

The Knowledge of Master Program Students of Graduate School of UNY

by Prof. Dr. Zuhdan Kun Prasetyo, M.Ed.

ABSTRACT

on the Concept of Scientific Paper

Abstract

Writing scientific paper in the form of thesis becomes a scary ghost. The obstacles which are commonly experienced by students in writing thesis include: (1) Laziness. Generally, being lazy is a common obstacle in writing thesis; (2) Procrastination; (3) Less knowledge and experience of writing scientific paper; (4) Less mastery on the topic discussed in the scientific paper being written; (5) Reading less literature. These obstacles are oftenly faced by students in writing scientific paper. On the other hand, according to Adnan (1990), reading has not become a need, and this may be caused by cultural barrier. This phenomenon seems to be the cause of barrier for students in writing their thesis. On the basis of the background, identification, and limitation of the problem, a problem is then formulated as follows: How far is the level of knowledge of master program students of Graduate School of UNY on the concept of scientific paper (thesis writing)?

In answering the formulation of problem, then, a research was conducted by employing descriptive method. Meanwhile the approach used was quantitative approach with test technique. Quantitative approach was used to describe the variable of knowledge level of master program students of the Graduate School of UNY on the concept of scientific paper (thesis). Based on the technique and instrument of the data collection, the data analysis technique used was quantitative analysis. This descriptive analysis would employ central tendency test and variability, by counting the mean, median, and modus of the instrument score (Nurgiantoro, Gunawan, and Marzuki, 2004). On the basis of the research findings and discussion, it can be concluded that the knowledge level of master program students of the Graduate School of UNY on the concept of scientific paper is still low. Those deficiencies are specifically related to five factors, namely (1) the level of knowledge on the utilization concept and literature review; (2) the level of knowledge on the thinking concept and scientific method approach; (3) the level of knowledge on the concept of research problems; (4) the level of knowledge on the concept of type and design of the research; and (5) the level of knowledge on the concept of theory and hypotheses implementation.

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