Panduan EASE (European Association of Science Editors) untuk Penulis dan Penerjemah Artikel Ilmiah yang Akan Diterbitkan dalam Bahasa Inggris

Abstrak

Panduan editorial yang ringkas dan mudah dipahami ini pertama kali diterbitkan oleh European Association of Science Editor (EASE) pada tahun 2010 dan disempurnakan setiap tahunnya. Panduan ini tersedia lebih dari 20 bahasa serta dapat diakses secara gratis melalui http://ease.org.uk/publications/author-guidelines. Panduan ini bertujuan untuk membantu para ilmuwan di seluruh dunia agar dapat menyajikan hasil penelitian mereka dengan sukses serta mampu mengalih bahasakan manuskrip ke dalam Bahasa Inggris secara benar. Panduan ini juga menjelaskan secara singkat bagaimana menulis manuskrip yang lengkap, ringkas, jelas, memperhatikan isu etika: kaidah penulisan, plagiarisme, konflik kepentingan, dll. Panduan ini terdiri dari delapan bagian yang berisi berbagai contoh maupun informasi terperinci terkait topik khusus (*Abstracts, Ambiguity*, *Cohesion*, *Ethics*, *Plurals*, *Simplicity*, *Spelling*, dan *Text-tables*). Pemanfaatan Panduan EASE secara luas akan meningkatkan efektivitas dalam berkomunikasi secara ilmiah di tingkat internasional.

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Dalam rangka meningkatkan efisiensi berkomunikasi secara ilmiah maka artikel penelitian maupun berbagai bentuk publikasi ilmiah lainnya harus LENGKAP, RINGKAS, dan JELAS, seperti yang dijelaskan dibawah ini. Penjelasan berikut merupakan panduan umum namun fleksibel, untuk membantu para penulis, penerjemah, maupun editor. Dalam menerapkan berbagai aturan yang tercantum dalam Panduan ini, diperlukan pemikiran yang mendalam sehingga dapat menyempurnakan tulisan Anda.

Pertama:
- **Rencanakan dan lakukan penelitian Anda secara cermat** (misal. Hengl et al. 2011). Jangan mulai menulis artikel secara menyeluruh sampai Anda yakin bahwa temuan penelitian Anda sudah lengkap dan dapat dipertanggung jawabkan secara ilmiah

(O'Connor 1991), sehingga Anda dapat **menarik kesimpulan yang tepat**.
- Sebelum memulai menulis, sebaiknya **pilih jurnal** yang akan Anda kirimkan manuskrip Anda. Pastikan pembaca jurnal tersebut sesuai dengan target pembaca Anda (Chipperfield et al. 2010). Dapatkan salinan instruksi penulisan jurnal dan rencanakan struktur penulisan artikel Anda agar sesuai dengan format jurnal tersebut terutama terkait panjang tulisan, jumlah gambar yang diizinkan, dll.

Manuskrip harus LENGKAP dan menjelaskan seluruh informasi penting. Perlu diingat bahwa pembaca akan lebih mudah menafsirkan **informasi yang terletak pada tempat yang seharusnya karena pembaca dapat dengan mudah menemukannya** (Gopen & Swan 1990). Contoh, informasi berikut harus disertakan dalam artikel penelitian.

- **Judul**: tidak bermakna ganda, mudah dipahami oleh para pakar di bidang lain, dan mencerminkan isi artikel. Lebih spesifik, tidak terlalu umum ataupun samar-samar (O'Connor 1991). Jika relevan, sebutkan dalam judul terkait waktu dan lokasi penelitian, nama ilmiah dari obyek penelitian yang berlaku secara internasional, rancangan penelitian (misalnya studi kasus atau uji coba terkontrol secara acak). Jika studi Anda termasuk obyek manusia dari satu jenis kelamin, maka harus dinyatakan dalam judul. Informasi yang diberikan pada judul tidak perlu diulang dalam abstrak (karena dipublikasikan secara bersama), meskipun tumpang tindih tidak terhindarkan.
- **Daftar penulis:** semua orang yang berkontribusi secara substansial terhadap proses perencanaan, pengumpulan data, interpretasi hasil maupun penulisan **dan** merevisi naskah secara kritis **dan** menyetujui manuskrip versi akhir **dan** setuju untuk bertanggung jawab atas semua aspek pekerjaan. Setiap orang yang memenuhi kriteria pertama harus diizinkan berpartisipasi dalam penyusunan dan persetujuan manuskrip versi final (ICMJE 2017). Penulis pertama haruslah seseorang yang berkontribusi paling banyak.

Urutan nama penulis harus ditentukan sebelum penyerahan naskah. Setiap perubahan yang dilakukan setelah pengajuan naskah harus disetujui oleh semua penulis dan dijelaskan kepada editor jurnal (Battisti et al. 2015, lihat COPE flowcharts). Nama penulis harus dilengkapi dengan afiliasi penulis (selama penelitian) serta alamat penulis saat ini untuk korespondensi. Alamat e-mail semua penulis harus disediakan agar mudah dihubungi. Kami sangat mendorong seluruh penulis melakukan registrasi untuk mendapatkan ORCHID iD – suatu kode identifikasi penulis yang unik untuk menghubungkan anda dengan tulisan anda (https://orcid.org/).

- **Abstrak**: secara singkat, berikan penjelasan mengapa Anda melakukan penelitian ini (BACKGROUND), pertanyaan apa yang ingin Anda jawab (OBJECTIVES), bagaimana Anda melakukan studi (METHODS), apa yang Anda temukan (RESULTS: temuan utama, hubungan), interpretasi dan konsekuensi utama dari penelitian Anda (CONCLUSIONS). Abstrak harus **mencerminkan isi artikel**, abstrak akan menjadi sumber informasi utama mengenai penelitian Anda. Anda juga harus **menuliskan kata kunci** dibawah narasi abstrak untuk memfasilitasi pencarian artikel secara online oleh orang-orang yang tertarik dengan hasil penelitian Anda (banyak database hanya menyertakan judul dan abstrak). Dalam **laporan penelitian**, abstrak harus **informatif**, menjelaskan hasil aktual (**Lihat Appendix: Abstracts** tentang abstrak terstruktur). Dalam **review** dan artikel yang berlingkup luas lainnya, abstrak harus mampu memberikan gambaran terkait topik utama yang dibahas namun belum menyajikan hasil penelitian secara menyeluruh (CSE 2014). Dalam abstrak, jangan merujuk kepada tabel atau gambar, karena abstrak diterbitkan secara terpisah. Abstrak juga tidak boleh mencantumkan referensi literatur kecuali sangat dibutuhkan (namun Anda perlu mencantumkan informasi terperinci dalam kurung: penulis, judul, tahun, dll.). Pastikan semua informasi yang diberikan didalam abstrak juga muncul pada bagian utama dari artikel.

