

MENULIS ARTIKEL ILMIAH

OLEH
DWI FITA HERIYAWATI

What is the importance of Writing Article?

- ▶ Syarat Kelulusan (Bagi mahasiswa program pascasarjana)
- ▶ Syarat KUM kenaikan JAFA (Jabatan Akademik)
- ▶ Syarat dan kewajiban untuk BKD (Beban Kerja Dosen) dan Pelaksanaan Tridarma
- ▶ Prestise
- ▶ Hobby

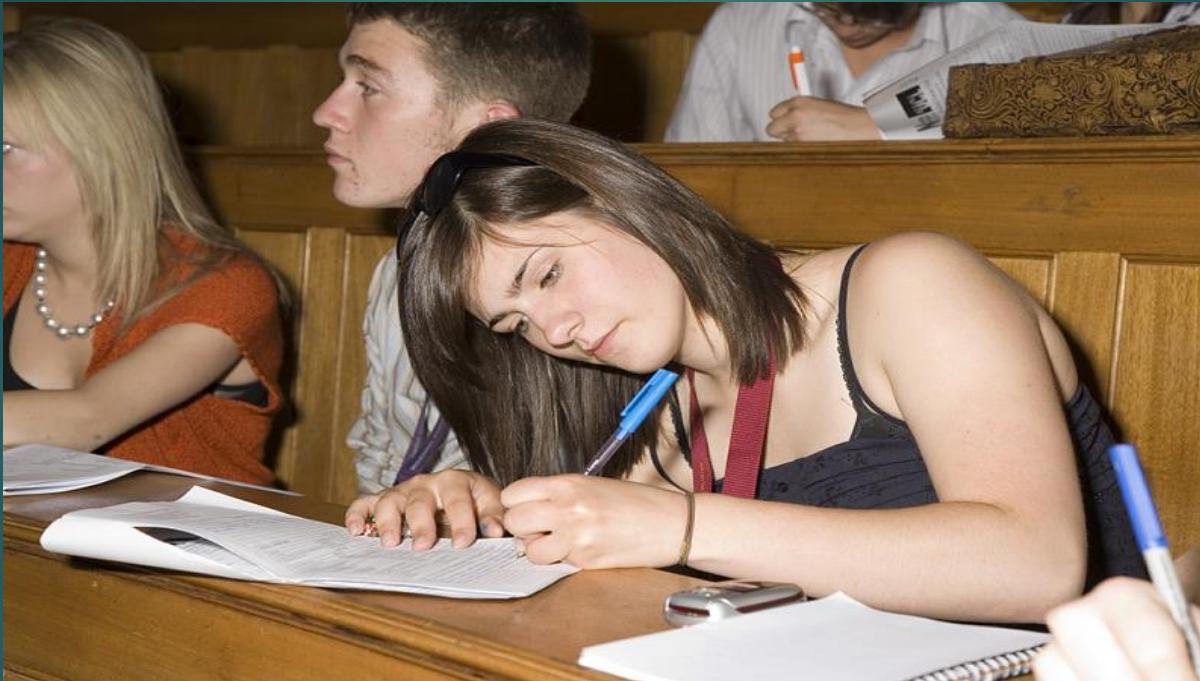
Jadi Bagaimana kita bisa tetap produktif menulis di era pandemic?

- ▶ Niat
- ▶ Yakin tak ada yang tak mungkin
- ▶ Sempatkan waktu dalam sehari untuk tetap menulis
- ▶ Keep writing, sentence by sentence.

