%	17.1%	1.9%		100%				
20	When I revise my scientific papers, I am confident in finding my spelling and punctuation errors.	36	49	18	2		105	4.13	4.00	4	0.760
	Percent	34.3%	46.7%	17.1%	1.9%		100%				

Source: Brownell et al., 2013; Mutimani, 2016; Van & Gasiorek, 2012; Ward et al., 2020.

The data above could be detailed as follows;

Item_1 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	10	1.0	1.0
	N	6	5.7	5.7	6.7
	A	59	56.2	56.2	62.9
	SA	39	37.1	37.1	100.0
	Total	105	100.0	100.0	

Item 1, *I learned how to integrate sources into my paper through quoting, paraphrasing, or summarizing.* There were 39 students (37.1%) stated Strongly Agree, 59 students (56.2%) stated Agree, 6 students (5.7%) stated Neutral, 1 student (1.0%) Disagree.

Item_2 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	7	6.7	6.7	6.7
	N	18	17.1	17.1	23.8
	A	42	40.0	40.0	63.8
	SA	38	36.2	36.2	100.0
	Total	105	100.0	100.0	

Item 2, *I learned more about the relationship between research and writing.* There were 38 students (36.2%) stated Strongly Agree, 42 students (40.0%) stated Agree, 18 students (17.1%) stated Neutral, 7 student (1.0%) Disagree.

Item_3 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	2	1.9	1.9	1.9
	N	8	7.6	7.6	9.5
	A	47	44.8	44.8	54.3
	SA	48	45.7	45.7	100.0
	Total	105	100.0	100.0	

Item 3, *I learned how to cite my sources.* There were 48 students (45.7%) stated Strongly Agree, 47 students (44.8%) stated Agree, 8 students (7.6%) stated Neutral, 2 student (1.9%) Disagree.

Item_4 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	2	1.9	1.9	1.9
	N	9	8.6	8.6	10.5
	A	42	40.0	40.0	50.5
	SA	52	49.5	49.5	100.0
	Total	105	100.0	100.0	

Item 4, *The learning materials that I received in scientific writing class can be implemented in my thesis proposal writing.* There were 52 students (49.5%) stated Strongly Agree, 42 students (40.0%) stated Agree, 9 students (8.6%) stated Neutral, 2 student (1.9%) Disagree.

Item_5 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	2	1.9	1.9	1.9
	N	12	11.4	11.4	13.3
	A	46	43.8	43.8	57.1
	SA	45	42.9	42.9	100.0
	Total	105	100.0	100.0	

Item 5, *I learned how to structure my research paper*. There were 45 students (42.9%) stated Strongly Agree, 46 students (40.0%) stated Agree, 12 students (11.4%) stated Neutral, 2 student (1.9%) Disagree.

Item_6 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	1.0	1.0	1.0
	N	14	13.3	13.3	14.3
	A	41	39.0	39.0	53.3
	SA	49	46.7	46.7	100.0
	Total	105	100.0	100.0	

Item 6, *I think that scientific writing class improved my ability to write a scientific papers.* There were 49 students (46.7%) stated Strongly Agree, 41 students (39.0%) stated Agree, 14 students (13.3%) stated Neutral, 1 student (1.0%) Disagree.

Item_7 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	1.0	1.0	1.0
	N	13	12.4	12.4	13.3
	A	57	54.3	54.3	67.6
	SA	34	32.4	32.4	100.0
	Total	105	100,0	100.0	

Item 7, *I think that in scientific writing class improved my ability to comprehend primary scientific papers.* There were 34 students (32.4%) stated Strongly Agree, 57 students (54.3%) stated Agree, 13 students (12.4%) stated Neutral, 1 student (1.0%) Disagree.

Item_8 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	2	1.9	1.9	1.9
	N	16	15.2	15.2	17.1
	A	37	35.2	35.2	52.4
	SA	50	47.6	47.6	100.0
	Total	105	100.0	100.0	

Item 8, *I learned how to use in-text punctuation correctly.* There were 50 students (47.6%) stated Strongly Agree, 37 students (35.2%) stated Agree, 16 students (15.2%) stated Neutral, 2 student (1.9%) Disagree.

