

NOTES TO SHARE - 3 - HOW TO PREPARE A MANUSCRIPT: A PRACTICAL GUIDE

WRITTEN ON 21. MAY. 2025 (PP. 1-8)

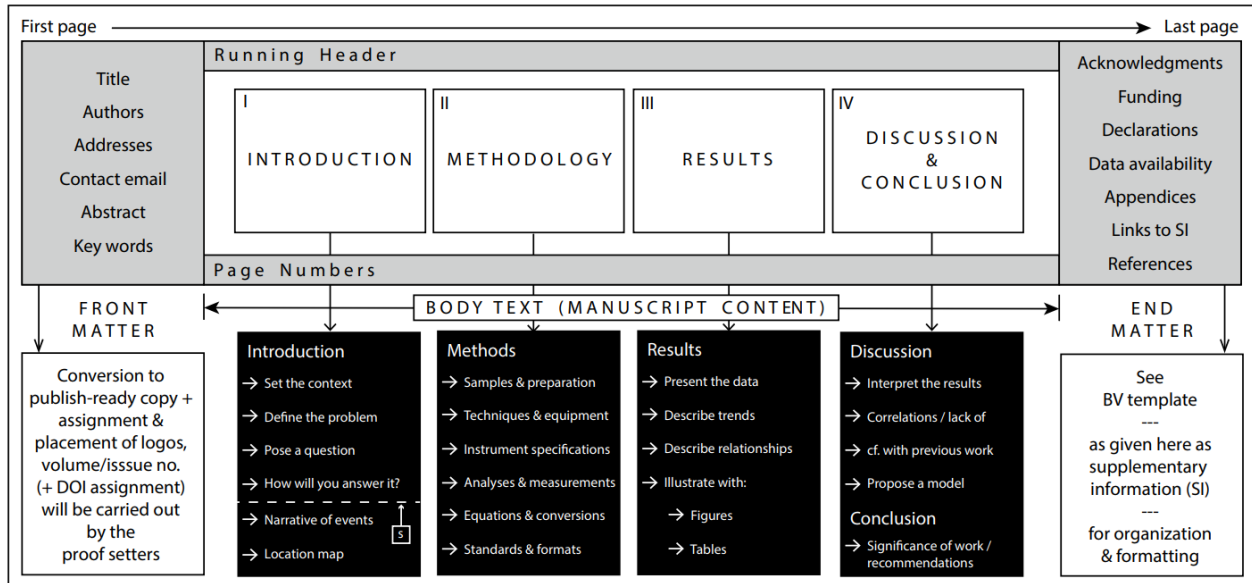
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I. WHAT IS IMRDC?

IMRDC STANDS FOR **INTRODUCTION, METHODS, RESULTS, DISCUSSION, AND CONCLUSION**. IT IS THE MOST COMMONLY USED STRUCTURE FOR ORGANIZING SCIENTIFIC RESEARCH PAPERS, PARTICULARLY THOSE PRESENTING ORIGINAL RESEARCH. THIS FORMAT HELPS CLEARLY COMMUNICATE WHAT WAS DONE, HOW IT WAS DONE, WHAT WAS FOUND, AND WHY IT MATTERS.



SOURCE: ([HARRIS, 2023](#))

BASED ON PERSONAL EXPERIENCE, THE PROCESS OF WRITING A SCIENTIFIC PAPER CAN BE EFFECTIVELY MANAGED BY FOLLOWING FOUR MAIN STAGES: **PRE-WRITING**, **DRAFTING**, **MAKE IT BETTER (MIB)**, AND **MAKE IT CORRECT (MIC)**. THESE STAGES GUIDE THE AUTHOR FROM INITIAL PLANNING AND IDEA ORGANIZATION, THROUGH WRITING THE FIRST DRAFT, REFINING THE CONTENT AND FLOW, TO FINAL EDITING FOR ACCURACY AND CLARITY. THIS APPROACH HELPS ENSURE THAT THE MANUSCRIPT IS BOTH SCIENTIFICALLY SOUND AND WELL-PRESENTED, AS PREVIOUSLY DISCUSSED IN **NTS - 2 -** ([SAMALA, 2024](#)).

