

Mentoring Paraphrasing and Translation Bilingual Scientific Articles to Students in Physics Education Study Program of IAIN Palangka Raya

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ABSTRACT

This community service is conducted to facilitate a mentoring program in paraphrasing and translating scientific works from Indonesian to English for students of the Physics Education Study Program at the State Islamic Institute (IAIN) of Palangka Raya. This initiative addresses the students' need to possess basic skills in paraphrasing and translating Indonesian to English, particularly in the form of academic works, to enhance their access to international scientific discourse. The activity is implemented through mentoring sessions focused on paraphrasing techniques, translation, linguistic nuances, and conventions of academic writing. This collaborative activity between lecturers and students aims to improve paraphrasing and translation skills to foster a deeper understanding of academic works among students. The outcomes of this activity are expected to contribute to the academic and professional development of students, preparing them with the ability to communicate their research findings on a global scale effectively. The paraphrasing and translation mentoring activities are expected to assist students in publishing scientific works in accredited national and international science journals.

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A. Introduction

Indonesia as one of the developing countries has great potential in the world of scientific research and development (Safitri, 2022). However, one of the obstacles faced by Indonesian students is limited English language skills, especially in translating and delivering scientific articles from Indonesian to English (Wahyuningsih, 2021). These limitations can hinder students' access to international scientific literature and also limit their ability to share knowledge with the global scientific community.

The development of English language skills is very important in the current era of globalization. English has become a lingua franca language, which is used in various fields, including in the academic and scientific worlds (Smokotin, Alekseyenko, & Petrava, 2014). Students of the Physics Education Study Program at the State Islamic Institute (IAIN) of Palangka Raya realize the importance of English language skills in accessing and contributing to international scientific discourse.

In this context, the Physics Education Study Program at IAIN Palangka Raya feels the need to provide mentoring and guidance to students in terms of paraphrasing and translating scientific articles from Indonesian to English. This mentoring aims to help students acquire basic skills in conveying

their scientific ideas effectively in English. In addition, paraphrasing mentoring and translating scientific articles are also considered important in preparing students to face the demands of an increasingly global world of work (Azmi, 2022). Many companies and academic institutions are now demanding employees and graduates who can communicate and collaborate with colleagues from different countries to increase and develop knowledge (Murti, Dewi, Dewi, & Atmoko, 2024). Therefore, students need to be equipped with the ability to produce and understand scientific texts in English (Grabe & Stoller, 2020).

Through this assistance, it is hoped that Physics Education Study Program students can increase their self-confidence and skills in communicating effectively in English. Improving communication skills in English is of course closely related to the large amount of vocabulary that must be owned so that you can easily communicate in English because vocabulary is a very important element in the structure of a sentence (Schmitt, Schmitt, & Clapham, 2001). According to research (Utami, 2018) in learning language skills, vocabulary is very important because it helps someone in speaking and communicating. Based on this, the service team also hopes that through this assistance it can help students to produce quality scientific work that is able to compete on the international stage. Apart from providing benefits to students, this assistance is also expected to make a positive contribution to the institution by being able to produce quality scientific work. According to research (Syahrudin, et al., 2021) assisting students regarding plagiarism is an important effort to be able to form students who are able to respect other people's opinions and also improve their high-level thinking skills and have creative thinking in the process of preparing their final assignments so that they are able to provide the best for the institution. With the increasing reputation and quality of the graduates produced, IAIN Palangka Raya can become increasingly known at national and international levels. Apart from that, this assistance can also be a form of institutional contribution in developing quality human resources that are able to compete in the era of globalization.

By paying attention to the importance of paraphrasing and translating scientific articles for students of the Physics Education Study Program at IAIN Palangka Raya, this Mentoring article is compiled to describe the implementation process, the results that have been achieved, and the evaluation of the success of the mentoring program. This article is expected to provide a clear picture of the importance of developing English language skills among students, especially in the context of higher education in Indonesia.

