

EFL TEACHERS AND STUDENTS' VIEWS OF USING MENDELEY AS REFERENCE MANAGEMENT TOOL IN ACADEMIC WRITING

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Abstract: Mendeley as one of the reference managers today is widely used by academics in the process of writing scientific papers. This study aims to explore the perceptions of EFL teachers and students regarding the use of Mendeley as a tool in supporting the process of writing scientific papers. The EFL students involved in this study were 25 final-year students of the English Education Department, IAIN Sultan Amai Gorontalo, while 15 EFL teachers were also the subject of this study. Perception data from the two subjects were taken using a self-completion questionnaire and interview guidelines. Perception data was then analysed descriptively, quantitatively and qualitatively. The perceptions of students and EFL Teachers regarding Mendeley as a management reference tool in writing scientific papers can be said to be positive. This is proven by the benefits of Mendeley for writing, which is necessary to support the writing process. Several journals that require articles using Mendeley are also essential for EFL Teachers in adjusting article templates to the intended journal. This positive implication needs to be followed up as a policy within the English Education Department of IAIN Sultan Amai Gorontalo in the future.

Keywords: *Mendeley; Reference Manager Tool, EFL Teachers, Students Perception, Academic Writing*

INTRODUCTION

The development of technology currently mushrooming in use and benefits is also felt in the realm of publication and writing (Cope et al., 2011; TEAL Center Fact Sheet, 2020). Reference management software plays an essential role in supporting academic writing. The term reference management software (RMS) is used to designate tools that automate the drafting of academic papers and ease the maintenance of bibliographic databases (Nitsos et al., 2022). These tools can also

be described using other terms, such as bibliographic (management) software (East, 2003; Fitzgibbons & Meert, 2010) and citation management software/tools (Emanuel, 2013; Kathleen Kern & Hensley, 2011). It allows users to maintain databases and automatically generate bibliographies, which can save much time (Basak, 2014). This is particularly important in academic writing, where proper referencing and citation is crucial. The software also allows users to easily format references and bibliographies according to the specific style required by their publication (Kali, 2016; Kratochvíl, 2017).

Overall, reference management software is a valuable tool for academicians looking to improve their academic writing process. One of the software that is much loved for its use in writing is Mendeley. Mendeley is an automatic reference (Speare, 2018) and metadata extraction software (Emanuel, 2013) that can be operated through the Mendeley Desktop and social networks, as well as an academic reference engine that can also be operated through the Mendeley Web (Patak & Akib, 2015). From this definition, the authors briefly conclude that Mendeley is software that can help writers or researchers manage references that are referred to automatically, without having to bother typing a bibliography manually in the form of books or research articles. Mendeley among students is certainly very useful for those who are completing a final project in the form of an undergraduate thesis, thesis or dissertation. This application also helps researchers or scientists develop their social networks because one of the interesting features offered is social media.

Not only among students, academics such as teachers also feel helped by Mendeley. The automation of references and citations offered by this application is an advantage and feels very useful compared to several decades ago, when citation and reference writing was still manually typed and required time and accuracy to avoid citation errors. This citation error can lead the author to plagiarism, which is detrimental to the author himself.

Previous studies on this topic have been carried out by many previous researchers such as (Basri & Patak, 2016; Neri et al., 2003; Nitsos et al., 2022; Patak et al., 2016; Salija et al., 2016; Ugm & Line,

n.d.). The results of the study mostly revealed that students thought that the use of Mendeley in writing scientific papers in the form of theses or theses offered convenience in the process of citing and taking reference sources from articles in National and International scientific journals. The confirmation of the research results only focuses on the perceptions of students who are undergoing or compiling scientific writings in the form of undergraduate theses and theses, but not many have explored the perceptions of lecturers as lecturers and supervisors of undergraduate thesis writing as well as active journal article writers.

The importance of using Mendeley and several other management references such as Word references, Refworks, End Notes and Zotero are also often required as one of the mandatory tools when submitting writing in a scientific journal today (Chawla, V., Gupta, 2017). So that the use of the reference management tool above, especially Mendeley, in writing scientific articles should be a common thing to do by all academic circles today. However, in practice, the use of this software also for some academics does not get attention and even seems to refuse to use it.

The main reason is the use of complex technology and they are not used to using it, especially among students and lecturers at IAIN Sultan Amai Gorontalo. However, of course, this needs further study to see what the perceptions of students and lecturers are about using Mendeley as a Reference Management Tool in writing scientific papers. Therefore, the purpose of this research is formulated as follows:

1. How are EFL students' perceptions of using Mendeley as a Reference Management tool in writing scientific papers in the form of undergraduate theses?
2. How are EFL teachers' perceptions of Mendeley as a Reference Management tool in writing scientific papers?

1. Research Method

Research Design

The researcher employed the concurrent mixed-methods design whereby both quantitative and qualitative data were collected at the same time during the research study. The researcher used two main data collection methods: a self-completion questionnaire and semi-structured interviews. Combining quantitative and qualitative data collection methods will likely provide "an expanded understanding of research problems.

