

TRAINING IN WRITING SCIENTIFIC ARTICLE ON CLASSROOM ACTION RESEARCH FOR STATE JUNIOR HIGH EFL TEACHERS IN SURABAYA: REFERENCES MANAGEMENT AND ANTI-PLAGIARISM SOFTWARE

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Abstrak

Menulis karya ilmiah dan publikasi ilmiah merupakan bagian integral dari kompetensi profesional guru. Oleh karena itu, peningkatan keterampilan dan kemampuan mereka secara terus-menerus sangat penting. Untuk berpartisipasi aktif dalam pengembangan ini, tim program pengabdian masyarakat yang disebut Pengabdian Pada Masyarakat (PPM) berinisiatif untuk memberikan pelatihan bekerja sama dengan Musyawarah Guru Matapelajaran (MGMP) Bahasa Inggris Sekolah Menengah Pertama Negeri di Surabaya. Tim pembicara yang terdiri dari dosen pendamping menyampaikan materi custom-made, yang disusun khusus untuk mendukung Guru-guru Bahasa Inggris dalam format yang praktis dan aplikatif. Lima puluh empat dari enam puluh tiga guru EFL yang diundang berhasil mengikuti pelatihan luring ini. Peserta menganggap lokakarya ini positif dan lebih dari delapan puluh persen guru bersedia mencoba dan memanfaatkan perangkat lunak pendukung.

Abstract

Writing scientific papers and scientific publications are an integral part of teacher professional competencies. Thus, continuous improvement of their skills and abilities is essential. To actively participate in this development, the community service program team so-called Pengabdian Pada Masyarakat (PPM) took the initiative to provide training in collaboration with the management of the English as a Foreign Language (EFL) teacher of state junior high school (MGMP) in Surabaya. A team of speakers consisting of assisted lecturers delivered custom-made materials, specially composed to support EFL Teachers in a practical and applicable format. Fifty-four out of sixty-three invited EFL teachers have managed to participate in this offline training. The participants find the workshop positive and more than eighty percent of the teachers are willing to try and utilize the supporting software.

INTRODUCTION

In order to be professional and competent, teachers must constantly improve their skills

and abilities. It is crucial for the teachers, as it can restructure and improve the quality of education locally and globally. The improvement of teachers' competencies must not be limited to educational competencies, but also includes professional competencies (Fernández-Batanero et al., 2022). Therefore, teachers need to develop knowledge and skill to meet the demands of today's learning (Ngang et al., 2015). According to Permendiknas number 18 concerning Teacher Certification in 2007, there are 4 professional teacher capacities, which can be measured by 10 competencies. Two out of 10 competencies measure teacher professionalism in teaching and learning, by developing the ability to write scientific papers and scientific publications. In addition, teacher has the ability to reconstruct and use various sources of information. Both literature as well as local culture can be used as reference material in writing scientific papers (Tajeddin & Teimournezhad, 2015). The competencies measured are teaching and training competencies and professional development work competencies (Keller-Schneider et al., 2020). On this basis, it becomes very explicit that teachers need to develop their professional competence in writing and publish their manuscript in an affordable way with all current technological developments (Erstad et al., 2015).

However, not all teachers could easily improve and develop expertise in scientific writing and publishing. Most teachers believe writing is a complex subject, be it writing books, modules, articles, etc. They said that writing is a skill which is considered challenging. A study shows that teachers have poor writing skills for academic publishing (Hyland, 2016). This finding is confirmed by a previous survey conducted in Kartowiran in 2011, reveals that 90% of teachers - consequently- had to involve in professional development, writing, and publishing scientific papers (Kurniawati & Siwi, 2019).

Writing scientific articles requires references that are relevant and can be cited. Well managed references help teachers to write scientific papers easier (Harahap & Yunita, 2021). Scientific articles published in the open journal system 'OJS' always require citation by reference management application (Wrzesinski, Marcel et al., 2021). When writing scientific papers, Mendeley and Zotero are the examples of popular applications builds for managing references of scientific papers among various options. Mendeley is an application to provide the purpose of managing and integrating references in the form of books, articles, journals, newspapers, and other scientific articles. Meanwhile, Zotero also ease authors to manage reference sources for current reference write a quote. The way this concept is expressed is often called a quote. Quotes are the way reference or quote the work of others according to the correct citation code. In Mendeley and Zotero, all quote styles are available in the Mendeley app. To perform a citation, the user must register an account and register online or offline via the linked app.