Item_9 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	28	26.7	26.7	26.7
	A	46	43.8	43.8	70.5
	SA	31	29.5	29.5	100.0
	Total	105	100.0	100.0	

Item 9, *I understand what makes a successful scientific writing*. There were 31 students (29.5%) stated Strongly Agree, 46 students (43.8%) stated Agree, 28 students (26.7%) stated Neutral.

Item_10 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	4	3.8	3.8	3.8
	N	39	37.1	37.1	41.0
	A	34	32.4	32.4	73.3
	SA	28	26.7	26.7	100.0
	Total	105	100.0	100.0	

Item 10, *I know how to write a successful scientific writing.* There were 28 students (26.7%) stated Strongly Agree, 34 students (32.4%) stated Agree, 39 students (37.1%) stated Neutral, 4 student (3.8%) Disagree.

Item_11 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	4	3.8	3.8	3.8
	N	11	10.5	10.5	14.3
	A	62	59.0	59.0	73.3
	SA	28	26.7	26.7	100.0
	Total	105	100.0	100.0	

Item 11, *The learning materials of scientific writing course were able to motivate me in the learning process because they were suitable for my needs.* There were 28 students (26.7%) stated Strongly Agree, 62 students (59.0%) stated Agree, 11 students (10.5%) stated Neutral, 4 student (3.8%) Disagree.

Item_12 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	2	1.9	1.9	1.9
	N	11	10.5	10.5	12.4
	A	40	38.1	38.1	50.5
	SA	52	49.5	49.5	100.0
	Total	105	100.0	100.0	

Item 12, *I gained more knowledge about scientific writing when lecturers gives feedback on the assignments that have been done by students.* There were 52 students (49.5%) stated Strongly Agree, 40 students (38.1%) stated Agree, 11 students (10.5%) stated Neutral, 2 student (1.9%) Disagree.

Item_13 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	25	23.8	23.8	23.8
	A	49	46.7	46.7	70.5
	SA	31	29.5	29.5	100.0
	Total	105	100.0	100.0	

Item 13, *The lecturer made me motivated to develop the knowledge I got in scientific writing class.* There were 31 students (29.5%) stated Strongly Agree, 49 students (46.7%) stated Agree, 25 students (10.5%) stated Neutral.

Item_14 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	5	4.8	4.8	4.8
	N	12	11.4	11.4	16.2
	A	55	52.4	52.4	68.6
	SA	33	31.4	31.4	100.0
	Total	105	100.0	100.0	

Item 14, *My lecturer modeled a useful technique that I will apply to future research/writing tasks*. There were 33 students (31.4%) stated Strongly Agree, 55 students (52.4%) stated Agree, 12 students (11.4%) stated Neutral, 5 student (4.8%) Disagree.

Item_15 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	3	2.9	2.9	2.9
	N	15	14.3	14.3	17.1
	A	52	49.5	49.5	66.7
	SA	35	33.3	33.3	100.0
	Total	105	100.0	100.0	

Item 15, *I learned how to develop my main points when I do my writing task.* There were 35 students (33.3%) stated Strongly Agree, 52 students (49.5%) stated Agree, 15 students (14.3%) stated Neutral, 3 student (2.9%) Disagree.

Item_16 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	3	2.9	2.9	2.9
	N	18	17.1	17.1	20.0
	A	53	50.5	50.5	70.5
	SA	31	29.5	29.5	100.0
	Total	105	100.0	100.0	

Item 16, *I learned how to develop a research plan when I do my writing task*. There were 31 students (29.5%) stated Strongly Agree, 53 students (50.5%) stated Agree, 18 students (17.1%) stated Neutral, 3 student (2.9%) Disagree.

Item_17 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	1.0	1.0	1.0
	N	17	16.2	16.2	17.1
	A	52	49.5	49.5	66.7
	SA	35	33.3	33.3	100.0
	Total	105	100.0	100.0	

Item 17, *I know what to do the next time if I receive a similar task*. There were 35 students (33.3%) stated Strongly Agree, 52 students (49.5%) stated Agree, 17 students (16.2%) stated Neutral, 1 student (1.0%) Disagree.

