Improving Students' Scientific Writing Skills Through Article Coaching Clinic Program

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ABSTRACT

One of the causes of the low number of students in scientific publications is the fact that they do not have sufficient skills or experience in compiling journal articles. The Department of Arabic Education at Universitas Pendidikan Indonesia has organized an intensive coaching clinic program for journal article writing. This is done as an initiative to improve students' journal article writing skills. Therefore, this study aims to dig deeper into the coaching clinic program in improving students' journal article writing skills starting from planning, application, monitoring, journal article quality, and the volume of article dissemination in journal institutions. This study implies a descriptive subjective technique. Furthermore, the data are collected using observation, interviews, and documentation. The research produces an outcome that shows that of 30 students who participated in the coaching clinic program, 25 of them were successfully submitted to various scientific journals indexed by SINTA, while the articles that have been declared published are 12 articles. In addition, five students do not submit articles to journal institutions. Thus, the coaching clinic program can have a positive impact on students, including increasing students' understanding and skills in writing journal articles and increasing the volume of student scientific publications.

Keywords: Articles, Coaching clinics, Journals, Writing skills.

1. INTRODUCTION

Researchers and academics agree that the peak of language skills that must be mastered by students is writing skills (Indrilla & Ciptaningrum, 2018; Kellog, 2008; Sakkir, 2020). Because writing skills are not only for learning purposes but also have implications for the world of work where they work (Geiser & Studley, 2002). In particular, according to Ismail, Hasan, and Musdalifah (2018) writing skills can help students to deliver various information regarding science that are connected to several beneficial insights and papers

In addition, writing skills also make students able to express ideas and use those ideas in written language. In this case, writing skills are important for students in their academic development (Derish, Maa, Ascher, & Harris, 2007). Therefore, students in each stratum are required to have competence in disseminating their thoughts and the outcomes of their study through journal articles. In line with this, Nurbayan, Al Farisi, Sanusi, and Supriadi (2020) also stated that students' ability regarding

research-based publication through journal articles shows the quality of their learning.

According to Adnan (2005), journal articles are writings that contain systematic reports on the results of studies or research results that are presented to certain scientific communities through journal institutions, which are special audiences to convey the results of studies and the contributions of the article authors to them to think about, reviewed, and discussed, both orally and in writing. Audiences referred to include students, lecturers, researchers, and scientists. More clearly, Suryoputro, Riadi, and Sya'ban (2012) found that journal articles are articles published in scientific journals. This type of article contains the implementation and results of the research.

Creation this type of article aims to open a discussion discourse and the possibility of new research, as well as to find out whether the theories or views related to the problem under study are worthy of being followed or should be reviewed. The form or format of the presentation at least consists of (a) title and author's name, (b) abstract, (c) keywords, (d) introduction, (e) method, (f) results, (g) discussion, (h) conclusion, and (i)

bibliography. Therefore, it can be concluded that scientific articles are a communication medium used by lecturers, students, researchers, and scientists to convey the results of scientific studies or research.

Efforts to improve the skills of writing journal articles must be trained and studied seriously. Practicing writing ideas and thoughts in written form with full accuracy prepares broad knowledge, and a logical mindset is the main factor that can improve students' writing skills (Noermanzah, Abid, & Septaria, 2018). In addition, improving students' writing skills can be applied in carrying out various academic assignments from each course.

In this regard, based on the letter of the Director General of Higher Education (2012) which regulates the graduation of each educational strata (bachelor, master, and doctoral), students are obliged to write factual and research-based works which will be distributed in digest foundations. Therefore, creating a scientific paper has become one of the obligations if they are about to complete their study.

However, the majority of students are still unable to comprehend how crucial it is to write (Saman & Bakhtiar, 2018). Even this statement is confirmed by the research results of Nurbayan, Al Farisi, Sanusi, and Supriadi (2021) that many students, especially strata II, do not have scientific journal articles indexed by SINTA. This is due to their lack of experience and knowledge regarding journal article writing techniques (Nagari, Wikanengsih, & Nugraha, 2020; Heriyudanta, 2021; Widodo, Jaelani, Novitasari, Sutisna, & Erfan, 2020).