- **Kata kunci**: termasuk seluruh istilah ilmiah atau tambahan kata kunci yang tidak tercantum dalam judul (apabila diminta oleh editor). Kata kunci harus spesifik. Tambahkan istilah umum apabila penelitian Anda bersifat interdisiplin (O'Connor 1991). Pada artikel medis, gunakan kosa kata yang termuat didalam MeSH Browser. Saat mengarsipkan artikel Anda dalam repositori, dll (Cerejo 2013), sematkan semua kata kunci dan metadata lainnya kedalam file (lihat Inderscience 2013).

- **Daftar singkatan:** (apabila diminta oleh editor): definisikan seluruh singkatan yang digunakan didalam artikel, kecuali singkatan yang bersifat umum.

- **Pendahuluan**: jelaskan mengapa penelitian perlu dilakukan dan jabarkan **tujuan penelitian** atau pertanyaan penelitian yang ingin Anda jawab. **Mulailah dari isu-isu umum dan selanjutnya mengerucut pada pertanyaan penelitian Anda**. Jika memungkinkan, buatlah **hipotesis** penelitian anda.

- **Metoda**: jabarkan secara detail bagaimana penelitian Anda dilakukan (misal. lokasi penelitian, pengumpulan data, kriteria, sumber materi yang dianalisis, jumlah sampel, jumlah pengukuran, umur, jenis kelamin responden ataupun donor jaringan/sel, peralatan, analisis data, uji statistik, dan software yang dipergunakan). **Seluruh faktor yang dapat mempengaruhi hasil penelitian harus diperhatikan dengan cermat.** Sumber materi uji coba yang berasal dari biobanks harus dilengkapi dengan nama lengkap serta pengidentifikasi, jika tersedia (Bravo et al. 2015). Apabila Anda mensitasi suatu metoda maka harus dapat dijelaskan dalam bahasa non-Inggris. Publikasi yang tidak dapat diakses harus dapat dijelaskan secara detail dalam manuskrip Anda. Anda juga harus memperhatikan standar etik (misal. WMA 2013) terkait hak para pasien, uji coba hewan, perlindungan terhadap lingkungan hidup, dll.

- **Hasil**: **tampilkan hasil terbaru dari penelitian Anda** (data yang sudah dipublikasikan sebaiknya tidak dicantumkan pada bagian ini). Seluruh tabel maupun gambar harus disebutkan pada bagian utama dari artikel dan diberi nomor urut sesuai urutan tampilan pada teks. Pastikan hasil analisis statistik sesuai (misal. Habibzadeh 2013). Data terkait manusia, hewan atau materi lain yang berasal dari manusia atau hewan harus diklasifikasikan berdasarkan jenis kelamin (lihat Heidari et al. 2016). Jangan membuat atau mendistorsi data apapun, serta jangan mengabaikan data penting apapun; Selain itu, jangan memanipulasi gambar untuk membuat kesan palsu pada pembaca. Manipulasi data seperti itu dikategorikan sebagai **kecurangan ilmiah** (lihat COPE flowcharts).

- **Diskusi**: bagian ini bukan merupakan tempat untuk menampilkan hasil temuan penelitian, termasuk hasil analisis statistik. **Bagian diskusi berisi mengenai jawaban terhadap berbagai pertanyaan penelitian Anda** (yang dicantumkan pada akhir pendahuluan) **dan membandingkan hasil temuan Anda dengan data yang telah dipublikasikan sebelumnya**, secara obyektif. Uraikan keterbatasan serta temuan utama dari penelitian Anda. Apabila obyek penelitian Anda berupa satu jenis kelamin, uraikan implikasinya serta uraikan secara umum temuan Anda terhadap kedua jenis kelamin. Perhatikan berbagai hasil penelitian lain yang bertolak belakang dengan pandangan Anda. Dalam rangka mendukung posisi Anda, **pergunakan data yang sudah terbukti secara empiris** (Roig 2015). Pada akhir diskusi atau pada bagian terpisah, tekankan kesimpulan utama penelitian Anda dan kepentingan praktis dari penelitian Anda.

- **Penghargaan:** sebutkan seluruh orang yang berkontribusi secara substansi terhadap penelitian Anda namun tidak dapat dikategorikan sebagai co-authors, dan sebutkan seluruh sumber pendanaan.

Bentuk yang direkomendasikan adalah: "This work was supported by the Medical Research Council [grant number xxxx]". Apabila tidak ada sumber pendanaan yang spesifik, gunakan pernyataan berikut: "This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors." (RIN 2008). Jika relevan, jelaskan kepada editor kemungkinan terjadinya konflik kepentingan, misal. hubungan pribadi atau keuangan terhadap suatu organisasi atau pabrik yang berkepentingan terhadap manuskrip yang disubmit (Goozner et al. 2009). Jika Anda mereproduksi ulang suatu materi (misal. gambar), mintalah izin dari pemilik materi tersebut dan sebut mereka dalam keterangan atau ucapan terima kasih. Jika Anda dibantu oleh ahli bahasa profesional (misal. editor atau tenaga ahli bahasa), ahli statistik, pengumpul data dll, Anda harus menyebutkan kontribusi mereka demi transparansi (ICMJE 2017, Battisti et al. 2015). Harus diperjelas bahwa mereka tidak bertanggung jawab terhadap versi terakhir dari artikel Anda. Anda harus memastikan bahwa Anda mendapatkan izin dari semua orang yang namanya tercantum pada bagian ini. (**Lihat *Appendix: Ethics***)