Item_18 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	10	9.5	9.5	9.5
	D	19	18.1	18.1	27.6
	N	34	32.4	32.4	60.0
	A	28	26.7	26.7	86.7
	SA	14	13.3	13.3	100.0
	Total	105	100.0	100.0	

Item 18, *I left knowing what to do next for this research/writing project*. There were 14 students (13.3%) stated Strongly Agree, 28 students (26.7%) stated

Agree, 34 students (32.4%) stated Neutral, 19 student (18.1%) Disagree, 10 students (9.5) stated Strongly Disagree.

Item_19 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	2	1.9	1.9	1.9
	N	18	17.1	17.1	19.0
	A	47	44.8	44.8	63.8
	SA	38	36.2	36.2	100.0
	Total	105	100.0	100.0	

Item 19, *I do more about my writing task in scientific writing class*. There were 38 students (36.2%) stated Strongly Agree, 42 students (44.8%) stated Agree, 18 students (17.1%) stated Neutral, 2 student (1.9%) Disagree.

Item_20 Result of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	2	1.9	1.9	1.9
	N	18	17.1	17.1	19.0
	A	49	46.7	46.7	65.7
	SA	36	34.3	34.3	100.0
	Total	105	100.0	100.0	

Item 20, *When I revise my scientific papers, I am confident in finding my spelling and punctuation errors.* There were 36 students (34.3%) stated Strongly Agree, 49 students (46.7%) stated Agree, 18 students (17.1%) stated Neutral, 2 student (1.9%) Disagree.

1. Perception of learning materials in scientific writing class

   The first category is learning materials in scientific writing class which consists of three themes, namely integrate sources, reserach and writing, and structure. The result of the interval can be seen in the following table 4.4:

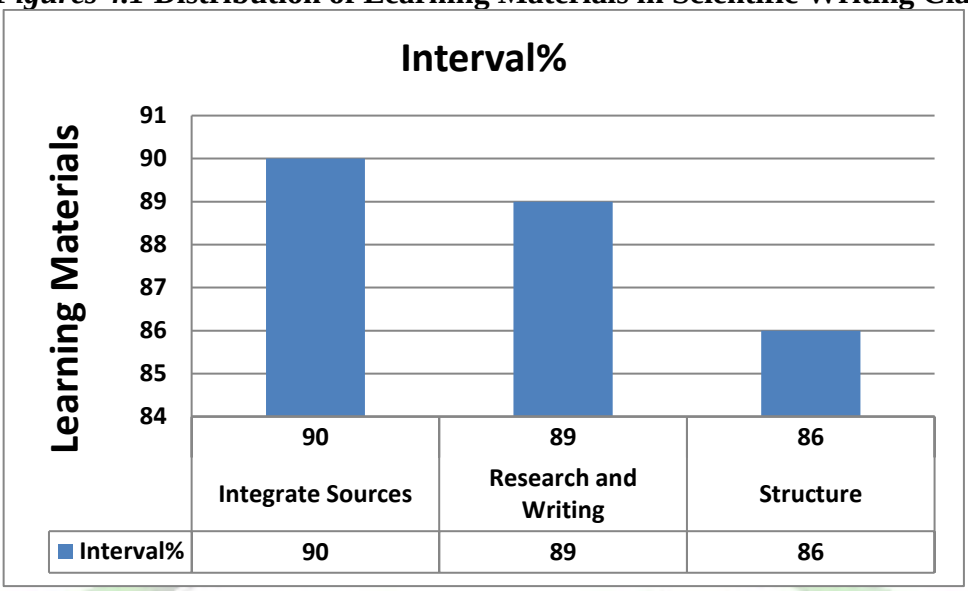
Table 4.4

Student's Perception in Learning Materials

Theme	Interval%
Integrate Sources	90
Research and Writing	89
Structure	86

Table 4.4 shows percentages that 105 respondents of learning materials in scientific writing class in statement 1-11 in the questionnaire. Based on the data, the highest percentage was obtained 90% by integrate sources. So in this theme can be explain that student learn how to integrate source in quoting, paraphrasing and summarizing. Research and writing were second got very good category. It was 89% percentage. In this theme can be explain that student learn more about relationship between research and writing. Also, structure were third got very good category with the result of 86% percentage. In this theme can be explain that student learn about structure of the research paper.

Figures 4.1 **Distribution of Learning Materials in Scientific Writing Class.**



The chart 4.1 showed percentage that 105 students have interpretation of learning materials in scientific writing class. Based on the data, the highest percentage was obtained 90% by integrate sources. Research and writing was got very good category. It was 89% interval. Structure was got very good category with interval 86% percentage.