Strategies to stimulate students in writing scientific papers need to be encouraged through various activities, one of which is coaching clinics in writing journal articles. The coaching clinic is a solution and result-oriented process. In this case, a coach facilitates independent learning, self-growth, and improving the quality of work in a self-determined scope (Grant, 2001). The quality of work in this context is the improvement of students' scientific article writing skills.

This activity also aims to increase their understanding and abilities in creating journal articles and provide a deeper understanding for students so that they can think logically and scientifically in discussing and describing a problem and pouring it out systematically. Therefore, seeing the importance of journal article writing skills for students and the problems experienced by them in writing journal articles must be resolved. It is necessary to hold a scientific article writing coaching clinic so that it can improve students' skills and understanding of writing articles.

2. METHOD

This study is looking forward to finding a holistic picture related to the coaching clinic program for writing journal articles to improving students' scientific writing skills, starting from 1) the coaching clinic journal article program, 2) the quality of journal articles, and 3) the volume of article dissemination in journal institutions. Therefore, in this study, researchers used a qualitative approach. Furthermore, the researcher also chose descriptive and holistic methods to describe the phenomenon under study as a whole. The participants in this study were three lecturers who were directly involved in the coaching clinic program for writing journal articles and 30 Master's Degree students in Arabic Language Education, Universitas Pendidikan Indonesia.

This study collects the data by utilizing three methods, which are observation, interviews, as well as documentation studies. The first is applied carefully and with actual observations on the coaching clinic programs' application in writing journal articles. The second is used to get thorough information on the stages of the coaching clinic in the aforementioned activity. The third is used to investigate the quality of journal articles that are perfectly made by the students participating in this particular program. In other words, before being submitted to the selected journal institutions, the articles are reviewed first by the coaches.

Data analysis techniques in this study include three data analysis activities, namely data reduction, data display, and conclusion/verification. The first is used so as to arrange the initial data which are collected through observations, interviews, as well as documentation based on the necessities of the study. Following the first step, the researcher is going to provide the data based on the main points to be studied, while also concluding the outcomes of the first step, provides the data of the study, as well as relates it with the results of the researches which have been done so as to obtain fresh outcomes.

3. FINDINGS AND DISCUSSION

3.1. Coaching Clinic Program Journal Articles

From the interviews with lecturers, it is found that the delivery of material in the coaching clinic program was explained by three lecturers concerning the schedule set in the coaching clinic program syllabus. This coaching clinic activity for writing scientific articles aims to facilitate students to be the ability to produce scientific papers published by reputable scientific journals.

In addition, this program is intended to assist students in presenting the results of their thesis research in the form of journal articles. This program activity is divided into several stages, namely planning, implementation, and mentoring or monitoring.

Starting with the planning stage which includes needs analysis and instrument preparation. In line with the results of Kaufman, Rojas, and Mayer (1993) opinion that this needs analysis serves to identify the gaps that occur between the actual results obtained and the expected results.

In practice, this needs analysis stage is carried out by observing and interviewing several students to obtain information about the difficulties and obstacles faced by them in conveying their ideas/ideas in written form. Furthermore, the instrument is also prepared as a follow-up to the needs analysis. This phase is done through analysis of the data which has been collected by compiling a syllabus according to the difficulties and obstacles faced by students in making journal articles. The syllabus for the coaching clinic program is listed in Table 1.

Table 1 explains that the coaching clinic program at meetings 1-3 is more tending to theory and sessions four

to eight are more focused on creating journal articles. It is then safe to say that in the last session, the focus was on discussing the anatomy from journal articles, namely the introduction, method, results and discussion, conclusion, and references.