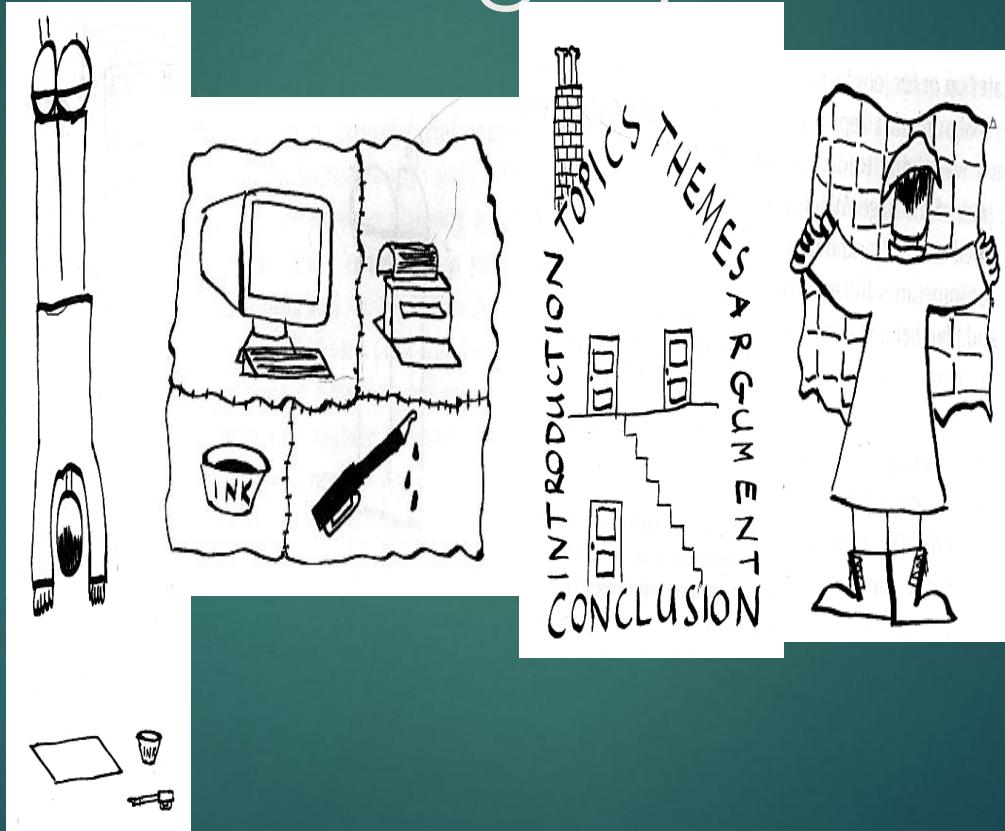
Kolaborasi? Why not?

- ▶ Asal sama-sama memberikan kontribusi dalam article tersebut.
- ▶ Switch the article with our friends

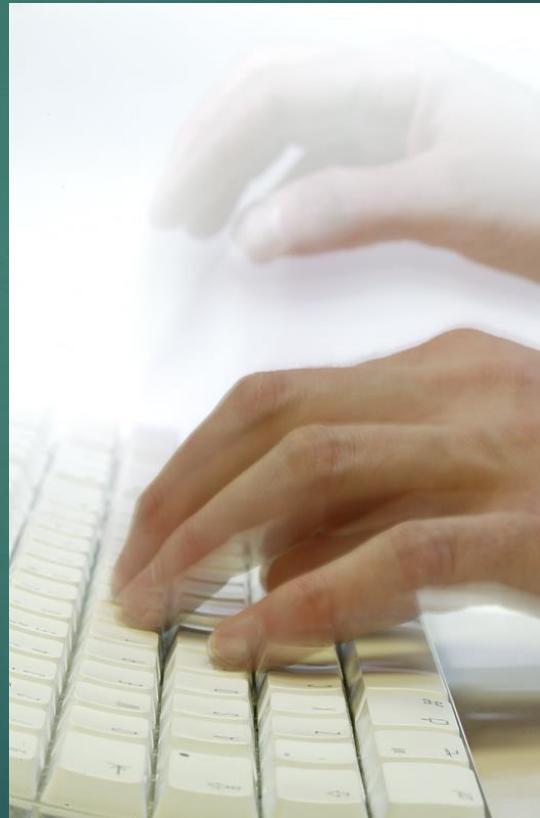
What type of writer are you?



Identifying your writing style



Previous writing experiences ...



Reading as part of writing



Critical reading (and how it benefits your writing)

- ▶ Helps you determine what is and what is not a robust piece of research and writing in your field
- ▶ Helps you identify where existing research has left a gap that your work could fill
- ▶ Attention you pay to writing of others helps you become more self-aware of your own written work:
 - ▶ Sufficient evidence to back up claims; argumentation/reasoning; becoming alert to your assumptions and how they affect your claims
 - ▶ Wallace and Wray, 2006

Critical reading?

How do you go about
reading an academic text
in your field?



