

TRAINING AND ASSISTANCE IN WRITING RESEARCH ARTICLES TO BE PUBLISHED IN REPUTABLE JOURNALS IN MGMP ENGLISH RAYON V JAMBI CITY

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Abstract

This service is a form of the English Education Study Program in carrying out the tridharma tasks of higher education. The aim of this service is to provide assistance and training to English teachers who are members of the MGMP Rayon 5 community in Jambi City. This activity consists of several meetings specifically with the aim of providing teachers with the opportunity to receive guidance on writing research articles for publication in journals. As a result of this activity, the teachers felt very helpful in writing research articles and they had several articles ready to be submitted to journals. In the future, the study program wants to carry out activities with an international reputation journal orientation.

Keywords: Article Writing, Reputable Journal, Training, Mentoring

INTRODUCTION

English teachers at the junior high school level are the initial foundation for students in playing an important role in advancing education in the 4.0 to 5.0 era, facilitated by competent educators. One of them is globalizing education in other parts of the world with the help of developing technology with a language recognized by the UN, namely English. Various ways to advance this education can be by applying various methods, models and media in the classroom in the implementation of English language learning which is categorized as a foreign language in Indonesia in particular. To find appropriate methods, models and media in the classroom, teachers can carry out research and development in the classroom. Meanwhile, if the research carried out by the teacher is considered good and positive results are obtained, it can be disseminated widely by publishing it in a reputable journal.

Research carried out by teachers is an effort to make oneself a highly competent teacher in carrying out education. Refers to one of the conditions that makes a teacher a competent teacher in the implementation of professional teacher education, namely professional development work. At this point teachers are required to have the competence to research and write scientific work in the form of books, modules or scientific articles. Based on these points, teachers inevitably have to be able to produce scientific writing as mentioned previously. This

can be a benefit for the development of science and also the educational process.

Unfortunately, in the process of making teachers competent in teaching, research activities are still very minimal for these teachers. In fact, teachers who teach at schools currently have and are certain to have carried out research, even as a final assignment (thesis) in completing their undergraduate education. Apart from that, teachers who teach are guaranteed to have participants in research that should be carried out. Based on these 2 factors, teachers should not experience difficulties in writing research. With this reality, it was found that factors might be the cause of the lack of research carried out by teachers, including the low level of mastery of information technology and the willingness and writing skills of teachers which still really need to be improved.

This service aims to increase teacher interest, motivation and knowledge regarding research writing. Apart from that, this service aims to provide training and assistance to teachers in developing article research writing skills in English subjects. The main focus of service is to create innovation in learning by identifying appropriate models, methods and media to be applied in the classroom. Apart from that, it improves teachers' research writing skills and prioritizes the development of research writing skills for English subject teachers. This is intended so that teachers can design and write research articles that describe innovations in learning approaches, and are able to present findings academically and systematically.

Teachers are also expected to become familiar with educational research methodology. Through this training, teachers will understand various research concepts, especially classroom action as a tool to increase the effectiveness of learning in the classroom context. After that, participants or teachers can use technology in writing research. Teaching teachers about the use of technological tools in research writing. This includes an introduction to tools such as “publish or perish” and the Google Scholar platform for reference searches, as well as training in the use of the Mendeley application to efficiently manage citations and bibliography.

Next, publish the research results. Encourage teachers to publish their research results in reputable journals. This includes national journals from SINTA 6 to SINTA 1 level, as well as international journals indexed by Scopus. Teachers will be given guidance and support in the process of writing and submitting articles.

Lastly, increase participation in international conferences. Directing teachers to present the results of their research at international conferences, both held domestically and abroad. The aim of this step is to share findings and interact with academics and educational practitioners on a global scale.

With these objectives, the service is expected to be able to improve the quality of teacher research writing in the field of English education, as well as support improvements in the quality of education, future teaching and teacher professionalism in teaching English lessons.

Based on the description above, the community service team sees the need for training and mentoring activities in writing research articles to be published in reputable journals in the group of English teachers MGMP V in Jambi City. The hope is that after this training, the English teachers who are members of the MGMP Rayon V Group will become productive in producing research articles.

