MODUL PERKULIAHAN
SCIENTIFIC WRITING

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**PROGRAM STUDI BAHASA INGGRIS
FAKULTAS KOMUNIKASI DAN BAHASA
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Meeting 1

Research Paper

The Origins of the Research Paper

In America, the research paper has noble origin. It began around 1870, when young college teachers who had studied in Germany began to assign what they called a "scholarly thesis" to their students. At first, professors who assigned research papers concentrated more on content than form. But by early 1900s, students were required to include a list of works in their research paper to document the sources of their facts, along with footnotes, charts, and diagrams.

One might infer from its etymology that a thesis is an (obligatory) offering placed at the desk of the examiner by a candidate who wishes to get a degree. This is the most common, and often only, reason why a thesis is written. But there are other reasons for writing a thesis.

A thesis is a written record of the work that has been undertaken by a candidate. It constitutes objective evidence of the author's knowledge and capabilities in the field of interest and is therefore a fair means to gauge

them. Although thesis writing may be viewed as an unpleasant obligation on the road to a degree, the discipline it induces may have lifelong benefits.

Most of all, a thesis is an attempt to communicate. Science begins with curiosity, follows on with experiment and analysis, and leads to findings which are then shared with the larger community of scientists and perhaps even the public. The thesis is therefore not merely a record of technical work, but is also an attempt to communicate it to a larger audience.

What is research paper?

A research report is used in scientific writing to present the results of an experiment or study. A research paper reports a writer's research findings. The core of the research report is the materials, methods, and results of the study. In a classroom, a research paper takes a specific forms. The length of the paper will be determined by the guidelines, the requirements for the class, and the topic.

In relation to the previous explanation, this scientific writing course guides students of English Department to the writing of research paper required in getting a degree. There are basically four general outlines students can choose to develop their research paper: linguistics, teaching, literature, and English for Specific Purposes: translation, public speaking, English for tourism, and Correspondence.

Students will learn how to write a simple paper proposal where they show their ability in determining topic, explaining the rationale, and citing references correctly. At midterm test, they have to submit a paper proposal which consists of two chapters (Chapter I and II) by taking one of the following outlines: linguistics, teaching, or literature. At final term test, students have to submit the same kind of paper proposal on one of English for Specific Purposes sub-divisions: translation, public speaking, English for

tourism, or Correspondence. The following is description of each paper outline.

Linguistics Outline

Title Sheet

Statement of Work Originality
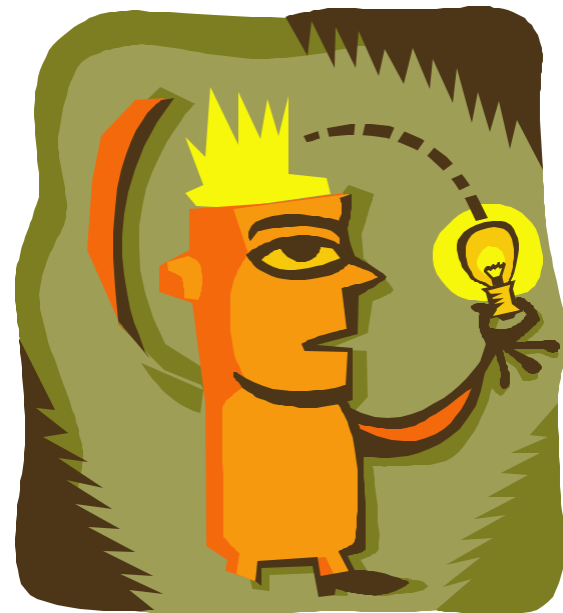
Statement of Agreement

Approval Sheet

Guiding Sheet

Acknowledgements

Abstract

Abstraksi

Table of Contents

List of Figures

List of Tables

List of Appendices

In linguistics outline, students are expected to write a paper which discusses language-use analyses. These can cover any sub-divisions of linguistics, such as Phonology, Morphology, Syntax, Semantics, Sociolinguistics, Psycholinguistics or Applied Linguistics. Students are to study and analyse English language tendencies or symptoms in printed authentic texts. They can use articles from magazines or newspaper, short stories, advertisements or other authentic written texts from electronic media like song lyrics, movie scripts, TV commercials, or those from the Internet.

The discussion in linguistics outline should be able to show and explain the linguistics tendencies which are found in a text or script. For example, after reading some printed advertisements, a student sees forms of "unusual English" like *SOUNDRENALIN* or *AWDICTED* and it becomes the focus analysis of the student's paper.

Or perhaps a student has great interest in football and found that there is certain grammatical structure used by football commentators. He/she makes it as the focus of analysis in the paper. Then, the probable title can be: *Grammatical structure of the register of football commentators.**

Source: Petra e-library

Another example is, after reading newspaper headlines, a student finds some "ambiguities" in the meaning of the headlines, and this becomes the student's focus in his/her paper analysis. Or maybe after reading some articles, a student finds that there is a different "gender stylistic" between articles written by women and by men. The point is, students start by identifying unusual language tendency/ies in the text they read before deciding the topic or focus of their paper analysis.