Participants

This study involved 25 final-year students and 15 EFL teachers at the English Department of IAIN Sultan Amai Gorontalo. The selection of research subjects was based on initial information regarding Mendeley's knowledge as a reference manager tool when producing scientific papers in the form of undergraduate theses for final semester students and scientific articles for lecturers.

Instruments and Data Analysis

The instruments used are questionnaires and interview guides about the perceptions of students and teachers on the use of reference management tools in writing scientific papers in the form of thesis for students and research articles for lecturers. Questionnaires were distributed via Google Form and interviews were conducted face-to-face with teachers. Even though the questionnaires were distributed via google forms, they were distributed and filled out directly in the classroom. The questionnaire results were analysed by making percentages and interpreting. Meanwhile, the interview results were coded, interpreted and then narrated.

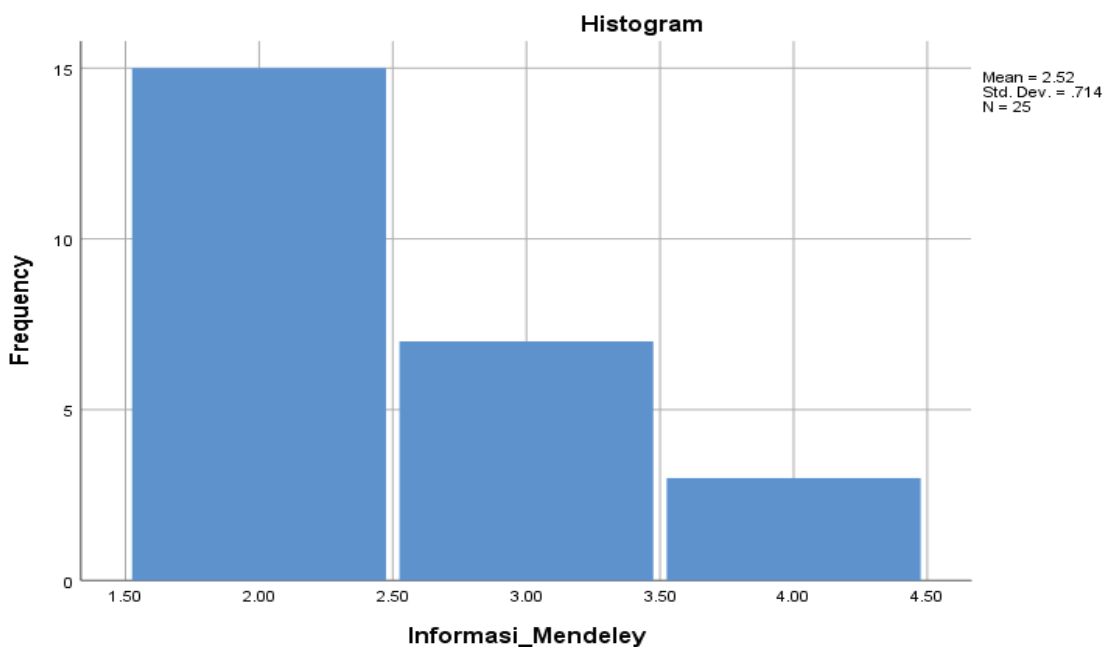
2. Findings and Discussion

The Opinions of Students Regarding the Use of Mendeley

The initial part of the study consisted of the researcher investigating students' views regarding using Mendeley when writing their undergraduate theses. Respondents were invited to offer information in the first section of the disseminated questionnaire, which inquired about the period during which Mendeley was first known about and utilised. Information regarding when Mendeley is known about and utilized may be depicted in the following figure, which was derived from the findings of the questionnaire:

Tabel & Histogram 1. Information of Mendeley Using

Information of Mendeley Using					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	When Getting a Research Methodology Course	15	60.0	60.0	60.0
	After the Proposal Examination	7	28.0	28.0	88.0
	After Getting Training	3	12.0	12.0	100.0
Total		25	100.0	100.0	