Critical reading? Some possible approaches

How do you go about reading an academic text?

- ▶ Use parts of the text: abstract, contents, index, sub-headings, graphs, tables, introduction and conclusion
- ▶ Skim to get the gist of the argument
- ▶ Read with questions in mind

Critical reading? Some possible approaches

- ▶ Make notes/mind map/ use highlighter
- ▶ Write a summary in your own words
- ▶ Write a brief critical response
- ▶ Keep note of bibliographic details

- ▶ As a critical reader, one evaluates the attempts of others to communicate with and convince their target audience by means of developing an argument;
- ▶ As a writer, one develops one's own argument, making it as strong and as clear as possible, so as to communicate with and convince one's target audience.

▶ Wallace and Wray, 2006

Free writing

- ▶ Way of using writing as a tool for thinking
- ▶ Allows you to write without constraints.

To do it –

Write continuously, in complete sentences, anything that occurs to you.



Free writing

Please write down EITHER

1. An idea / theme from your field

OR

2. Use the topic:

'what I enjoy about writing...'

Use a free writing technique to write anything at all that occurs to you about this topic.

This writing will not be shown to anyone else.

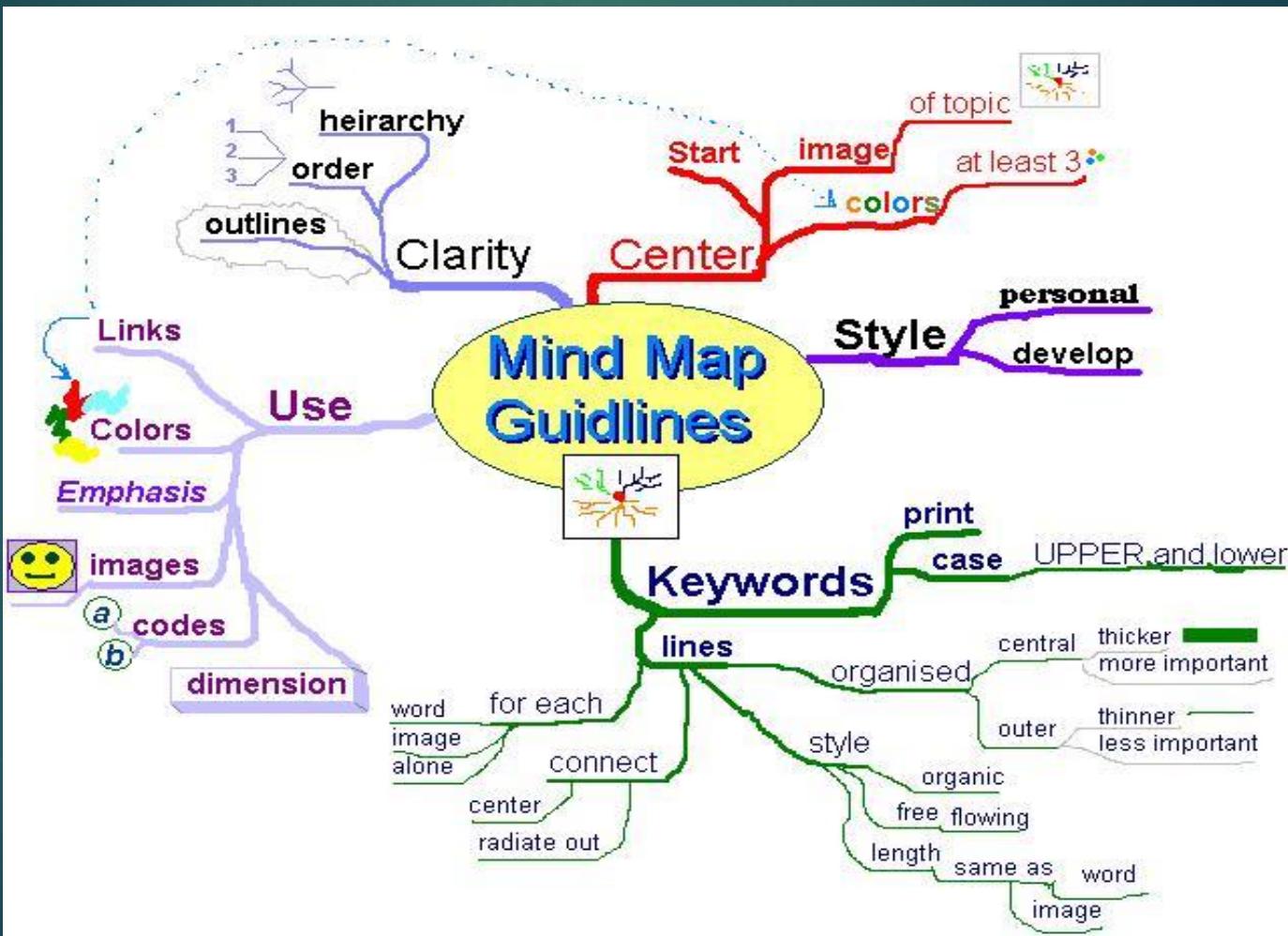
Planning (Sharples)

