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International Language Literacy: Technical Assistance in Proofreading Scientific Articles for Publication in Accredited Journals

Ibnu Rawandhy N. Hula[1)], Ana Mariana[2)], Muh. Zulkifli Paputungan[3)], Najamuddin Petta Solong[4)]

[1]Language Development Center, IAIN Sultan Amai Gorontalo
[2]Sastra Inggris, Universitas Muhammadiyah Gorontalo
[3]Pendidikan Bahasa Arab, IAIN Sultan Amai Gorontalo
[4]Pendidikan Agama Islam, IAIN Sultan Amai Gorontalo

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Corespondensi Author
Email: ibnurawandi@iaingorontalo.ac.id

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Abstrak. This study aims to explore and analyse the process of technical assistance in proofreading scientific articles and measure its impact on the quality of writing and chances of publication in accredited journals. Technical assistance consists of six stages: (1) Needs Identification, (2) Training, (3) Individual Mentoring, (4) Use of Assistance Tools, (5) Evaluation and Feedback, and (6) Application of Results & Submit Articles. This research uses mixed methods, with data collection through questionnaires and documentation. The study population was 20 students, all of whom were sampled using a purposive sampling technique. The mentoring process involved 2 experts and 3 proofreaders. The results showed that this service activity produced 20 articles that were eligible for submission, with an initial score of 420 (70.00%) increasing to 478 (79.67%) at 78.33%. The articles have been written according to the template, corrected, translated, checked for plagiarism, and submitted to Sinta accredited national journals, with details: 1 article to S-5 journal, 14 articles to S-4 journal, 1 article to S-3 journal, 2 articles to S-2 journal, and 2 articles to international proceedings. This research shows that technical assistance is effective in improving the quality of scientific articles and publication opportunities in accredited journals. The findings can serve as a reference for educational and research institutions in developing similar programmes to increase the productivity of scientific publications

Introduction

International language literacy is an essential skill in academia, where the ability to write and edit scholarly articles effectively is necessary to meet publication standards in accredited journals. It is a common understanding that the quality of scientific writing has a direct effect on acceptance and recognition in the global scientific community. However, many writers, especially from non-native

speaker backgrounds, experience difficulties in conveying ideas in a clear and structured manner, which often results in articles that do not meet publication criteria.[1]

On the other hand, there are significant problems associated with many scientific articles containing grammatical errors, ambiguous ideas, and paragraphs that are not systematic and sequential. These problems lead to a decrease in the quality of writing and reduce the chances of. publication in accredited journals. This indicates a gap in the understanding and application of adequate language literacy among writers. [2]

This research aims to fill this gap by providing technical assistance in the proofreading process. With this approach, this research seeks to improve the quality of scientific articles written by struggling authors, so that they can meet the set academic standards. The rationale of this study is that by improving the exposition and structure aspects of writing, writers will be better able to convey their ideas clearly and systematically, which in turn will increase their chances of publication.[3]

The uniqueness of this study lies in its specific focus on technical assistance in proofreading, which has not been explored in depth in the context of international language literacy. It also makes a novel contribution by integrating theory and practice in supporting academic writers.[4]

The significance of this research is significant, given the increasing need for high-quality scholarly publications in the era of globalisation.[5] By improving language literacy and proofreading skills, this research will not only help individual authors but also contribute towards improving the overall quality of scientific publications, which in turn can strengthen the academic reputation of their institutions.[6]

The purpose of this study is to explore and analyse the process of technical assistance in proofreading scientific articles, as well as measure its impact on the quality of writing and the chances of publication in accredited journals.[7] Technical assistance consists of (1) Identification of needs, (2) Training (3) Individual mentoring, (4) Use of tools, (5) evaluation and feedback and (6) Application of proofreading results and submitting articles. Thus, it is hoped that this research can provide useful insights and solutions for writers and the academic community at large.