The ease of compiling references is very helpful for writers, when connected to a network, all apps can be synced (Kucera et al., 2016). So users can add and sync any time wherever and wherever they want. Before the User can quote, the user must register all documents in the form of books, articles, magazines, newspapers, and scientific products others in the Mendeley or Zotero apps. It allows users to easily integrate and synchronize existing work documents. Therefore, Mendeley and Zotero are applications that are helpful for the writers to manage their references on time in writing scientific papers.

In addition, another problem related to reference management so often faced by teachers in writing is related to plagiarism (Divan et al., 2015). Originality is very important when writing all forms of teacher work, thus it requires a lot of practice. There are several things that can be done to avoid plagiarism, such as using software or application. The commonly used apps for paraphrasing are Quillbot and Paraphraser. Software is useful to help teachers in the writing process.

QuillBot is an application that uses Artificial Intelligent (AI) to rewrite and complete sentences, paragraph, or article. To overcome plagiarism, sentences need to be rearranged by

using language paraphrasing tools (Alvi et al., 2021). This tool allows user to rearrange sentences without changing the meaning, so that the sentence is no longer marked as plagiarism. As for Paraphraser, its works in a similar way as Quillbot.

Based on these problems, reference management training is needed. For example, conducting training of how to use Mendeley and Zotero, or about utilizing Quillbot and Paraphraser applications for writing scientific papers for EFL teachers at state junior high school (SMP Negeri) in Surabaya. The training is designed to provide understanding and to improve the skills of teachers in writing scientific articles. This training aims to improve the teachers' capacity in writing, so that members of MGMP, teachers of SMP Negeri in Surabaya, could produce scientific papers for publication through an open journal system. Furthermore, the competence and writing skills of teachers can support the ascending quality of education at local and global levels.

METHODS

This program was intended to be a part of never ending journey in improving the competence of EFL teachers in scientific writing. The authors invited 63 teachers as representative of each state junior high schools operating in Surabaya. This program took place in SMPN 17 Surabaya. The materials were delivered by a team of speakers consist of assisted lecturers. Based on the situation and problems faced by the EFL teachers, the community service program team so called Pengabdian Pada Masyarakat (PPM) took the initiative to provide training in collaboration with the management of the EFL teachers of state junior high school (MGMP) in Surabaya. Activities carried out include training and workshops on how to use the Mendeley, Zotero, Quillbot, and Paraphraser apps. The materials were delivered by the organizer team in the form of lecturing, questions and answers, hands-on, and mentoring/coaching clinics. After following the program, it is hoped that participants comprehend the materials and the technical guidance on how to quote paraphrasing, and making references.

RESULTS AND DISCUSSIONS

This program was conducted on schedule on October 28th, 2022 at the designated venue. Fifty-four out of sixty-tree invited EFL teachers has managed to participate. This offline training focused on the practical tips and applicable solution about composing scientific article. Therefore, the hand-out materials were tailor-made. The initial presentation dealt with coping common challenge non native English speaking teachers accustomed to encounter, that is about how to start writing a research. Finding topic and then developing idea can be frustrating. However, with development of current technology, today's researcher could benefit Artificial Intelligent (AI) such as HyperWrite. It is considered as revolutionary tool that not only provides suggestion but also sentence completion to improve writing skill of a beginner.