- **Daftar Pustaka:** pastikan Anda telah mencantumkan seluruh sumber informasi yang dikutip dari publikasi lain. Pada daftar pustaka, cantumkan seluruh informasi yang diperlukan agar publikasi yang Anda pergunakan dapat ditemukan oleh para pembaca di suatu perpustakaan atau di internet. Bagi publikasi yang bukan Bahasa Inggris, berikan **judul asli** (apabila diperlukan, alih bahasakan sesuai ejaan Bahasa Inggris yang benar), jika dimungkinkan, teks alih bahasa diletakkan pada dalam kurung (CSE 2014). Hindari mengutip referensi yang tidak dapat diakses, kasar ataupun tidak relevan. Apabila dimungkinkan, kutiplah hasil penelitian utama daripada mempergunakan hasil review orang lain (DORA 2013). Jangan mempergunakan data yang belum dipublikasikan dalam daftar pustaka Anda– jika Anda harus mencantumkan data ini, jelaskan sumbernya pada bagian utama dari artikel ini.
- Setiap **artikel memiliki struktur penulisan yang berbeda**, misalnya untuk publikasi teori, artikel review, studi kasus dll (contoh. Gasparyan et al. 2011).
- Beberapa publikasi termasuk ringkasan abstrak atau ringkasan yang lebih panjang dalam bahasa lain sangat bermanfaat bagi pengembangan penelitian.
- Mengikuti **panduan penulisan pelaporan** akan membantu Anda menyampaikan informasi yang singkat namun penting terkait studi Anda (lihat contoh. EQUATOR Network).
- Ingatlah untuk mematuhi **instruksi penulisan jurnal** bagi penulis terkait panjang abstrak, gaya penulisan referensi, dll.

Tulis secara RINGKAS untuk menghemat waktu pembaca dan pembuat keputusan.

- **Jangan sertakan informasi yang tidak relevan dengan pertanyaan penelitian Anda** yang tercantum dalam Pendahuluan.
- **Jangan menyalin** bagian dari publikasi Anda sebelumnya dan jangan mengirimkan manuskrip yang sama kepada lebih dari satu jurnal sekaligus. Jika tidak, Anda bertanggung jawab atas **publikasi yang berulang** (lihat COPE flowcharts). Ketentuan ini tidak berlaku untuk publikasi pendahuluan, seperti abstrak konferensi (O'Connor 1991, lihat juga BioMed Central policy). Selain itu, **publikasi kedua** dapat diterima jika ditujukan untuk kelompok pembaca yang sama sekali berbeda (contoh. dalam bahasa yang berbeda atau untuk para ahli dan masyarakat umum) dan Anda telah menerima persetujuan dari para editor kedua jurnal (ICMJE 2017). Penggunaan referensi terhadap publikasi awal harus diletakkan dalam catatan kaki pada halaman judul publikasi kedua.
- Informasi yang telah dijelaskan dalam satu bagian **sebaiknya tidak diulang** pada bagian lain. Pengecualian terhadap abstrak, legenda gambar, dan paragraf penutup.
- Pertimbangkan apakah semua tabel dan angka diperlukan. Data yang disajikan dalam tabel tidak boleh diulang dalam bentuk angka (atau sebaliknya). Daftar data yang panjang tidak boleh diulang dalam teks.
- Keterangan terkait tabel dan gambar harus **informatif namun tidak terlalu panjang**. Jika data serupa disajikan dalam beberapa tabel atau beberapa gambar, maka format captionnya juga harus serupa.
- Sebaiknya hapus pernyataan yang bersifat umum (misalnya "hutan adalah ekosistem yang sangat penting.") dan fragmen berlebihan lainnya (misalnya "sudah diketahui bahwa ...").
- Apabila sering menggunakan **istilah ilmiah yang panjang**, buatlah singkatannya pada penggunaan pertama dari artikel Anda, selanjutnya menerapkannya secara terapkan secara konsisten.
- Ungkap keraguan Anda jika perlu tapi hindari **penggunaan kata yang berlebihan** (misalnya menulis "berpotensi" bukan "mungkin berpotensi"). Namun, jangan melakukan generalisasi kesimpulan Anda secara berlebihan.
- Kecuali jika diminta sebaliknya oleh editor, **pergunakan angka untuk semua nomor**, yaitu angka keseluruhan satu digit, **kecuali nol, satu** (jika tanpa unit), dan **kasus lain dimana kesalah pahaman mungkin terjadi**, misal. pada awal kalimat atau sebelum singkatan yang berisi angka (CSE 2014).

Tulis secara JELAS untuk memudahkan pemahaman – susunlah narasi Anda agar mudah dibaca.

Konten ilmiah

- **Bedakan dengan jelas antara data asli Anda dengan gagasan** orang lain ataupun dari publikasi terdahulu - berikan kutipan yang relevan. Sebaiknya rangkum atau gunakan dengan kata-kata sendiri suatu ide yang berasal dari sumber lain. Ketentuan ini juga berlaku untuk terjemahan. Saat menyalin teks secara harfiah (misalnya seluruh kalimat atau teks yang lebih panjang), masukkan dalam koma terbalik (contoh. Roig 2015, Kerans & de Jager 2010). Kalau tidak, anda dapat dinyatakan melakukan **plagiarisme** atau **melakukan pengulangan isi** (tidak dapat dilakukan justifikasi, melakukan pengulangan teks, data, ilustrasi yang berlebihan atau bahkan publikasi yang berulang, lihat COPE flowcharts dan COPE guidelines).

- Pastikan Anda menggunakan **istilah ilmiah Bahasa Inggris yang tepat**, sebaiknya berdasarkan teks yang ditulis oleh penutur asli Bahasa Inggris. Kosa kata hasil terjemahan sering salah pemaknaan (misal, disebut *false friends* atau tidak ada padanan kata yang dapat ditemukan oleh penerjemah).

- Jika ragu, **periksa definisinya** dalam kamus bahasa Inggris, karena banyak kata digunakan dengan tidak benar (contoh *gender* dan *trimester*, **lihat *Appendix: Ambiguity***). Anda juga bisa mencari kata atau frase di Wikipedia, misalnya; lalu dibandingkan hasilnya dalam bahasa ibu Anda maupun dalam Bahasa Inggris, dan lihat apakah padanan artinya benar-benar sama. Namun, Wikipedia tidak selalu dapat menjadi sumber informasi yang andal.