Method

This type of service research uses mixed methods. Data sources were obtained through questionnaires and documentation. The population was 20 students, while the sample used a purposive sampling technique, meaning that all populations were sampled. The number of trainers involved two experts in the field of language and Open Journal Systems (OJS), Main Trainer (NN) and Assistance Trainer (IRN) and three proofreaders.

To measure the effectiveness of the technical assistance method in this study, data were analysed in two ways. (1) Qualitative Analysis: (a) conducting interviews with writers before and after the mentoring to gain insight into changes in their perceptions of writing and proofreading skills, (b) conducting focus group discussions to explore writers' experiences during the mentoring process and its impact on their writing. (2) Quantitative Analysis: (a) Questionnaires: Develop a questionnaire that measures various aspects of writing ability before and after mentoring, including grammar, structure, and clarity. Rating Scale: Using a rating scale to assess the quality of the articles based on set criteria, such as coherence, cohesion, and grammatical errors. (b) Draft Comparison: Initial and revised draft analysis: Comparing the draft articles written before and after mentoring, focusing on the improvements made. Count the number of errors corrected and improvements in the structure and flow of the writing.

Expert and proofreader judgement using a Likert scale (5 to 1). This aims to provide an independent assessment of the quality of writing before and after mentoring, as well as directing students to submit corrected articles by following the templates of each journal.

Table 1. Questionnaire Instrument

No	Proofread Indicator	Scale				
		5	4	3	2	1
1	Grammar: Use of correct grammar and proper writing					
2	Body Text: Paragraph structure, and overall content of the article					
3	Clarity: Ease of understanding the idea of the writing					
4	Coherence: Linkages between paragraphs and sentences.					
5	Conformity: Following the template					
6	Article Notation: Citation system, symbols, formulas, tables and figures					
	Total					
	Persentase					

Analyze the results using the following formula:

$$p = \frac{\sum x}{\sum xi} \times 100\%$$

P: Percentage
∑x: Number of respondents' answers in all items
∑xi: The ideal amount of value across items

Table 2. Proofreader Validation Criteria

Likert scale	Validation Interval	Criterion	Follow-up
1	00 – 20 %	Very unworthy/very ungood	Revision
2	21 – 40 %	Not Worthy/Not Good	Revision
3	41 – 60 %	Decent Enough/Good Enough	Revision
4	61 – 80 %	Worthy/Good	Submit
5	81 – 100 %	Very Decent/Very Good	Submit[8]

Table 3. Descriptive Statistical Analysis Techniques

Analysis	Description	Formula
Rata-rata	Calculating the mean score of each question	(Σx) / n
Median	Calculating the centre value of each question	X n+1/2
Modus	Calculating the value that appears frequently in the data	Revision
Standard deviation	Calculating the standard deviation of the distribution of data variation.	√(Σ(x - Mean)^2 / (n - 1))
Variants	Calculating the variance of each question	Σ(x - Mean)^2 / (n - 1)
Min/Max	Calculating the min and max values of each question	
Frekuensi	Percentage each respondent's answer distribution.[9]	

After the data is analysed statistically descriptively, the researcher visualises the data in the form of graphs or histograms.

Results and Discussion

1. Identify Needs:

At this stage, the researcher conducted an initial survey to identify the challenges faced by writers in writing scientific articles. Collecting data on common errors that occur, such as grammatical errors, paragraph structure, and errors in conveying ideas. Before developing the technical assistance programme for editing scientific papers, we conducted an in-depth needs analysis.

The identification results showed that the students needed strong language skills improvement in writing scientific articles for international publication. The challenges faced by the writers included the ability to develop an appropriate article structure, use proper grammar, and select a scientific and cohesive writing style. In addition, we also identified a gap between the authors' abilities and the

publication standards set by reputable journals. Authors often find it difficult to fulfil the formatting requirements, referencing styles, and writing conventions required by international journals. The results of this analysis informed our design of a comprehensive technical assistance programme to meet the needs of our authors.