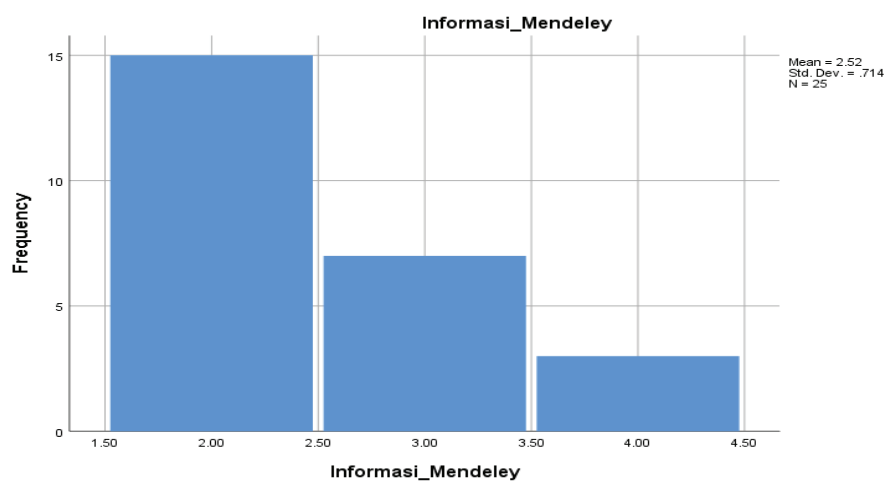


From the table and histogram regarding information about Mendeley, it can be said that out of a total of 25 respondents, 15 respondents, or around 60% of the total respondents, answered that Mendeley was heard for the first time while attending the Research Methodology course. Seven respondents stated that Mendeley was new to them after the Proposal Examination and the remaining

three respondents answered that Mendeley was heard for the first time after they received training conducted by the research team. Furthermore, regarding the use of Mendeley when preparing a student thesis. In this question, respondents were asked to answer when they started using Mendeley in preparing their thesis. These results are illustrated in the following table and histogram:

Table & Histogram 2. Mendeley Using

Mendeley Using					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	After the Proposal Examination	4	16.0	16.0	16.0
	After Getting Training	21	84.0	84.0	100.0
	Total	25	100.0	100.0	



The data above provides information that most students begin to operate Mendeley in preparing their thesis after receiving training organised by the research team. From a total of 25 respondents, only four people answered that they had started using Mendeley after the proposal exam.

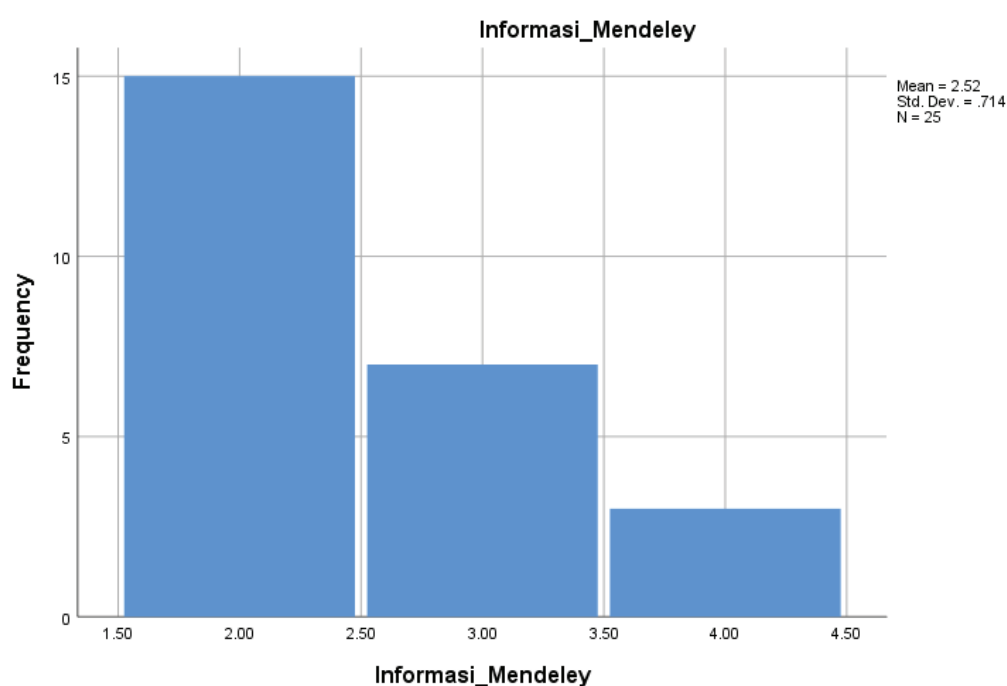
From the two initial data above, it can be analysed that the information about Mendeley and its use in the process of preparing the thesis is not very synchronised, because students had known Mendeley since sitting in semester six when they

received the Research Methodology course, but its use was only in semester seven or after taking the proposal exam and even most of the new respondents started using it actively after receiving training on its use held by the research team.

Next, students are asked about the ease of operating Mendeley, from the time of registration to the practice of writing citations using this tool. The data is accumulated in the following table and histogram:

Table & Histogram 3. Ease of Using Mendeley

Mendeley's Ease of Use				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very easy	7	28.0	28.0
	Easy	16	64.0	92.0
	Difficult	2	8.0	100.0
	Total	25	100.0	100.0



The data in the table and histogram above provide information that 16 respondents or around 64% of respondents, stated that Mendeley's operation was relatively easy, in fact, there were seven respondents who stated that Mendeley was very easy to operate and two other respondents stated that it was difficult, but the level of difficulty here is only felt during the registration and Mendeley installation process onto each student's laptop. This can be seen during the training process, where there were still

two people who were late in the process of starting Mendeley on their laptops due to problems with the registration and installation processes.