- Jika sebagian besar kata digunakan dalam terjemahan dan jarang dipakai di negara-negara berbahasa Inggris, pertimbangkan untuk menggantinya dengan istilah Bahasa Inggris yang umum dikenal dengan makna yang serupa (misalnya *plant community* dan bukan *phytocoenosis*). Jika istilah ilmiah tidak memiliki sinonim dalam Bahasa Inggris, maka definisikan dengan tepat dan pergunakan terjemahan Bahasa Inggris yang dapat diterima.

- **Definisikan setiap istilah ilmiah yang tidak biasa atau ambigu** saat pertama kali digunakan. Anda bisa mencantumkan sinonimnya, jika ada (untuk membantu pencarian), namun kemudian hanya mempergunakan salah satu dari mereka secara konsisten (untuk mencegah kebingungan). Penggunaan kosa kata formal yang ditetapkan oleh organisasi ilmiah lebih disukai (misalnya EASE 2013).

- **Hindari pernyataan yang tidak jelas**, yang mengharuskan pembaca untuk menebak apa yang Anda maksudkan. (**Lihat *Appendix: Ambiguity***)

- Saat melaporkan persentase, jelaskan **apa yang Anda anggap 100%.** Saat menulis tentang korelasi, hubungan, dll, jelaskan nilai mana yang Anda bandingkan.

- **Unit skala pengukuran internasional dan derajat Celcius** umumnya lebih disukai.

- Tidak seperti bahasa lainnya, Bahasa Inggris memiliki **titik desimal** (bukan koma). Kecuali jika diminta sebaliknya oleh editor, apabila jumlahnya melebihi 4 digit ke kanan atau kiri titik desimal, gunakan **spasi tipis** (tidak koma) diantara kelompok yang terdiri dari 3 digit di kedua arah dari titik desimal (EASE 2013).

- Untuk menunjukkan berabad-abad, berbulan-bulan, dll, jangan gunakan **angka kapital romawi**, karena jarang dipergunakan dalam Bahasa Inggris. Karena perbedaan cara penulisan tanggal pada Bahasa Inggris antara ejaan Inggris dan Amerika (lihat dibawah), sebaiknya tunjukkan bulan sebagai kata utuh atau 3 huruf pertama mereka (CSE 2014).

- Jika terdapat **nama geografis** yang kurang diketahui, apabila dimungkinkan, nama asli juga harus disebutkan, misal. "in the Kampinos Forest (Puszcza Kampinoska)". Beberapa informasi tambahan terkait lokasi, iklim, dan lain-lain, dapat juga bermanfaat bagi pembaca.

- Ingat bahwa tulisan akan dibaca **terutama oleh orang asing**, yang mungkin tidak mengetahui kondisi, klasifikasi, atau konsep spesifik yang diketahui secara luas di negara Anda; Oleh karena itu, penambahan beberapa penjelasan mungkin diperlukan (Ufnalska 2008). Sebagai contoh, gulma biasa *Erigeron annuus* disebut *Stenactis annua* di beberapa negara, sehingga dalam teks Bahasa Inggris, nama yang disetujui secara internasional harus digunakan, sementara sinonimnya harus ditambahkan dalam tanda kurung.

Struktur narasi

- **Setiap kalimat sebaiknya tidak boleh terlalu panjang. Struktur penulisan kalimat harus sederhana**, dengan subyek yang terletak di dekat kata kerjanya (Gopen & Swan 1990). Misalnya, hindari kata benda abstrak dan tulis "X diukur ..." dan bukannya "Pengukuran X dilakukan ...". (**Lihat *Appendix: Simplicity***) Jangan terlalu sering menggunakan konstruksi pasif (misal Norris 2011). Saat menerjemahkan, ubah struktur kalimat jika perlu untuk menyampaikan isi pesan dengan benar atau lebih jelas (Burrough-Boenisch 2013).

- **Teks harus kohesif, tertata secara logis**, dan mudah diikuti. (**Lihat *Appendix: Cohesion***)

- Setiap paragraf sebaiknya dimulai dengan kalimat topik, dan kalimat selanjutnya merupakan pengembangan topik.

- Berbeda dengan bahasa lainnya, Bahasa Inggris memungkinkan konstruksi paralel untuk mempermudah pemahaman. Misalnya, ketika membandingkan data serupa, Anda dapat menulis "It was high in A, medium in B, and low in C", bukan "It was high in A, medium for B, and low in the case of C".

- **Buatlah angka dan tabel yang mudah dimengerti** tanpa mengacu pada bagian utama artikel. Hapus data yang tidak informatif (misalnya, hapus kolom jika

berisi nilai yang sama pada semua baris - Anda dapat menuliskannya melalui catatan kaki). Tuliskan singkatan hanya jika diperlukan untuk konsistensi atau jika tidak cukup ruang untuk keseluruhan kata. Dalam keterangan atau catatan kaki, tentukan semua singkatan dan simbol yang tidak jelas (misalnya bar kesalahan dapat menunjukkan standar deviasi, interval kesalahan standar atau kepercayaan). **Ingatlah untuk menggunakan angka desimal** (bukan koma desimal) dan **berikan label dan unit sumbu** bila diperlukan.

- Pertimbangkan menggunakan **tabel teks** saat menyajikan sekumpulan data yang jumlahnya sedikit (Kozak 2009). (**Lihat *Appendix: Text-tables***).

- Dalam daftar panjang (singkatan, dll.), sebaiknya pisahkan kata-kata terpisah dengan **titik koma** (;), yang merupakan penghubung antara koma dan pemberhentian penuh.

Tata bahasa

- Apabila istilah ilmiah tidak diperlukan, sebaiknya gunakan **kata-kata yang umum** dikenal. Namun, hindari ungkapan sehari-hari, idiom, serta frase kombinasi (misalnya *find out*, *pay off*), yang seringkali sulit dipahami oleh penutur asli Bahasa Inggris (Geercken 2006).

- **Definisikan singkatan** saat pertama kali muncul pada bagian utama artikel (untuk menjelaskan singkatan tersebut). **Jangan terlalu banyak menggunakan singkatan yang berbeda**, karena akan sulit dimengerti. Jangan menyingkat istilah yang jarang digunakan dalam manuskrip Anda. **Hindari singkatan pada abstrak**.