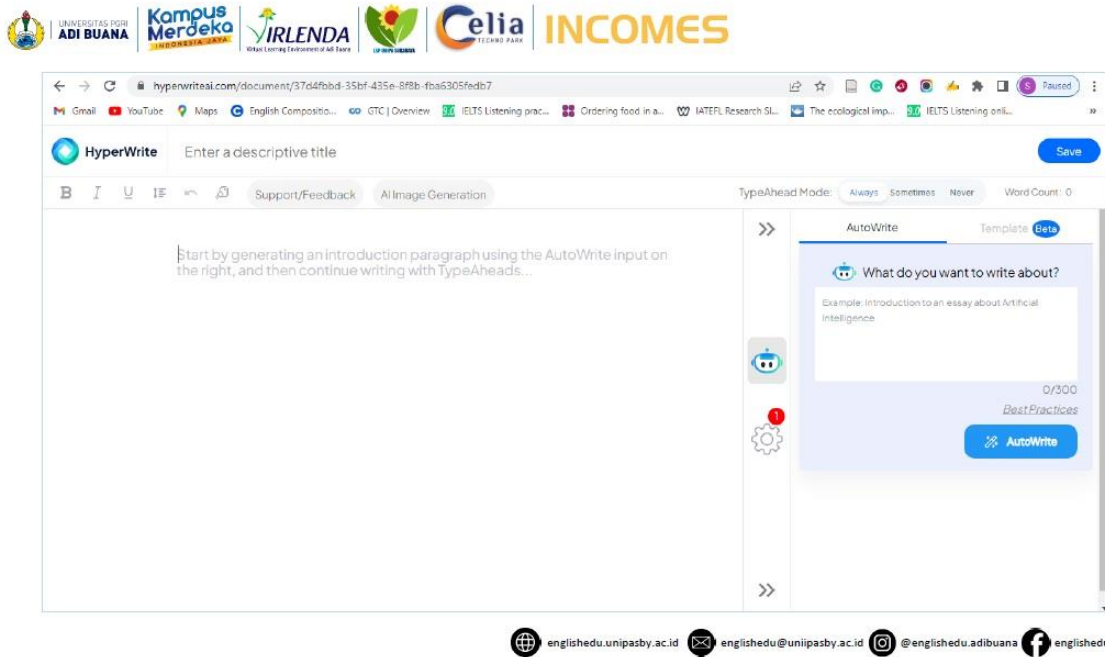


Figure 1. The slide presentation of an AI tool to support article writing

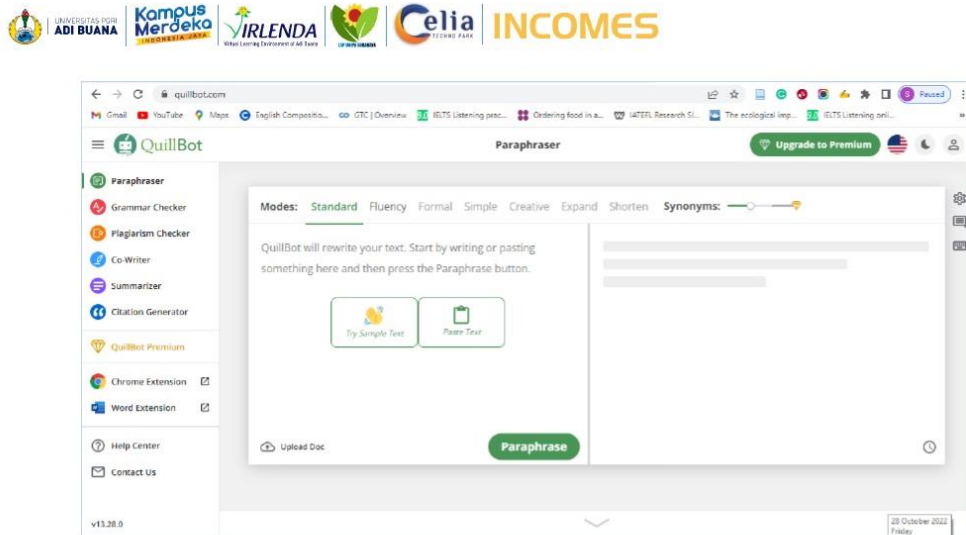
The next was about citation. One of the integral elements to construct argumentation in research article is citation (McKinley, 2015). Writer need to show their knowledge of their field of study (Winchester & Salji, 2016), while the first purpose of quotation is displaying the list of knowledge (Yang & Liu, 2022). Thus, the second writing tip given was about Mendeley and Zetero. These two free software functioned as a references manager that is designed to keep, administer, and cite bibliographic references such as articles.



Figure 2. The slide presentation of Mendeley software

The third discussed about paraphrasing. Integrating reading into a new intellectual article

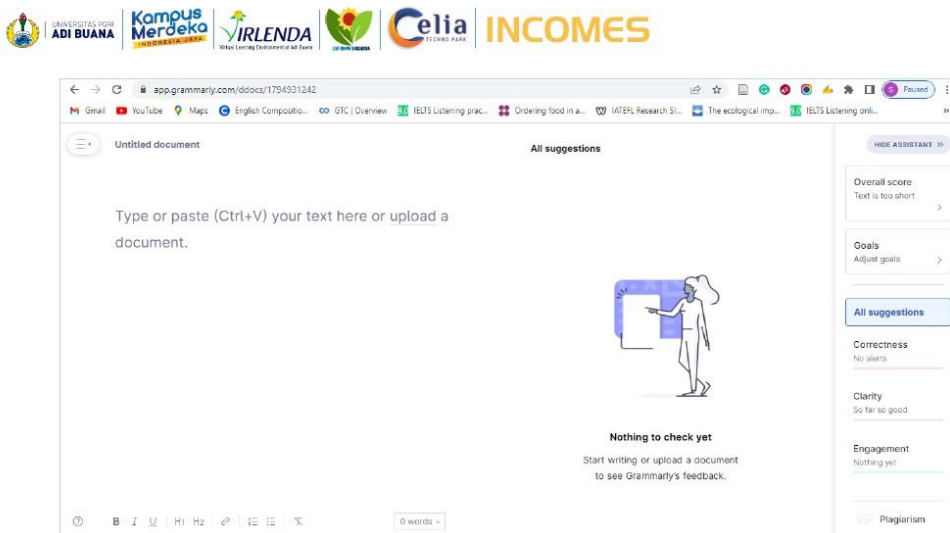
that acknowledges the others' precedent while still displaying personal perspective could be difficult. If the researchers failed to integrate the previous writing with the new one, they could possibly be accused of dishonesty, or committed to plagiarism (Andreescu, 2013). Therefore, researcher should use the other helpful software namely Quillbot or Paraphraser.