2. Percpetion of learning strategies in scientific writing class

The second category is learning strategy in scientific writing class which consits of two themes, namely feedback and technique. The result of learning strategies shown in table 4.5

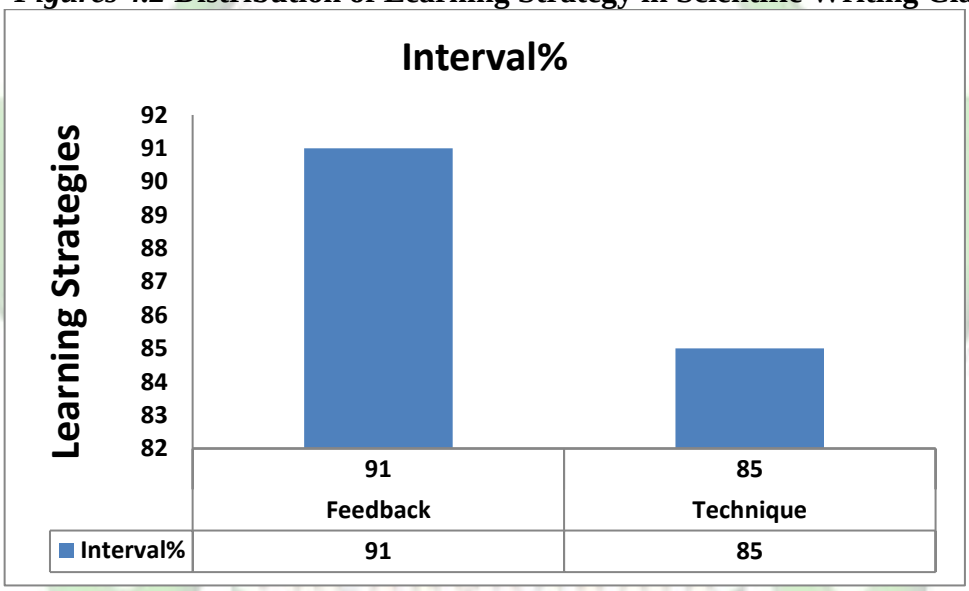
Tabel 4.5

Student's Perception in Learning Strategies

Theme	Interval%
Feedback	91
Technique	85

Table 4.5 shows percentages that 105 respondents of learning materials in scientific writing class in statement 12-14 in the questionnaire. Based on the data, the highest percentage was obtained 91% by feedback, in this theme can be explain that student get more knowledge and information when lecturers gives feedback on the learning process. Technique was second got very good category. It was 85% percentage, in this theme can be explain that the lecturer modeled useful technique that can apply to future research/writing task.

Figures 4.2 **Distribution of Learning Strategy in Scientific Writing Class.**



The chart 4.2 showed percentage that 105 students have interpretation of learning strategy in scientific writing class. Based on the data, the highest percentage was obtained 91% by feedback. Technique was got very good category. It was 85% interval.

3. Perception of writing task in scientific writing class

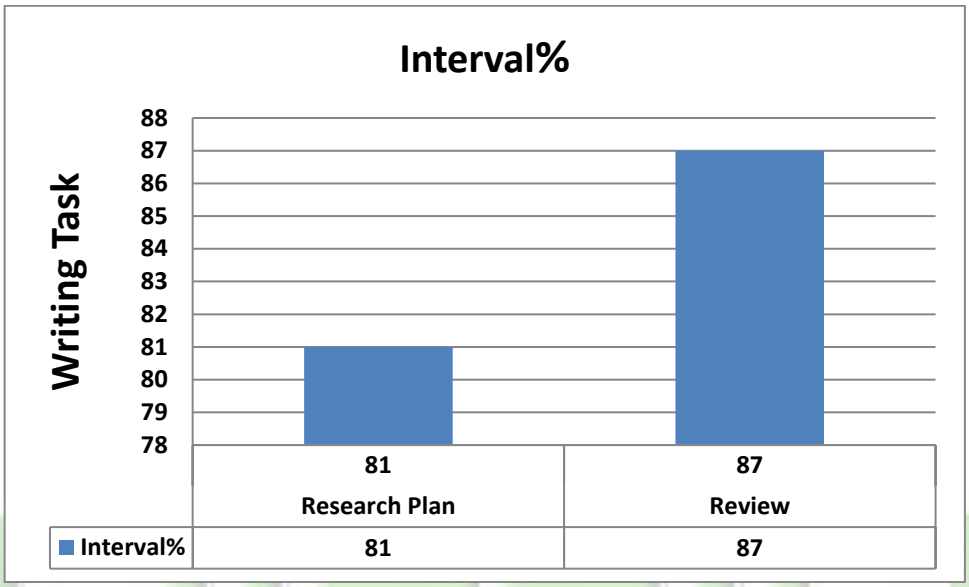
The third category is writing task in scientific writing class which consists of two themes research plan and review. The result of learning strategies shown in table 4.6.