- Secara umum, gunakan **bentuk lampau** saat menjelaskan bagaimana Anda melakukan penelitian dan apa yang Anda temukan atau apa yang dilakukan oleh peneliti lain. Sebaiknya gunakan **bentuk saat ini** dalam pernyataan umum dan interpretasi (misalnya signifikansi statistik, kesimpulan) atau saat menulis tentang konten artikel Anda, terutama tabel dan gambar (Gastel & Day 2016).

- Kecuali jika diminta sebaliknya oleh editor, **jangan menulis tentang diri Anda "the author(s)"**, karena ini ambigu. Sebagai gantinya, tulis " we " atau "I" jika diperlukan, atau gunakan ungkapan seperti "in this study", "our results" atau "in our opinion" (misalnya Hartley 2010, Norris 2011). Perhatikan bahwa Anda harus menulis "studi ini" jika Anda bermaksud mendapatkan temuan baru dari studi Anda. Jika maksud Anda adalah publikasi yang disebutkan dalam kalimat sebelumnya, tulis "studi itu". Jika maksud Anda penulis publikasi yang dikutip, tulis "penulisnya".

- Ingatlah bahwa dalam teks ilmiah kata "**which**" harus digunakan dalam klausa yang tidak ditentukan, sementara "**that**" mendefinisikan klausa (maksudnya "hanya itu yang").

- Apabila menggunakan **kata-kata samar**, pastikan maknanya sudah jelas dalam konteks teks. Periksa apakah semua **kata kerja sesuai dengan jumlah subjek mereka** dan jika **rujukan untuk semua kata ganti jelas** (ini sangat penting dalam teks terjemahan). Perhatikan bahwa beberapa kata benda memiliki kata benda jamak yang tidak beraturan. (**Lihat *Appendix: Plurals***).

- Baca teks dengan lantang untuk memeriksa tanda baca. Guna memberikan pemahaman yang benar, diperlukan **tanda intonasi** yang benar, dilambangkan dengan tanda koma atau tanda baca lainnya (misalnya perhatikan perbedaan antara "tidak ada data lagi yang dibutuhkan" dan "tidak, lebih banyak data diperlukan").

- **Konsisten dalam ejaan**. Ikuti kaidah Inggris atau Amerika untuk ejaan dan notasi tanggal (misalnya "21 Jan 2009" untuk ejaan Inggris, atau "Jan 21, 2009" untuk ejaan Amerika; **lihat *Appendix: Spelling***) Periksa apakah jurnal yang Anda targetkan menggunakan ejaan Inggris atau Amerika, dan kemudian gunakan pengaturan itu pada kata-kata dan tata bahasa Anda.

- Mintalah seorang rekan yang kompeten untuk mereview keseluruhan teks, untuk melihat apakah ada kata-kata yang ambigu.

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Appendix: Abstracts

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Key elements of abstracts

Researchers are quite often in a "box" of technical details – the "important" things they focus on day in and day out. As a result, they frequently lose sight of 4 items essential for any readable, credible, and relevant IMRaD[1] article: the point of the research, the research question, its answer, and the consequences of the study.

To help researchers to get out of the box, I ask them to include 5 key elements in their research report and in their abstract. I describe briefly the elements below and illustrate them with a fictitious abstract.

Key element 1 (BACKGROUND): the point of the research – why should we care about the study? This is usually a statement of the BIG problem that the research helps to solve and the strategy for helping to solve it. It prepares the reader to understand the specific research question.

Key element 2 (OBJECTIVES): the specific research question – the basis of credible science. To be clear, complete and concise, research questions are stated in terms of relationships between the variables that were investigated. Such specific research questions tie the story together – they focus on credible science.

Key element 3 (METHODS): a precise description of the methods used to collect data and determine the relationships between the variables.

Key element 4 (RESULTS): the major findings – not only data, but the RELATIONSHIPS found that lead to the answer. Results should generally be reported in the past tense but the authors' interpretation of the factual findings is in the present tense – it reports the authors' belief of how the world IS. Of course, in a pilot study such as the following example, the authors cannot yet present definitive answers, which they indicate by using the words "suggest" and "may".

Key element 5 (CONCLUSIONS): the consequences of the answers – the value of the work. This element relates directly back to the big problem: how the study helps to solve the problem, and it also points to the next step in research.

Here is a fictitious structured abstract, using these headings.

Predicting malaria epidemics in Ethiopia

Abstract

BACKGROUND**:** Most deaths from malaria could be prevented if malaria epidemics could be predicted in local areas, allowing medical facilities to be mobilized early. OBJECTIVES**:** As a first step toward constructing a predictive model, we determined correlations between meteorological factors and malaria epidemics in Ethiopia. METHODS**:** In a retrospective study, we collected meteorological and epidemic data for 10 local areas, covering the years 1963-2006. Poisson regression was used to compare the data. RESULTS**:** Factors AAA, BBB, and CCC correlated significantly ($P<0.05$) with subsequent epidemics in all 10 areas. A model based on these correlations would have a predictive power of about 30%. CONCLUSIONS**:** Meteorological factors can be used to predict malaria epidemics. However, the predictive power of our model needs to be improved and validated in other areas.

This understandable and concise abstract forms the "skeleton" for the entire article. A final comment: This example is based on an actual research project and, at first, the author was in a "box" full of the mathematics, statistics, and computer algorithms of his predicting model. This was reflected in his first version of the abstract, where the word "malaria" never appeared.

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(for more information, see Hull 2015)

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[1] IMRaD stands for Introduction, Methods, Results and Discussion.

Appendix: Ambiguity

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Empty words and sentences

Many English words are empty – they do not add information but require the reader to fill in information or context to be understood. The reader is forced to supply his or her own interpretation, which could be different from what you, the writer, mean.

Empty words seem to give information and uncritical readers do not notice them – that is why they work so well for marketing texts. However, empty words do not belong in articles reporting scientific research. Empty words require the reader to supply the meaning – very dangerous. Concise and clear communication requires words that convey specific meaning.

Examples

It is important that patients take their medicine.
- Note that to a physician the meaning is probably entirely different than to the sales manager of a pharmaceutical company. "Important" is one of our best-loved, but empty, words – it fits every situation.