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Figure 3. The slide presentation of Quillbot software

The last tips about composing a scientific article were related to English grammar.



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Figure 4. The slide presentation of Grammarly software

Composing article means arranging ideas. It requires grammar mastery. Grammar is a set of capabilities i.e., combining, arranging, or changing words to show a meaning (Finch, 2003).

After delivering all the presentation, the participants were asked to fill out online survey on future utilization of the applications. The result revealed that most teachers would like to use

the supporting software such as, Hyperwrite, Mendelay, Zetero, Quillbot, Paraphraser and Grammarly. Only less than twenty percent of them chose the opposite.

Would you use	Yes	%	No	%	Total	%
HyperWrite apps	36	81.8%	8	18.2%	44	100%
Mendelay or Zetero	33	75.0%	11	25.0%	44	100%
Quillbot or Paraphraser	38	86.4%	6	13.6%	44	100%
Grammarly	37	84.1%	7	15.9%	44	100%
Grand Total	144	81.8%	32	18.2%	176	100%

Table 1. The respondents respond to the future utilization of applications

There were several reasons why thirty-two teachers chose not to utilize the software. The majority claimed that AI is a new thing and they did not know how to use it yet. One unique reason was because the teacher prefers to write in Bahasa Indonesia. Nonetheless, most of the teachers eager to utilize the software because of various reasons. Mostly teachers found the artificial intelligent interesting as a new thing. Many of them believed that those applications were helpful to search and develop ideas. The others admitted that the software were user friendly and easy to use. Numerous teachers perceived those apps as a useful guidance.

The reason for not using the apps	Hyperwrite	Mendelay Zetero	Quillbot Paraphraser	Grammarly	Total	%
Write in Bahasa Indonesia instead of English				1	1	3.1%
Never been writing scientific article	2	3	1	1	7	21.9%
Do not know yet	4	5	3	2	14	43.8%
Do not understand how to use it	1	2	1	2	6	18.8%
Do not have supporting device	1	1	1	1	4	12.5%
Total	8	11	6	7	32	100%

Table 2. The reason for not using the technology

The reason for using the apps	Hyperwrite	Mendelay Zetero	Quillbot Paraphraser	Grammarly	Total	%
The application is simple user friendly	3	5			8	5.6%
The application helps scientific article writing	16				16	11.1%
It simplify the reference and citation writing		9			9	6.3%
It helps to collaborate with other researcher		2			2	1.4%
It helps to compose scientific article in a correct grammar				6	6	4.2%
It helps to do gramatical proofreading				10	10	6.9%
Try a new thing	5	7	6	5	23	16.0%
As a guidance in scientific article writing	4				4	2.8%
As a reference to find and develop ideas	7		5		12	8.3%
As guidance to compose reference and to avoid plagiarism		1	6		7	4.9%
As guidance to write reference and citation		8			8	5.6%
To defend the article			1		1	0.7%
To help recomposing quotations of scientific article writing			6		6	4.2%
To speed up the process of creating an article			1		1	0.7%
To help paraphrasing article			12		12	8.3%
To ensure the article is grammatically corect & easy to comprehend				12	12	8.3%
The apps only corecting the grammar not the entire sentence				1	1	0.7%
My grammar still need improvement				2	2	1.4%
Not mention	1	1	1	1	4	2.8%
Total	36	33	38	37	144	100%

Table 3. The reason for using the technology

CONCLUSION

Writing is considered complex and challenging subject, the online survey shows that there are teachers who have not been writing any scientific article. However, they need to develop the ability to write scientific papers and scientific publications as part of their professional competency. Living in the digital era means that today's teacher could take advantage of the fruitful software that utilize artificial intelligent to help finding and developing ideas as well as supporting the teacher to compose and accomplish scientific article. The participants find the workshop positive and most teachers are willing to try and utilize the supporting software.

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