Tabel 4.6
Student's Perception in Writing Task

Theme	Interval%
Research Plan	81
Review	87

Table 4.6 shows percentages that 105 respondents of learning materials in scientific writing class in statement 15-20 in the questionnaire. Based on the data, the highest percentage was obtained 87% by review, in this theme can be explain that students can develop reserach plan when student do writing task. Research plan was second got very good category. It was 81% percentage, in this theme can be explain that student get review or revise from lecturer so student can know their spelling and functuation error in writing scientific paper and student learn more writing task in scientific writing class.

Figures 4.3 **Distribution of Writing Task in Scientific Writing Class**



The chart 4.2 showed percentage that 105 students have interpretation of learning strategy in scientific writing class. Based on the data, the highest percentage was obtained 81% by research plan. Review was got very good category. It was 87% interval.

C. Discussion

1. Perception of learning materials in scientific writing class

The first category is learning materials in scientific writing class which consists of three themes, namely integrate sources, reserach and writing, and structure. The respondents were 105 students from English Education Study Program in generation 2017 to 2018 at IAIN Palangka Raya, academic year 2021. Based on the findings data in Chapter 4, that can be see in (Table of 4.4), 105 respondents showed very positive of perception of learning materials in scientific writing class which are interpretation category very positive for theme integrate sources is 90%, research and writing 89%, and structure 86% which many students agree and have very positive interpretation on learning materials in scientific writing.

This happens because many students have studied material in scientific writing well and students know how to integrate sources into paper through quoting, paraphrasing, or summarizing, the materials can be implemented in thesis proposal writing, and the materials can be motivated because they were suitable for their needs. Learning materials in scientific writing class aim to raise students awareness of features of academic writing as well as give them practical experience with analyzing, evaluating, and producing academic writing. The materials in scientific writing class are very much related to what the students of English Education Study Program about the material they learned in the scientific writing class.

It was similar to the data findings of Ward et al., (2020) the study that showed the students in the study seemed to expect a unified service that matched their actual practice of conducting research and writing activities as related and integrated practices framed in the context of individual assignments. Scientific writing learning materials help students understand the relationship between writing and research in scientific writing. Kim (2021) the improvement of writing helped students to accurately express their knowledge in writing and as the writing become definite and precise, students understanding expanded further.

2. Perception of learning strategy in scientific writing class

The second category is teaching strategy in scientific writing class which consits of two themes, namely feedback and technique. Based on the findings data in Chapter 4, that can be see in (Table of 4.5), 105 respondents showed very positive of perception of learning strategy in scientific writing class which are interpretation category very positive for theme feedback is 91% and technique 85%, which many students agree and very positive interpretation on strategy in scientific writing class such as, the lecturer give feedback on the assignment that has been done and the lecturer give useful techniques that can be applied by students in writing scientific papers. The strategy in scientific writing class are very much related to what the students of English Education Study Program about teaching strategy in scientific writing class. The strategy in scientific writing class are very much related

to what the students of English Education Study Program about the material they learned in the scientific writing class.

It was similar to the data findings of Geithner et al. (2015) feer-feedback and other writing assignments, and literature is an effective learning strategy. So, students feel helped by the feedback from assignments, making it easier for them to understand the material in scientific writing class. The data findings of Zhu, M et al. (2020) the result showed that all the students could potentially benefit from immediate feedback for more complex items, the majority of made revisions as suggested by the feedback. Students also rated the automated feedback favorably. The findings by Schillings, M et al. (2018) the result showed that peer review and written feedback by lecturers were frequently used as feed-back information. Most studies reported on interventions that asked students to revise text; this was considered to provide feed-forward information. Students generally perceived the interventions as positive. Most of the interventions dealing with other outcome measurements resulted in better outcomes as evidenced by marks or writing products. The advantages feedback can catch and correct conceptual or procedural errors before students fully assimilated misconceptions or internalized procedural mistakes. So, feedback provided can provide information, explanation of knowledge or suggestions to improve the quality of students' writing skills.