II. FRONT MATTER (FIRST PAGE)

TITLE

- SERVES AS THE FIRST IMPRESSION.
- MUST BE CONCISE, DESCRIPTIVE, AND FREE OF JARGON OR UNNECESSARY DETAIL.

ABSTRACT

- A **MINI-VERSION** OF THE FULL PAPER.
- SHOULD INCLUDE:
 - ✓ WHAT HAS BEEN DONE?
 - ✓ WHY IT WAS DONE?
 - ✓ HOW IT WAS DONE?
 - ✓ MAIN FINDINGS?
 - ✓ IMPORTANCE OF THE FINDINGS?
- KEEP IT BRIEF (USUALLY UNDER 250/300 WORDS)

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- MANY READERS READ ONLY THE ABSTRACT.
- THE ABSTRACT IS **WRITTEN LAST BUT READ FIRST**.

EXAMPLE

[BACKGROUND] ONLINE LEARNING TOOLS ARE WIDELY USED IN HIGHER EDUCATION.

[GAP] HOWEVER, FEW STUDIES HAVE EXAMINED THEIR IMPACT ON STUDENT AUTONOMY.

[OBJECTIVE] THIS STUDY INVESTIGATES THE EFFECT OF AI-BASED TUTORS ON SELF-REGULATED LEARNING.

[METHODS] A QUASI-EXPERIMENTAL DESIGN WAS USED...

[FINDINGS] RESULTS INDICATE A 20% IMPROVEMENT IN AUTONOMOUS LEARNING SCORES...

[IMPLICATION] THESE FINDINGS SUGGEST...

KEYWORDS

- SELECT TERMS **NOT ALREADY IN THE TITLE** BUT RELEVANT TO THE TOPIC.
- AVOID OVERLY BROAD TERMS.

MAKE IT EASY FOR INDEXING AND SEARCHING

(**INFORMATIVE, ATTRACTIVE, EFFECTIVE**).

III. MAIN BODY

1. INTRODUCTION - WHAT DID YOU/OTHERS DO? WHY DID YOU DO IT?

- DEFINE THE PROBLEM/THEME.
- SET THE CONTEXT THROUGH A BRIEF, REFERENCE-SUPPORTED REVIEW.
- IDENTIFY WHAT IS LACKING OR POSE A RESEARCH QUESTION.
- STATE HOW THE STUDY ADDRESSES THIS GAP OR ANSWERS THE QUESTION.

2. METHODS - HOW WAS IT DONE?

- DESCRIBE THE STUDY DESIGN, PROCEDURES, AND DATA ANALYSIS STEPS IN A LOGICAL SEQUENCE.
- MUST BE REPLICABLE. THE METHODS MUST BE REPLICABLE TO ENSURE THAT OTHER RESEARCHERS CAN REPRODUCE THE STUDY.

3. RESULTS - WHAT WAS FOUND?

- PRESENT THE FINDINGS CLEARLY USING TEXT, TABLES, AND FIGURES AS NEEDED.
- REMEMBER THAT "**A FIGURE IS WORTH A THOUSAND WORDS.**"
- RECOMMEND USING CLEAR, WELL-LABELED FIGURES AND TABLES THAT EFFECTIVELY SUMMARIZE KEY DATA WITHOUT OVERWHELMING THE READER. INCLUDE DESCRIPTIVE CAPTIONS SO FIGURES/TABLES CAN BE UNDERSTOOD INDEPENDENTLY.

4. DISCUSSION - WHAT DO THE RESULTS MEAN?

- INTERPRET THE FINDINGS.
- COMPARE WITH EXISTING LITERATURE.
- ADDRESS LIMITATIONS AND IMPLICATIONS.

5. CONCLUSION - WHAT IS THE FINAL TAKEAWAY?

- SUMMARIZE KEY FINDINGS.
- HIGHLIGHT SIGNIFICANCE.
- SUGGEST FUTURE DIRECTIONS.