The patient was treated for XXX.
- "Treated" is empty; we do not know what was done. One reader could assume that the patient was given a certain medicine, while another reader could assume that the patient was given a different medicine. Perhaps the patient was operated on, or sent to Switzerland for a rest cure.

The patient reacted well to the medicine.
- "Reacted well" gives us a positive piece of information, but otherwise it is empty; we do not know how the patient reacted.

The patient's blood pressure was low.
- We interpret "high/low blood pressure" to mean "higher/lower than normal", but we, the readers, have to supply that reference standard. A more concise statement is: *The patient's blood pressure was 90/60.*

Empty words and phrases not only require the reader to supply the meaning, they also contribute to a wordy blah-blah text. In scientific articles they destroy credibility. Here are some examples.

It has been found that the secondary effects of this drug include…
- Better: *The secondary effects of this drug include…(ref.).* Or, if these are your new results: *Our results show that the secondary effects of this drug include…*

We performed a retrospective evaluation study on XXX.
- "Performed a study" is a much overused and rather empty phrase. Better: *We retrospectively evaluated XXX.*

More examples that require the reader to supply information if it is not evident from the context:
- *quality*
- *good/bad*
- *high/low*
- *large/small*
- *long/short*
- *proper/properly* (eg "…a proper question on the questionnaire…")
- *As soon as possible…*

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Incorrect use of scientific terms

Scientific language should be exact and based on unequivocal terms. However, some terms are not always used properly. For example, trimester means 3 months (usually with reference to 1/3 of human pregnancy) but is often wrongly used to describe 1/3 of mostly shorter pregnancy in many animal species (Baranyiová 2013). Another nowadays frequently misused word in both human and veterinary medicine is gender (eg "examined dogs of both genders"), as it is not equivalent to biological sex. The word gender applies primarily to social and linguistic contexts. By contrast, in medicine and biology, the term sex is usually correct, because biological sex (not gender) is linked with major physiological differences (Marušić 2014). Wrong use of scientific terms can lead not only to confusion but also to serious consequences, so special care should be taken to avoid it.

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Appendix: Cohesion

Cohesion – the glue

The word "cohesion" means "unity", "consistency", and "solidity". Building cohesion into your text makes life easier for your readers – they will be much more likely to read the text. Cohesion "glues" your text together, focusing the readers' attention on your main message and thereby adding credibility to your work.

Think of your text as a motorcycle chain made up of separate links, where each sentence is one link. A pile of unconnected links is worthless – it will never drive your motorcycle. Similarly, a pile of unconnected sentences is worthless – it will never drive your message home.

To build a cohesive text, you have to connect your sentences together to make longer segments we call paragraphs. A cohesive paragraph clearly focuses on its topic. You then need to connect each paragraph with the previous paragraph, thereby linking the paragraph topics. Linking paragraphs results in building cohesive sections of your article, where each section focuses on its main topic. Then, link the sections to each other and, finally, connect the end of your article to the beginning, closing the loop – now the chain will drive our motorcycle. Let's look at linking techniques.

Basic guidelines for building a cohesive story:
1. Link each sentence to the previous sentence.
2. Link each paragraph to the previous paragraph.
3. Link each section to the previous section.
4. Link the end to the beginning.

Linking techniques
Whether you want to link sentences, paragraphs, sections or the beginning to the end, use 2 basic linking techniques:

- Use linking words and phrases, such as: *however, although, those, since then...* An example: *Our research results conflict with those of Smith and Jones. To resolve those differences we measured ...*
- Repeat key words and phrases – do not use synonyms. In scientific writing, repetition sharpens the focus. Repetition especially helps the reader to connect ideas that are physically separated in your text. For example: *Other investigators have shown that microbial activity can cause immobilization of labile soil phosphorus. Our results suggest that, indeed, microbial activity immobilizes the labile soil phosphorus.*

The example below illustrates how to link your answer to your research question, thus linking the Discussion with the Introduction.

In the Introduction, the research hypothesis is stated. For example: *The decremental theory of aging led us to hypothesize that older workers in "speed" jobs perform less well and have more absences and more accidents than other workers have.*

In the Discussion, the answer is linked to the hypothesis: *Our findings do not support the hypothesis that older workers in speed jobs perform less well and have more absences and more accidents than other workers have. The older workers generally earned more, were absent less often, and had fewer accidents than younger workers had. Furthermore, we found no significant difference between...*

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Appendix: Ethics

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EASE Ethics Checklist for Authors

EXPLANATION: obligatory declarations applying to all manuscripts are printed in bold.

Original or acceptable secondary publication

☐ No part of this manuscript (MS) has been published, except for passages that are properly cited.

☐ An abstract/summary of this MS has been published in………………………………..………………… ………………………………………………………… ……………………………………………………

☐ This MS has already been published in ……………… ………………………………………………………… ………………………………………………………… but in ..…………...……….language. A full citation to the primary publication is included, and the copyright owner has agreed to its publication in English.

☐ **No part of this MS is currently being considered for publication elsewhere.**

☐ **In this MS, original data are clearly distinguished from published data. All information extracted from other publications is provided with citations.**

Authorship

☐ **All people listed as authors of this MS meet the authorship criteria, ie they contributed substantially to study planning, data collection or interpretation of results *and* wrote or critically revised the MS *and* approved its final submitted version *and* agree to be accountable for all aspects of the work (ICMJE 2017).**

☐ **All people listed as authors of this MS are aware of it and have agreed to be listed.**

☐ **No person who meets the authorship criteria has been omitted.**

Ethical experimentation and interpretation

☐ The study reported in this MS involved human participants and it meets the ethical principles of the Declaration of Helsinki (WMA 2013). Data have been disaggregated by sex (and, whenever possible, by race) and sex and gender considerations are properly addressed (see Sex and Gender Questions[2]).

☐ The study reported in this MS meets the Consensus Author Guidelines on Animal Ethics and Welfare for Veterinary Journals[3] about humane treatment of animals and has been approved by an ethical review committee.

☐ The study reported in this MS meets other ethical principles, namely ………………………………… ………………………………….............……..… …

☐ **I and all the other authors of this MS did our best to avoid errors in experimental design, data** presentation, interpretation, etc. However, if we discover any serious error in the MS (before or after publication), we will alert the editor promptly.