3. Perception of writing task in scientific writing class

The third category is writings task in scientific writing class which consits of two themes, namely reserach plan and review, (Table 4.6) with the result interval for very positive interpretation of perception of writing task in scientific writing class for theme of research plan is 81% and review is 87%, which many students agree and have very positive interpretation on writing task in scientific writing class such as, students learn more about writing task in scientific writing class and know how to develop a research plan when do writing task.

It was similar to data findings of Van de Poel et. (2012) evaluative feedback more effectively to written assigments and papers is given, students are able to critically discuss and most are able to formulate suggestions for self-improvement. Jorissen's (2011) study on the effect of the in-class writing assignments on experience of self efficacy provides some additional insight into the effect of the hands-on assignments on the students' acculturation. At the same time, the students reported that the writing assignments were interesting and useful. The perceived interest in the assignments remained fairly high throughout the first term. Overall, students thought they did well on the assignments and felt well-prepared for writing exams and papers, and attributed this to the theoretical foundations of the writing course (and its accompanying textbook). The high face validity of the writing tasks appears to have helped students feel acculturated after just one term. This finding supports between the role peers/teachers can play in the process of self-regulated learning, as

described earlier by Zhang et al. (2017), found that peer comments alone appeared to make the largest contribution to the revision of writing products. Students indicate they have confidance in in the competence of the peer reviewers.

From the data findings in category perception of learning materials in scientific writing class, perception of learning strategies in scientific writing class, and perception of writing task in scientific writing class have interpreation “Very Positive”. It can be concluded that based on the result category above, most of the students in the scientific writing class have studied all the materials, strategies, and students are able to understand the writing tasks that have been given by the lecturer in improving scientific writing skills such as writing essays, abstracts, and thesis proposals. This also means that the scientific writing is a learning material that affects the progress student of learning gains in writing scientific papers. Based on the conclusion, it was discovered that this study had answered the objective stated earlier.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contained conclusion and suggestion on the basis of the research finding ad discussion. Conclusion was summary the data finding and the suggestions was addressed to other writer and those who are interested to continue this research.

A. Conclusion

The research was investigated students perception of scientific writing class. It was conducted to the students in semester 6th and 8th at English Education Study Program of IAIN Palangka Raya.

As describe in the previous data findings and discussion, it could be seen concluded that students perceptions of scientific writing class on their learning gains have the interval data analysis, for category students perception on learning materials in scientific writing class with theme of integrate sources have percentage interval of 90%, research and writing have percentage interval 89%, and structure have percentage interval 86% was obtained with "Very Positive" interpretation.

For category students perception on learning strategy in scientific writing class with theme of feedback have percentage interval 91% and technique have percentage interval 85% was obtained with "Very Positive" interpretation. For category students perception on writing task in scientific

writing class with theme research plan have percentage interval 81% and review have percentage interval 87% was obtained with “Very Positive” interpretation.

Thus, it can be concluded that based on the result above, most of the students in the scientific writing class have studied all the materials, strategies, and students are able to understand the writing tasks that have been given by the lecturer in improving scientific writing skills such as writing essays, abstracts, and thesis proposals. This also means that the scientific writing is a learning material that affects the progress student of learning gains in writing scientific papers.

B. Suggestion

In this section, the researcher gives some suggestion related to the result of the research. Hopefully, this research will be useful and gives a great contribution for the readers. There are some valuables which are addressed to the students, lecturers, and other researcher.

1. For students

The students can be encouraged to learn good academic writing in writing scientific papers in scientific writing class.

2. For English lecturers

The lecturers can use scientific writing material as English learning material in writing scientific papers to help students improve their understanding and ability to write scientific papers well.

3. **For another researcher**

This design of this thesis was used survey reserach, it recommended for the other researcher to do the research used the other design to increase better research for who interest researching scientific writing.

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