Assignment

Decide one outline between **linguistics and teaching** outlines that you will use to write a paper proposal which will be submitted in **midterm test**. The proposal consists of **Table of Contents, Chapter I, Chapter II, and Bibliography**. Total number of chapter I and chapter II pages is 10, not including the appendix. Make sure you are familiar with the chosen outline.

When writing your paper proposal, follow the writing format and layout for final assignment paper in ABA BSI. The Proposal should be typed and bound.

Meeting 2

Research Paper Structure

The Title

The title should inform the reader simply and concisely what the paper is about. It is important that the title be self-explanatory. Readers will come across the title in other papers that refer to your paper *and they may have to decide on the* basis of the title alone whether they want to read your paper. In that sense it is a commercial or an advertisement that will interest the audience in reading the paper.

The title should include keywords, for example, the theoretical issue to which the paper is addressed, the dependent variable(s), and the independent variable(s). Keywords are important because the title will be stored in information-retrieval networks that rely on such words to determine the relevance of your study to someone else's research interests.

For the same reason, it is important to avoid irrelevant and misleading words, because such words may spuriously lead an investigator uninterested in your topic to your paper. **The title should not exceed 12 to 15 words in length**.

In a verbless title: new information (i.e. the contribution) appears at the beginning; and the known, less specific information, at the end.

Bear in mind that the reader tends to focus on the first few words of the title, so terms that convey key information should be at the beginning. The corollary **is to avoid beginning the title with a general word such as *The, A, Results, or Study. Any scientific paper is understood to be a study or an*** investigation, which produces results. The words ***study and results do not*** add information and should therefore be avoided in the title.

If the paper title mention certain work, like a novel or book or movie title, then the title of the work should be in **italic**. For example, *A Beautiful Mind* (a movie), *Pride and Prejudice* (a novel), or *The Jakarta Post* (a newspaper). But, if the paper title mention a part of a certain work, then the part should be in **double quotation mark**. For example, "The Molecules of Life" (an article in a magazine), "Yesterday" (a song), or a part of a movie or book.

TEACHING ENGLISH VOCABULARY THROUGH BRAINSTORMING TECHNIQUE
(A Field Research at SD Negeri Bambu Apus 1 Pamulang)

*The title shows a specific teaching technique used.

GENDER STYLISTIC IN ARTICLE "FOR THE LOVE OF MONEY" FROM *ELLE* MAGAZINE

HYPERBOLE IN MOVIE *ROMEO AND JULIET* DIRECTED BY STEVEN SPIELBERG

*The titles show clearly the language tendency (as the contribution) which is analysed in the paper. Pay attention to the use of "double quotation mark" and *Italic.*

PEDOPHILIA OF MAIN CHARACTER IN NOVEL *LOLITA* WRITTEN BY VLADIMIR NABAKOV

*The title shows a psychological aspect of the main character which is analyzed in the paper. Pay attention to the use of *Italic.*

Abstract

The abstract summarizes your paper. Its length should be 100–250 words for a report of an empirical study, and 75–100 words for a theoretical article or literature review. While in BSI the length of abstract is between 150-200 words. The abstract, like the title, should be self-explanatory and self-contained, because it is also used for indexing by information-retrieval networks.

An abstract is always written in the **present tense** to keep it fresh and current. the first sentence of your abstract should contain at least one third of the words in your title (these words are frequently found in the second part of your title, i.e. its context).

An abstract should answer the questions *why, how and what.* **Why did you study it?** ***How did you study it? what did you find and what*** does it mean? Or in other words:

Part 1: Background (What is the problem? Why did you study it?)

Part 2: Methods (Methodology-including a description of the materials, apparatus, subjects, design, and procedure. How is the problem solved?)

Part 3: Results and conclusion (What are the specific results? What conclusions drawn from the results.)

Part 4: Impact (So what? How useful is this to science or to the reader?)

Note:

A four-part abstract should be the norm. However, many have only three parts: the fourth one (the impact) is missing.

Do not include in the abstract any information that is not included in the body of the paper. Because you will not know until you are done with the outline what information you will include, you are well advised to defer writing the abstract until after you have otherwise completed the outline, or even the paper itself.

Avoid citing references in the abstract, which can distract the reader because every citation in the abstract must provide complete bibliographic information, including the authors, publication date, journal, and pages. One common mistake is to end the abstract with a reference to the main text, such as, "The results will be discussed," which really tells nothing and has no place in an abstract.

Keywords

Usually an abstract requires a list of **three** to **five** or even up to **ten** key words or short phrases for indexing. These terms will be used to index your article under standard headings in large databases. Therefore, besides choosing key words that characterize the specific focus of your paper, include some terms that categorize your paper more generally. List your key words alphabetically on a separate line after the *Abstract.*

Introduction

An introduction contains material that should be read before the rest of the paper. Its purpose is to provide background information that the reader needs to understand the research project. Verbs in the introduction are usually in the **present tense** for ongoing truths and others' findings, **but** in the **past tense** for your own methods and findings in the research project.