B. Literature Review

Writing scientific work certainly requires certain guidelines and references so that the work complies with existing rules, such as using the correct writing format and the reference sources used. When writing foreign language scientific articles, of course the things that must be paid attention to are related to the use of appropriate sentences, *tenses* and *grammar* so as to produce a good article (Fidhyallah, Pratama, & Agustin, 2023). According to Thornbury (2002) him, without grammar, very little meaning can be conveyed in a conversation or writing and it will be difficult to understand. The large number of translation applications nowadays is of course also very helpful for writers to be able to compose written works in foreign languages with good and appropriate language structure. Some applications that have this feature include Mendeley, Grammarly, and also Google Translate (Khairina, Perdana, & Harahap, 2020). This is certainly a solution for writers, especially final year students, in completing their final assignments and publishing articles in foreign languages.

Language skills are an important part that a writer must have to expand and increase the knowledge he has (Hafidz & Sudarso, 2020). Using appropriate sentences and language will of course produce writing in the form of satisfactory scientific work. Writing is an activity that requires various skills that must be possessed so that the resulting writing can be coherent, more specific and with an

appropriate range of discussion. Writing activities are also closely related to listening and reading activities as a form of literacy which is an important component in writing (Lawelia, Sadat, Suherman, & Maulana, 2022). To be able to develop skills in writing scientific articles, the ability to paraphrase is needed to improve the results. Paraphrasing is a method that can be used to recreate a new sentence without changing the meaning of the sentence. This method aims to make it easier for readers to understand the reading because it has been simplified beforehand (Nashihuddin, 2017). Paraphrasing is very necessary in the process of writing scientific papers because it can help to avoid plagiarism in a written work. Plagiarism is a term that is usually used when someone takes someone else's work and claims the work as their own or personal property (Fidhyallah, Pratama, & Agustin, 2023). So it can be concluded that students must have the ability to translate articles in foreign languages and have paraphrasing skills in order to help reduce the level of plagiarism in their scientific papers.

C. Method

Facing the difficulties of paraphrasing and translating scientific articles from Indonesian to English, the service team offered the following solutions:

1. Fostering student understanding of what student scientific publications are and why students are required to do scientific publications,
2. Improve the ability to write scientific articles through Mentoring and scientific article writing training that explains the format of writing scientific articles, the difference in format with a thesis, and how to turn a thesis into a scientific article,
3. Provide tips and tricks for finding scientific journals as a forum for publishing scientific articles for students,
4. Introducing applications, paraphrasing, and translation techniques to students,
5. Providing personal mentoring to students who are writing scientific articles on thesis research results to be published.

The design of Mentoring is expected to improve students' abilities related to the following:

1. Develop interest in scientific publications for students, especially senior-year students who have prepared a thesis,
2. Improve students' ability to write scientific articles, especially scientific articles from thesis research,
3. Improve students' ability to utilize applications, paraphrase techniques, and translate all parts of scientific articles from citation writing to bibliography,
4. Increase the number of publications of scientific articles on a national and international scale in English.

The implementation of Mentoring Paraphrasing and Translation of Scientific Articles from Indonesian to English for students of the Physics Education Study Program at IAIN Palangka Raya involves several important stages to achieve the desired goals. These stages are carefully designed to ensure the effectiveness and success of the mentoring program. The following are the stages of implementing the PKM Activities:

1. Planning

Planning is a very important initial stage in the implementation of PKM mentoring activities. At this stage, an analysis of student needs, identification of available resources, goal setting, and the formation of an implementation team are carried out. The implementation team must consist of lecturers who have expertise in the fields of English, paraphrasing, translation, writing, and publication of scientific articles and have experience in guiding students.

2. Preparation of Materials and Methods of Mentoring

After planning, the next step is to compile materials and mentoring methods. The mentoring material is designed in such a way that it suits the needs and level of understanding of students. Materials may include paraphrasing techniques, translation, use of dictionaries and online resources, as well as guides for writing scientific articles in English. The mentoring method used is in the form of paraphrase theory and translation sessions, group discussions, and direct practice in translating and paraphrasing scientific texts.

3. Introduction and Orientation

At this stage, an introduction and orientation were carried out to students regarding the objectives and benefits of PKM mentoring activities. Students are also given an understanding of the stages that will be passed during PKM mentoring activities. In addition, rules and regulations that must be followed while participating in PKM mentoring activities were also conveyed.

4. Implementation of Mentoring

The implementation of PKM mentoring activities is carried out according to a predetermined schedule. Each mentoring session is focused on discussing certain materials and techniques that are relevant to students' abilities. Accompanying lecturers provide explanations, examples, and exercises to students to improve their understanding and skills in translating and paraphrasing scientific texts.