☐ **None of our data presented in this MS has been fabricated or distorted, and no valid data have been excluded. Images shown in figures have not been manipulated to make a false impression on readers.**

☐ **Results of this study have been interpreted objectively. Any findings that run contrary to our point of view are discussed in the MS.**

☐ **The article does not, to the best of our knowledge, contain anything that is libellous, illegal, infringes anyone's copyright or other rights, or poses a threat to public safety.**

Acknowledgements

☐ **All sources of funding for the study reported in this MS are stated.**

☐ **All people who are not listed as authors but contributed considerably to the study reported in this MS or assisted in its writing (eg author's editors, translators, medical writers) are mentioned in the Acknowledgements.**

☐ **All people named in the Acknowledgements have agreed to this. However, they are not responsible for the final version of this MS.**

☐ Consent has been obtained from the author(s) of unpublished data cited in the MS.

☐ Copyright owners of previously published figures or tables have agreed to their inclusion in this MS.

Conflict of interest

☐ **All authors of this study have signed the EASE Form for Authors' Contributions and Conflict of Interest Disclosure[4].**

Date:………………………………………………………

Corresponding author:…………………………………...

MS title:…………………………………….………….

…………………………………………………………

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[3] www.veteditors.org/consensus-author-guidelines-on-animal-ethics-and-welfare-for-editors/
[4] www.ease.org.uk/publications/ease-form

Appendix: Plurals

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Examples of irregular plurals deriving from Latin or Greek

Singular	Plural	Examples
-a	*-ae* rarely *-ata*	*alga – algae, larva – larvae* *stoma – stomata*
-ex	*-ices*	*index – indices (or indexes*)* *apex – apices* (or *apexes**)
-ies	*-ies*	*species, series, facies*
-is	*-es*	*axis – axes*, *hypothesis – hypotheses*
-ix	*-ices*	*appendix – appendices* (or *appendixes**) *matrix – matrices* (or *matrixes**)
-on	*-a*	*phenomenon – phenomena* *criterion – criteria*
-um	*-a*	*datum – data**, bacterium – bacteria*
-us	*-i* rarely *-uses* or *-era*	*locus – loci, fungus – fungi* (or *funguses**) *sinus – sinuses* *genus – genera*

* Acceptable anglicized plurals that are also listed in dictionaries.

** In non-scientific use, usually treated as a mass noun (like *information*, etc)

It must be remembered that some nouns used in everyday English also have irregular plural forms (eg *woman – women, foot – feet, tooth – teeth, mouse – mice, leaf – leaves, life – lives, tomato – tomatoes*) or have no plural form (eg *equipment, information, news*). For more examples, see CSE (2014). If in doubt, consult a dictionary.

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Appendix: Simplicity

Examples of expressions that can be simplified or deleted (∅)

Long or (sometimes) wrong	Better choice (often)
accounted for by the fact that	*because*
as can be seen from Figure 1, substance Z reduces twitching	*substance Z reduces twitching (Fig. 1)*
at the present moment	*now*
bright yellow in colour	*bright yellow*
conducted inoculation experiments on	*inoculated*
considerable amount of	*much*
despite the fact that	*although*
due to the fact that	*because*
for the reason that	*because*
if conditions are such that	*if*
in a considerable number of cases	*often*
in view of the fact that	*because*
it is of interest to note that	*∅*
it may, however, be noted that	*but*
large numbers of	*many*
lazy in character	*lazy*
methodology	*methods*
owing to the fact that	*because*
oval in shape	*oval*
prior to	*before*
taken into consideration	*considered*
terminate	*end*
the test in question	*this test*
there can be little doubt that this is	*this is probably*
to an extent equal to that of X	*as much as X*
utilize	*use*
whether or not	*whether*

Based on O'Connor (1991)

Appendix: Spelling

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Examples of differences between British and American spelling

British English	American English
-ae- eg *aetiology, faeces, haematology*	**-e-** eg *etiology, feces, hematology*
-ce in nouns, **-se** in verbs eg *defence, licence/license, practice/practise*	**-se** in nouns and verbs eg *defense, license* (but *practice* as both noun and verb)
-ise or **-ize*** eg *organise/organize*	**-ize** eg *organize*
-isation or **-ization*** eg *organisation/organization*	**-ization** eg *organization*
-lled, **-lling**, **-llor**, etc. eg *labelled, travelling, councillor* (but *fulfil, skilful*)	**-led**, **-ling**, **-lor**, etc. eg *labeled, traveling, councilor* (but *fulfill, skillful*)
-oe- eg *diarrhoea, foetus, oestrogen*	**-e-** eg *diarrhea, fetus, estrogen*
-ogue eg *analogue, catalogue*	**-og** or **-ogue** eg *analog/analogue, catalog/catalogue*
-our eg *colour, behaviour, favour*	**-or** eg *color, behavior, favor*
-re eg *centre, fibre, metre, litre* (but *meter* for a measuring instrument)	**-er** eg *center, fiber, meter, liter*
-yse eg *analyse, dialyse*	**-yze** eg *analyze, dialyze*
*alumin**ium***	*alumin**um*** or *aluminium***
*gr**ey***	*gr**ay***
*m**ou**ld*	*m**o**ld*
*progra**mme*** (general) or *progra**m*** (computer)	*progra**m***
*sul**ph**ur* or *sul**f**ur***	*sul**f**ur*

*One ending should be used consistently.

**Recommended by the International Union of Pure and Applied Chemistry and the Royal Society of Chemistry.

For more examples, see CSE (2014). If in doubt, consult a dictionary. Obviously, American and British English slightly differ not only in spelling but also in word use, grammar, punctuation, etc. However, those differences are outside the scope of this document.

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Appendix: Text-tables

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Text-tables – effective tools for presentation of small data sets

Arranging statistical information in a classic table and referring to it elsewhere means that readers do not access the information as immediately as they would when reading about it within the sentence. They have to find the table in the document (which may be on another page), losing some time. This slightly decreases the strength of the information. Quicker access to the information can be achieved within a sentence, but this is not an effective structure if more than 2 numbers are to be compared. In such situations, a "text-table" appears to be ideal for communicating information to the reader quickly and comprehensibly (Tufte 2001). The text-table is a simple table with no graphic elements, such as grid lines, rules, shading, or boxes. The text-table is embedded within a sentence, so no reference to it is needed. Keeping the power of tabular arrangements, text-tables immediately convey the message. Look at the following examples.