The primary goal of the introductory paragraphs is to catch the attention of the readers and to get them "turned on" about the subject. It sets the stage for the paper and puts your topic in perspective. The introduction often contains dramatic and general statements about the need for the study.

The introduction usually opens with a **brief review of the literature** most pertinent to your research. A lengthy literature review is inappropriate, except, sometimes, for theses and course assignments. If a voluminous literature exists on the topic, cite a literature review to which the reader can refer for further information if it is wanted.

Once you have told the reader what is already known, you must relate what still needs to be known, that is, what you intend to find out. Tell the reader not only what you intend to contribute, but also what the nature of the contribution is. An introduction typically includes the reason for undertaking the project, relevant findings, and specialized background facts.

The Introduction in English Department of ABA BSI consists of :

1. **Background and Reason of Choosing the Title**: Present the rationale of your proposed study and clearly indicate why it is worth doing. Describe problems encountered and faced, the gap between real and an ideal state expected, and gave birth to the core problems that must be resolved.

2. Statement of the Problem

This is also known as research questions. Specific questions of which answers are sought through the research. The questions are expected to be open ended which do not require Yes/No answer. Types of research questions:

A. Descriptive questions: they reflect a description of a phenomenon or a variable: How much ….?, How many…..?, What are……?

B.   Relationship   questions: they reflect
      correlations   between   variables   or causal relations
      between two   variables or more.

C.   Comparison   questions: they   reflect
      differences   between   two   variables   or groups or phenomenon
      or more.

      Once the research is complete and the researcher knows the
      (probable) answer to the research question, writing can begin.

3. Scope of the Problem

      What is the scope of your research and up to what your research is
      restricted and what   are   the   limitations
                      whether geographical or whether related to data and
      cost will be mentioned in this part.

4. Method and Procedures of the Analysis

There is a difference between *methodology* and *method*.

a. Methodology:

- A system of methods

- The underlying principles and rules of a system or procedure

b. Method

- An orderly procedure of doing something - Order or system in doing something

The Method section begins with a description of the research method, then tells the reader how the analysis is conducted (**describes your research subject, instrument and procedures of analysis)**. You should include just enough information so that the reader could **replicate** your study. You must also mention data collecting technique. Use of the

passive voice is also acceptable, especially as a means of placing emphasis**.**

Of all basic research methods in language (Historical, Descriptive, Developmental, Case and Field, Correlational, Causal-comparative or "ex post facto", True Experimental, Quasi Experimental, and Action research), the final paper in ABA BSI uses **descriptive qualitative method**. It is so since the whole research is elaborated through words, including the explanation of data analysis and interpretation of results or findings. There is no statistic interpretation involved.

Assignment: Class Discussion

Choose a title from "Examples of Title".

Then class discusses possible **Chapter I: Introduction** for the chosen title.

Meeting 3

Research Paper Structure

Continues

Theoretical or Literature Review

The review of the literature provides the background and context for the research problem. It should establish the need for the research and indicate that the writer is knowledgeable about the area. It is important because it shows what previous researchers have discovered. It is usually quite long and primarily depends upon how much research has previously been done in the area you are planning to investigate.

• Gives credits to those who have laid the groundwork for your research.

• Demonstrates your knowledge of the research problem.

• Demonstrates your understanding of the theoretical and research issues related to your research question.

• Shows your ability to critically evaluate relevant literature information.

Discussion

This section should include (a) an explanation of **how well your data fit** your original research questions, and (b) an analysis: a discussion of theoretical and, if relevant, practical implications of the results. It is appropriate to include in the discussion a consideration of why the findings are important, why the topic itself and the problem under it are important, why you chose the level of analysis you did, and how, if at all, the findings can be applied.

Verb tenses are used to indicate the timing of an action and its **state** (i.e., whether the action was completed or is still taking place). They help the reader understand when events occurred, relative to some reference point in time. In scientific papers, the customary time frame of reference is the period from the initiation of your research project through the writing of the Discussion

Conclusion and Suggestion

Derive your conclusion based on your findings. Do not draw conclusion that is a general knowledge. This section gives a precise and summarizing statement of the results. The section should begin with a clear statement of the principal findings. Authors commonly make the mistake of hiding this message deep within the Conclusions section. Don't. Your readers will want to be hit with the main findings in the first line.

The implications of your findings should be discussed within a realistic framework. Don't exaggerate the importance of your results. However much you might like to feel your results should be implemented it is important to indicate to the reader the problems you foresee in their adoption. On the other hand, don't be afraid to discuss the potential implications of your results if you can argue your case.

Present suggestions or recommendations **based on your findings**. **Avoid** the temptation to present recommendations based on your own beliefs or biases that are not specifically supported by your data. Recommendations fall into two categories. The first is recommendations to the study sponsor. What actions you recommend they take based upon the data.

The second is recommendations to other researchers. There are almost always ways that a study could be improved or refined. What would you change if you were to do your study over again? These are the recommendations to other researchers. it should be used to highlight the important shortcomings of your work that could be addressed by further research, or to indicate directions that further work could take.