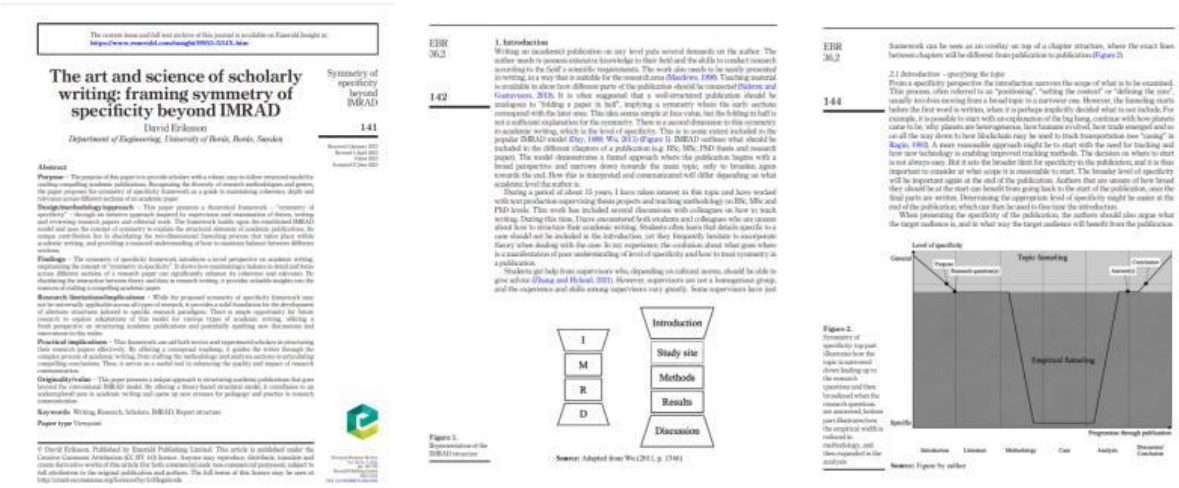
2. Proofreading Technical Training:

The researcher organizes training sessions and workshops on writing and proofreading techniques at this stage. This technique is related to introducing the anatomy of research and the framework of the paper,[10] as presented in the following table:

Table 4. Research Anatomy

Research Anatomy	1	2	3	4	5	6	7
IMRaD	Introduction	Method	Results	and Discussion			
PMRDC	Problem	Method	Results	Discussion	Conclusion		
IBLRMDC	Introduction-	Background	Lit-Review	Method	Discussion	Conclusion	
AIBMRDC	Abstract	Introduction	Background	Method	Results	Discussion	Conclusion

In the proofreading aspect, the training includes material on grammar, sentence structure, and how to structure coherent paragraphs, using examples of articles that have been published as material for discussion and analysis, such as the example article below.



1. Examples of IMRAD Model Article Anatomy

Through this interactive approach, participants are equipped with the ability to write articles that are by international publication standards. The training session also includes proofreading practice to ensure the manuscript is free of grammatical, spelling, and formatting errors. This activity is expected to help authors improve their writing skills and prepare manuscripts that meet the criteria for publication in reputable journals.

Figure 2. Trainer Provides Material in Proofreading Training

3. Individual Mentoring:

At this stage the presenters provide individual mentoring sessions to writers who need help. In these sessions, the mentor will read and proofread the draft article, providing constructive feedback. Authors are encouraged to actively engage in the revision process using a collaborative approach.

As part of our manuscript editing technical assistance programme, we will provide individual mentoring sessions for authors who need more intensive assistance. In these sessions, experienced mentors will read and proofread the draft articles written by the authors. We will provide constructive and specific feedback on aspects such as article structure, grammar, word choice, and writing format. A collaborative approach will be applied, where authors are encouraged to actively engage in the revision process. Writers will be assisted to understand the strengths and weaknesses in their writing and guided in making improvements and enhancements. Through these individual mentoring sessions, we hope to help authors improve the quality of their manuscripts and prepare them for publication in reputable journals.