ADAPTED FROM: ([BORJA, 2021](#))

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IV. END MATTER (LAST PAGE)

FOLLOWING THE MAIN SECTIONS, INCLUDE (IF APPLICABLE):

- ACKNOWLEDGEMENTS/FUNDING/DATA AVAILABILITY
- REFERENCES
- SUPPORTING MATERIALS

V. WRITING STYLE AND TENSE USAGE

1. MAINTAIN CLARITY AND CONCISENESS THROUGHOUT. A GOOD GUIDELINE: **IF A SENTENCE RUNS LONGER THAN THREE LINES, CONSIDER BREAKING IT UP.**
2. USE MOSTLY **ACTIVE VOICE** FOR CLARITY AND ENGAGEMENT.
3. USE APPROPRIATE VERB TENSES:

SECTION	RECOMMENDED TENSE(S)	FUNCTION	EXAMPLE	NOTES
INTRODUCTION	PRESENT SIMPLE	PRESENT FACTS, CURRENT ISSUES, TRENDS	DIGITAL LEARNING PLATFORMS ARE INCREASINGLY ADOPTED IN HIGHER EDUCATION INSTITUTIONS.	USE FOR ACCEPTED KNOWLEDGE AND RELEVANT CONTEXT
	PAST SIMPLE	DESCRIBE PREVIOUS STUDIES	LEE (2021) FOUND THAT GAMIFIED SYSTEMS ENHANCE STUDENT MOTIVATION.	AVOID FOR GENERAL FACTS
	PRESENT PERFECT	IDENTIFY RESEARCH GAP OR SUMMARIZE PRIOR WORK	SEVERAL STUDIES HAVE EXPLORED MOBILE LEARNING, BUT FEW HAVE FOCUSED ON LEARNER AUTONOMY.	TO INDICATE THAT SOMETHING HAS HAPPENED UP TO NOW OR TO HIGHLIGHT A GAP
	PRESENT SIMPLE	STATE THE AIM OF THE CURRENT STUDY	THIS STUDY INVESTIGATES THE IMPACT OF AI-BASED FEEDBACK TOOLS ON LEARNER MOTIVATION.	PREFERRED WHEN THE STUDY IS ONGOING OR BEING DESCRIBED GENERALLY
	PAST SIMPLE	STATE THE RESEARCH AIM (ALTERNATIVE)	THIS STUDY AIMED TO EXAMINE HOW GAMIFIED QUIZZES AFFECT ENGAGEMENT IN VIRTUAL CLASSROOMS.	ACCEPTABLE IF THE PAPER IS WRITTEN AFTER THE STUDY HAS BEEN FULLY COMPLETED
METHODS	PAST SIMPLE	DESCRIBE PROCEDURES, TOOLS, AND ACTIONS TAKEN	WE IMPLEMENTED AN AI-BASED CHATBOT TO PROVIDE FORMATIVE FEEDBACK.	STAY CONSISTENT THROUGHOUT THE SECTION

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RESULTS	PAST SIMPLE	REPORT FINDINGS	THE EXPERIMENTAL GROUP DEMONSTRATED SIGNIFICANTLY HIGHER ENGAGEMENT SCORES.	MAIN TENSE FOR RESULTS
	PRESENT SIMPLE (OPTIONAL)	DESCRIBE FIGURES/TABLES CURRENTLY SHOWN	TABLE 1 SHOWS THE COMPARISON OF PRE- AND POST-TEST SCORES.	ACCEPTABLE WHEN REFERRING TO VISUALS
DISCUSSION	PAST SIMPLE	DISCUSS YOUR FINDINGS IN RELATION TO OTHERS' WORK	OUR RESULTS ALIGNED WITH PRIOR RESEARCH ON ADAPTIVE LEARNING TECHNOLOGIES.	USE FOR COMPARING OUTCOMES
	PRESENT SIMPLE	GENERALIZE IMPLICATIONS, INTERPRET FINDINGS	THESE FINDINGS SUGGEST THAT IMMEDIATE FEEDBACK SUPPORTS SELF-REGULATED LEARNING.	IDEAL FOR INTERPRETATION
	PRESENT PERFECT	REFER TO PAST STUDIES RELEVANT TO THE PRESENT	SEVERAL STUDIES HAVE SHOWN THE BENEFITS OF AR IN IMPROVING RETENTION.	FOR LINKING PAST AND PRESENT KNOWLEDGE
CONCLUSION	PRESENT SIMPLE	STATE MAIN FINDINGS AND CONCLUSIONS	THIS STUDY CONFIRMS THAT PERSONALIZED LEARNING SYSTEMS CAN ENHANCE ACADEMIC PERFORMANCE.	KEEP IT UNIVERSAL AND FOCUSED
	PAST SIMPLE (OPTIONAL)	SUMMARIZE WHAT WAS DONE	WE ANALYZED THE IMPACT OF DIGITAL STORYTELLING ON STUDENT CREATIVITY.	AVOID REPETITION FROM METHODS SECTION
FUTURE DIRECTION	FUTURE SIMPLE	PREDICT OR PROPOSE NEXT STEPS	FUTURE STUDIES WILL EXAMINE THE LONG-TERM IMPACT OF AI-BASED TUTORING SYSTEMS.	USE FOR CLEAR RESEARCH INTENTIONS
	MODAL VERBS (SHOULD, COULD, MAY)	OFFER RECOMMENDATIONS OR POSSIBLE DIRECTIONS	FURTHER RESEARCH SHOULD INVESTIGATE HOW VIRTUAL CLASSROOMS AFFECT LEARNER COLLABORATION.	AVOID VAGUE WORDS LIKE MAYBE ; USE ACADEMIC MODAL VERBS
	PRESENT CONTINUOUS (OPTIONAL)	DESCRIBE ONGOING/FUTURE-PLANNED PROJECTS	WE ARE CURRENTLY DEVELOPING A PROTOTYPE VR ENVIRONMENT FOR IMMERSIVE LEARNING.	USE ONLY IF PLANS ARE ALREADY UNDERWAY