Reference List or Bibliography

The references provide a complete list of the sources you cite in your paper. Be sure your referencesare accurate. Incorrect citations are a disservice to readers and show sloppy scholarship. A full bibliographic version of the citation appears with similar listings in a separate reference list, usually following the text.

Bear in mind that a reader desiring more information may wish to access some of your references; therefore, the reference list must provide all bibliographic information necessary to identify and locate each source.

Appendix

Appendices are lettered, and they appear after the References section in a paper. The Appendix has a title and is a stand-alone entity. This means that if an Appendix includes bibliographic citations, then those citations are listed at the end of the Appendix, not in the References section of the main paper.

The I/We controversy

There is a pervasive belief that because scientific writing should be objective, one should avoid the first person singular pronoun „I". This belief is embedded in another deeper conviction: scientific writing must be in the passive voice, again in the interests of objectivity, because the subject „I" is thereby avoided.

Some of those who hold these views are passionate about them. Others, are less dogmatic. So what is acceptable and what is not? Is there any "right way"?

In scientific writing the writer generally does not use personal pronouns such as **I, You, We**. Minimize your use of personal pronouns (e.g. I, we, our), since these can reduce the objectivity of a scientific paper. The reader already knows who has done the work.

Only when it is unclear who performed the work described, such as at the end of the introduction (where you go from quoting other studies to describing your present study), should you use personal pronouns. They can usually be easily replaced:

Avoid "From our analysis, we found that …." **Better** "This analysis showed that …."

The Active or Passive

As fashions change with time, so does the style of scientific writing. Prior to 1900, scientists routinely used the active voice and personal pronouns in their reports, making such statements as, "I made the following experiment," "I cannot say," "I have seen," and "I would point out, however , that . . . . " The passive voice gradually gained popularity, perhaps from a belief that its impersonal style denoted greater professionalism.

Style experts now prefer the active voice, which is more direct, sounds more natural, and usually saves words. It clearly identifies who performs the action, and does not necessarily require the use of pronouns *I, we, she, and so forth.*

This is not to say that you must entirely avoid using the passive voice, which can be quite effective if used sparingly. By placing the receiver of the action as the subject of the sentence, it receives subtle emphasis.

Layout of ABA BSI Paper

The layout is the packaging for your paper. A pleasing font and adequate margins make your paper visually attractive. The convention is to choose a font with serifs (e.g., Times Roman) for the main text and a sans serif font (e.g., Helvetica) for text inside diagrams. All figure captions should be in the same font as the main text, preferably at one size smaller.

1. Format

The following is the general format for writing paper at ABA BSI:

a. Size of paper= letter, 80 grams

b. Top/bottom margin= 3 cm, Left margin= 4 cm, and Right margin= 3 cm

c. Space= 2, adjustable for tables and figures

d. Font= Times New Roman, 12 e. Use single space for Abstract.

2. Title layout is presented in an inverted pyramid and it should start with new information (i.e. the contribution) appears at the beginning; and the known, less specific information, at the end. For example,

GENDER STYLISTIC IN ARTICLE "FOR THE LOVE OF MONEY" FROM *ELLE* MAGAZINE

a. The font used is Times New Roman.

b. The title is typed in capital letters with font size 14 and 1,5 space.

c. Coloured and round BSI Logo

d. Phrase "A PAPER" is typed in font size 18 e. Sentence "Presented to…" is in font size 12

f. Author"s name and SID is typed in font size 14 with 1,5 space

g. Department, Academy, city and year are in font size 12 with1,5 space.

* **Sub-Chapter numbering**: start with capital, in font size 12, bold typed.

    2.1. **………………..**   (Sub-chapter title)

    2.2. **………………..**   (Sub-chapter title)

2.2.1. **………………** **:** (Sub-sub-chapter title) 1. ………………….. **:**

    a. ……………….. **:**

        1) ……………. **:**

            a) …………. **:** (1) and (a

Chapter title is in the center page with font size 14, bold typed.

* **Page numbering**: there are 3 main parts

a. In the first part, the page number is in small Roman (i, ii, iii, iv, etc.). It is at the centre bottom of the page. Cover sheet does not require page number, but it is still counted.

b. In the main part, the page number is in Latin. The first page is the chapter page in Chapter I. The page number in each chapter page is at the centre bottom of the page. The other pages should be at the top right corner.

c. In the last part, page number is at the center bottom of page in Latin and it belongs to the main part. The numbering is only for Bibliography, CV, Letter of Job Training, and appendices.

* Tables and figures titling:

Title for tables is put at the above center of the table. The title for figures is put at the bottom center of the figures. The numbering depends on the including chapter. For example, Figure II.1 Freytag"s Pyramid.

*Appendices numbering:

Page numbering for appendix is at the bottom center of the page, continuing the last page of the paper. At the above corner of the page put the name of the appendix. For example, Appendix A, Appendix B, etc.