- ▶ Plans should be flexible
 - ▶ Through the writing process a deeper understanding of topic is gained – thus, planning is increasingly out of step as writing develops:
 - ▶ “The act of writing brings into being ideas and intentions that the writer never had at the start of the task or that could not be expressed in any detail.”
- .

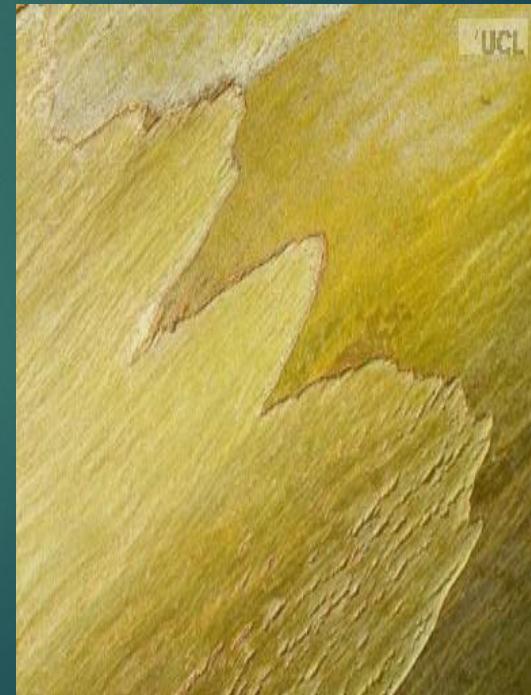
Plans

- ▶ Free writing
 - ▶ Notes/sketches
 - ▶ Idea lists
 - ▶ Ideas on post-it notes
 - ▶ Mind map
 - ▶ Skeleton paper with sub-headings
 - ▶ Outline
 - ▶ Draft text
- ▶ Adapted from Sharples, 1999





- ▶ What techniques do you use to develop ideas in your writing and/or signpost an argument?



Developing/sustaining argument

- ▶ ‘proving’ the thesis statement or controlling argument
- ▶ Signposting argument (Giving the reader cues; anticipating/referring back)
- ▶ Using words which signal transition or development – “However”, “Nevertheless”, “Thus”, “Therefore”, “Despite”
- ▶ Illustrating theoretical positions with concrete examples
- ▶ Generalising from a particular set of findings if possible
- ▶ Using subheadings
- ▶ Using/responding to counterarguments and examples
- ▶ Anticipate next paragraph at end of previous one

Signposting and making transitions

- ▶ **Links between paragraphs** – pick up point from the end of a paragraph at the start of next one.
- ▶ **Conjunctions to express different kinds of meaning relations**
 - ▶ **Temporal**: when, while, after, before, then
 - ▶ **Causative**: because, if, although, so that, therefore
 - ▶ **Adversative**: however, alternatively, although, nevertheless, while
 - ▶ **Additive**: and, or, similarly, incidentally
- ▶ Signposting through **pronouns** - this, these, those, that, they, it, them
- ▶ **Adverbs**: Firstly, secondly, etc
- ▶ **Illustrative**: For example, in illustration, that is to say,

Signalling conclusions

less endorsing

claim
contend
suggest
argue
in x's opinion
believe
think
reckon
assume
presume
speculate
x goes so far as to suggest that
propose

more endorsing

comment
say
report
state
declare
point out
announce
cite
note
observe
write
tell
describe
put forward
explain
make the point
postulate
theorise
posit
predict
see
in the view of
according to

Taken from: Teaching Academic Writing, Coffin et al. 2003

Citation

Examples of Citing

- The hip bone is confirmed to be connected to the thigh bone (Funny Bones, 1989).
- The cytoskeletal network acts like the strong bars within a scaffolding (Alberts *et al.*, 1998)
- Slavic-Smith (2006) postulated three classifications for nucleoli in neurons
- It was shown in 2006 by Take That, that a successful comeback tour was possible [1].