Next, respondents were asked to answer questions about comparisons between Mendeley's management tools and others. This data is displayed in the following table:

Table 4. Types of Use of Reference Management Tools

Mendeley					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, Know	25	100.0	100.0	100.0
Zotero					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Don't know	18	72.0	72.0	72.0
Valid	Yes, Know	7	28.0	28.0	100.0
	Total	25	100.0	100.0	
EndNote					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Don't know	21	84.0	84.0	84.0
Valid	Yes, Know	4	16.0	16.0	100.0
	Total	25	100.0	100.0	
RefWorks					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Don't know	25	100.0	100.0	100.0

From the data above it can be seen that, students' knowledge of various types of references and their use is dominant to Mendeley. It was also confirmed from the results of the training that a management tool that is easy to operate and has advantages for mutual interaction is using Mendeley.

This convenience is also illustrated in the following data, which is to see whether Mendeley was used in the thesis writing of the participants or respondents. This data is described in the following table:

Table 5. The Use of Mendeley in Thesis Writing

		Frequency	Percent	Valid Percent	Cumulative Percent
	Yes, All References Using Mendeley	23	92.0	92.0	92.0
Valid	Not All References Use Mendeley (75%)	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

This table illustrates that 92% percent of students use Mendeley in the process of writing their thesis and another 8% use Mendeley only 75% of the total references used. This indicates that Mendeley is a reference management tool that really helps students in the process of writing their thesis. This is also confirmed by this year's student thesis already using Mendeley.

Apart from being used for the preparation of thesis, Mendeley is also used in detail by students for various purposes. This data is also asked to students about what are the specific purposes of using Mendeley. This data is tabulated in the following table:

Table 6. Specific Purpose of Using Mendeley

Purpose	Respond	Percentage
Manage bibliography/references	25	100%
Looking for Reference/Citation Sources	23	92%
References Sharing	20	80%
Group Discussion	12	48%
Research Collaboration	6	24%
Make Notes	15	60%

Purpose	Respond	Percentage
Browse Articles and Meta Data	25	100%
As a private library	25	100%
Changing the Shape of the Citation Style	3	12%
Seeking Research Funding	0	0%
Look for Research Group Networks from outside the institution	2	8%

The table above illustrates what the students' goals are, in this case the respondents use Mendeley specifically. From the research team's search, it was found that there were various objectives that received various responses from respondents. From the above results, it is found that there are still several objectives whose response rate is below 50%. However, this is reasonable, because the use of Mendeley in general is only limited to collecting and managing references that are automatically done by machines, so researchers do not waste much time writing them manually again. This is also felt by the respondents, where the use of Mendeley is only limited to managing, citing and storing articles and metadata needed to complete the list of references used by respondents in preparing their thesis.

The next data is about what are the benefits of using Mendeley in the process of preparing student thesis:

Table 7. Benefits of Using Mendeley

Benefits	Respond	Percentage
Save Time	25	100%
Easy to quote	24	96%
Easy access to references	22	88%
Easily manage the list of references used	24	96%

Benefits	Respond	Percentage
Huge Storage and Free	25	100%

The benefits felt by respondents after using Mendeley in their thesis are described in the table above. There are at least five main benefits for students and/or other researchers in using Mendeley as a reference management tool. Data indicated that students typically experience five advantages while working on their theses. Besides these, there are numerous other potential benefits.,

The latest data is about the use of Mendeley in student thesis for the following year by including it in the writing guidelines at the English Education Study Program. This data is described in the following table:

Table 8. The Use of Mendeley in Future Student Undergraduate Thesis

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes, Agree	25	100.0	100.0	100.0

In the table above it can be stated that all respondents who are in the final semester of this study agree to use Mendeley in student thesis in the following semester and also suggest inclusion in the thesis writing guidelines in English Education Study Program. The use of Mendeley is highly encouraged for students working on their thesis and should be included in the Research Methodology courses offered by the Study Program. This will help ensure that the results of research and student scientific papers are based on Mendeley, reducing the risk of plagiarism through proper referencing.

Perception of EFL Teachers on Using Mendeley

There were 15 teachers involved in this interview session. Furthermore, the mention of these 15 teachers is symbolized by the letter “T” and followed by a number to indicate the sequence. This was done to make it easier for the research team to narrate the results of the interviews. Data regarding teachers’ perceptions were taken using interview techniques with the following results:

Q1. Do you use Mendeley as a citation tool?

Fourteen teachers stated that they have been using Mendeley as reference management in writing scientific papers. While one person did not use it at all. Five teachers have had Mendeley accounts and installed Mendeley desktop since 2018. Four teachers did the installation in 2020 and five others just used it in 2021. Meanwhile, one other teacher didn’t use Mendeley. The following are excerpts from the answers of lecturers in the English study program when the research team asked question number one.

