

ENHANCEMENT OF TEACHERS' LANGUAGE SKILLS IN WRITING RESEARCH ARTICLES THROUGH THE ABCD MODEL

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Abstract

Abstract. This community service program, conducted for teachers of the PGRI Association in Sabak Timur Subdistrict, Tanjung Jabung Timur Regency, aimed to enhance their language proficiency in writing research articles, particularly in English. Using the Asset-Based Community Development (ABCD) approach, the program focused on leveraging the community's existing potential and resources to address common challenges faced by teachers, such as mastering basic grammar, selecting appropriate vocabulary, and understanding scientific writing structures. The activities included intensive training sessions, workshops, and individual consultations, covering aspects like grammar, sentence construction, vocabulary enrichment, and the development of a clear and concise academic writing style. Teachers were also guided through the structure and format of scientific articles, enabling them to produce well-organized drafts. The program's outcomes included a collection of draft articles ready for submission and improved confidence among participants in contributing to academic publications. This initiative successfully empowered teachers to elevate their research writing skills, fostering a culture of academic excellence and innovation within their community.

Keywords: ABCD Model, Language Learning, Writing Article

INTRODUCTION

In the context of education, the development of research activities is becoming increasingly emphasized as an effort to enhance the quality of teaching and learning (Kertati et al., 2023; Yanti et al., 2023). In the PGRI Union of Sabak Timur District, Tanjung Jabung Timur Regency, teachers are faced with an additional task that is considered important: to write research articles in order to enrich their knowledge and teaching methods. In addition to that, successfully published articles can serve as credit points for employee performance targets (SKP). However, teachers often encounter obstacles in writing research articles, particularly related to linguistic aspects. The language commonly used in academic writing is mostly in English and involves scientific terminology. This situation serves as an important background for the implementation of this community service project. The main focus of this service is the linguistic preparation needed by teachers in writing research articles. Given the importance of

language as a medium of scientific communication, proficiency in using good and correct language becomes the key to success in writing high-quality research articles.

Firstly, many teachers may have limitations in mastering grammar and the rules of good writing, especially in English. This can become a barrier to conveying ideas and research findings clearly and systematically. Therefore, this community service will provide training and intensive guidance in linguistic aspects (English), ranging from basic grammar to techniques for crafting effective and persuasive sentences.

Secondly, linguistic aspects also include the appropriate choice of words and writing style suitable for the context of research articles. Teachers need to understand how to use appropriate vocabulary and avoid ambiguities that can disrupt readers' understanding. Additionally, clear, concise, and scientific writing styles will also be emphasized in this service.

Furthermore, this service will offer a deeper understanding of the structure and format of good and correct research articles. Teachers will be guided in constructing the framework of research articles starting from the introduction, literature review, research methods, results, discussion, and concluding sections. By understanding the structure of research articles, teachers will find it easier to convey information systematically and in an organized manner.

With the presence of this service, it is expected that teachers within this PGRI union can improve their linguistic skills in writing research articles (Emaliana et al., 2020; Kasiyan et al., 2022; Marlana et al., 2017). Consequently, they will be able to produce high-quality research articles and contribute positively to the development of education in the region. The focus of this service is to enhance the linguistic abilities of teachers in Sabak Timur District in writing research articles, especially in English. This is important because many teachers face difficulties in effectively expressing ideas and research findings in English, which is the dominant language in scientific publications.

This service will provide intensive training from basic grammar to effective sentence construction techniques in English. In addition, teachers will be taught to select the right words and avoid ambiguities in writing, as well as develop a clear, concise, and scientific writing style.

Beyond linguistic aspects, this service will also guide teachers in structuring and formatting research articles correctly. They will be provided with a deep understanding of the components of research articles, from the introduction to the conclusion, so that they can communicate information systematically and structured.