Artikel Ilmiah Dikatakan KOMUNIKATIF jika mampu MENYENANGKAN pembacanya...

- ❖ Penulis artikel ilmiah dituntut mampu membedakan antara **kebenaran ilmiah** (kebenaran rasio) dan **kebenaran non-ilmiah** (kebenaran akal sehat/pencerapan pancaindera) => pengaruh sinetron “cengeng”; membagi-bagikan BLT;
- ❖ Penulis artikel ilmiah dituntut mampu memahami bahwa terdapat **struktur aktivitas ilmiah**, yang ditopang oleh elemen substantif (*isi*) dan elemen prosedural (*metode*), karena pada dasarnya aktivitas ilmiah berkelindan dengan **proses** (penelitian), **prosedur** (metode), dan **produk** (pengetahuan ilmiah);
- ❖ Penulis artikel ilmiah dituntut mampu memahami bahwa artikel ilmiah adalah cerminan dari suatu komunitas wacana keilmuan;
- ❖ Penulis artikel ilmiah dituntut mampu memahami bahwa artikel ilmiah memiliki sosioretorik tersendiri (cerminan adanya tata permainan bahasa artikel ilmiah di samping tata permainan bahasa lainnya).

Cara “menyenangkan” pembaca...

1. Koheren

Adanya hubungan yang harmonis dan jelas antar unsur pembentuk kalimat dan alinea; antara S dan P; antara P dan O, serta keterangan-keterangan yang menjelaskan tiap-tiap unsur itu. Contoh yang tidak koheren (perhatikan hubungan antarkata, terutama yang bergaris bawah, yang tidak mencerminkan koherensi):

ketika kita berjanji akan bertemu dengan seseorang, waktu merupakan salah satu unsur penting. Pasti kita akan bertanya kapan waktu pertemuan tersebut. Dalam keadaan seperti inilah perlu dipahami makna dari sudut pandang waktu. Kata-kata seperti ‘sekarang’, ‘besok’, ‘kemarin’, dan banyak lagi merupakan kata-kata yang bersifat deiktis.

2. Sistematis

Adanya pembagian ke dalam tiga bagian pokok: *pendahuluan* (uraian masalah atau alasan penelitian. Tujuan utama, menarik hati pembaca), *isi* (materi inti: kupasan, analisis, argumentasi, komparasi, keputusan, pendirian, atau sikap kita terhadap masalah), *dan simpulan* (ciri-ciri simpulan: deduksi, abstraksi, implikasi, interpretasi, pernyataan umum, atau perampatan berdasarkan temuan). Contoh simpulan yang tidak sistematis (perhatikan, apakah yang hendak disimpulkan?).

Era globalisasi dan era kebebasan informasi, terjadinya kesenjangan informasi, dan dikotomi informasi, antara masyarakat kaya dan masyarakat miskin akan lebih terasa. Hal ini bisa dikurangi dengan munculnya kelompok-kelompok informasi masyarakat forum-forum informasi. Khususnya masyarakat pinggiran lebih-lebih di pedesaan yang agak jauh dari pusat kota.

3. Komprehensif

Adanya penelaahan yang lengkap dan rinci; ibarat melihat lukisan, sekalipun banyak unsur yang menonjol, ada satu tema yang jelas; ada **satu pikiran utama yang jelas**. Contoh yang tidak komprehensif (perhatikan, manakah pokok pikirannya?).

Saat ini rasio perbandingan jumlah perawat dan penduduk Indonesia adalah 1:4, sebuah angka yang rendah jika kita bandingkan dengan negara-negara tetangga seperti Malaysia, Thailand, dan Filipina. Meski jumlah tersebut rendah, namun sepertinya tidak memungkinkan lagi bagi healthcare provider untuk menerima tambahan perawat baru karena besaran beban keuangan.