Table 9. EFL Teachers’ Responses to Q1

ID.	Teachers’ Responses	Translation
T1	Mendeley saya sudah gunakan sejak menyelesaikan tugas-tugas kuliah S3 pada sekitar tahun 2018 silam.	I have been using Mendeley since I completed my S3 coursework around 2018.
T2	Pertama kali saya menginstalasi dan membuat akun Mendeley kalau tidak salah pertengahan tahun 2020.	The first time I installed and created a Mendeley account was around mid-2020, if I’m not mistaken.
T3	Iya, saya juga saat corona mengganas di tahun 2020 lalu.	Yes, I also started using it when the COVID-19 pandemic was spreading in 2020.

ID.	Teachers’ Responses	Translation
T4	Saya sejak tahun 2018 so pake Mendeley.	I have been using Mendeley since 2018.
T5	Saya pertama kali tahu mengenai Mendeley saat ada webinar mengenai Mendeley tahun 2020, sehingga sesaat setelah...	I first learned about Mendeley during a webinar in 2020, and shortly after the webinar, I installed Mendeley on my laptop.
T6	saya barusan 2021 kemarin aktif menggunakan Mendeley.	I became active in using Mendeley in 2021.
T7	Saya sampai saat ini masih nyaman menggunakan sitasi dari google scholar langsung dan belum menggunakan alat sit...	Until now, I am still comfortable using direct citations from Google Scholar and have not used any citation management tools.
T8	2018 awal saya sudah pernah menggunakannya, namun sempat beberapa bulan tidak menggunakan, sebelum akhirnya saya ...	I had used it since the beginning of 2018 but stopped using it for a few months before finally actively using Mendeley until now.
T9	Saya juga sudah menggunakan Mendeley sejak 2018 dan Endnote.	I have also been using Mendeley and Endnote since 2018.
T10	Saya sudah tahu Mendeley saat menyelesaikan tesis saya, namun baru aktif menggunakannya pada awal tahun 2018.	I knew about Mendeley when I was finishing my thesis, but only started using it actively at the beginning of 2018.
T12	Saya mulai menggunakan Mendeley pada tulisan pertama saya di tahun 2020.	I started using Mendeley on my first writing in 2020.
T13	Baru tahun 2021 kemarin saya mulai aktif mempelajari dan menggunakannya.	It was only in 2021 that I began actively learning and using it.
T14	Iya, saya baru paham bahwa Mendeley sangat penting untuk mempermudah sitasi saat editor mengomentari artikel saya ...	Yes, I just realized how important Mendeley is in facilitating citations when the editor commented on my article in 2021.
T15	Benar, saya juga baru aktif menggunakan di pertengahan tahun 2021 kemarin saat mengikuti webinar	

Q2. How important is Mendeley in producing scientific papers?

Thirteen teachers stated that the use of Mendeley in the process of writing scientific papers is very important. Using Mendeley not only makes it easier to cite references but also makes it easier to find writings on the Mendeley website. While two lecturers stated that the use of Mendeley was

ineffective because there was meta data that had to be changed if it did not match the reference writing style requested by a journal. The teacher prefers to cite directly on Google Scholar. The following is an interview excerpt for question number 2:

Table 10. EFL Teachers' Responses to Q2

ID	Teachers' Responses	Translation
T1	Mendeley sangat memudahkan saya dalam mengatur referensi	Mendeley has made managing references very easy for me
T2	Mendeley memberi kemudahan bagi saya untuk memilih referensi dan style sitasi	Mendeley has made it easy for me to select references and citation styles
T3	Mendeley sangat membantu dalam penulisan artikel	Mendeley has been very helpful in my article writing
T4	Mendeley menyediakan ribuan artikel yang bisa didownload pada website bahkan bisa mencarinya dari desktop Mendeley sendiri, sehingga sangat memudahkan dalam proses penulisan artikel	Mendeley provides thousands of articles that can be downloaded from its website and even searched from the Mendeley desktop, making the article writing process very convenient
T5	Otomatisasi kutipan yang gampang dioperasikan, tinggal klik klak, jadi deh kutipannya	Easy-to-operate citation automation, just a click away, and the citation is done
T6	Setelah mengenal Mendeley saya sangat terbantuan dalam menulis beberapa artikel saya	After getting to know Mendeley, it has greatly assisted me in writing several of my articles
T7	Penggunaan Mendeley kurang begitu penting buat saya, soalnya banyak metadata yang kurang lengkap bahkan salah, sehingga ribet harus memperbaikinya secara manual lagi, kalau dari google sudah pasti benar	The use of Mendeley is not very important for me because there is a lot of incomplete or even incorrect metadata, making it troublesome to fix it manually, whereas Google is definitely more accurate
T8	Tidak hanya proses kutipan yang mudah, Mendeley sangat membantu saya untuk menyimpan dan membacanya lewat desktopnya	Not only is the citation process easy, but Mendeley has also greatly helped me in storing and reading them through its desktop
T9	Punya perpustakaan pribadi yang bisa menyimpan artikel dan bisa dibaca kapan saja, sehingga memudahkan saya menulis atau mengutip dari berbagai sumber	Having a personal library that can store articles and can be read at any time, making it easy for me to write or cite from various sources
T10	Versi Mendeley terbaru membuat Mendeley jadi makin ribet digunakan, karena harus meminta akun Microsoft untuk bisa di add in pada word, tidak hanya itu, ternyata ada beberapa style sitasi yang belum support	The latest version of Mendeley has made it more complicated to use, as it requires requesting a Microsoft account to add it to Word, and also, some citation styles are not supported