It is hoped that with the existence of this service, teachers within this PGRI union can enhance their linguistic skills in writing research articles, thereby producing quality works and positively contributing to the development of education in the region (Ilham et al., 2022; Mansyur & Akidah, 2018; Suwarso et al., 2022). The purpose of this community service is to assist teachers in this area in improving their linguistic skills in writing research articles, particularly in English. The focus includes several important aspects. First, teachers will be trained and guided to master basic grammar as well as the proper writing rules in English. This aims for them to convey research ideas and findings clearly and systematically. Subsequently, they will be taught techniques for constructing effective and persuasive sentences to communicate ideas more accurately and convincingly to readers.

In addition, this service will help teachers enrich their vocabulary and choose appropriate words based on the context of their research articles. They will gain an understanding of the proper use of vocabulary and how to avoid ambiguities that may disturb readers'

comprehension. Through intensive training, teachers will also develop a clear, concise, and scientific writing style in English. This will ensure that the produced research articles can be easily understood by readers.

Next, teachers will be guided in understanding the structure and format of good and correct research articles, from the introduction to the conclusion. Thus, they will be better equipped to organize information systematically and structurally. It is hoped that by achieving these goals, teachers can enhance their linguistic skills in writing research articles, which will positively contribute to the development of education in the region by producing quality and relevant works (Bell, 2010; et al., 2021).

IMPLEMENTATION METHOD

The proposed community service strategies based on the background provided by the community service team are as follows:

Training in Grammar and Writing Rules in English

Intensive training will be conducted to enhance understanding and mastery of basic grammar as well as the good and correct writing rules in English. Teachers will receive guidance on effective and persuasive sentence construction to convey research ideas and findings clearly and systematically.

Vocabulary Development and Appropriate Word Choice

Teachers will be trained to enrich their vocabulary in English relevant to their respective research fields. They will be provided with an understanding of how to use appropriate vocabulary and avoid ambiguities that may disrupt readers' comprehension.

Development of a Clear, Concise, and Scientific Writing Style

Through a series of training sessions, teachers will be guided to develop a clear, concise, and scientific writing style in English. They will be taught techniques to write research articles in a manner that meets academic standards, ensuring that the resulting articles are easily understood by readers.

Understanding the Structure and Format of Research Articles

Teachers will gain a profound understanding of the structure and format of good and correct research articles. They will be guided in composing the framework of research articles, including the introduction, literature review, research methods, results, discussion, and conclusion. This will help them convey information systematically and structurally in their research articles.

Individual Coaching and Consultation

Time will be allocated for individual coaching and consultation with teachers, both during and after the training, enabling them to directly improve their linguistic abilities and receive specific feedback related to writing research articles.

This community service employs the ABCD (Asset-Based Community Development) methodological design. The principles of community service using this methodology are as follows:

- Meaningful and sustainable community change always comes from within.
- Community wisdom always exceeds expert knowledge.
- Building and maintaining relationships within the community.
- Communities are never built by focusing on their deficiencies, needs, and problems.
- Communities respond creatively when the focus is on resources, capacities, aspirations, and opportunities.

Based on these principles, several important aspects will be elaborated according to the ABCD methodology, as outlined by (Afandi et al., 2022):

Meaningful and Sustainable Community Change

The first ABCD principle emphasizes the importance of sustainable and meaningful change within the community. This indicates that significant changes in community development must come from within the community itself, not from external sources. In the context of this community service, the ABCD approach will empower the teacher community in the PGRI Union of Sabak Timur District to improve and enhance their own linguistic abilities in writing research articles.

Community Wisdom Exceeds Knowledge

The second ABCD principle emphasizes that the wisdom and knowledge possessed by the community are more valuable than those of external experts. In this community service context, teachers are seen as having valuable wisdom and knowledge in their respective subject areas. Therefore, the service will build upon the existing expertise and knowledge within the teacher community to enhance their linguistic abilities.