4. Logis

Adanya prinsip perkembangan pemikiran berkat mata rantai yang nalar, sehingga kita tidak keliru nalar dalam (1) **perumusan masalah** (“setamat SMA Tober memilih masuk akademi militer, sebab SBY adalah lulusan akademi militer”); (2) **hipotesis** (“sebenarnya HAM bukan masalah yang baru, karena sudah lama diperjuangkan para artis dan anggota DPR”); (3) **pengumpulan data** ketika menganalisis (“kemacetan di Jakarta akibat ulah para pebisnis yang senang membangun mal”), dan dalam (4) **argumentasi** akibat keliru memberi alasan (“UU Diknas tidak perlu diberlakukan secara nasional, karena sebagian wilayah Sulawesi, Kalimantan, dan Papua masih kekurangan tenaga pendidik”). Contoh yang kurang logis (perhatikan kata yang bergaris bawah dalam perumusan masalah sebuah artikel ilmiah di bawah ini, lalu renungkan mengapa dianggap tidak logis?):

Kondisi banyaknya partai bermunculan sejalan dengan dugaan banyak pengamat politik selama ini bahwa "pertisipasi politik" masyarakat akan meluap-luap dengan kegairahan yang luar biasa bila kondisi kondisi politik objektif memungkinkannya.

5. Kohesif

Adanya upaya menjaga hubungan kalimat menjadi erat, kokoh, dan berpadu (kohesif). Jika **kohesif**/kohesitas merujuk pada pertalian bentuk, **koheren**/koherensi merujuk pada hubungan makna. Dengan menjaga kohesitas, hubungan kalimat akan menampilkan urut-urutan perkembangan pokok pikiran, sehingga tidak “patah” atau “loncat”. Contoh kalimat yang tidak kohesif (adakah urut-urutan perkembangan pokok pikirannya?):

Kultur yang begitu kuat memberi tekanan yang besar pada para pekerja untuk menyesuaikan diri. Dalam merekrut tenaga kerja baru manajemen menginginkan pekerja-pekerja tersebut menerima core value perusahaan jika tidak pekerja tersebut tidak diterima. Sementara itu manajemen ingin secara terbuka mengakui dan menunjukkan support pada perbedaan dan keragaman yang dibawa pekerja-pekerja.

6. Bertanggung Jawab

Adanya upaya menulis secara elegan (rapi/elok sesuai dengan pedoman selingkungnya), berwawasan (argumentatif), teliti (tidak ada kekeliruan tulis), etis (tidak mengandung unsur plagiarisme), dan konsekuensi (sesuai dengan apa yang hendak dikaji/dibahas). Kongkretisasi tanggung jawab dalam menulis artikel ilmiah di antaranya adalah sebagai berikut:

- **penggunaan istilah yang konsisten** (“*wireless*” atau “*nirkabel*”?);
- **penggunaan konjungsi (kata sambung) yang tepat** (*oleh karena itu; itu sebabnya; walaupun begitu; sekalipun demikian; sementara itu;*);
- **penggunaan logika yang benar** (“*untuk mengejar ketertinggalan, penulis menyimpulkan bahwa...* ”);
- **penggunaan konjungsi idiomatik** yang tepat (*baik-maupun; tidak hanya-tetapi; bukan-melainkan; jangankan-pun; apakah-atau*);
- **menghindari redudansi (berlebihan)** (“diperbanyak *terima kasih*”; “*kami persilakan Bapak untuk hadir*”; “*untuk sementara waktu kampus kami tutup*” [*‘sementara’*: *sedang/beberapa waktu*]).

Title of Article

- The title of article is the first part of article, which serves to identify the contents of the article.
- The title of the article is expected to be short enough, specific and attract the reader's attention. (Max 15 words)
- Although the title is short but it should be fairly informative and clear in describing the contents of the article, as well as contains some keywords, useful for indexing and information transmission.

ABSTRACT and *KEYWORDS*

- Format *Abstract* (capital, Bold, In the middle or in the left side)
- Find the examples from the journal
- Abstract is an important summary of overall research that includes objectives, methods, results and conclusions in brief but clear
- Written in a paragraph with 150-200 words (maximum 250 words)

Continue.....