Furthermore, in the implementation of the coaching clinic program, the coaching clinic program is carried out for eight weeks (two months) through media zoom meetings with varied materials delivered through power points according to student needs. In this program, the material is delivered by presenters who already have Scopus ID and Researcher ID. Lecturer 1 explained material at the first meeting, lecturer 2 explained material at the second meeting, and lecturer 3 explained material from meetings III to VIII. While the students who participated in this program were 30 people. The material presentation activities were delivered by the presenters interspersed with question and answer sessions and discussions with students.

Table 1. Coaching clinic program syllabus journal articles

Week	Topic	Achievement Indicator	Media
1	Scientific publication policies and Anatomy of Journal Articles	a. Students know the juridical basis of scientific publications and the urgency of writing journal articles b. Students formulate the latest research topics and create a matrix related to previous research c. Students find problems and determine appropriate and interesting titles	Zoom Meeting
2	Strategy to Break Reputable Journals	Students know and understand how to submit journal articles, the environmental style of each journal institution, and the rules for writing journal articles.	Zoom Meeting
3	SINTA and Scopus. Indexed Language Education Journal	a. Students know how to find Scopus indexed language education journals through scimago, SINTA indexed language education journals b. Students distinguish predatory and non-predatory journals, paid and free c. Students determine the journal institution to be addressed in publishing journal articles	Zoom Meeting
4	Introduction	Students know, understand, demonstrate, and write research issues according to the chosen topic, state of the art, urgency, supporting data, and theory according to experts.	Zoom Meeting & WhatsApp
5	Method	Students know, demonstrate, and write how to choose the appropriate approach and type of research, the reasons for choosing the research location, data sources: respondents/informants and how to choose them, data collection techniques, and data analysis.	Zoom Meeting & WhatsApp
6	Results and Discussion	Students know, demonstrate, and write to review, minimize, choose, manage, analyze and interpret the data (taking a certain conceptual and theoretical orientation to figure out the data), as well as explain the data analysis' outcomes to satisfy the research question.	Zoom Meeting & WhatsApp
7	Conclusion	Students identify, demonstrate, and write down the shortcomings of their research and suggestions for future researchers.	Zoom Meeting & WhatsApp
8	References using Libraries using *Mendeley Reference Manager*	Students know how to find reference articles from national journals such as SINTA and international, such as: science direct (elsevier, springer, taylor and francis, john wiley and sons, and sage publications) and Operate *Mendeley Reference Manager.*	Zoom Meeting & WhatsApp

At the first meeting, students were given an understanding of scientific publication policies and the anatomy of journal articles by lecturer 1. Meanwhile, at the second and third meetings, students were given an understanding by lecturer 2 about strategies for finding language education journals indexed by SINTA (S1-S6) and Scopus (Q1-Q4). In the third meeting until keen, lecturer 3 discusses the anatomy of the journal which consists of an introduction, method, results and discussion, conclusion, and references.

In the third meeting, the presenters also asked for data from students in the form of research titles that they had done. In addition, students drafted the title of the article, and the author's name determined the keywords in the abstract and introductory outline and discussed the draft with the presenters. The presenter also gave an example of an article that had been published and dissected the article according to the order of components of a scientific article. This activity aims to provide more concrete explanations and exercises on how to write research results in the form of journal articles.

In addition, based on the results of interviews with lecturers that after each presentation, students are allowed to ask questions so that students can express their opinions or questions about material that they do not understand.

After the coaching clinic program was implemented, the mentoring and monitoring phase was carried out at each meeting for two months. Then, the lecturer will help students to deal with the things which hinder them from being able to make journal articles. The final purpose of this is to guide students so that they can complete their journal articles. Similar to this, Rifai (1986) stated that assistance functions include preventing errors from occurring so that unwanted losses do not occur and correcting errors so that the implementation of work does not experience obstacles. Lazarus et al. (1994) asserts that monitoring functions measure the results that have been achieved in implementing the program with measurement tools that have been made and agreed upon, to analyze all monitoring results to be used as material in considering decisions and efforts to improve and improve.