Figure 3. Individual Mentoring Proofreading Training

4. Use of Tools:

At this stage, trainers introduce proofreading tools and software that can help writers identify errors and improve their writing. Here are links to proofreading tools, among others:

Table 5. Proofreading Tools

Proofreading Tools	Description
1. Quillbot	Quill Bot is an AI-based tool designed to assist writing with features such as paraphrasing, grammar checking, tone analysis, and improved fluency. Quill Bot offers a wide range of tools that can efficiently increase the productivity of writers.[11]
2. Grammarly	Grammarly is a writing tool that helps correct grammar, spelling, punctuation, and more. With the help of AI, Grammarly provides personalised guidance and text generation capabilities to boost your confidence in writing and convey ideas more clearly.[12]
3. Hemingway Editor	Hemingway Editor is a web and desktop app that helps writers simplify their writing style by identifying long, complex sentences and other common mistakes. The app highlights sentences that need to be simplified and helps its users to write more concisely and clearly.[13]
4. ProWritingAid	ProWritingAid is a self-editing tool designed to improve the quality of your writing. It functions as a grammar checker and paraphrasing tool that can be used across popular writing platforms such as Scrivener and Word. This tool is useful for different types of writing, from fiction to academic papers, and helps writers feel more confident in their work.[14]
5. LanguageTool	LanguageTool is an open-source proofreading software, that supports more than 20 languages including English, Spanish, French, German and Portuguese. It not only performs grammar and spelling checks but also offers paraphrasing tools to improve text instantly.[15]
6. PaperRater	PaperRater is a free online tool that offers plagiarism checking, proofreading, and grading for essays and documents. It helps users to detect grammar, and spelling mistakes, as well as assess the quality of their writing. Users can also get detailed reports on vocabulary, grammar, and punctuation.[16]

By mastering the use of these tools, authors are expected to improve the quality of their writing

and ensure their manuscripts are ready for publication in international journals. In addition to providing individual training and mentoring, the technical assistance programme will also introduce various software tools that can help authors identify and correct errors in their writing. Trainers guide students to utilise these technologies effectively so that they can easily detect and correct issues related to grammar, spelling, punctuation, and consistency of writing in Indonesian, such as:

1) Grammarly Bahasa Indonesia: https://www.grammarly.com/blog/bahasa-indonesia/
2) Hemingway Editor Bahasa Indonesia: https://www.hemingwayapp.com/
3) PaD (Perbaiki dan Deteksi): https://pad.kemdikbud.go.id/
4) IndonesiaCheck:https://indonesiacheck.com/
5) PerbaikiTulisan: https://perbaikitulisan.com/
6) Parafrasa.id: https://parafrasa.id/
7) Kurio: https://kurio.co.id/
8) BahasaKita: https://bahasaKita.id/
9) Spinner Id: https://spinner.id/

5. Evaluation and Feedback:

At this stage, the technical training was evaluated so that the students' articles experienced changes in the quality of writing after the mentoring. This stage is conducted through qualitative and quantitative analyses. Collecting feedback from writers about their experience during the mentoring process and its impact on their writing skills.

