



Universitas Muhammadiyah Malang, East Java, Indonesia

## Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature

p-ISSN: 2622-738X, e-ISSN: 2622-7371 // Vol. 4 No. 1 April 2021, pp. 71-84



<https://doi.org/10.22219/jiz.v3i3.15840>



<http://ejournal.umm.ac.id/index.php/izdihar/index>



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## Strategy for Writing Scientific Research among Students in Department of Arabic

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### ARTICLE INFO

#### Article History:

Received: 28/02/2021

Revised: 05/04/2021

Accepted: 30/04/2020

Published: 30/04/2020

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### ABSTRACT

Based on the existing data and studies, it was found that the rate of college students in Indonesia finishing their study on time is below 70%. Even in some universities, the rate of college students in Indonesia finishing their study on time did not reach 65%. Conversely, the rate of finishing study of students at IAIN Madura, East Java, Indonesia was quite high, especially students of the Department of Arabic. From the results of interviews and observations, it was found that they have a special strategy in thesis writing so that they can finish the study on time. Therefore, the aim of this research was to uncover the thesis writing strategy among the students of the Department of Arabic at IAIN Madura. This research was a qualitative case study which reveals the thesis writing strategy among the students of the Department of Arabic at IAIN Madura. The results showed that the student thesis writing strategy consisted of six strategies, namely: planning, data collection, content preparation, translation, evaluation, and revision.

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### Keywords

IAIN Madura; Student; Writing Strategy

### مستخلص البحث

وجدت من البيانات والبحوث الموجودة أن نسبة تخرج طلبة الجامعة في إندونيسيا تدل على أن الطلبة المتخرجين من الجامعة في الوقت المعين أقل من 70% بل هناك من الجامعة نسبة تخرج الطلبة لا تحصل إلى 65%. ووجد من جامعة مادورا الإسلامية الحكومية أن نسبة تخرج الطلبة في الوقت المعين مرتفعة خاصة لطلبة قسم تعليم اللغة العربية. فمن الملاحظة والملاحظة وجدت أن الطلبة في هذا القسم لها استراتيجيات خاصة في كتابة البحث العلمي حتى تستطيع أن تنهي الدراسة في الوقت المعين. فلذلك كان الهدف من هذا البحث هو كشف استراتيجيات كتابة البحث العلمي لدى طلبة قسم تعليم اللغة العربية بجامعة مادورا الإسلامية الحكومية. وهذا البحث من دراسة حالة على منهج البحث الوصفي وهي كشف استراتيجيات كتابة البحث العلمي لدى طلبة قسم تعليم اللغة العربية بجامعة مادورا الإسلامية الحكومية. ودلت نتيجة هذا البحث على أن استراتيجيات كتابة البحث العلمي المستخدمة لدى الطلبة هي تتكون من ست استراتيجيات رئيسية وهي التخطيط، والاسترجاع، وتوليد الأفكار، والترجمة، والتقييم، والتنقيح.

جامعة مادورا الإسلامية الحكومية: الطلبة: استراتيجيات الكتابة

كلمات أساسية

## INTRODUCTION

Writing strategy is a very important skill both in the academic world and in the professional field. In addition, the writing strategy allows students to produce good writing (Mastan et al., 2017), as we know that writing is the same as reading which is included as communication activity and productive skill. If reading is the individual process of decoding and converting messages from written text to spoken speech, then writing is the individual process of converting symbols from spoken letters to written text. It is an encoding icon installation designed to deliver a message to a reader who is far from the writer's place and time. Writing consists of the stages in which the author must work: pre-writing, initial writing, revision, editing and publishing. To realize these stages, the author needs the right strategy in order to result good and correct writing.

Academic writing or scientific research is one of the scientific characteristics in a college as it is a university requirement. This kind of scientific academic writing is written by students to obtain higher degrees in students' majoring. In addition to this purpose, scientific research also offers problems solving in any field or to prove the truth of scientific principles and theories. It is confirmed by the Minister of Educational and Cultural Affairs in the ministerial circular to urge universities and students undergraduate, master, and doctoral levels to write research in scientific journals and scientific periodicals according to their degrees. Writing scientific research is an organized process that seeks to uncover a question or aims to collect what is different from it here and there in a book or to discover a natural scientific fact (purely) human, social, literary, artistic or part of it, and this process is carried out by a human being who has the ability to assimilate, patience and formulate in a sound language, collecting information, answering it, interpreting it and reaching judgments and results (Direktorat Jenderal Pendidikan Tinggi, 2012).

