

## ACADEMIC WRITING TRAINING USING THE APPLICATION LONGMAN DICTIONARY OF CONTEMPORARY ENGLISH FOR TEACHERS OF SMPN 1 TELUKJAMBE EAST KARAWANG

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### Abstract

This training is an endeavor to share knowledge and experience for teachers of SMPN 1 Telukjambe Timur, Karawang to use and utilize the Longman Dictionary of Contemporary English (LDOCE) program according to their individual needs, especially for writing academic purposes (publications on the journal). This activity is also expected to help participants obtain additional media and references in carrying out their roles. This training activity focused on introducing scientific papers and their structure, the LDOCE application and its features, and the use of LDOCE for independent academic writing. The methods used in this training include lectures, discussions, and mentoring practices. After carrying out this activity, it can be concluded that this training helps maintain teacher motivation in working and honing academic writing skills through an application on a computer.

**Keywords:** Academic Writing, LDOCE, Training.

### INTRODUCTION

In the world of education that is constantly changing with the presence of technology, the teacher's role is very substantial in creating quality education. The teacher is certainly a fundamental part of getting the educational outcomes expected by the government and society. Therefore, to improve the quality of education in the country, developing the abilities and actualization of teachers themselves is unavoidable.

As an educational profession, professional teachers are demanded not only to be able to teach students, but teachers must also always develop their knowledge. Academic writing, such as the publication of articles in journals or seminar proceedings, is one manifestation of the continuous process of a teacher in his career. However, the current situation indicates that teachers, especially at the junior high school level, are still unfamiliar with and less interested in writing scientific articles for publication (Soesatyo et al., 2018). Tokan (2016) argues that a teacher is the same as a researcher who always sees phenomena, makes observations, and makes subjects in the process of teaching and learning activities. In this case, a teacher is always involved in the search for truth, finding solutions, and conveying the truth (Tanjung, 2016). Meanwhile, Darwis, Batari, Salam, Kasmita, and Baharuddin (2019) stated that teachers play an important role in determining the quality of students and the quality of education.

In adulthood, the teaching profession often receives special attention from the community

and the government regarding the competencies they possess. One of the competencies a teacher must have is academic writing. Currently, both ASN and private teachers are encouraged not only to be proficient in teaching students but also to be able to produce a recognized scientific paper. The publication of scientific papers is necessary during the promotion process, but this writing activity can become a burden and a burdensome challenge if a teacher is not used to academic writing. When we look deeper, the publication of scientific papers functions as a vehicle for conveying ideas in the context of formal education as well as being part of the ongoing process of developing the teaching profession.

Based on the background above, the authors consider that it is necessary to carry out academic writing training activities for SMPN 1 Telukjambe Timur Karawang teachers that focus on refreshing scientific writing and motivating teachers to write academically in English using the Longman Dictionary of Contemporary English application. (LDOCE). LDOCE is a dictionary that is available in various formats: printed book, online access to premium and free versions, as well as an application on a CD-ROM that can be run directly or through installation on a computer. In this activity, the LDOCE application used is the CD-ROM version to make it easier for participants to use it independently. By holding this activity, the participants are expected to be motivated and more productive in working in the realm of journal publication with the help of the LDOCE application.

## **IMPLEMENTATION METHOD**

The author designs this training activity so that participants can understand the material that is distributed comprehensively so that they can apply it when writing a scientific paper. The method used in this training is the delivery of material through lectures, discussions, and the practice of accompanying academic writing using the LDOCE application. This activity was carried out for two days with a summary of activities as follows:

1. Material on academic writing and the LDOCE application was delivered to the participants who took part in the training on the first day. Academic writing materials include choosing an academic language, paraphrasing and summarizing techniques, and the process of editing and correcting manuscripts. In addition to material on academic writing, the participants were also given an introduction to the LDOCE application and its several features that can help academic writing such as Language Activator and Writing Assistant. Submission of material is carried out using the lecture and discussion method with participants, both teachers, and non-teachers.
2. On the following day, the participants were asked to do hands-on practice on academic writing exercises using the LDOCE application that was installed on their laptops. The author, assisted by a teacher, guides and accompanies the participants so that they are familiar with academic writing activities along with applications that can help them. Today's activity is the closing of the planned training.

## RESULTS AND DISCUSSION

This training is designed with lecture and discussion activities as the delivery of core material as well as LDOCE application assistance activities to SMPN 1 teachers in the East Telukjambe area, Karawang. This activity, which was carried out at SMPN 1 Telukjambe Timur, aims to improve the competency of junior high school teachers in academic writing by general principles and the use of the LDOCE application to support scientific paper writing activities.

The first activity, which is the delivery of material about academic writing, is carried out through face-to-face lectures and discussions. The first step that the writer took was to convey the concepts and benefits of academic writing to teachers. The main material presented sequentially is the selection of topics, problem formulation, and the outline of the research framework, and the last part is understanding the opening, content, and closing paragraphs. After this, the question and answer process with the participants is intended to ensure that the participants understand the material presented properly. When the teachers are familiar with the concept of academic writing and know its benefits for promotion and others, the next activity is the introduction of the Longman Dictionary of Contemporary English (LDOCE) application to help participants when writing scientific papers.



**Figure 1. The Abdimas Team opens training at SMPN 1 Telukjambe Timur, Karawang  
Source: personal documentation**

The application that was presented and given to the participants was the 5th version of LDOCE with the consideration that the file size was not too large and the dashboard page was easy for new users to navigate. In addition, this application is also quite complete because it has modern features that can help academic writing activities such as Language Activator and Writing Assistant. The first feature, Activator, functions to provide a choice of words that are equivalent for users so that when writing they do not use the same word continuously (repetition). The Writing Assistant feature, as the name implies, helps users when writing on the device so they don't make elementary mistakes such as checking spelling, grammar, and

punctuation.

After observing the first activity on academic writing, the participating teachers seemed to understand the material quite well because they were able to recognize the format of scientific articles and identify the hottest topics to be used as material for participants' research. In addition, the participants' understanding was seen from the results of the discussion which showed that they could distinguish between academic and non-academic writings. This is due to the experience of several teachers who have made summaries of scientific papers such as theses and seminar presentation papers. The results of the discussion with the participants showed that teachers sometimes experience problems in writing publications because they have forgotten or are not familiar with the systematics and concepts of scientific writing. This obstacle can be overcome by presenting practical knowledge about academic writing strategies which are delivered simply so that they are easy to understand.



**Figure 2. The Abdimas team is providing material on using the LDOCE application**  
**Source: personal documentation**

## CONCLUSION

The next activity is mentoring the use of the LDOCE application for the participants. This activity aims to help teachers when writing academic texts later. Apart from that, the LDOCE application can help with problems related to English vocabulary. The activities on the second day were carried out at the same location as the previous activities. The author demonstrates the steps and strategies for using LDOCE when writing academics. After that, the author then accompanied the teacher participant representatives in making a short paragraph with the help of the LDOCE application. The results of the discussion after the mentoring activity showed that the participants were happy and enthusiastic about using LDOCE to help with scientific work. In addition, the teachers were also quite proactive in training activities because, after finding that their devices had LDOCE installed, participants were able to operate the application smoothly independently and only needed to be given assistance and guidance when experiencing problems.

Academic writing training activities using the LDOCE application had a positive impact on the participants, who incidentally were junior high school teachers. This positive outcome can be seen from the emergence of an awareness of the importance of writing a scientific paper in increasing competence and fulfilling the requirements for promotion for ASN. In addition, the use of the LDOCE application provides encouragement and motivation to teachers in creating and working.

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