Building and Maintaining Relationships within the Community

The third ABCD principle emphasizes the importance of building and maintaining strong relationships within the community. This involves collaboration, communication, and cooperation among community members. In the context of this community service, efforts will be made to establish a collaborative network among teachers, school administrators, and other stakeholders to support the improvement of teachers' linguistic abilities in writing research articles.

Communities Are Not Built by Focusing on Deficiencies

The fourth ABCD principle emphasizes that community development should not be based on thinking about their deficiencies, needs, and problems; instead, it should focus on the resources, capacities, aspirations, and opportunities available. In this community service, the ABCD approach will shift the focus from the deficiencies in teachers' linguistic abilities to recognizing and strengthening the existing resources within the teacher community.

Communities Respond Creatively to Resources

The fifth ABCD principle highlights the creative response of communities when the focus is on resources, capacities, aspirations, and opportunities. In the context of this community service, teachers will be encouraged to respond creatively to the potential and opportunities available to enhance their linguistic abilities. This may include developing innovative learning strategies, collaboration among teachers, and utilizing existing resources within the teacher community.

The output expected from this community service is a draft of a ready-to-submit article in English. The participants of this community service activity are teachers who are members of the PGRI Union of Sabak Timur. The participants are limited to 30 individuals who will undergo training for 10 days, coming from 10 different schools.

Table 1. Timeline the activity

No.	Activity	Purpose	Method
1	Identify Language Needs	Identifying teachers' language needs	Observation, Questionnaire
2	Basic Grammar Training	Improve teacher understanding in grammar	Workshops, Discussions
3	Sentence Composition Techniques Training	Teaches effective sentence construction techniques	Training, Practice
4	Workshop on Choosing the Right Words	Improve the ability to choose words	Workshops, Discussions
5	Scientific Writing Style Training	Develop a scientific writing style	Training, Discussion
6	Guidance on Article Structure and Format	Understand the structure and format of research articles	Guidance, Discussion
7	Preparing an Article Writing Plan	Planning a research article	Guidance, Discussion
8	Implementation of Article Writing	Carrying out article writing	Individual, Guidance
9	Article Review and Correction	Improving the quality of articles through revision	Collaboration, Correction
10	Preparation for Publication and Dissemination	Prepare articles for publication and dissemination	Collaboration, Discussion

RESULTS AND DISCUSSION

The implementation of community service activities at the PGRI Union of Sabak Timur District, Tanjung Jabung Timur Regency, aims to enhance teachers' language skills in writing research articles, particularly in English. The primary focus of this activity is to address various challenges often faced teachers, such as mastery of grammar, scientific writing style, and the structure and format of research articles. This community service utilizes the ABCD (Asset-Based Community Development) methodological approach, which builds on the potential and resources of the teacher community itself.

The activity commenced with a process of identifying language needs through observations and questionnaires. The results indicated that a majority of teachers faced difficulties in using basic English grammar. They also felt less confident in composing effective

and persuasive sentences, which led to suboptimal conveyance of research ideas and findings. Furthermore, many teachers were unfamiliar with the correct structure and format of scientific articles, necessitating intensive guidance.

Training and Language Development

As an initial step, intensive training on basic grammar was provided to the teachers. This activity was designed as an interactive workshop and group discussion, allowing participants to learn through direct simulation. The material included basic sentence structure, the use of tenses, and the rules of good and correct writing. With this approach, participants were able to grasp the fundamental principles of grammar, which serve as important foundations in scientific writing.

Subsequently, the training focused on sentence construction techniques aimed at helping participants develop their ability to convey ideas systematically and logically. Teachers were taught to construct sentences that are not only grammatically correct but also persuasive, thereby convincing readers of the validity of their findings. This training was conducted gradually, starting from simple sentence examples to implementation in the context of research articles.

Vocabulary Development and Writing Style

Another important aspect emphasized was vocabulary development and the appropriate choice of words. Teachers were provided with a vocabulary list relevant to their research fields and taught techniques to avoid ambiguity. This helped them express ideas more clearly and accurately. A word choice workshop was also designed to enhance participants' sensitivity to nuances of meaning in English, ensuring that the resulting articles were not only easy to understand but also had scholarly appeal.