- Does not contain information or conclusions that are not in the manuscript
- Does not contain unexplained tables, illustrations, references, abbreviations / acronyms
- Make sure that the findings are presented with real facts
- Not repeating words, phrases, facts, including titles
- Abstract is only one paragraph and must contain keywords
- Keywords are words that contain the key concepts discussed in the article.
- For your information, abstract this is usually used in abstracting for retrieval system either electronic or print
- *Abstract written in past tense*

INTRODUCTION

- *Introduction* contains the reason why we do our research, hypothesis and the objective of the study
- *Introduction* is different from review of related literature
- Give the author chance to get readers understand the background and research issues.
- A systematic description of the flow of thought in the identification of research problems and the importance argument of the research problem.
- Focus on the research problem, do not widen so that the reader's thoughts become unfocused.
- Contains also about literature review, especially regarding up-to-date information around the issues underlying research. (State of the arts)
- Avoid secondary sources, prefer primary source
- Contains also about research objectives.
- Mostly *introduction* written in *present tense*. Commonly only 2-3 pages for introduction, and 4000-6000 words for the whole article.

Continue....

- Theoretical basis: list the theories that are considered most important and point to the red threads using their own language.
- These theories must have significant relevance to the article.
- The researcher's position of the scientific article should as much as possible appear in the Introduction part in order for the reader to be able to capture and understand the direction of thought, approach and paradigm used.
- Tell what is interesting about your article compared to previous findings and results.

Method

- Complete research conditions should be reflected in research methods.
- The research method should be able to explain in detail how the stages of conducting the research, making it possible for others to repeat the method with close-term results.
- Use of charts or sketches allows for display in research methods

-
- Explain the statistical procedures for data analysis
 - The research method only mentioned the type only. For example, in the social sciences and humanities it is sufficiently mentioned: ethnography, hermeneutics, textual analysis, phenomenology, etc. So no need to be described in detail.
 - Methods written in past tense

RESULTS AND DISCUSSION

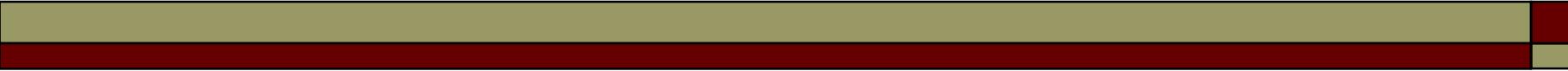
- Some journals separates results and discussion (see Guideline for Author)
- *If results* separate from *discussion*, in *results* only provide the results of the research without discussion
- In discussion part, the researcher write the discussion related to their findings and the previous study.

RESULTS AND DISCUSSION

- Provide the results of the research briefly
- Use simple past tense
- Avoid ambiguity sentences
- Use table for explaining the simple data
- For complicated data use graphic
- Don't put the picture from another research
- Write in systematic way
- Provide your information in discussion part in chronological order

RESULTS AND DISCUSSION

- In your paragraph, don't repeat the same number as explaining in the table
- If you want to emphasize the results of the study, use synonym or another way to describe such as in percentage or etc.
- Refer to your table if you want to show the number based on your results.

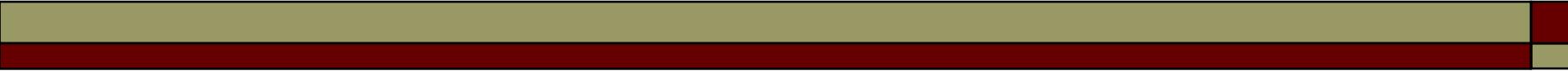


RESULTS AND DISCUSSION

- Commonly in international journal they avoid the statistics words such *TREATMENT*, *SIGNIFICANTLY DIFFERENT* written in the discussion part

RESULTS AND DISCUSSION

- Written in the clear and brief
- In discussion, commonly using 2 tenses there are **simple present** to reporting the results of the study and **past tense** to refers to the previous study.
- In discussion part which needs to be discussed what is the results that may be according to hypotheses or not
- Use systematic thinking framework that will support your conclusion
- The implications (theoretic and applications) need to be recommended in discussion