Writing scientific research requires structured thinking, good organization and special linguistic competence. In some universities and departments, writing scientific research is written in foreign language especially for those who have a focus on foreign language such as Arabic or English. In this case, students should write their scientific research in the language they are studying. Therefore, writing scientific research requires students with good academic competence and linguistic competence. Therefore, writing strategy is important and needed in writing an undergraduate thesis so that the student's scientific research process becomes focused and the problems encountered during the writing process can be handled.

Based on data and research, it was found that the rate of college students in Indonesia finishing their study on the appointed time is below 70% (Brawijaya, 2017) and there are even some universities whose graduation percentage is

below 65% (UNISBA, n.d.). The main reason for this problem is the difficulty of students in writing an undergraduate thesis, which this task must be completed by students to obtain a bachelor's degree. This issue covers difficulties in identifying subjects, identifying problems, process of analyzing data, determining research results, writing research plans, collecting data, collecting data in the field of research, and the availability of references in the writing of scientific research (Widarto, 2017). To solve this problem, we need to look deeper into the strategy of writing scientific research so that students can write good scientific research as soon as possible so that they can graduate from university at a predetermined time.

There were many studies related to the strategy of writing scientific research or undergraduate theses including research on The Impact of Writing Strategies on the Written Product of EFL Saudi Male Students at King Abdul Aziz University which showed that writing strategies are very influential on the text produced by students. The strategy used by students in writing scientific research were meta-cognitive strategy, cognitive strategy, and social strategy (Alharthi, 2012). Research on Iranian EFL Learners Writing Ability and Writing Strategies in Two Discourse Types resulted that each student has different writing strategy according to their level of ability and skill (Saadi, 2013, p. 55). Research on an Investigation of EFL Writing Strategies and Cohesion of Kuwaiti Undergraduate Students resulted that Kuwaiti students have different strategy from each other and this is closely related to the influence of their mother tongue (Al-Zankawi, 2018, p. 76). Research on UIN Maulana Malik Ibrahim Malang's Flagship Student Strategy in Solving the Problem of Writing Scientific Research resulted that the strategy used by students in overcoming problems faced in the undergraduate thesis writing process are cognitive strategy, meta-cognitive strategy, and social strategy (Arifah, 2017).

Based on the previous studies, the researchers conducted research for students of the Department of Arabic in IAIN Madura who have a special strategy in writing an undergraduate thesis so that they could produce a quality thesis and could finish their studies on time. The purpose of this research is to uncover the strategies used by students of IAIN Madura in writing scientific research so that this strategy can be practiced by students in other universities.

## METHOD

The method used in this research was qualitative method. This research was to obtain results or to reveal things that cannot be obtained by means of statistical or quantitative methods. Researchers started research from the data and clarify them using scientific theories and ended up with new theories that

support or reject them. Researchers used this method for several reasons: *first*, this research was conducted in a real field or in a special context; *second*, the researcher becomes the primary data collection tool because the use of non-humans or other humans (people) in this study cannot make the data suitable and compatible with the phenomena that existed in the research field; *third*, the use of inductive methods in analysis, because this method is faster in forming relationships between researchers and informants and this method can also reveal phenomena that occur in the field; *fourth*, the data collection consists of words and behavior, not numbers; *fifth*, this research prioritized process rather than results (Badawi, 1962).

This research was a case study that followed the following steps: 1) determining the phenomenon or problem to be studied, 2) determining the concept and confirming the availability of relevant data, 3) determining research instruments such as observation, interviews, and documentation, 4) collecting data, 5) analyzing the data, and 6) determining the results of the research (Badar, 1982).

This research was conducted on seventh semester students of the Department of Arabic in IAIN Madura, East Java, Indonesia. The researchers selected students as subject of research by giving written tests taken from the *Arabiyah baina Yadaik* book volume three. The researchers also took into account the students' scores in the *Maharah Kitabah* course and also the results of the accumulative scores. The purpose of this study was to reveal the writing strategy of undergraduate thesis among the students of the department of Arabic in IAIN Madura.

The data in this study was from primary and secondary data. The primary data was obtained from interviews with students and their supervisors and also observations related to the students' process of writing undergraduate thesis. The interviews are conducted in semi-organized and accurate interviews. The secondary data were from documents related to the undergraduate thesis writing process, including student biographies.

Data analysis in this study followed four procedures (Miles, 2007), collecting data related to student strategy in writing undergraduate thesis using interviews, observation, and documentation. After collecting data, the researchers sorted the data to identify the data needed and the data that was not needed in this study. Then, the researcher described the data that has been selected according to the categories so that the data presentation was organized. From the data exposure, the researchers designed the data to be the result of the research. From these steps the researchers concluded the undergraduate thesis writing strategy of students in the department of Arabic. To check the

validity of the data, researchers used two methods, in-depth observation and triangulation (Moleong, 2006).