Training in scientific writing style became an integral part of this activity. Participants were trained to develop a clear, concise, and academically aligned writing style. The focus was on avoiding verbosity and using logical paragraph structures. Teachers were also provided with guidelines on how to convey complex information in a simple yet scholarly manner.

Understanding the Structure and Format of Research Articles

In addition to linguistic aspects, this activity also emphasized understanding the structure and format of research articles. Teachers gained in-depth knowledge about the essential components of scientific articles, including the introduction, literature review, methods, results, discussion, and conclusion. In each session, participants were asked to compile these sections according to their own research findings.

Through guidance and group discussions, participants learned to organize information systematically and structurally. They received direct feedback on the strengths and weaknesses of their writing, enabling them to make necessary improvements. This approach not only enhanced the participants' technical writing skills but also built their confidence.

Individual Coaching and Consultation

As part of the service strategy, sessions for individual coaching and consultation were provided to give specific feedback to participants. In these sessions, teachers could consult

about personal obstacles they faced in writing articles. This approach proved effective in helping participants significantly improve their writing, as they received focused attention and guidance.

Implementation of Article Writing

After attending a series of training sessions, participants were guided to begin drafting their research articles. This process began with writing planning, where they determined the theme, objectives, and outline of the article. With the support of facilitators, teachers were able to write articles according to the structure that had been taught. This process involved several stages of revision and correction to ensure the quality of the writing produced.

Outputs and Impact of the Activity

One of the primary outputs of this activity is a draft article ready for submission, written in English. This draft reflects an improvement in teachers' language skills, particularly in grammar, word choice, and writing structure. Additionally, this community service yielded other positive impacts, such as increased motivation and confidence among teachers in producing scientific work.



Picture 1. The Final Activity of Doing Assistance

Through the ABCD methodological approach, this activity effectively harnessed the potential and local wisdom of the teacher community in Sabak Timur District. By prioritizing the resources available within the community, this service encourages active participation and collaboration among teachers. This creates a learning environment that supports the collective and sustainable enhancement of skills.

CONCLUSION

The community service activity conducted at the PGRI Union of Sabak Timur District, Tanjung Jabung Timur Regency, aims to improve the language skills of teachers in writing research articles, particularly in English. The approach used is the ABCD (Asset-Based Community Development) methodology, which emphasizes the potential and resources of the teacher community as its main assets. This community service has successfully achieved its primary goal by addressing various challenges that teachers have faced in writing scientific articles, such as limitations in grammar, word choice, writing style, and understanding of research article structure.

The implementation of this activity began with the identification of language needs, which revealed that most teachers struggled with basic grammar and effective sentence construction. Intensive training on grammar, sentence construction, vocabulary development, and appropriate word choice was provided through various methods, such as interactive workshops, discussions, and hands-on exercises. This training not only helped teachers understand the basic principles of language but also enhanced their ability to express ideas and research findings more clearly and systematically.

The development of a scientific writing style was also one of the main focuses. Teachers were trained to produce writing that is clear, concise, and aligned with academic standards. Additionally, in-depth understanding of the structure and format of research articles helped teachers organize their articles systematically. Individual guidance and specific consultations strengthened each participant's abilities, enabling them to address weaknesses more effectively.

In the final stage, participants were directed to draft research articles ready for submission. This process involved stages of planning, writing, revising, and correcting, conducted gradually with the guidance of facilitators. As a result, teachers were not only able to produce quality articles but also experienced significant increases in their motivation and confidence to engage in academic work.

This community service provides broad positive impacts, both for individual participants and the teacher community collectively. With a locally-based potential approach, this activity not only enhances language skills but also creates a collaborative and sustainable learning environment. The main output in the form of research articles in English demonstrates the success of this service in empowering teachers to contribute to the academic world and the development of education in their region.

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