T11	Sangat penting bagi saya, soalnya saya merasakan betul kemudahan sitasi dan memilih gaya sitasi sesuai dengan template jurnal yang dituju saat submit artikel	Very important for me, because I truly feel the ease of citation and selecting the appropriate citation style according to the journal template when submitting an article
T12	Sangat penting bagi kalangan dosen saya rasa, karena gratis dan mudah dioperasikan	Very important for lecturers in my opinion, because it is free and easy to operate
T13	Menurut saya, Mendeley sangat penting untuk dimiliki oleh peneliti saat ini, lagi-lagi kemudahan dalam proses pencarian referensi dan pengutipannya.	According to me, Mendeley is very important for researchers to have nowadays, once again for the ease in searching references and citing them.
T14	Sangat penting, buktinya hampir setiap jurnal yang saya temui, panduan penulisannya meminta untuk menggunakan Mendeley.	Very important, evidenced by almost every journal I encounter, its writing guide requires the use of Mendeley.
T15	Penting dan harus, karena Mendeley memudahkan penulis dan editor jurnal untuk mengidentifikasi kesesuaian kutipan dan daftar Pustaka.	Important and necessary, because Mendeley facilitates writers and journal editors in identifying the compatibility of citations and reference lists.

Q3. What problems did you encounter while running Mendeley?

The main obstacle faced was the installation and citation process with incomplete article meta data. The 10 teachers who used to use Mendeley still use Mendeley desktop, so there are still difficulties in citing more than one reference, besides that the citation pages are also sometimes not listed automatically making it difficult for them to input pages on the reference sources used. Five teachers stated that it was easy to use and thought they had no problems at all. Here are the quotes from the teachers in response to the third question:

T1, T2, T6, T9, dan T14 kompak menjawab tidak mengalami kendala yang berarti dalam menjalankan Mendeley selama ini, T1 bahkan menggunakan dua aplikasi Mendeley sekaligus, versi Desktop dan versi MRM (Mendeley Reference Manager) (T1, T2, T6, T9, and T14 provided concise answers indicating that they have not experienced significant difficulties in using Mendeley thus far. In fact, T1 even uses two Mendeley applications simultaneously, the

Desktop version and the Mendeley Reference Manager (MRM) version). *Selain itu 10 guru lainnya menyatakan agak kesulitan, namun tidak begitu berarti, karena mereka bisa bertanya kepada teman dosen lainnya* (In addition, 10 other teachers stated that they experienced some difficulties, but they were not significant, as they could ask other fellow teachers for help). *Khususnya T7 menyatakan bahwa menggunakan Mendeley bagi dia hanya menambah urusan, selain metada data yang menurutnya banyak yang tidak lengkap, Mendeley versi dekstop atau bahkan MRM agak sulit dioperasikan, mklum saya agak gaptek angkat T7 saat diwawancarai* (In particular, T7 stated that using Mendeley for him only adds to his workload, in addition to metadata that he believes are incomplete. Mendeley desktop or even MRM is somewhat difficult to operate, understandably because T7 is not very familiar with technology as mentioned during the interview).

Q4. Do you require your students to use Mendeley?

Nine teachers from the beginning knew how important using Mendeley was in facilitating citations and finding references and stated that they required their students to use Mendeley. This is done so that they are no longer preoccupied with checking the list of references used by students. Four other teachers stated that they did not require it, but encouraged students to take advantage of the convenience offered by this application. While two other people did not give instructions at all for using Mendeley. Berikut ini hasil kutipan wawancara untuk pertanyaan di atas.

T1, T2, T3, T4, T5, T6, T9, T11, T14 menyatakan bahwa, Mahasiswa bimbingan mereka diinstruksikan wajib untuk menggunakan Mendeley saat memulai menulis proposal skripsi. Sedangkan T8, T12, T13 dan T15 tidak mewajibkan menggunakan Mendeley hanya saja, T15 misalnya menyatakan kepada mahasiswa bimbingannya untuk lebih baik menggunakan Mendeley, namun sama sekali tidak memaksa. Begitu juga T13 yang menyatakan bahwa, kalau saya memaksa, takutnya malah mahasiswanya tidak jadi bimbingan, namun saya tetap menganjurkan, hanya tidak sampai mewajibkan untuk menggunakan Mendeley. Sementara itu T7 dan T10 menyatakan sama sekali tidak menginstruksikan untuk penggunaan Mendeley, atau alat referensi manajer lainnya, namun T7 tidak melarang jika ada anak bimbingannya yang menggunakan Mendeley, begitu juga T10 yang menyatakan, jika ada mahasiswa bimbingan saya yang menggunakan Mendeley atau semacamnya, saya akan meminta mereka untuk memperhatikan betul meta