## RESULTS & DISCUSSION

Strategy is an action plan designed to achieve a specific long-term goal or is the art of optimizing all available capabilities, resources and means to reach the desired goal (Siregar, 2018). Thomson and Martin explain that strategies are means to ends. All organization, large and small, profit-seeking and not-for profit, privat and public sector, have a purpose, which may or may not be articulated in the form of a mission and/or vision statement. Strategies relate to the pursuit of this purpose. Strategies must be created and implemented (Asante, 2018, p. 99).

Writing strategies have been defined by language experts as a variety of definitions: writing strategy is the mental behavior that the writer used to solve the problems arranged in the writing process (Arifin, 2017). Congjun Mu and Carrington said that writing strategy is method a writer that is used with awareness to generate ideas, plan, organize, revise, and reduce anxiety during the writing process (Mu & Carrington, 2007).

The experts categorized the writing strategy into several and varied classifications. Congjun Mu classified the writing strategy into five main strategies and each strategy sub-strategy and presentation of this strategy on the first strategy above the Meta-cognitive strategy and this strategy consists of the sub-strategy of planning, monitoring and evaluation. Secondly, the Rhetorical strategy consists of the sub-strategy of organization, use of the first language, formatting/modelling and comparing. Third, the Cognitive strategy consists of a sub-strategy of generating ideas, revising, elaborating, clarification, retrieval, rehearsing and summarizing. Fourth, the Communicative strategy consists of a sub-strategy of avoidance, reduction and sense of readers. Fifth, the Social/affective strategy consists of a sub-strategy of resourcing, getting feedback, assigning goals and rest/deferral.

Congjun Mu classified the writing strategy into five main strategies in which there were sub-strategies. The first strategy is the Meta-cognitive strategy. This strategy consists of sub-strategies: planning, monitoring, and evaluation. Second, the rhetorical strategy consists of sub-strategies: organizing, using first language, formatting/modeling, and comparing. Third, Cognitive strategy consists of sub-strategies: generating ideas, revising, elaborating, clarifying, retrieving data, practicing, and summarizing. Fourth, the communicative strategy consists of the avoidance, reduction, and sense of readers. Fifth, the social/affective strategy consists of sub-strategies: (determining) references, getting feedback, setting goals, and Rest/deferral (Mu, 2005).

Writing is changing thoughts into written language. It means that students must put their ideas into written texts (Sinta et al., 2019). In other words, writing is a way to show the personality of a writer (Asprillia, 2020).

In fact, we find that many students have difficulty in expressing ideas into writing. It is related to vocabulary, grammar, editing and so on. Therefore, a suitable strategy in writing is needed so that students can expressing their ideas into writing in the right way and then they can produce good writing and understandable by reader (Al-zu'bi, 2019, p. 271) especially in scientific writing that requires good skills and abilities.

We already know that scientific research is a benchmark against the advancement of science and technology of a nation (Marselina, 2018). Therefore, writing of scientific research is needed for Indonesian students in addition to performing academic tasks such as papers, practicum reports and others, the writing of scientific research is also a requirement for them to obtain a bachelor's degree in the form of writing scientific research or undergraduate thesis (Mujianto et al., 2017).

The purpose of writing scientific research are: 1) As a training way to express the thoughts or results of research in the form of systematic and methodological scientific writing; 2) fostering a scientific ethos among students, so that they not only become consumers of science, but also able to be producers of thought and wrsiting in the field of science, especially after the completion of their studies; 3) training basic skills of students to do research properly and regularly (Supeni, 2018). The scientific requirement of a scientific research is to present objective facts, written carefully, precisely, correctly, honestly, without pressure, systematically compiled, presenting reasoning cause and effect, containing the views of researchers and without manipulation (Kurniadi, 2017).

From the analysis of the research data, the researcher found that there were differences and similarities between the writing strategy determined by Congjun Mu and the strategy used by students of the department of Arabic at IAIN Madura in writing research. From this study, it was also found that not all writing strategies belonging to Congjun Mu were used by students. The writing strategies used by students are as follows:

### **Planning**

From the research data, it was found that in the planning process of writing undergraduate thesis, students prepared various things to make writing undergraduate thesis easier and more focused. The things prepared by students are the problems to be studied, the research title, references, and the research methodology.

In exploring research problems in the field, students used various methods such as interviewing Arabic teachers and students, observation, and documentation. These steps were conducted by students so that the problem becomes clear until they know problem in the research and the factors associated

with it. In the end, students could determine the title of research that is in accordance with the problems in the research field and the appropriate problem formulation.