Assignment

Now you have known the whole structure of a research paper. You have also chosen the outline for your mid term paper. Start formulating a topic for your paper proposal and develop the outline. You can start developing **Chapter I** of **your own proposal.**

Meeting 4

Text Citation and Reference List

Different Sources for Research

When it comes to research, there are a lot to choose from. Possible sources include the following: websites, books, reference books, periodicals (magazines and newspapers), journals and diaries, government documents, surveys, and interviews. These sources can be divided into two categories: primary and secondary sources. It is important to know the distinction between these two types of sources because each one has its advantages and its disadvantages. In addition, teachers and professors will often specify a mix between the two types.

• **Primary Source**: Information Straight from the Horse"s Mouth

Primary sources are created by direct observation. The writer participated in or observing the events they describe.

- **Secondary Sources:** Reported after the Fact

    Secondary sources are written by people with indirect knowledge. The writers had to rely on primary sources or other secondary sources for their information. Secondary sources include the following: abstracts, almanacs, biographies, book reviews, books written by nonparticipants, encyclopedias, government documents, literary criticism, most newspaper and magazine articles, and textbooks (some books may contain primary cources).

**Effective research papers often use a mix of both
primary and secondary sources.**

Text Citation

Acknowledging your sources is crucial to doing honest academic work. That means citing them properly, using one of several styles. The one you choose depends on your field, your professor's advice if you are a student, and your own preferences.

There are three major citation styles:

1. Chicago (or Turabian), used in many fields
2. MLA, used in the humanities
3. APA, used in social sciences, education, engineering, and business

Several sciences have also developed their own distinctive styles: CSE for the biological sciences and ACS for chemistry.

For final assignment paper proposal, ABA BSI has developed its citation styles which serves as a guide for its students when they write their research paper. The following is an elaboration of the guide.

1. **Quoting**

    There are two types of quotations used in citing texts: direct quotation and indirect quotation.

a. **Direct Quotation**

    When you write a direct quotation, you copy the material exactly as it appears in the source. Show that a note is a direct quotation by surrounding it with quotation marks (“ ”). In general, quote briefly. Remember that long quotations are difficult to integrate into your paper. Besides, readers often find long quotations hard to follow and boring to read.

What should you quote?

* Quote key points, passages that sum up the main idea in a pithy way.

* Quote subtle ideas. Look for passages whose meaning would be watered down or lost if you summarized or paraphrased them.

* Quote expert opinions. Because they carry weight, expert opinions help you convince your readers that your point is correct or at least deserves serious consideration.

In English Department at BSI, a direct quotation, reaches up to 4 lines, uses double quotation marks (" "). For example,

Brown (1994:7) expresses that "Teaching is showing or helping someone to learn how to do something, giving instruction, guiding to know or understand".

- ***Punctuation with quoted material.*** *The rule for placing a c o m a ,* an ellipsis, an exclamation point, a period, or a question mark is: **If it** belongs with the quoted material, it goes inside the quotation marks; otherwise, it goes outside. **If the quotation appears at the end of a larger** sentence, the punctuation mark serves to terminate both.

- **Colons and semicolons** are placed outside the quotation marks. If the quotation ends with a colon or semicolon, it is dropped.

- **Use single quotation marks for quotation within quotations**. Change the inside set to single quotation marks: "It is not that „message" is not a part of the work."

- But when the cited text reaches 5 lines or more   then   it   should   be put   in   **a   block quotation**, an indented single space   paragraph without   quotation   marks.   For example,

Dudley-Evans and St. John (1998:125) explain several ways to obtain information of students" needs.

> Need analysis must try to find out the following information: (1) professional   information   about   the   learners,   (2)   personal information about the learners, (3) English language information, what their current skills and language use are, (4) the learners" lacks, (5) language learning information: effective ways of learning the skills and the language, (6) professional communication information, (7) what is wanted from the course, (8) information about the environment in which the course will be run.

- Use the last name of the author. If there are two-three authors, use the last names of both/three authors followed by year and page in parentheses. For example,

    Smith and Brown (2008: 7) suggested that ….

    If there are four authors or more , use the last name of the first author followed by et al. For example,

    Rogers, et al. (2000: 189) stated that …

- If you use a source that was cited in another source, name the original source in your signal phrase. List the secondary source in your reference list and include the secondary source in the parentheses.

    Johnson argued that...(as cited in Smith, 2003: 102).

b. Indirect Quotation

The form of indirect quotation is paraphrase. A **paraphrase** is a restatement of the writer‟s original words. As such, a paraphrase may be longer, shorter, or the same length as the original. A paraphrase often includes examples and explanations from the original quotation. It may also incorporate brief direct quotations.

Paraphrasing is the most difficult form of note taking. A result, it is where novice researchers are most likely to commit plagiarism-using someone else‟s words as their own. You can avoid this by putting quotes around words you copy directly and being very sure that you do indeed restate the material in your own words. Also be sure to give credit to your original source.

Assignment

Please referring to the topic of your paper proposal, then starting collecting theories or sources to quote in your literature or theoretical review. Apply the rules in citing texts using direct and or indirect quotation.

Good luck!

