DEVELOPING SCIENTIFIC ATTITUDE AND RESPONSIBILITY IN WRITING THE FINAL THESIS THROUGH GUIDED WRITING AS A MODEL OF GUIDANCE

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Abstract

This acticle is based on research result that aimed to develop a writing thesis model using guided writing technique for the students who are constructing the final task. The development of this model is motivated by the length of the final project completion experienced by most students majoring in French Education. Many students have difficulties in developing a paragraph so that they do cut corners by compiling existing literature illegally. This has implications for the duration of the study period as well as the originality of student papers that still must always be questioned. This research was designed to 1) literacy study related to the tehnique of developing paragraph and writing scientific paper, 2) create a prototype model of the writing guidance by utilizing guided writing, and 3) Test the effectiveness of the model. The first year targeted research is a model development and try out the model. In the second year research is the test of effectiveness and the writing of guidance manual. The first stage uses descriptive method in exploratory studies, and focus group discussion (FGD) for preparing the prototype of models. The research design is research and development. The second stage uses experimental models to test the effectiveness and workshops for the preparation of a guidance model book based on guided writing. The results of the phase I study were 1) models of the guidance steps in writing the final task (thesis), and 2) the student worksheet consisting of a) Framework baseline, b) framework of chapter I, c) the framework of chapter II, d) the framework of chapter III, E) framework proposal research, f) research result framework. From the try out of the model to the 12 students who were writing thesis, there were 4 students who completed their thesis successfully in an average time of 6.5 months. The two students were ready to the final exams, and the rest was on going supervision.

Keywords: *guided writing, guidance model, scientific attitude, responsibility attitude, guided Writing*

A. INTRODUCTION

"Leading in caracter education" is the motto of Yogyakarta State University (YSU). This is in line with the YSU vision and mission of producing superior human that promotes devotion, self-reliance, and intellectualisation. For this reason, the development of student character becomes an imperative. Character education should be implemented in a variety of academic and non-academic activities. This includes responsibility character that is an unseparatable part of professional output.

YSU S1 curriculum requires each student at the end of their study should write a scientific paper in the form of a thesis. As a scientific paper, a thesis should be developed using the scientific method. Related to the character education, the author of the thesis must have a scientific attitude and scientific responsibility. To produce good scientific papers in appropriate time, students are required to have the honest and responsible attitude in its completion.

Related to this requirement, efforts to improve the efficiency and quality of the process of writing thesis by students, and the guidance by the lecturer is one that attempted concentrations increasingly by the French Education Department. In order to have the writing thesis running well, efficient, effective and good quality, we do various efforts to help students completing the curriculum targets. In the process of guidance needs to be integrated character education, especially scientific honesty and responsibility to avoid negative behavior such as plagiarism and to help students working in a planned manner so as to complete the task on time.

Based on questionnaires about constraints on writing thesis distributed to students who were doing thesis by the end of 2012 it is known that the majority of respondents (90%) said that the difficulties derived from the students themselve. The majority said that it is because of (1) the laziness, (2) the difficulties in managing time as they had to work while going to campus, (3) the difficulties to find a source of reference. Very little said that the problem is caused by the supervisor.

Constraints due to laziness that causes the decrease student motivation to work on final project may be because when they are doing the writing, students often find the deadlock in developing paragraphs. They feel like running out of ideas to write. This can happen due to lack of exercise on writing. On the other hand, many students who are writing thesis are already rare to campus because they dont have any class of theory anymore.

They work at home without friends. They face a variety of problems related to the thesis without mate for discussion so that when faced with a problem that cannot be solved by themselves, most of them stop working on their thesis. So feeling lazy arise. One alternative way to make them working continuously and being undespair is to equip them with a guided task. Through guided tasks students will focus their work pattern and always know what they should do.

Therefore, we are interested in developing models of thesis guidance for students who are working on the final project under the author's guidance. We would like to examine: (a) how to eliminate idleness student motivation to stay awake through the guidance of writing, (b) how to increase progress in students' final assignment, (c) how to cultivate a sense of responsibility and develop a scientific attitude of students in writing in order to remain in compliance to ethics as authors of scientific papers.

B.   CHARACTER EDUCATION

Character is personality formed by the internalization of various virtues that are believed and used as a basis for act, perspective, think, and behave. Virtue consists of a number of values, morals, and norms, such as honest, courageous act, trustworthy, and respectful to others (Said Hamid Hasan, et al., 2010: 3)

Character education is an effort that is designed and implemented systematically to help learners understand the values of human behavior related to the Almighty God, themselve, fellow, the environment, and nationality embodied in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture, and customs.