data artikel yang mereka kutip, agar tidak terjadi kesalahan pengutipan (T1, T2, T3, T4, T5, T6, T9, T11, and T14 stated that their supervised students are required to use Mendeley when starting to write their thesis proposals. On the other hand, T8, T12, T13, and T15 do not make it mandatory to use Mendeley, although T15, for instance, advises their supervised students to use Mendeley but does not force them. Similarly, T13 mentioned that “If I force them, they might not want to be supervised by me, but I still recommend it, just not to the point of making it mandatory to use Mendeley.” Meanwhile, T7 and T10 do not instruct their supervised students to use Mendeley or other reference managers. However, T7 does not prohibit the use of Mendeley by their supervised students, and T10 stated that “If any of my supervised students use Mendeley or similar tools, I will ask them to pay close attention to the metadata of the articles they cite to avoid any citation errors)

Q5. Apart from Mendeley, are there any management reference tools that you know and use?

Of the 15 teachers, only seven teachers stated that they had heard of management reference tools other than Mendeley. The seven teachers mentioned Zotero and Endnote but never used them at all. The reason is the ease of creating accounts and Mendeley's popularity which dominates their information space. Meanwhile Refworks and Word References were just known after the researcher provided this information during the interview.

Berikut kutipan jawaban wawancara pada pertanyaan di atas. T1, T3, T4, T8, T9, T11 dan T12

menyatakan bahwa selain Mendely mereka juga pernah tahu mengenai alat referensi manajer lainnya. T1 misalnya menyatakan kalau selain Mendeley, dia juga pernah tahu dan sempat mencari dari google seperti Zotero dan Endnote, T4 menjawab pernah mendengar Zotero, Endnote dan Refworks, T8 menyebut bahwa jangan jauh-jauh, di word sudah ada aplikasi bawaan Word references. T9, T11 dan T12 menyatakan selain Mendeley mereka hanya tau Zotero (The following is a quote from the interviewee's response to the above question. T1, T3, T4, T8, T9, T11, and T12 stated that besides Mendeley, they have also heard of other reference management tools. For example, T1 stated that besides Mendeley, he had heard and searched for tools like Zotero and Endnote from Google as well. T4 answered that they have heard of Zotero, Endnote, and Refworks. T8 mentioned that one doesn't have to go far as there is a built-in Word references application in Word. T9, T11, and T12 stated that besides Mendeley, they only know of Zotero)

Q6. Do you agree that the use of Mendeley in student thesis writing is one of the points in the guide for writing Student Thesis in the English Education Department?

Thirteen lecturers agreed that student thesis writing should already use Mendeley or other reference management, so that there are no citation errors in student thesis writing. While two other people disagreed but still said yes if it was approved by most of the lecturers and students.

Berikut jawaban para dosen saat ditanyakan pertanyaan Q6 di atas. T1: sangat setuju, seharusnya

sudah dari dulu, T2: Sebaiknya sesegeramungkin untuk dijadikan pedoman Bersama, T3: Sudah saatnya pedoman penulisan Skripsi ditambahkan untuk wajib menggunakan Reference manager seperti Mendeley, T4: Iya, sebaiknya pimpinan jurusan sudah memikirkannya. T5: Bisa dibahas tingkat pimpinan Fakultas, siapa tau penggunaanya bisa lebih luas lagi yaitu di lingkungan Fakultas Ilmu Tarbiyah dan Keguruan, T6: Perlu ditambahkan dalam pedoman saya rasa, agar memudahkan mahasiswa dan dosen juga. T8, T9, T11, T12, T13, T14, dan T15 juga menyatakan setuju jika ditambahkan pada pedoman penulisan skripsi TBI sebagai sebuah kewajiban atau berupa anjuran. Namun T7 dan T10 menyatakan, mau pakai Mendeley atau semacamnnya, kalau tidak diperiksa metadatanya, maka sama saja kita mengetik manual, karena harus mengedit sana sini, namun jika ingin dimasukan sebagai syarat pada pedoman penulisan skripsi di TBI, kami juga tidak melarang, karena Sebagian besar menerima itu untuk dimasukan pada pedoman penulisan skripsi, hanya kurang setuju saja menjadi kewajiban (The following are the responses of the lecturers when asked question Q6 above. T1: strongly agrees, it should have been done from the beginning. T2: It should be made into a common guideline as soon as possible. T3: It is time for the Skripsi writing guidelines to be added to mandatory use Reference managers like Mendeley. T4: Yes, it should already be considered by the department leadership. T5: It can be discussed at the Faculty level, who knows its use can be even more widespread, namely in the Faculty of Tarbiyah and Teaching Sciences environment. T6: It needs to be added to the guidelines, in my opinion, to make it easier for students and lecturers as well. T8, T9, T11,

T12, T13, T14, and T15 also stated their agreement if it were added to the TBI thesis writing guidelines as a requirement or recommendation. However, T7 and T10 stated that whether using Mendeley or the like, if the metadata is not checked, then it is the same as typing manually, because it needs to be edited here and there. But if it wants to be included as a requirement in the TBI thesis writing guidelines, we also do not prohibit it, because most accept it to be included in the thesis writing guidelines, we just don't fully agree to make it a requirement).