IMPLEMENTATION METHOD

Several articles from service journals have done almost the same thing. The first was carried out by (Emaliana et al., 2020), they carried out continuous service by providing and applying knowledge related to appropriate techniques, methods and media to familiarize high school/MA English teachers throughout Malang with writing scientific articles. The method they apply to participants is by holding research training and writing scientific papers. As a result of this service, the participants understand the concept of developing professional work and how important it is to increase the development of scientific work. Furthermore, by holding training in writing scientific papers with the aim of increasing the professionalism of teachers, (Kasiyan et al., 2022) has carried out community service at SMKN 1 Kalasan, Sleman, Yogyakarta. The methods they use in this service are providing knowledge related to writing scientific papers, assigning scientific papers, submitting scientific papers and publishing scientific papers in journals. The results obtained were that the participants from this service became enthusiastic, enthusiastic and had high motivation to write papers. The work produced by the participants is also quite good. The third, (Widagdo & Susilo, 2018) has carried out community service for elementary school teachers in Kendal sub-district to provide training in writing scientific articles. With the aim of increasing creativity and adding credit points for teachers, this training has benefits such as positive things related to training and assistance in writing scientific articles, and increased insight into teachers' skills in writing these articles.

Because teachers who teach in schools tend to conduct classroom action research, there are three service articles that cover similar topics, namely training and assistance in writing scientific articles with classroom action research. (Udil, 2021; Dewi et al., 2017; Luji et al., 2022) have carried out service in various places with almost similar results. By using training and mentoring methods, they produce positive outcomes such as teachers becoming more knowledgeable in writing scientific articles using the classroom action method, teachers can design scientific articles according to templates required by journals in general, and teachers can easily search for various sources. relevant references in writing scientific articles.

Start with those previous researchs, the researchers used a Project Based Learning approach or better known as PBL or project-based learning in conducting the process of this services. According to (Bell, 2010) PBL is a teaching approach that carries out the implementation of activities through a project. By using this approach, participants will carry out projects or assignments that have the specific aim of improving the skills of Rayon V English teachers in writing research articles. PBL will also emphasize participants to be actively involved in designing and developing research article writing skills with real projects that they will actually carry out. One of the benefits stated by (Mali, 2016) is the Creative Writing Class. By using this PBL approach, participants become active and improve their writing skills. The results of the benefits of this research are in line with the aim of this service, namely improving the skills of writing scientific articles with appropriate focus in this service, which is to increase the professionalism of English teachers.

Based on those previous researchs and coloboration with PBL approach, the researchers in this service designed the methodology in doing this training and assistance. The methodology that will be used in this service activity is in the form of training and mentoring for English teachers who are members of the MGMP Rayon V Jambi City.

Training here is direct delivery and practice of the material that has been presented. Starting from reintroducing research methodology in the field of English education, training in finding reference sources using tools and training in citations or citing reference sources.

After that, assistance in writing scientific research articles will be carried out by teachers and assistants to ensure that scientific research articles are written in accordance with the rules of scientific writing.

Apart from that, discussion sessions and presentations will be held to see the level of understanding of participants in each session that will be held. This will be implemented by involving teachers in discussion sessions to share experiences, ideas and challenges they face in the classroom to use as problematic topics in writing research articles.

The indicators for achieving success from this service activity are as follows:

Table 1. The indicators for achieving success

indicators	Result
Teachers cannot produce research research articles	Bad
Teachers produce research research articles	Good
The teacher succeeded in publishing research articles in nationally reputable journals	Very Good
The teacher succeeded in presenting the research results at international conferences and published them in the proceedings	Very Good
The teacher succeeded in publishing research articles in internationally reputable journals	Excellent
The teacher succeeded in presenting research results at international conferences	Excellent

The plan of doing the assistance and training as follows:

1. Introduction and preparation
 - a. Assemble a service team consisting of lecturers or English language education experts, research methodology experts, and support staff.
 - b. Analyze teachers' profiles and needs regarding interests, motivation, knowledge and research writing skills as well as understanding of research methodology.
2. Research writing skills training workshop
 - a. Hold intensive workshops for teachers that cover a basic understanding of educational research, the research writing process, as well as the ethics and norms of academic writing.
 - b. Provide examples of case studies and research related to English language learning.
 - c. Discusses practical steps in designing, collecting data, analyzing and compiling research articles.
 - d. Introduce classroom action techniques as a tool to increase learning effectiveness.
3. Use of technology in writing research
 - a. Hold special training sessions on the use of technology in research writing.