Gina (Zuhdi, et al., 2009) suggests there are seven basic human character can be exemplified from the names of God, namely: (1) honest, (2) responsibility, (3) discipline, (4) visionary, (5) fair. (6) care, and (7) cooperation. Josephson Institute of Ethics (via Poerwanti (2011: 79) categorizes 6 pillars of character, namely (1) strustworthiness, (2) respect, (3) responsibility, (4) fairness, (5) caring, and (6) citizenship. Besides it, Barbara (Endang, 2011) suggests ten pillars of character, namely: (1) caring, (2) be aware of community, (3) be ready to cooperate, (4) fair, (5) willing to forgive, (6) honest, (7) maintain the relationship, (8) respect to others, (9) responsibility, and (10) give priority to safety.

Aspects of character or target values that can be integrated in the lecture according Zuchdi (2009) in the Implementation Guide of the Character Education at Class In Yogyakarta State University in 2012, are: (1) acts of worship, (2) honesty, (3) responsibility, (4) concern, (5) collaboration, (6) respect to others, and (7) other values corresponding to the values of religious, humanist, and Indonesian-ness. Elias (Beniati, 2012: 340-354) states that character education can make a good personally. Personality includes awards, responsibility, integrity, caring, openness, and constructive problem solving ".

Character education can be done through the stages of knowing (knowledge), acting (implementation), and habit. Lickona (Rukiyati, 2012: 12) describes three components of good characters, namely: (1) Moral Knowing: a) Moral awarness, b) Knowing the moral values, c) Perspective-taking, d) Moral reasoning, e) Decision -making, f) Self-knowledge; (2) Moral Feeling: a) Concience, b) Self-esteem, c) Empathy, d) Loving the good, e) Self-control, f) humanity; (3) Moral Action: a) Competence, b) Will, c) Habit.

C.   SCIENTIFIC ATTITUDE

As the authors of scientific papers, the student can not get away from the attitude that is based on the ethics of writing scientific papers. The realization of the scientific attitude is to solve the problem based on the scientific method, which includes, among others, most curiously, critically, objectively, would like to find, diligent, open. Scientific Methods or scientific process is a process to acquire knowledge systematically based on physical evidence. Scientists make observations and form hypotheses in an attempt to explain natural phenomena. Predictions are made based on the hypothesis was tested by conducting experiments. If a hypothesis passes the test many times, the hypothesis can be a scientific theory (wikipedia).

D.   SCIENTIFIC RESPONSIBILITY

Said Hamid Hasan, et al (2010: 10) states that the description of responsibilities is the attitude and behavior of a person to carry out the duties and obligations, he should do to himself, society, environment (natural, social and cultural), country and God Almighty.

Responsibility is the obligation to complete the task that has been received with sincere, maximal effort and dare to bear the consequences. Responsible person is an individu who can meet his own needs and task, and can meet the responsibilities of the surroundings well. People said to be able to produce right thinking and good deeds (ethical) in scientific activities, if they have and meet the general criteria applicable in scientific circles as following: a) competent in the concerned field of science; b) competent in method of concerned science study; c) sing sciencetific language correctly; d) based data, facts, and correct information; e) comply with the rules of the profession; f) useful for the welfare of society.

Principles of scientific responsibility for academics is any written and spoken in the scientific activities such as seminar papers, thesis examination, they must be able and ready to account scientifically anyway.

There is no reason they can not afford or do not want to be responsible if they truly master the concepts, theories, and empirical of the issues he discusses, including in the understanding of academic ethics. If they are not able to be responsible, it means that there are several possibilities as the cause. First, the student does not master the field of science; second, students write carelessly and plagiarize other people; and thirdly, they do not understand and even violate academic ethics.