Thus, after mentoring and monitoring by lecturers, students understand their shortcomings in writing journal articles so that they can make better writings and adapt it to the applicable rules. It is apparent from the interviews with students that they were still clueless about the rules for writing journal articles. However, from the observations, the researchers found that students had a good comprehension of writing journal articles after participating in the coaching clinic program. Students are very enthusiastic about participating in the clinical coaching program, they ask a lot of questions during questions and answers as well as during mentoring and monitoring. In addition, 25 scientific articles were collected by students after participating in the coaching clinic program.

The findings above indicate that the coaching clinic program has a positive role in improving students' journal article writing skills.

3.2. Quality of Journal Articles

The quality of articles is the key to the acceptance of publications in journal institutions (Adhikara, Handayani, Jumono, & Darmansyah, 2014; Datta & Jones, 2018; Suiter & Sarli, 2019). The publication of articles in both national and international journals is a necessity for students and universities themselves, because the more articles of research results published in journal institutions, the greater the opportunity for articles to be cited by people around the world. Of course, this will have a positive impact on the institution, including an international recognition of the institution's contribution to the world through research. In addition, research results can be disseminated so that the benefits can be felt by the wider community. However, based on the results of Ibrahim's research (2019) that in producing quality articles many factors influence it, including originality, novelty, and addressing new problems.

In this regard, from 25 journal articles collected by students in the coaching clinic program in terms of article quality, the researchers found that there were still discrepancies in writing journal articles. These discrepancies are described in Figure 1.

Figure 1 shows that the discrepancy in writing student scientific articles with the highest number is in the introduction aspect 60% (15 people). While the discrepancy in the aspects of results and discussion was 24% (6 people), and the least discrepancy was the method with 16% (4 people). While abstract, conclusion, and references. Everything is by the applicable regulations.
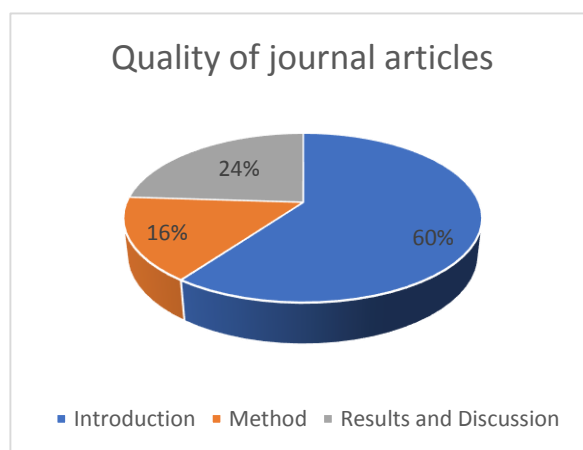

Figure 1 Quality of journal articles.

According to the outcomes of paper examination on 25 articles collected, it was found that the highest discrepancy in writing journal articles was the introduction. Students often do not express the state of the art and the urgency of research and do not support each statement with expert theories. This is in line with the results of interviews with lecturers, that in the preliminary aspect two indicators are often inappropriate, namely novelty in research and completeness of theoretical studies. In addition, he also added that data still found that students were still unable to make a strong background. From one sentence to the next sentence or paragraph, the next paragraph sometimes lacks cohesion and coherence. The former is the relationship between propositions shown clearly through the elements of grammatical and semantics within the sentences which create discussion (Alwi, Hasan, Dardjowidjojo, Hans, & Anton, 2003). Meanwhile, the latter has a connection with the text and factors that are not within the writings; according to individual understanding (Keraf, 1997). Therefore, it is one of the most important, basic, and decisive aspects of discourse. Readers will not find it difficult to comprehend the ideas of the writer in situations where the sentence does not have word placement errors.

Furthermore, the discrepancy that often occurs in writing journal articles is in the aspects of results and discussion. Based on the document study, the discrepancy in writing results and discussion is that students always display data that is less important and not related to the research topic. In addition, research results are always not supported by theories or previous research results that strengthen them.