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VI. WHEN TO PLACE "FUTURE DIRECTION"

PLACEMENT	WHEN TO PLACE "FUTURE DIRECTION"
DISCUSSION	IF YOU'RE ELABORATING DEEPLY ON IMPLICATIONS AND WISH TO TRANSITION INTO POSSIBLE NEXT STEPS RIGHT AFTER INTERPRETING THE RESULTS.
CONCLUSION	BEST CHOICE IF YOU WANT TO CLEARLY SUMMARIZE FINDINGS AND OUTLINE FUTURE WORK IN A CONCISE, FORWARD-LOOKING WAY. PREFERRED BY MOST JOURNALS FOR CLARITY. BASED ON MY EXPERIENCE, MOST JOURNALS PREFER TO PLACE THE FUTURE DIRECTION IN THE CONCLUSION SECTION.

VII. COMMON LANGUAGE & GRAMMAR MISTAKES TO AVOID

HERE IS A REFINED AND EXPANDED TABLE OF COMMON GRAMMAR, VOCABULARY, STRUCTURE, AND STYLISTIC MISTAKES FREQUENTLY MADE BY NON-NATIVE ENGLISH SPEAKERS, ESPECIALLY IN SCIENTIFIC WRITING (E.G., EDUCATIONAL TECHNOLOGY, ENGINEERING, SOCIAL SCIENCES). THESE ERRORS MAY SEEM MINOR, BUT THEY CAN SERIOUSLY IMPACT THE CREDIBILITY, CLARITY, AND PROFESSIONALISM OF YOUR MANUSCRIPT.

MISTAKE	CORRECTION	TIP
THE RESULT SHOWS...	THE RESULTS SHOW...	ENSURE SUBJECT-VERB AGREEMENT, ESPECIALLY WITH PLURAL NOUNS.
THE STUDENT'S ARE HAPPY.	THE STUDENTS ARE HAPPY.	DON'T CONFUSE POSSESSIVE ('S) WITH PLURAL (S).
IT CAN BE CONCLUDED THAT...	THIS STUDY CONCLUDES THAT...	AVOID VAGUE, IMPERSONAL PASSIVE VOICE IN CONCLUSIONS.
THE DATA IS SIGNIFICANT.	THE DATA ARE SIGNIFICANT.	"DATA" IS PLURAL IN FORMAL SCIENTIFIC WRITING.
THIS PAPER DISCUSS ...	THIS PAPER DISCUSSES ...	ADD -S FOR THIRD PERSON SINGULAR IN PRESENT SIMPLE.
A RESEARCH WAS CONDUCTED...	RESEARCH WAS CONDUCTED...	"RESEARCH" IS UNCOUNTABLE - DON'T USE "A" OR MAKE IT PLURAL.
THE EXPERIMENT CONSIST OF...	THE EXPERIMENT CONSISTS OF...	USE CORRECT VERB FORM FOR SUBJECT (THIRD PERSON SINGULAR).
EACH PARTICIPANTS WERE SELECTED...	EACH PARTICIPANT WAS SELECTED...	"EACH" IS SINGULAR, SO THE NOUN AND VERB MUST MATCH.
THERE IS MANY STUDIES...	THERE ARE MANY STUDIES...	USE "THERE ARE" WITH PLURAL NOUNS.
AS WHAT IS SHOWN IN FIGURE 2...	AS SHOWN IN FIGURE 2...	REMOVE REDUNDANT OR AWKWARD FILLERS LIKE "AS WHAT IS".
THE RESULTS IS SHOWING THAT...	THE RESULTS SHOW THAT...	AVOID MIXING TENSES OR USING PROGRESSIVE UNNECESSARILY.
THE RESEARCHERS THEY COLLECTED...	THE RESEARCHERS COLLECTED...	AVOID DOUBLE SUBJECTS.
MORE BETTER RESULTS WERE FOUND.	BETTER RESULTS WERE FOUND.	AVOID DOUBLE COMPARATIVES (MORE + BETTER).