CONCLUSION

- Conclusion should be based on the results of the research

ACKNOWLEDGEMENT

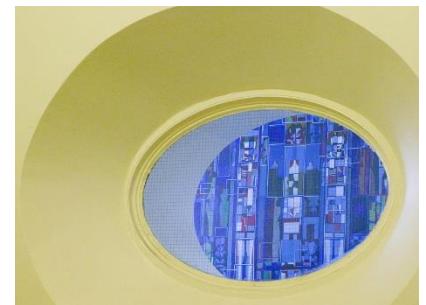
- *Acknowledgement* umumnya ditempatkan sebelum daftar pustaka
- Dalam *acknowledgement* perlu disebutkan lembaga pemberi dana
- Pengakuan kontribusi individu atau lembaga yang berarti dalam pelaksanaan penelitian dan penulisan

Writing tips

-
- Write a sentence for each paragraph you want to write – you can then move them about easily to form thread of argument
 - Index tag the main points you want to use in your references, so they can be found easily while writing
 - Read what you have written aloud to see if it sounds right
 - Find best environment for you – when and where do you work best
 - Take a break before trying to do your final check
 - Use a writing checklist
 - Read regularly in the field. Find writers whose work you admire and study what and how they do things.
 - **View writing as part of a process rather than a product**
 - Find models of good writing in your discipline – analyse it; ask what works and what doesn't; consider writing style; vocabulary; techniques – metaphor; explanation; signposting
 - Reflect on your own writing practices
 - Keep a notebook or learning journal

Making time for writing

- Write throughout the course
- Do free writing as frequently as possible
- Writing groups
- Don't wait until you feel 'ready' to write...



Tips To Find the reputable journal

- Click Scimago list
- Find the journal by using Journal finder
- Check the indexes and the quartile
- Lets practice!!
- After you find the journal, find the guideline for the author from the journal.
- Send the article through their OJS

LIHATLAH KURA-KURA!

**SATU-SATUNYA KESEMPATAN YANG BISA
MEMBUAT KURA-KURA MELANGKAH MAJU
ADALAH KETIKA DIA BERANI
MENJULURKAN KEPALANYA KELUAR**
(enviromagz)

Good luck, find your bright future

-
- Jika Kita tidak memulainya maka kita tidak akan pernah sampai pada tujuan. So, start your work today, don't keep only in your mind.

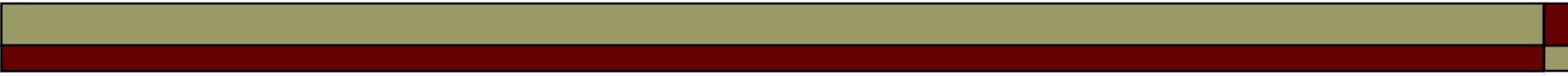
References



- Catt, R. and G. Gregory (2006). The Point of Writing: Is Student Writing in Higher Education Developed or Merely Assessed?
Teaching Academic Writing in UK Higher Education: in Theories, Practices and Models. L. Ganobcsik-Williams. Basingstoke, Palgrave Macmillan: 16-29.
- Higgins, R., Hartley P., and Skelton, A. (2002) The Conscientious Consumer: reconsidering the role of assessment feedback in student learning.
Studies in Higher Education Vol. 27 No. 1 pp 53–64.
- Ivanič, R. and M. R. Lea (2006). New Contexts, New Challenges: the Teaching of Writing in UK Higher Education in Teaching Academic Writing in UK Higher Education. L. Ganobcsik-Williams. Basingstoke, Palgrave Macmillan: 6-15.
- Lea, M. R. and B. V. Street. (1998 ‘Academic Literacies’. Learning Matters, Student Writing in Higher Education: An Academic Literacies Approach’. In Studies in Higher Education. Vol 23. No. 2 pp.157-172.
- Lillis, T. & J. Turner (2001) Student writing in higher education: contemporary confusion, traditional concerns. Teaching in Higher Education. Vol. 6. No. 1. pp. 64-73

Continue...

- Alberts, Bray, Johnson, Lewis, Raff, Roberts & Walter. Essential Cell Biology, 1st Edition, Garland, 1998
- Dickson, B (2002) Molecular Mechanisms of Axon Guidance. Science 298 1959-1964
- [1] www.bbc.co.uk/news



Thank You