The last aspect regarding students' discrepancies in writing journal articles is the method. Based on the results of the document study, it was found that the lowest discrepancy when it comes to the process of creating journal articles was the writing method.

In writing methods, students often misinterpret research approaches and methods. Then, the reasons for choosing the research location were explained in an unscientific manner. In addition, the selection of data analysis techniques is often not by the chosen research approach. However, the discrepancy described above can be well justified by students according to the direction and input from the lecturers, so that the article is ready to be submitted to the selected journal institution.

3.3. Volume of Article Dissemination in Journal Institutions

The application of this coaching method can improve students' skills in writing journal articles. This is evidenced by the number of articles that have been successfully submitted and published. Of the 30 students who participated in the coaching clinic, 25 of them were successfully submitted to various scientific journals. Meanwhile, 12 articles have been declared published. In addition, five students did not submit articles to journal institutions. These results are illustrated in Figure 2.

Figure 2 illustrates that as many as 83.3% of students can complete article writing and submit it to the selected journal institution. This shows that students' skills have improved after a coaching clinic and article writing assistance were conducted. In addition, as many as 48% have submitted articles that were successfully published in journal institutions. The number of journal articles published is scattered in various journal institutions with different classes. Meanwhile, according to the outcomes of the interviews, it is found that five students did not submit their journal articles because they clashed with their duties and work so they did not attend the intensive journal article coaching clinic program.

Based on this, the researchers concluded that the coaching clinic can have a positive impact on students. It improves student's comprehension of the process of creating journal articles and change their mindsets about writing, where they will think that writing is easy and fun. It also develops the amount of students' factual and research-based publication.
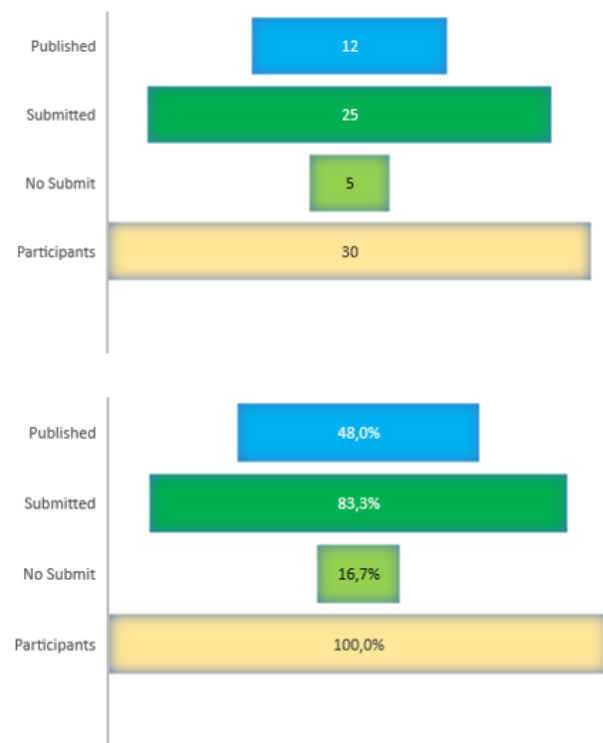

Figure 2 Publication of articles for coaching clinic participant.

4. CONCLUSION

This study explores coaching clinics in improving the abilities and expertise of writing on the postgraduates in Arabic Education Study Program. It was found that the student's writing skills were still lacking. This is due to the lack of experience and understanding of students regarding the techniques of writing scientific articles. Therefore, the Arabic Language Education Study Program at the Universitas Pendidikan Indonesia held a coaching clinic program for journal articles to improve students' writing skills. According to the research outcomes, this particular program was able to improve students' writing skills as seen from the number of articles that were successfully published in various journal institutions that were indexed by SINTA.

Furthermore, this research is still limited to improving the skills of writing journal articles for postgraduate students through the coaching clinic program. Therefore, further research is still needed on improving students' scientific writing skills by using more effective and innovative strategies at every level of education in higher education to obtain a more comprehensive picture.

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