5. Evaluation and Feedback

The evaluation stage is carried out to see the progress and achievements of students during the mentoring PKM activities. Evaluation is carried out through direct observation by accompanying lecturers. Each student is also given feedback on the advantages and disadvantages of their works so that they can make improvements and improvements in the future.

6. Additional mentoring

If needed, students can get additional mentoring from supervisors outside of mentoring sessions which aim to provide special mentoring to problems faced by students in translating and paraphrasing scientific articles.

7. Paraphrasing and translation results

After completing all stages of PKM mentoring activities, students are asked to show the results of translation and paraphrasing during PKM activities. This report is then evaluated by accompanying lecturers and can be taken into consideration for publication in scientific journals or seminars at both national and international levels.

8. Overall Evaluation

The last stage is an overall evaluation of the entire process of implementing PKM mentoring activities. This evaluation includes an analysis of the success of achieving goals, the effectiveness of mentoring methods and materials, as well as feedback from students and supervisors. The results of this evaluation can be input for future improvements and improvements.

By following the above stages in a systematic and structured manner, it is hoped that Mentoring of paraphrasing and translating scientific articles for students of the Physics Education Study Program at IAIN Palangka Raya can provide maximum benefits in developing paraphrasing and bilingual translation skills and improve the quality of their scientific work.

D. Results and Discussion

On February 20 and 21, 2024, paraphrase mentoring activities and translation of scientific articles from Indonesian to English were carried out for students of the Physics Education Study Program at IAIN Palangka Raya. This activity was held online through a virtual platform involving two lecturers from the Faculty of Tarbiyah and Teacher Training (FTIK) IAIN Palangka Raya, namely Zaitun

Qamariah, M.Pd (lecturer of English Tadris Study Program) and Hadma Yuliani, M.Si., M.Pd (lecturer of Physics Education Study Program). The description of the activities is as follows:

Activity Preparation

Before the implementation of the activity, careful preparation was carried out by the two accompanying lecturers. Learning materials are structured based on an understanding of student needs and focus on paraphrasing techniques and translating bilingual scientific articles. Zaitun Qamariah, M.Pd prepared material on paraphrasing techniques and translation of scientific articles, while Hadma Yuliani, M.Si., M.Pd prepared material on scientific article publication strategies.

Implementation of Activities

The mentoring activity was carried out for two days with the duration of each session of 100 minutes each day. On the first day, Zaitun Qamariah, M.Pd led the first session by discussing paraphrasing techniques and translating scientific articles. In this session, students are given an in-depth understanding of the concepts of paraphrasing and translation and are given practical examples to improve their skills in translating and paraphrasing scientific texts.

Conclusion
 Contains conclusions with extensive deprivation of the discussion of research results that are written briefly and clearly, showing clarity of the contribution of findings, sparking new theories and the possibility of developing research that can be done in the future. Theoretical and practical implications written in flowing paragraphs.

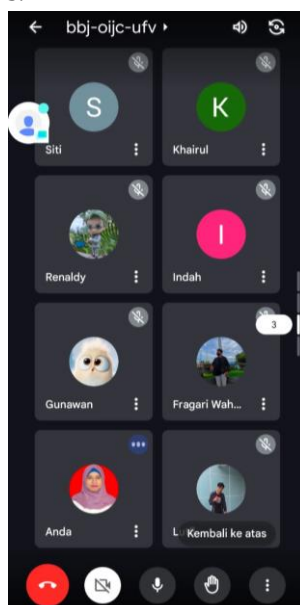


Figure 1. Explained the material on the strategy of publishing scientific articles

Meanwhile, in the second session of the first day, Hadma Yuliani, M.Si., M.Pd explained the material on the strategy of publishing scientific articles shown in figure 1. In this session, students are given an understanding of practical steps in publishing their scientific articles both in national and international journals. The material presented includes the journal selection process, effective abstract writing, and strategies to increase the visibility of scientific articles.

The second day of the activity began with an advanced session on paraphrasing techniques and translating scientific articles by Zaitun Qamariah, M.Pd. In this session, students were allowed to practice directly by reading scientific texts in Indonesian and trying to translate and paraphrase the text into English. Mentors provide individual feedback and guidance to each student to help them understand the techniques taught.