Awareness of students must always be maintained that they should be accountable in any case including when performing the task of writing a thesis. The realization of that responsibility is a commitment to continuously work on writing, they should do it without any reason. Guided writing will give direction to students that they will know about what should be done. Through time targets agreed between students and counselors (eg, once a week should meet mentors) will condition the students work in a planned and sustainable.
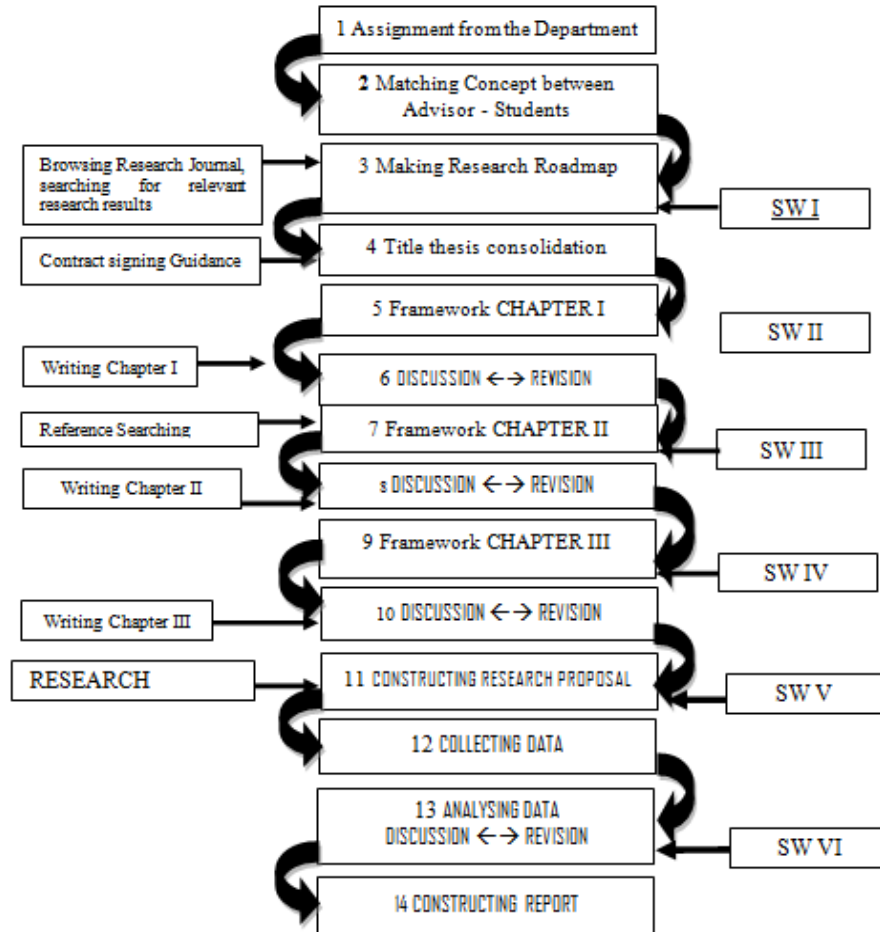
E.   GUIDED WRITING AS A THESIS GUIDANCE MODEL

The final task is the writing of students as the result of the process of scientific thinking, creative, integrative, and in accordance with the discipline that is structured to meet the requirements of the unanimity of the study and education programs that exist in Yogyakarta State University (Writing guidelines of YSU, 2009). One form of the final project of the student is thesis. Thesis is a student paper that emphasizes the processes and patterns of scientific thinking based on the research results with the aim of providing an opportunity for students to formulate ideas, concepts, patterns of thought, and creativity that is packaged in an integrated and comprehensive and can communicate in a format that is commonly used in within the scientific community.

To be able to do thesis, there are some administrative requirements that must be met by the student, namely: (1) already got a minimum of 110 credits, (2) a minimum GPA of 2.00 without any grades E, (3) Got a recommendation from the academic conselor, (4) Research Proposal has been compiled by the end of the semester 7, and (5) Writing the final task during maximum of 1 year. The steps of writing thesis in general are (1) Students contact their academic conselor related to administrative requirements, (2) Students consult the head of the department about the title plan and make an agrrement on prospective thesis adviser, (3) the head of department decide a candidate of adviser, (4) Students meet their advisor, (5) the advisor control and guide the student writing thesis, (6) After finishing the guidance proces, the student promote to the final exam.

Guided writing is the writing stage done under the guidance of advisor. Students who try to pour his ideas in writing are guided by the outline in the form of mind-mapping. In conjunction with the writing stages Brown (2001: 341) says there are 5 stages, namely 1) prewriting, 2) drafting, 3) writing, 4) revising, and 5) rewriting. In the prewriting stage, the student is guided to create a map of concept of ideas to be written. Furthermore, through the concept mapping, he/she begins to make a draft of his/her writing in the form of key words as the main ideas of each paragraph. The next stage is to start writing. Results writings are consulted to advisor for correction. The final step is to revise and rewrite the appropriate input from the advisor.

1. **Prewriting,** At the stage of prewriting, student is guided to create a concept mapping of ideas to be written. The main idea of a concept mapping of each chapter will be develop in the subsections.
2. **Drafting,** From the subsections composed by topic sentences of each paragraph, they will be developed in the form of sentences. Before developing a paragraph, students were asked to identify the topic sentence of each paragraph. The form of the topic sentence is pointers. One pointer is to be developed into a paragraph. Thus the number of pointers and pointer sequences will be the number of paragraphs and paragraphs order. The draft is discussed with the advisor. After having an agreement between student and advisor about the topic sentences and their sequence, the students continue to develop each topic sentence into a paragraph.
3. **Writing,** Through the topic sentence which is the basic framework of the contents of chapters and sub-chapters, students began to draft a paragraph. Students are given the freedom to develop each topic sentence. Making sentences entirely the responsibility of the author with reference to the use of standard Indonesian.
4. **Revising**, The results writings are consulted to advisor for correction. Advisor only gives input on the diction and grammar when writing is seen as less appropriate, as well as looking at the possibility of plagiarism. At this stage, students are advised to submit the softcopy to facilitate advisor use anti-plagiarism program (if the advisor uses the program).
5. **Rewriting**, This rewriting stage is the stage for students to revise and rewrite the appropriate input from the advisor. After finishing the revision, students submit the revised draft continue with the main ideas for the next chapter.