In determining the title of the research or topic, students must pay attention to the following things: 1) the title must be useful and worthy of discussion, 2) the topic must be interesting, 3) the material to discuss the topic must be adequate, 4) the topic is not too broaden and narrow topic (Silaswati, 2018).

The advantage of knowing the research title, students can prepare the references they need. Arabic references must be more dominant than references to other languages because the undergraduate thesis is written in Arabic language and the writers are students of the department of Arabic. The purpose of determining references is improving Arabic language skills for the students until they become accustomed to reading and understanding Arabic texts.

Students also prepared research methodology for writing undergraduate thesis. It is intended that the undergraduate thesis writing is guided and in accordance with the predetermined method of undergraduate thesis writing. In preparing research methodology, students must understand well the research method to find out type of research, data required, data sources, data analysis, data validity checks, and data conclusions. With a good understanding, undergraduate thesis writing becomes directed and easier to implement. This convenience affects the time in finishing undergraduate thesis besides that students can produce good research results.

### **Retrieving**

The students carried out the retrieval process after the planning process. This retrieval is related to the collection and selection of data in the field of research. This data is needed to answer the assigned research questions in writing scientific research or undergraduate thesis. In the collection of data for writing of scientific research, students must use the various methods to make the data produced from the research complete and comprehensive so that they can answer the specific research questions correctly and completely. The method of collecting data that students can use in writing scientific research is interview, observation, documentation, questionnaire, and so on appropriate with the methodology of research design in the writing of scientific research. In order to make comprehensive and complete data from the research field, students need to understand deeply about the problem in the field of research so that the indicators from the data collection method are broad and comprehensive.

Research methods (the way used to conduct research) in general can be distinguished into two approaches, namely quantitative methods and qualitative methods. Quantitative research methods use the basic assumption that reality in

the world can be objectively observed and quantified. The data collected in quantitative research is quantitative data (in the form of numbers). The data collection can be primary or secondary data.

Primary data is data collected directly from the research object. Secondary data is data obtained from other parties. The collection of primary data in quantitative research can be obtained in several ways through surveys (by using questionnaires or question lists, whether the data is filled out by conducting interviews to respondents or respondents fill themselves out) or making systematic observations. For primary data collection purposes, an explanation of the population, sample size, sampling method and techniques used to obtain the data are required. Secondary data collection can be a literature review, official and unofficial reports, or various sources from libraries.

On the other hand, qualitative research methods use the assumption that the reality of the world cannot be observed objectively. Reality is subjective and researchers must interact with the object they are researching in order to be able to understand the phenomenon accurately.

The data collected in qualitative research can be opinions, conditions, and do not need to be converted into numerical form. Primary data collection in qualitative research can be conducted through in-depth interviews with respondents using unstructured question lists, focused groups discussions (FGD), or by making direct observations to the research field. The processing data for quantitative research is generally different from qualitative research, but in principle, the data processing of the two approaches is essentially the same. It is to prepare the data for analysis purposes (Ria, 2019).

### **Generating Ideas**

The students wrote scientific research in different ways, some students wrote it from beginning to end sequentially and the others wrote it unarranged but in accordance with the information or data vocabulary they had. From this fact, the researchers found that the students had planned the steps that would go through in writing the undergraduate thesis and had prepared information related to the content of the research so that the undergraduate thesis writing is oriented. This step makes planning as an important point in undergraduate thesis writing and makes the preparation of research content quickly resolved.

In the process of generating ideas, students must understand the title of the research well so that they can categorize the data into several categories according to the predetermined problem formulations. This categorization can ease students to produce research results. With proper problem solving, students can easily produce research results and the results of the research become valid because in the production process, students look at existing theories and do not rely on their opinions.



Experts argue that that the preparation of quantitative research results and qualitative research is different. The work process in quantitative research starts from the formulation of the problem, the formulation of hypotheses, the preparation of data collection instruments, data collection, data analysis, and the writing of research reports.

The process of work in qualitative research as Miles and Huberman describe that the process of qualitative research data analysis is as follows: 1. Data collection, 2. Data reduction, 3. Presentation of data, 4. Verification of research results

The process of work in qualitative research must carry out the data analysis process. Miles and Huberman describe that the data analysis process in qualitative research is: 1) data collection, 2) data sorting, 3) data presentation, and 4) verification of research results (Rijali, 2018).