- b. Introducing technological tools such as "publish or perish" and the Google Scholar platform for reference searches.
 - c. Provides practical guidance in using the Mendeley application to manage citations and bibliography efficiently.
4. Publish research results:
- a. Provides a step-by-step guide on the process of writing a good and correct research article.
 - b. Provide guidance in choosing the right journals, including national journals from SINTA 6 to SINTA 1, as well as international journals indexed by Scopus.
 - c. Providing support in revising and improving articles to meet the requirements of the intended journal.
5. Participation in International conferences
- a. Organize training sessions on how to create effective proposals and presentations for international conferences.
 - b. Accompanying teachers in the preparation process, preparing presentations, and public speaking training.
 - c. Provide information about relevant international conferences and assist in abstract submission and registration.
6. Evaluation and feedback
- a. Evaluate teacher participation in all service programs.
 - b. Gather feedback from teachers regarding the effectiveness of the training, difficulties encountered, and the impact on their research writing skills and learning approaches.
7. Continued development
- a. Hold forums or workshops at school level to share experiences and research results with fellow teachers.
 - b. Establish collaboration with other educational institutions to share best practices.
 - c. Plan further service activities or additional, more in-depth training programs.



Picture 1. The Process of Implementing guidance and assistance of services

RESULTS AND DISCUSSION

The dedication carried out has succeeded in achieving a number of very satisfying achievements. One of the main focuses is increasing teacher interest, motivation and knowledge regarding research writing. By holding a series of intensive training and providing targeted mentoring, teachers have succeeded in developing impactful research writing skills in the context of English subjects. They are not only able to design innovative research articles in learning approaches, but are also able to present findings academically and systematically. This not only enhances their academic abilities but also strengthens their contribution to science.

In addition, teachers have succeeded in re-familiarizing themselves with educational research methodology through the training held. The concept of classroom action as a tool to increase the effectiveness of learning in the classroom has become an integral part of their approach. The use of technology in research writing has also been integrated smoothly into their practice, with mastery of technological tools such as "publish or perish" and reference search platforms such as Google Scholar. The efficient use of the Mendeley application in managing citations and bibliography has provided significant advantages in organizing their research.

Meanwhile, another achievement was in encouraging the publication of research results. The support and guidance provided to teachers in the process of writing and submitting articles to reputable journals, both at national and international levels, has given them the opportunity to contribute their knowledge and findings on a wider scale. This has become an important foundation in expanding the scope of knowledge and contributing to the development of English language education globally.

The final step, which is no less important, is increasing participation in international conferences. Teachers who have successfully presented their research results in international forums have not only shared their findings with fellow academics, but have also expanded their professional networks. These interactions have opened collaborative opportunities that have great potential to enrich future English language teaching practices. Thus, the achievements achieved in this service provide strong support in improving the quality of English education, as well as strengthening the professionalism and contribution of teachers in this field.

CONCLUSION

Based on the achievements that have occurred through this service, it can be concluded that efforts focused on developing research writing skills have had a significant impact on English language teachers. From intensive training to targeted mentoring, teachers have been able to take steps forward in understanding, applying and presenting their research in a systematic and academic way. Their integration with technology, such as the use of tools such as "publish or perish" and applications such as Mendeley, has given them more efficient and effective tools in managing their research. This not only strengthens the quality of the research produced, but also broadens their skills in navigating the modern academic world.

This service has also succeeded in promoting the publication process of teachers' research in reputable journals, giving them wider access to contribute their knowledge and

findings. Not only that, increased participation in international conferences has opened up invaluable opportunities for collaboration and exchange of ideas. This not only enriches future English language teaching practices but also strengthens the professional network of teachers, creating a strong foundation for improving the quality of English language education globally. Thus, this service has proven itself as a step that makes a significant contribution to the professionalism and quality of English language teaching.

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