Table 6. Results of the Initial Stage Article Proofreading Evaluation

No	Nama	1	2	3	4	5	6	Jumlah	Persentase	Follow-up
1	Fitri Gita Cahyani	3	4	3	3	3	3	19	63,33	Submit
2	Akmal Pontoh	3	3	4	4	4	3	21	70,00	Submit
3	Edityah K. Paputungan	3	4	3	3	3	3	19	63,33	Submit
4	Titik Nor Saidah	2	2	3	2	3	2	14	46,67	Revisi
5	Sarwansyah Massi	4	5	4	3	4	3	23	76,67	Submit
6	Nelpia Manangin	4	4	5	4	4	4	25	83,33	Submit
7	Isra Abdurrahman	2	3	2	3	4	3	17	56,67	Revisi
8	Zihan Suleman	2	3	3	3	2	2	15	50,00	Revisi
9	Ros Amelia Liputo	2	2	2	3	3	2	14	46,67	Revisi
10	Fadila Paputungan	3	4	3	3	3	4	20	66,67	Submit
11	Firda Malappo	3	3	3	4	3	3	19	63,33	Submit
12	Arlan Simbala	3	3	3	3	3	3	18	60,00	Revisi
13	Indah Ginoga	3	3	3	3	3	3	18	60,00	Revisi
14	Magfirah Alimuddin	3	4	3	3	3	3	19	63,33	Submit
15	Selvianti Uno	4	5	4	4	5	4	26	86,67	Submit
16	Jabar Loni	4	5	4	5	4	5	27	90,00	Submit
17	Atik M. Sholihah	5	5	4	5	5	5	29	96,67	Submit
18	Nurul A.Damogalad	4	5	4	5	5	5	28	93,33	Submit
19	Hirsan Una	3	4	4	4	5	5	25	83,33	Submit
20	Nur Annas H. Laane	4	4	3	4	4	5	24	80,00	Submit
		64	75	67	71	73	70	420	70,00%	

Description: 1. Grammar 2. Body Text 3. Clarity 4. Coherence 5. Appropriateness 6. Article Notation

Table 6 above shows that out of 20 students, 14 learners scored above average (70%), with a minimum total score of 19 and a maximum of 29. While 6 learners scored below average with a minimum total score of 14 and a maximum of 18. so that 30% of them need further assistance in the form of article revision.

Table 7. Final Stage Article Proofreading Evaluation Results

No	Nama	1	2	3	4	5	6	Jumlah	Persentase	Follow-up
1	Fitri Gita Cahyani	4	4	5	3	3	5	24	80,00	Submit
2	Akmal Pontoh	3	4	4	4	4	4	23	76,67	Submit
3	Edityah K. Paputungan	4	4	3	4	3	5	23	76,67	Submit
4	Titik Nor Saidah	4	3	3	4	3	5	22	73,33	Submit
5	Sarwansyah Massi	4	5	4	3	4	5	25	83,33	Submit
6	Nelpia Manangin	4	4	5	4	4	4	25	83,33	Submit
7	Isra Abdurrahman	4	3	4	3	4	5	23	76,67	Submit
8	Zihan Suleman	3	3	4	3	4	5	22	73,33	Submit
9	Ros Amelia Liputo	3	3	4	3	4	5	22	73,33	Submit
10	Fadila Paputungan	3	4	3	3	3	4	20	66,67	Submit
11	Firda Malappo	4	3	4	4	3	3	21	70,00	Submit
12	Arlan Simbala	3	3	3	3	4	5	21	70,00	Submit
13	Indah Ginoga	3	4	3	3	4	5	22	73,33	Submit
14	Magfirah Alimuddin	3	4	4	3	3	5	22	73,33	Submit
15	Selvianti Uno	4	5	4	4	5	4	27	90,00	Submit
16	Jabar Loni	4	5	4	5	4	5	27	90,00	Submit
17	Atik M. Sholihah	5	5	4	5	5	5	29	96,67	Submit
18	Nurul A.Damogalad	4	5	4	5	5	5	28	93,33	Submit
19	Hirsan Una	4	4	4	4	5	5	26	86,67	Submit
20	Nur Annas H. Laane	4	4	5	4	4	5	26	86,67	Submit
		74	**79**	**78**	**74**	**78**	**94**	**478**	**79,67 %**	

Description: 1. Grammar 2. Body Text 3. Clarity
4. Coherence 5. Appropriateness 6. Article Notation

Table 7 above shows the assessment results of 20 learners on 6 different assessment aspects, with a total maximum score of 30. The six assessment aspects are Grammar, Body Text, Clarity, Coherence, Appropriateness, and Article Notation. From the table, the majority of learners have a good score, with the average overall score reaching 79.67%. The score shows that the average student article is in the worthy/good category and worthy of submitting.