### **Translating**

The literature reviews used in scientific research from Indonesian language were more dominant than Arabic as well as the data from the field of research. So, students need to translate them into Arabic because there is an obligation for students of the department of Arabic. The students translate literature reviews and data in a different translation way such as word to word translation, sentences to sentences translation, and paragraph to paragraph translation. In this different way, students produce different translated texts, but the purpose of this translation is to produce Arabic undergraduate thesis content that is in accordance with the applicable Arabic language rules so that it is easy for readers to read and understand. Therefore, the undergraduate thesis results can be applied in a learning Arabic.

Translation is not just about translating text from the source language to the target language (Dhyaningrum & Nababan, 2016). To produce good translation results students must look for the meaning of the source and use a form of target language that can express the meaning naturally (Mahbubah, et al., 2019). Therefore, in the translation process there are several approaches: 1) studying lexicons, grammatical structures, communication situations, and cultural contexts of the source language text, 2) analyzing the source language text to find its meaning, and 3) re-expressing the same meaning by using the appropriate lexicon and grammatical structure in the target language (Kardimin, 2017).

The main problem in the translation process is finding an equivalent meaning (Alawi, 2019). So, the important thing that students must do after the translation process is to check the translated words thoroughly to find errors in writing and translation errors so that students can fix it directly. There were important things that researchers got in the process of students' translation in

writing undergraduate thesis, the more students listen to and read Arabic texts, the better translation results they produce because it greatly affects their vocabulary.

### **Evaluating**

Evaluation was conducted by students after the completion of writing undergraduate thesis. The processes that students did in this step were checking all aspects related to the translation results that contains of vocabulary, sentence order, paragraph order, cohesion of discussion between paragraphs, writing method, research methodology and data deduced from the scientific research.

### **Revising**

Students revised the undergraduate thesis after the completion of evaluation process. From the evaluation process, several errors and shortcomings are found related to the translation results which include the use of vocabulary, sentence order, paragraph arrangement, cohesion of discussion between paragraphs, and errors in writing research content either related to theory or data obtained from the field of research.

The important thing for students to do in the performance of the revision step is to focus on revising the single points so that the correction of errors and shortcomings is focused before continuing to revise the other points because the focus on one point is greatly influenced by the production of corrected research content and the revision step also needs to analyze the previous research to emphasize the students on the continuations of research in the writing of scientific research. With these two things, the revision step is made on a good path and the results of scientific research are correct and valid and there are no errors or decreases and also the results of it are correct and valid and can be applied in the process of teaching Arabic language.

The undergraduate thesis writing process, students of the Department of Arabic in IAIN Madura used several writing strategies described by Congjun Mu. Each of these strategies was different in its categorization. The first strategy is planning. This strategy is used by students to prepare everything related to undergraduate thesis writing. Mu (2005) classified this strategy into meta-cognitive strategies. The second strategy is retrieving. This strategy is used by students to collect and sort data found in the field of the research. Mu (2005) classified this strategy into cognitive strategies. The third strategy is generating ideas. This strategy is used to compile and organize the content of the undergraduate thesis related to the theories and data obtained from the field. Mu (2005) classified this strategy into a cognitive strategy. The fourth strategy is translating. This strategy is used to translate theories and data obtained from the field of research. This step is used with the consideration that mostly theories and data obtained by students are written in Indonesian language and undergraduate theses must be written in Arabic language. Mu (2005) classified this strategy into a rhetorical strategy. The fifth strategy is evaluating. This strategy is used to re-examine the content of the

undergraduate thesis related to vocabulary selection, paragraph arrangement, subject continuity, etc. Mu (2005) classified this strategy into a meta-cognitive strategy. The sixth strategy is revising. This strategy is used to correct errors or mistakes found at the evaluation stage. Mu (2005) classified this strategy into a cognitive strategy.

Not all of the writing strategies of scientific research described by Congjun Mu were used by students. From all the strategies for writing scientific research described by Mu (2005), only a few strategies are used: planning, retrieving, generating ideas, translating, evaluating, and revising.

## CONCLUSIONS

From the research results, the researchers concluded that the writing strategy of undergraduate thesis used by students of the Department of Arabic in IAIN Madura consisted of six strategies: planning, retrieving, generating ideas, translating, evaluating, and revising. This research implied that not all writing strategies in a theory were used by students, but they only used the necessary strategy so that the strategy used were truly effective and efficient. From this research, it is hoped that further researches on thesis writing strategies will emerge in other study programs to improve students' writing skills in order to increase the rate of graduation on time in Indonesia from time to time.

## ACKNOWLEDGMENT

The researchers would like to thank to the students and lecturers of the Department of Arabic in IAIN Madura who had taken their time and energy to help carry out this research and hopefully the results of this research can be useful for students in other universities.

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