Discussion

Mendeley is a reference management software that can be useful for writers working on articles. It allows users to organise and store their research materials, including articles, papers, and PDFs, in one place (Speare, 2018). Additionally, it has features such as citation management, which can help writers quickly and easily format their bibliographies in style required by their publication (Neal, 1993). It also allows sharing the research papers with other group members. This can be especially useful for collaborative writing projects (Utara et al., 2019). By keeping all their research materials organised and easily accessible, Mendeley can help writers save time and focus on the writing process.

Mendeley, in the context of this research, especially for lecturers and students in the Department of English Education, IAIN Sultan Amai Gorontalo shows a fairly high level of popularity. Most of the lecturers and students already know Mendeley and its operating process. The operation is quite easy and offers interesting features in the process of producing writing in the form of articles and theses. Easy

and time-consuming reference search also makes Mendeley the first choice in the citation process.

Students' and lecturers' perceptions regarding Mendeley as a management reference tool in writing scientific papers can be said to be positive. This is proven by the benefits of Mendeley for writing which is very necessary to support the writing process. Several journals that require articles using Mendeley are also an important point for lecturers in adjusting article templates to the intended journal. The citation model using Mendeley is always a must in a writing guide for an electronic scientific journal.

From the results of a study of the perceptions of students and lecturers on the use of Mendeley as a reference manager tool in writing scientific papers, there are at least several important points that can be raised in this discussion: (1) Students and lecturers realize the importance of using Mendeley as a tool to help them find and cite referenced articles and automatically and practically when entering them as a list of references in writing. (2) Students and lecturers think that Mendeley is one of the references that is very easy to operate compared to other tools, however in terms of article meta data, there are several articles, books, proceedings, laws, newspapers, news and blog websites that need to be noticed and requires effort to edit it so that it matches the original source. (3) Mendeley provides various types of citations. The appearance of citations can be set and modified by users using the "Choose Citation Style" option on the plugin toolbar. This option opens an interface that can be applied to commonly used citation styles (APA, MLA, Chicago, Harvard, AMA etc.). If the desired style is not included in

the list, Mendeley provides a “Get More Styles” feature to install it. Mendeley also provides editing or modification facilities from an existing style or by creating a new style using the CSL Editor. Especially for writing footnotes, users can choose Turabian and Modern Humanities Research Association 3rd edition. (4) Mendeley web is an alternative article search website that is easily accessible by providing sort by most relevant, most recent, and most cited features. The Mendeley website also provides other filtering services such as year of publication, type of document, journal, author, and access type. (5) Mendeley is a comprehensive research platform that includes a free reference management. On the other hand, it is also an academic social network that may assist academics in working together and managing their online research projects with other researchers that are linked through Mendeley Web. One of these benefits, in particular among students and lecturers in the English Education Department at IAIN Sultan Amai Gorontalo, has not been utilised to a large extent by researchers. This is something that should definitely be given greater consideration in order to foster research collaboration at both the national and international levels, which will, in turn, lead to an improvement in the overall quality of research and the drafting of scientific articles in the years to come.

Conclusion

It is generally known that new knowledge is derived from existing knowledge and released in the public domain so that it may be widely accessed. By citing the relevant work of others, researchers may confidently avoid plagiarising while assembling scientific work in order to establish academic

integrity. The terms quotation, referencing and quoting precisely characterise the portions of our work and other concepts that we refer to. In the past, scholars had to read the reference information they wanted to cite to create citations. Today, however, several platforms are available to make it simpler for scholars to reference the work of others. Mendeley is one of the most popular research tools. As one of the automated citation tools, it offers a variety of citation options. Mendeley is also extremely useful while producing scientific papers, such as term papers, scientific articles, bachelor theses, theses, and dissertations.

The results of this study indicated that students and lecturers of English in the English Education Department of IAIN Sultan Amai Gorontalo consider that using Mendeley is easy and very helpful in completing scientific writing, whether in the form of theses or scientific articles. This positive view of the use of Mendeley among lecturers and students adds to the body of knowledge in the study of the use of Mendeley. Obviously, this research has many shortcomings, which could become potential for further research for other researchers, especially in terms of methodology, participants and the use of other reference manager tools that can be further developed and researched.

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