Furthermore, to compare the data of the two tables above, the researcher conducted a quantitative comparison of the aspects of average, median, mode, standard deviation, minimum and maximum values and frequency distribution:

Table 8. Results of Comparison of Initial and Final Proofreading Statistics

Descriptive Statistics

	N	Average	Percentase	Median	Modus	Std. Deviation	Minimum	Maximum	Distribusi frekuensi:
Proofreading Awal	20	21	70,00%	20,5	19	4,1	14	29	14-18: 6 19-29: 14
Proofreading Akhir	20	23,9	79,67%	23	22	3,8	20	29	20-22: 6 23-29: 14
Peningkatan		2,9	9,67%	2,5	4	Menurun	6	-	-

Table 8 above shows the descriptive statistics for the proofreading results at two stages, namely the initial and final stages. In the initial stage, there were 20 participants with an average score of 21, which is equivalent to 70% of the total score. The median score reached 20, while the mode was 19. The standard deviation was recorded at 4.1, with a minimum score of 14 and a maximum of 29. The frequency distribution showed that 6 participants scored between 14-18, while 14 participants scored between 19-29.

In the final stage, the number of participants remained at 20, with the mean score increasing to 23.9, which is equivalent to 79.67%. The median also increased to 23, with the mode at 22. The

standard deviation decreased to 3.8, indicating lower variability in the results. The minimum score at this stage was 20, while the maximum remained at 29. The frequency distribution showed that 6 participants scored between 20-22, and 14 participants scored between 23-29.

An increase in the mean score of 2.9 points, along with a percentage increase of 9.67%, shows significant progress in participants' proofreading skills. The median and mode also showed improvement, while the decrease in standard deviation signalled greater consistency in the results, as seen in the following histogram:

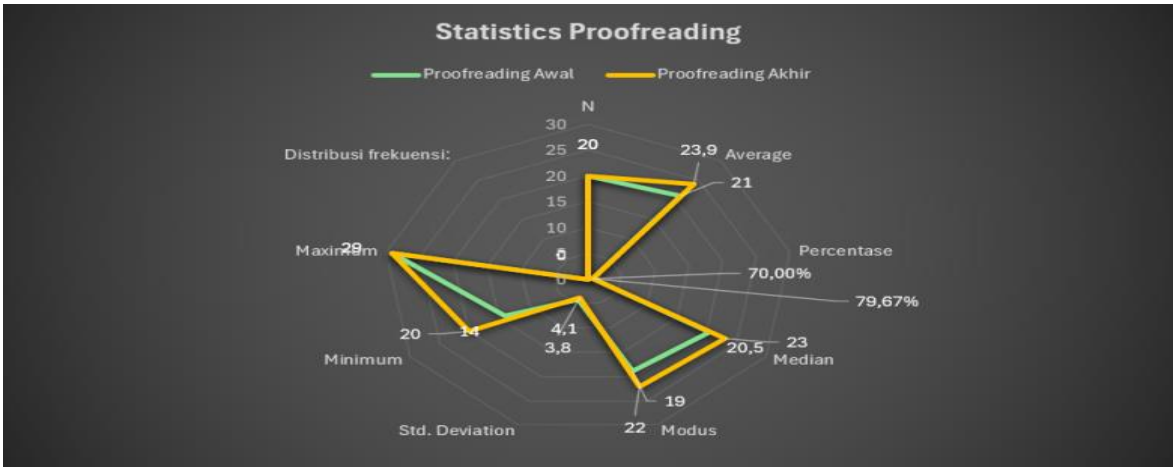


Figure 4. Histogram Proofreading Articles

6. Implementing Results & Submitting Articles:

At this stage, students are required to apply the results of proofreading technical assistance. Next, they are guided to submit the article to the intended journal. Each student first downloads the template of their respective journals, and then puts the research results into the body text. In this process, they need to pay attention to six proofreading indicators and author guidelines and each article has been corrected, translated, and checked for plagiarism in order to comply with the standardisation of national journal publishing. The results of submitting articles from 20 students are listed in the following table:

Table 9. Application of Proofreading Results and Article Submission

No	Name	Type Article	Journal Purpose	Ranking
1	Fitri Gita Cahyani	R & D	Univ Dakka	Proceeding In
2	Akmal Pontoh	R & D	Lisanud Dhad	Sinta 3
3	Edityah K. Paputungan	R & D	Insyirah	Sinta 4
4	Titik Nor Saidah	Quantitative	Ajamiy	Sinta 4
5	Sarwansyah Massi	Quantitative	Al-Uslub	Sinta 4
6	Nelpia Manangin	Quantitative	Ta'rib	Sinta 2
7	Isra Abdurrahman	Quantitative	Loghat Arabi	Sinta 4
8	Zihan Suleman	Quantitative	Shautul Arabiyah	Sinta 4
9	Ros Amelia Liputo	Quantitative	Shautul Arabiyah	Sinta 4
10	Fadila Paputungan	Quantitative	Loghat Arabi	Sinta 4
11	Firda Malappo	Qualitative	At-Ta'dib	Sinta 4
12	Arlan Simbala	Qualitative	At-Ta'dib	Sinta 4
13	Indah Ginoga	Qualitative	At-Ta'dib	Sinta 4
14	Magfirah Alimuddin	Qualitative	At-Ta'dib	Sinta 4
15	Selvianti Uno	R & D	Lisanul Arab	Sinta 4
16	Jabar Loni	R & D	Edulab	Sinta 4
17	Atik M. Sholihah	Quantitative	Univ Dakka	Proceeding In
18	Nurul A.Damogalad	R & D	Naskhi	Sinta 4

19	Hirsan Una	R & D	Ijaz Arabi	Sinta 2
20	Nur Annas H. Laane	R & D	Al-Afidah	Sinta 5

The table shows data on the results of submitting articles from 20 students. The data includes student serial number, name, article type, journal destination, and journal rank. There are three types of articles submitted, namely R&D, Quantitative, and Qualitative. The selected destination journals varied, ranging from Sinta 2 accredited national journals to international proceedings. The most common journal rank is Sinta 4, followed by Sinta 2 and Sinta 5. This data shows that students have chosen journals that are suitable for the type of article and the level of difficulty, with the majority choosing journals with a Sinta 4 rank.[17]

Overall, this table illustrates the diversity of research types and publication journal targets followed by students, which reflects their efforts in developing their research skills and publishing their research results in relevant scientific forums.

Conclusion and Suggestions

Based on the research objectives and the results of the discussion, it can be concluded that in general, International Language Literacy activities in the form of technical assistance in proofreading scientific articles for publication in accredited journals are carried out in six stages: (1) Identification of Needs, (2) Training, (3) Individual Assistance, (4) Use of Tools, (5) Evaluation and Feedback, and (6) Application of Proofreading Results and Submit Articles.

Specifically, this service activity produced 20 articles that were eligible for submission. Each article has been written following the journal template, corrected, translated, and checked for plagiarism. The 20 articles have been submitted to accredited national journals ranging from Sinta 5 to Sinta 2, including two articles submitted to international proceedings.

Statistically, the data shows that there is a significant increase in understanding and applying article proofreading after passing the mentoring stage. The average score increased from 70.00% to 79.67%, so it can be concluded that the technical assistance process is effective in improving the quality of the students' scientific articles at the submit-worthy level, and technical assistance has a positive impact on publication opportunities in accredited journals.

This research makes an important contribution to the development of future service research. First, this research provides a comprehensive technical assistance process model for improving the quality of scientific writing. This model proved effective in helping writers improve the quality of their articles. Secondly, the findings of this study show the importance of support and guidance in increasing the capacity of writers to publish work in accredited journals. This indicates that similar interventions need to be developed to boost academic productivity. Furthermore, this study recommends the application of this mentoring model to other study programmes, so that their writing and work can be published nationally. Thus, the findings and insights from this research can be read and useful for the wider academic community

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