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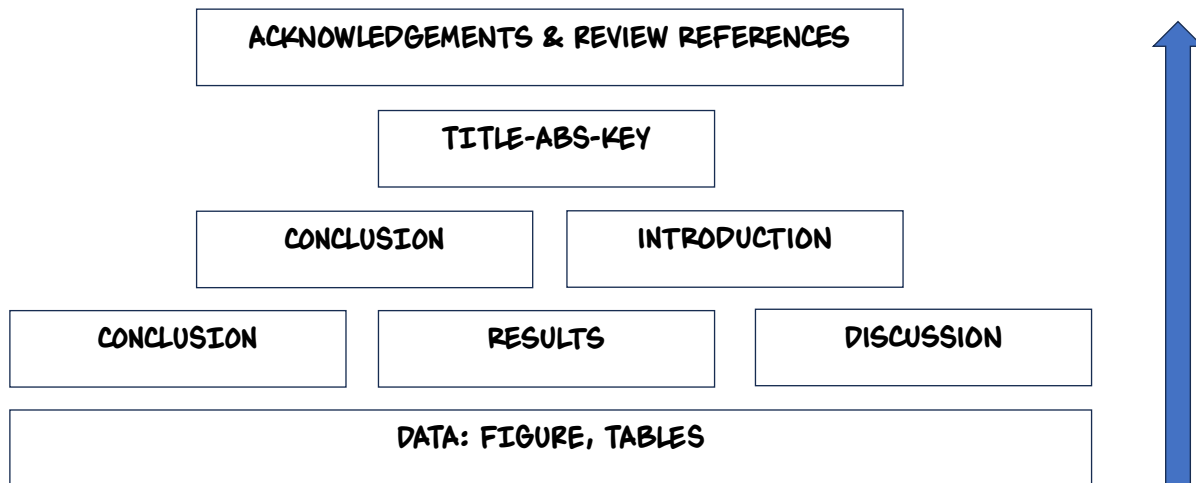
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ACCORDING TO THE LITERATURE, IT IS SAID THAT...	ACCORDING TO PREVIOUS STUDIES...	AVOID VAGUE OR INDIRECT CITATIONS; BE SPECIFIC.
IN ORDER TO UNDERSTAND...	TO UNDERSTAND...	AVOID WORDY PHRASES WHEN A SIMPLER FORM WORKS.
THIS TECHNOLOGY HELPS STUDENT TO LEARN.	THIS TECHNOLOGY HELPS STUDENTS LEARN.	USE PLURAL FOR GENERAL GROUP; "HELP" IS FOLLOWED BY BASE VERB.
DUE TO THE FACT THAT...	BECAUSE / SINCE...	AVOID OVERLY WORDY ACADEMIC EXPRESSIONS.
IN THIS RESEARCH WE ARE USED...	IN THIS RESEARCH, WE USED...	KEEP TENSE CONSISTENT; DON'T MIX PASSIVE AND ACTIVE FORMS INCORRECTLY.
WE WAS OBSERVING...	WE WERE OBSERVING...	USE CORRECT AUXILIARY VERB ("WAS" VS. "WERE").
I THINK THIS METHOD IS USEFUL...	THIS METHOD IS CONSIDERED USEFUL...	AVOID FIRST-PERSON STATEMENTS UNLESS PERMITTED BY THE JOURNAL.