Meeting 5

LAYOUT OF PAPER

The layout is the packaging for your paper. A pleasing font and adequate margins make your paper visually attractive. The convention is to choose a font with serifs (e.g., Times Roman) for the main text and a sans serif font (e.g., Helvetica) for text inside diagrams. All figure captions should be in the same font as the main text, preferably at one size smaller.

1. **Format**

   The following is the general format for writing paper at English Department:

   a. Size of paper= A4, 80 grams

   b.Top margin= 3 cm, Left margin= 4 cm, bottom margin= 2,5 cm,

      Right margin= 2,5 cm and footer margin = 0,3 cm

   c. Space= 2, adjustable for tables and figures

   d. Font= Times New Roman, 12

   e. Use double space (adjustable for tables and figures).

2. Title layout is presented in an inverted pyramid and it should start with new information (i.e. the contribution) appears at the beginning; and the known, less specific information, at the end. For example,

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TEACHING ENGLISH VOCABULARY THROUGH
BRAINSTORMING TECHNIQUE

(A Field Research at SD Negeri Bambu Apus 1 Pamulang)

A PAPER

Presented to the Academy of Foreign Language Bina Sarana Informatika

In Partial Fulfillment of the Requirements for Diploma Three (D.III) Programme

By

Zahra Halifah

31070106

English Department

The Academy of Foreign Language Bina Sarana Informatika

Jakarta

2010

* **Sub-Chapter numbering: start with capital, in font size 12, bold typed.**

2.1. ……………….. (Sub-chapter title)

2.2. ……………….. (Sub-chapter title)

2.2.1. ……………… : (Sub-sub-chapter title)

1.   …………………..   :   a.
………………. :

1)   …………… :

a) ………… : (1) and (a

Chapter title is in the center page with font size 14, bold typed.

* Page numbering: there are 3 main parts

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Meeting 6

Text Citation and Reference List

Different Sources for Research

When it comes to research, there are a lot to choose from. Possible sources include the following: websites, books, reference books, periodicals (magazines and newspapers), journals and diaries, government documents, surveys, and interviews. These sources can be divided into two categories: primary and secondary sources. It is important to know the distinction between these two types of sources because each one has its advantages and its disadvantages. In addition, teachers and professors will often specify a mix between the two types.
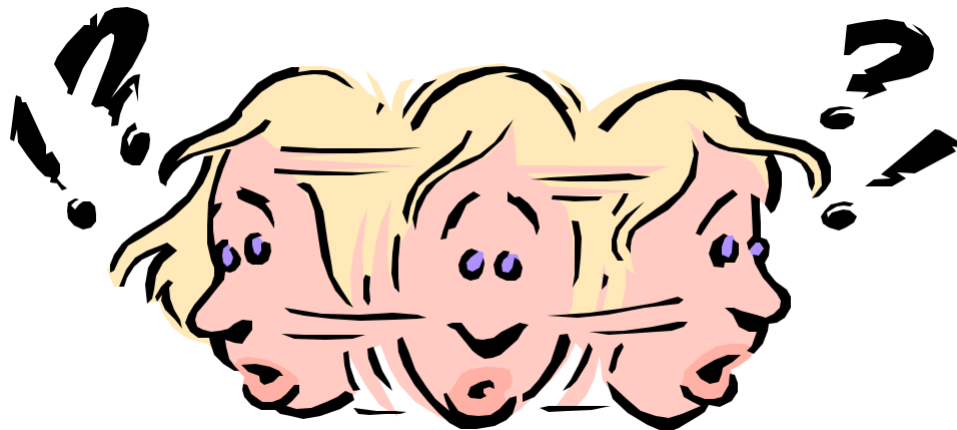
Primary Source: Information Straight from the Horse's Mouth

Primary sources are created by direct observation. The writer participated in or observe the events they describe.

Secondary Sources: Reported after the Fact

Secondary sources are written by people with indirect knowledge. The writers had to rely on primary sources or other secondary sources for their information. Secondary sources include the following: abstracts, almanacs, biographies, book reviews, books written by nonparticipants, encyclopedias, government documents, literary criticism, most newspaper and magazine articles, and textbooks (some books may contain primary cources).

Effective research papers often use a mix of both primary and secondary sources.

Acknowledging your sources is crucial to doing honest academic work. That means citing them properly, using one of several styles. The one you choose depends on your field, your professor's advice if you are a student, and your own preferences.

There are three major citation styles:

h. Chicago (or Turabian), used in many fields

i. MLA, used in the humanities

j. APA, used in social sciences, education, engineering, and business

Several sciences have also developed their own distinctive styles: CSE for the biological sciences and ACS for chemistry.

For final assignment paper proposal, English Department of Bina Sarana Informatika University has some rules about citation. The students **ARE NOT ALLOWED** to choose **Blogspot, Wordpress, Wikipedia** as the source of their final assignment. Citation style that is being used is **APA (American Psychological Association)** and students must be used **Mendeley Software.** English Department of Bina Sarana Informatika University also has developed some rules as a guide for its students when they write their research paper. The following is an elaboration of the guide.

* **Quoting**

There are two types of quotations used in citing texts: direct quotation and indirect quotation.