1 Assignment from the Department

| 2 Matching Concept between Advisor - Students |

| Browsing Research Journal, searching for relevant research results | → | 3 Making Research Roadmap | SW I |

| Contract signing Guidance | → | 4 Title thesis consolidation |

| 5 Framework CHAPTER I | SW II |

| Writing Chapter I | → | 6 DISCUSSION ←→ REVISION |

| Reference Searching | → | 7 Framework CHAPTER II | SW III |

| Writing Chapter II | → | 8 DISCUSSION ←→ REVISION |

| 9 Framework CHAPTER III | SW IV |

| Writing Chapter III | → | 10 DISCUSSION ←→ REVISION |

| RESEARCH | → | 11 CONSTRUCTING RESEARCH PROPOSAL | SW V |

| 12 COLLECTING DATA |

| 13 ANALYSING DATA DISCUSSION ←→ REVISION | SW VI |

| 14 CONSTRUCTING REPORT |

Picture 1. Guidance Steps
Tabel 1. Student Worksheet

SW 1	A. Research Roadmap B. Research schedule			

SW 2	Framework of CHAPTER I INTRODUCTION
	A. Research Background
	  1. Ideal condition (*what shoud be*)
	  2. Phenomen (*what be*)
	  3. Problem (*gab*)
	B. Research Questions
	C. Research Goals
	D. Research Benefits			

SW 3	Framework of CHAPTER II. THEORETICAL STUDY A. Study of Reference			
	1.	Variable 1	resource (Book/Jurnal: year, page)
	2.	a. Definition	1. .... 2. ....
	3.	b.consept/ proposition/ theory	1. .... 2. ....
	4.	Variabel 2	1. .... 2. ....
	5.	c. Definition	3. .... 4. ....
	6.	d.consept/ proposition/ theory	3. .... 4. ....

7.	Variabel n	3. ....
		4. ....
8.	e. Definition	5. ....
		6. ....
9.	f. consept/ proposition/ theory	5. ....
		6. ....
10.	Correlation among variables	

B. Previous Research

No.	Title of thesis/Jurnal	Relation with the on going research
1.		
2.		
3.		
4.		

C. Research Framework
   1. Short description of research problem
   2. Short description variable 1
   3. Short description variable 2
   4. Short description variable n
   5. Relation among variable
D. Hypothesis

SW 4

Framework of CHAPTER III. RESEARCH METHOD
   A. Type And Design Research
   B. Definition Of Operating Variables
   C. Subject (Population And Sample)
   D. Instruments
   E. Technical Data Collection
   F. Data Analysis Techniques

SW 5

Framework of Research Proposal
page Title
Advisor Approval Page
Foreword
Table of Contents
Abstract
Chapter 1. Introduction
   A. Background
   B. Problem Formulation
   C. Purpose
   D. Benefits
   E. definition of the term
Chapter 2. Study of Reference
   A. Theoretical study
   B. Relevant Research
   C. Framework
   D. hypothesis
Chapter 3. RESEARCH METHOD
   A. subject
   B. Data collection techniques
   C. Instruments
   D. Data analysis techniques
   E. Schedule research
Bibliography

SW 6

Framework of Research result
   A. Description Of Data
   B. Research/Testing Hypothesis
   C. Discussion Of Research
   D. Limitations Of Research
   E. Conclusion And Recommendations

F.   CONCLUSION

Guidance model of student final project based on guided writing for the student of French-language education YSU is in the form of a guidance step completed by six student worksheet. Student worksheet is in the form of a concept map (mind map) to be created for each chapter to begin writing paragraphs. Students were asked to write down the topic sentence of each paragraph, agreed with the advisor, continued by developing paragraphs.

From the limited scale of trial, it has proven that this model is quite effective to accelerate students completing their thesis. It is proved that the attitude of responsibility towards duty can be maintained. Through the development of the concept which is monitored from the beginning to the end of writing, the principles of scientific honesty can be monitored. Of the twelve subjects of trial, there are 6 students who have successfully completed the thesis as a final project in an average time of 6.5 months with an average amount of guidance 12 times.

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