VIII. WRITING PROCESS (RECOMMENDED ORDER)



ADAPTED FROM ([ELSEVIER, 2017](#))

1. PREPARE FIGURES AND TABLES
 - VISUALS CONVEY COMPLEX DATA EFFICIENTLY.
2. WRITE THE METHODS
3. WRITE THE RESULTS
4. WRITE THE DISCUSSION
 - COMPARE YOUR FINDINGS WITH EXISTING STUDIES.
 - ADDRESS DISAGREEMENTS OBJECTIVELY (**CONDITIONAL**).
5. WRITE THE CONCLUSION
6. WRITE THE INTRODUCTION
 - IT IS EASIER TO EXPLAIN THE PURPOSE ONCE RESULTS ARE FINALIZED.
7. WRITE THE ABSTRACT
8. WRITE THE TITLE

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9. SELECT KEYWORDS
10. WRITE ACKNOWLEDGEMENTS
11. FORMAT AND REVIEW REFERENCES

- ✓ IF YOU ARE NOT A NATIVE SPEAKER, IT IS ADVISABLE TO HAVE YOUR TEXT CHECKED BY A NATIVE SPEAKER BEFORE SUBMISSION.
- ✓ MANY SUBMISSIONS ARE REJECTED DUE TO INCORRECT OR INCONSISTENT CITATION STYLES.

IX. BEFORE SUBMISSION

BASED ON PERSONAL EXPERIENCE, AFTER COMPLETING THE DRAFT, THE FOLLOWING STEPS ARE RECOMMENDED BEFORE SUBMITTING A MANUSCRIPT:

1. FIND A SUITABLE JOURNAL, VISIT JOURNAL FINDER TOOLS SUCH AS:
 - [HTTPS://JOURNALFINDER.ELSEVIER.COM/](https://journalfinder.elsevier.com/)
 - [HTTPS://LINK.SPRINGER.COM/JOURNALS](https://link.springer.com/journals)
 - [HTTPS://AUTHORSERVICES.TAYLORANDFRANCIS.COM/JOURNAL-SUGGESTER/](https://authorservices.taylorandfrancis.com/journal-suggester/)
2. CHOOSE A JOURNAL THAT FITS THE SCOPE AND GOALS OF THE RESEARCH.
3. REVIEW THE JOURNAL'S AUTHOR GUIDELINES. ENSURE THE MANUSCRIPT COMPLIES WITH ALL JOURNAL REQUIREMENTS, INCLUDING FORMATTING, WRITING STYLE, AND REFERENCE SYSTEM.
4. PREPARE THREE SEPARATE FILES:
 - TITLE PAGE (INCLUDING TITLE AND AUTHOR INFORMATION)
 - BLIND MANUSCRIPT (MANUSCRIPT WITHOUT AUTHOR DETAILS FOR DOUBLE-BLIND REVIEW)
 - COVER LETTER (A LETTER TO THE EDITOR)
5. THOROUGHLY PROOFREAD THE MANUSCRIPT. CHECK LANGUAGE, LAYOUT, AND CLARITY. USE PLAGIARISM CHECKING SOFTWARE IF NECESSARY.
6. CREATE AN ACCOUNT ON THE JOURNAL SUBMISSION SYSTEM. IF NOT ALREADY DONE, REGISTER AND FAMILIARIZE YOURSELF WITH THE SUBMISSION PLATFORM TO ENSURE A SMOOTH PROCESS.
7. SUBMIT THE MANUSCRIPT AND TRACK THE SUBMISSION STATUS. KEEP A RECORD OF CORRESPONDENCE WITH THE JOURNAL FOR FOLLOW-UP.
8. IF THE MANUSCRIPT IS REJECTED, DO NOT BE DISCOURAGED. CAREFULLY REVIEW THE REVIEWERS' COMMENTS AND SUGGESTIONS, ADDRESS THEM THOUGHTFULLY, IMPROVE THE MANUSCRIPT, AND CONSIDER SUBMITTING TO ANOTHER SUITABLE JOURNAL.

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X. REFERENCES

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TRANSLATED BY CHATGPT.

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- TO BE CONTINUED -