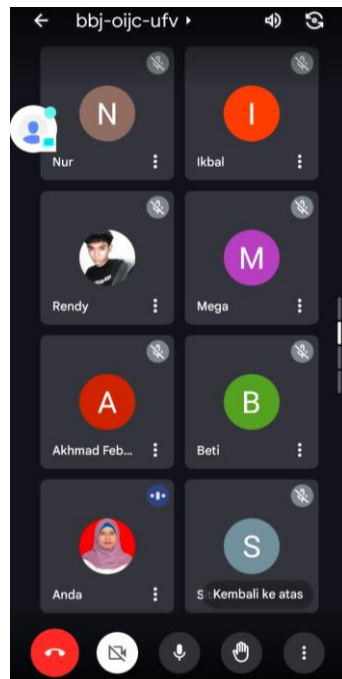


Figure 2. Strategies for publishing scientific articles

The last session of the activity was filled again by Hadma Yuliani, M.Si., M.Pd with a focus on introducing strategies for publishing scientific articles in the form of scientific presentations and conferences shown in figure 2. Students are given an understanding of the importance of participating in scientific conferences as a means to present their research results to the scientific community and expand academic networks.

Student Interaction and Engagement

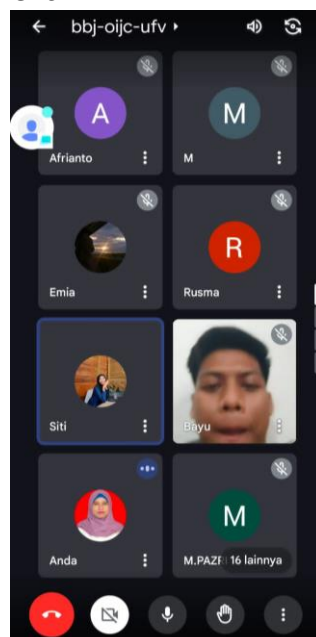


Figure 3. Discussion with participants

During the activity, students showed high enthusiasm in participating in each session. They actively ask and discuss the material presented and share their experiences and understanding of

scientific work shown in figure 3. The interaction between the mentors and students went smoothly, and students felt comfortable in getting guidance and feedback from both lecturers.

Evaluation and Feedback

After completing the activity, an evaluation was carried out by the two accompanying lecturers on the progress and achievements of students during the mentoring activity. Feedback is also given to students to help them correct weaknesses and improve their skills in translating and paraphrasing scientific articles. Students are also allowed to provide input and suggestions for improving future activities.

Results and Impact of Activities

This mentoring activity has a positive impact on students in developing their English skills and increasing their understanding of the process of writing scientific articles. Students become more confident in translating and paraphrasing scientific texts, as well as gaining a better understanding of scientific article publication strategies. In addition, this activity also has a positive impact on the two accompanying lecturers in developing teaching skills and supporting the development of research and scientific publications within IAIN Palangka Raya.

E. Conclusion

Paraphrase mentoring activities and scientific article translation for students of the Physics Education Study Program at IAIN Palangka Raya have had a significant impact on developing English language skills and improving the quality of their scientific work. Based on the implementation of these activities, several important points can be concluded:

1. **Improving English Language Skills:** This mentoring activity helps students improve their ability to translate and paraphrase scientific texts from Indonesian to English. Through intensive practice and guidance, students become more skilled in mastering translation and paraphrasing techniques.
2. **Deeper Understanding of the Process of Writing Scientific Articles.** Students gain a better understanding of the process of writing scientific articles, including the conventions of writing and the structure of scientific texts in English. They become more skilled in structuring and conveying their ideas effectively in the form of scientific work.
3. **Increased Self-Confidence:** This activity also has a positive impact on students' confidence in using English in an academic context. They become more confident in communicating and sharing knowledge with the global scientific community.
4. **Increased Awareness of the Importance of Scientific Publications:** Through sessions on scientific article publication strategies, students gain a deeper understanding of the importance of publishing their research results in scientific journals and conferences. They become more motivated to actively participate in scientific publication activities.
5. **Active Student Engagement:** During the activity, students showed active involvement and high enthusiasm in participating in each session. They actively ask questions, discuss, and share experiences, thus enriching the learning process.

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