2. **Direct Quotation**

    When you write a direct quotation, you copy the material exactly as it appears in the source. Show that a note is a direct quotation by surrounding it with quotation marks (" "). In general, quote briefly. Remember that long quotations are difficult to integrate into your paper. Besides, readers often find long quotations hard to follow and boring to read.

    What should you quote?

Quote key points, passages that sum up the main idea in a pithy way.

Quote subtle ideas. Look for passages whose meaning would be watered down or lost if you summarized or paraphrased them.

Quote expert opinions. Because they carry weight, expert opinions help you convince your readers that your point is correct or at least deserves serious consideration

In English Department of Bina Sarana Informatika University, a direct quotation, reaches up to 4 lines, uses double quotation marks (" "). For example,

Brown (1994:7) expresses that "Teaching is showing or helping someone to learn how to do something, giving instruction, guiding to know or understand".

- ***Punctuation with quoted material.*** *The rule for placing a c o m a ,* an ellipsis, an exclamation point, a period, or a question mark is: **If it** belongs with the quoted material, it goes inside the quotation marks; otherwise, it goes outside. **If the quotation appears at the end of a larger** sentence, the punctuation mark serves to terminate both.

- **Colons and semicolons** are placed outside the quotation marks. If the quotation ends with a colon or semicolon, it is dropped.

- **Use single quotation marks for quotation within quotations**. Change the inside set to single quotation marks: "It is not that 'message' is not a part of the work."

- But when the cited text reaches 5 lines or more then it should be put in **a block quotation**, an indented single space paragraph without quotation marks. For example,

  Dudley-Evans and St. John (1998:125) explain several ways to obtain information of students' needs.

  Need analysis must try to find out the following information: (1)

  professional information about the learners, (2) personal information about the learners, (3) English language information, what their current skills and language use are, (4) the learners' lacks, (5) language learning information: effective ways of learning the skills and the language, (6) professional communication information, (7) what is wanted from the course, (8) information about the environment in which the course will be run.

- Use the last name of the author. If there are two-three authors, use the last names of both/three authors followed by year and page in parentheses. For example,

  Smith and Brown (2008: 7) suggested that ….

  If there are four authors or more , use the last name of the first author followed by et al. For example,

  Rogers, et al. (2000: 189) stated that …

- If you use a source that was cited in another source, name the original source in your signal phrase. List the secondary source in your reference list and include the secondary source in the parentheses.

  Johnson argued that...(as cited in Smith, 2003: 102).

b. Indirect Quotation

The form of indirect quotation is paraphrase. A **paraphrase** is a restatement of the writer's original words. As such, a paraphrase may be longer, shorter, or the same length as the original. A paraphrase often includes examples and explanations from the original quotation. It may also incorporate brief direct quotations.

Paraphrasing is the most difficult form of note taking. A result, it is where novice researchers are most likely to commit plagiarism-using someone else's words as their own. You can avoid this by putting quotes around words you copy directly and being very sure that you do indeed restate the material in your own words. Also be sure to give credit to your original source.

Students must cite at least **5** articles from ournals that already have OJS, National/International Journals (accredited/not accredited), International Seminar Proceedings that are reputed (indexed Scopus, Thomson Reuters, Web Science) that taken from article of Bina Sarana Informatika University's lecturers.

Assignment

Referring to the topic of your paper proposal, start collecting theories or sources to quote in your literature or theoretical review. Apply the rules in citing texts using direct and or indirect quotation

Meeting 9

Literature Outlines

Literature Outline

Title Sheet

Statement of Work Originality

Statement of Agreement

Approval Sheet

Guiding Sheet

Acknowledgements

Abstract

Abstraksi

Table of Contents

List of Figures

List of Tables

List of Appendices

BIBLIOGRAPHY

CURRICULUM VITAE

APPENDICES

Genre of Literature

Genre Of Literature

Poetry: Poetry is an imaginative awareness of experience expressed through meaning, sound, and rhythmic language choices so as to evoke an emotional response.

Fiction: comes from the latin root fingere, which means "to feign", or pretend. Fiction has to do with the invented accounts of the deeds and fates of people, most of them likewise invented.

E.g. Novel, Fable, Parable, Fairy tales, movie

Drama: a prose or verse composition presenting in dialogue and action a story involving conflict or contrast of characters, intended to be performed on the stage; play.

E.g. Tragedy, Comedy, Melodrama, Farce

Meeting 10

English for Specific Purposes

(ESP) Outlines Continue

ESP Outline

Title Sheet

Statement of Work Originality

Statement of Agreement

Approval Sheet

Guiding Sheet

Acknowledgements

Abstract

Abstraksi

Table of Contents

List of Figures

List of Tables

List of Appendices

CHAPTER I   **INTRODUCTION**

        1.1. Background and Reason of Choosing the Title

        1.2. Statement of the Problem

        1.3. Scope of the Problem

        1.4. Method and Procedures of the Analysis

CHAPTER II   **THEORETICAL REVIEW**

CHAPTER III   **DISCUSSION**

CHAPTER IV   **CONCLUSION AND SUGGESTION**

        4.1. Conclusion

        4.2. Suggestion

BIBLIOGRAPHY

CURRICULUM VITAE

APPENDICES

English for Tourism

In English for tourism outline, students seek for special characteristics of language use in tourism texts they find. For example, students can discuss the use of English in a tourism brochure of a certain tourism travel or a hotel. They can also, for instant, analyze the English use in tourism slogans of some countries.

Keep in mind that students must be very cautious in using their KKP report in tourism as their final paper. Since KKP and final assignment paper are two very different things. On one hand, KKP report describes students job during KKP: what were the students doing during KKP. On the other hand, final assignment paper of English for tourism discusses the use of English in tourism field. It has nothing to do with job description. It analyses directly how English is applied in the field of tourism. Remember, **KKP report and final assignment paper are different.**

Correspondence

In this outline students seek for special characteristics of language use in business documents, like business letters, they find. They must analyse how English is used in the documents. Students must attach the business letters they will analyze.

Students can use data, such as business letters, from their KKP report. But remember,

KKP report and final assignment paper are different.

Assignment

Decide one outline between **literature and ESP** that you will use to write as paper proposal which will be submitted in final term test. The proposal consists of **Table of Contents, Chapter I, Chapter II, and Bibliography** . Total number of chapter I and chapter II pages is 10, not including the appendix. Make sure you are familiar with the chosen outline.

Follow the writing format and layout for final assignment paper in English Program of Bina Sarana Informatika University BSI. The Proposal should be typed and bound.

Meeting 11

Plagiarism

What is Plagiarism

You write a research paper to argue a thesis or present information. To make your point convincingly and provide authoritative facts and examples, you cite expert opinions from other scholars and scientists, public figures, and pundits. You use their words and ideas, giving full credits. As you write, you honour your moral responsibility to use someone else's ideas ethically and make it easy for readers to check your claims. If you fail to give adequate credit, you can be charged with plagiarism.

Everyone knows that copying someone else's paper is wrong. You cannot buy a paper from the Internet or take one from the fraternity/sorority files and pass it off as your own. You cannot download an article, study guide, or encyclopedia entry and turn it in as your own work, either. You cannot swipe a chunk of someone else's scholarship and pretend that you wrote it. We all know that this type of literary theft is wrong.

Plagiarism is using someone else's words without giving adequate credit. Plagiarism is …

Using someone else's ideas without acknowledging the source.

Paraphrasing someone else's argument as your own.
Presenting an entire paper or a major part of it developed as another writer did.
Arranging your ideas exactly as someone else did-even though you acknowledge the source(s).

The word plagiarize comes from the Latin word for kidnapper and literary theft. Plagiarism is lying, fraud, and betrayal of trust.

An Ounce of Prevention

One of the best ways to prevent plagiarism is to be a careful researcher.

Make bibliography cards
Be consistent, in using citation method.
Take careful notes.
Consider colour-coding.
Keep tract of sources.

Guidelines for using Quotations

Use direct quotations to support what you say, not to substitute it. Here are some additional guidelines for using direct quotations:

Be choosy. Select appropriate quotations that really help you make your point.

Get the best. Use quotations from recognized experts.

Use direct quotes. Include direct quotations if paraphrasing them would water them down and blunt their impact.

Be careful. Be sure to copy the quote exactly as it appears. Check and double check your work.

Be ethical. Change a quote only to make the narrative smooth, never to change the author's meaning to suit your purpose.

Also, if you do excerpt a quotation, always be sure it makes grammatical sense after you have cut it. Use an *ellipses* (…) to show where you make made a cut.

Identity additions. Show any identity to a quote in square brackets, [ ].

Don't over quote. Too many quotes makes it appear that you didn't do much original thinking. No more than 25% of your paper should be a direct quotes.

Avoid long quotes. Many readers skip long quotes and your sponsor is likely to think you're just using the long quote to pad your paper.

Avoid plagiarism by documenting quotations, opinions, and paraphrases.

Meeting 12

SAMPLE PROPOSAL

Assignment

Please find one sample proposal based on the outlines that have been studied before.

Meeting 13

Proposal Writing

At final term test students must submit a paper proposal consists of **Table of Contents, Chapter I, Chapter II, and Bibliography** . Total number of chapter I and chapter II pages is 10, not including the appendix. Each of them must choose a **literature or an ESP** outline for their proposal. Meeting thirteen, fourteen, and fifteen will be used by lecturer to provide consultation concerning the students' paper.

Students must apply all guidelines in writing a scientific paper in English Program of Bina Saran Informatika University.

Meeting 14

Proposal Writing

At final term test students must submit a paper proposal consists of **Table of Contents, Chapter I, Chapter II, and Bibliography**. Total number of chapter I and chapter II pages is 10, not including the appendix. Each of them must choose a **Literature or an ESP** outline for their proposal. Meeting thirteen, fourteen, and fifteen will be used by lecturer to provide consultation concerning the students' paper.

Students must apply all guidelines in writing a scientific paper in English Program of Bina Sarana Informatika University.