Original sentence:

Iron concentration means (±standard deviation) were as follows: 11.2 ± 0.3 mg/dm³ in sample A, 12.3 ± 0.2 mg/dm³ in sample B, and 11.4 ± 0.9 mg/dm³ in sample C.

Modified:

Iron concentration means (±standard deviation, in mg/dm³) were as follows:

sample B	12.3 ± 0.2
sample C	11.4 ± 0.9
sample A	11.2 ± 0.3

Original sentence

After the treatment was introduced, mortality tended to decline among patients aged 20-39 y (relative reduction [RR] = 0.86/y; 95% CI 0.81–0.92; $P < 0.001$), 40 to 59 y of age (RR = 0.97/y; 95% CI 0.92–1.03; $P = 0.24$) and 60 to 79 y of age (RR = 0.92/y; 95% CI 0.86–0.99; $P = 0.06$).

Modified:

After the treatment was introduced, mortality tended to decline among patients in all age groups (RR stands for relative reduction per year):

20-39 y	RR = 0.86	(95% CI 0.81–0.92; $P < 0.001$)
40-59 y	RR = 0.97	(95% CI 0.92–1.03; $P = 0.24$)
60-79 y	RR = 0.92	(95% CI 0.86–0.99; $P = 0.06$)

Some rules for arranging text-tables

1. The larger a text-table is, the less power it has.
2. The sentence that precedes the text-table acts as a heading that introduces the information the text-table represents, and usually ends with a colon. Text-tables should have neither headings nor footnotes.
3. Indentation of text-tables should fit the document's layout.
4. Occasional changes in font (such as italics, bold, a different typeface) may be used, but with caution. They can, however, put some emphasis on the tabular part.
5. Do not use too many text-tables in one document or on one page.
6. In addition to the above rules, apply rules for formatting regular tables. For example, numbers should be given in 2-3 effective digits; ordering rows by size and their correct alignment will facilitate reading and comparison of values; space between columns should be neither too wide nor too narrow.

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(*for more information, see* Kozak 2009)

Practical tips for junior researchers

- Consider publishing a review article once you have completed the first year of your PhD studies because: (1) you should already have a clear picture of the field and an up-to-date stock of references in your computer; (2) research results sometimes take a long time to get (in agronomy: 3 years of field experiments...); (3) journals love review articles (they tend to improve the impact factor); (4) the rejection rate of review articles is low (although some journals publish solicited reviews only, so you might want to contact the Editor first); (5) the non-specialist reader - such as a future employer - will understand a review article more easily than an original article with detailed results.
- Alternatively, publish meta-analyses or other database-based research articles.

- Each part/item of an article should preferably be "almost" understandable (and citable) without reading other parts. The average time spent reading an article is falling, so virtually no one reads from Title to References. This phenomenon is amplified by the "digital explosion", whereby search engines identify individual items, such as abstracts or figures, rather than intact articles.

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For more advice, see EASE Toolkit for Authors
(www.ease.org.uk/publications/ease-toolkit-authors)

About EASE

Background information about EASE and the *EASE Guidelines*

The European Association of Science Editors (EASE) was formed in May 1982 at Pau, France, from the European Life Science Editors' Association (ELSE) and the European Association of Earth Science Editors (Editerra). Thus in 2012 we celebrated the 30th anniversary of our Association.

EASE is affiliated to the International Union of Biological Sciences (IUBS), the International Union of Geological Sciences (IUGS), the International Organization for Standardization (ISO). Through its affiliation to IUBS and IUGS, our Association is also affiliated to the International Council for Science (ICSU) and is thereby in formal associate relations with UNESCO.

EASE cooperates with the International Society for Addiction Journal Editors (ISAJE), International Association of Veterinary Editors (IAVE), International Society of Managing and Technical Editors (ISMTE), the Council of Science Editors (CSE), and the Association of Earth Science Editors (AESE) in North America. Our other links include the African Association of Science Editors (AASE), the Association of Learned and Professional Society Publishers (ALPSP), the European Medical Writers Association (EMWA), Mediterranean Editors and Translators (MET), the Society of English-Native-Speaking Editors (Netherlands) (SENSE), and the Society for Editors and Proofreaders (SfEP).

We have major conferences every 2-3 years in various countries. EASE also organizes occasional seminars, courses, and other events between the conferences.

Since 1986, we publish a journal, now entitled *European Science Editing*. It is distributed to all members 4 times a year. It covers all aspects of editing and includes original articles and meeting reports, announces new developments and forthcoming events, reviews books, software and online resources, and highlights publications of interest to members. To facilitate the exchange of ideas between members, we also use an electronic EASE Forum, the EASE Journal Blog, and our website (www.ease.org.uk).

In 2007, we issued the *EASE statement on inappropriate use of impact factors*. Its major objective was to recommend that "journal impact factors are used only – and cautiously – for measuring and comparing the influence of entire journals, but not for the assessment of single papers, and certainly not for the assessment of researchers or research programmes either directly or as a surrogate".

In 2010, we published *EASE Guidelines for Authors and Translators of Scientific Articles*. Our goal was to make international scientific communication more efficient and help prevent scientific misconduct. This document is a set of generalized editorial recommendations concerning scientific articles to be published in English. We believe that if authors and translators follow these recommendations before submission, their manuscripts will be more likely to be accepted for publication. Moreover, the editorial process will probably be faster, so authors, translators, reviewers and editors will then save time.

EASE Guidelines are a result of long discussions on the EASE Forum and during our 2009 conference in Pisa, followed by consultations within the Council. The document is updated annually and is already available in 28 languages: Arabic, Bangla, Bosnian, Bulgarian, Chinese, Croatian, Czech, Dutch, English, Estonian, Finnish, French, German, Hungarian, Indonesian, Italian, Japanese, Korean, Persian, Polish, Portuguese (Brazilian), Romanian, Russian, Serbian, Slovenian, Spanish, Turkish, and Vietnamese. The English original and its translations can be freely downloaded as PDFs from our website. We invite volunteers to translate the document into other languages.

Many institutions promote *EASE Guidelines* (eg see the European Commission Research & Innovation website), and many articles about this document have been published. Scientific journals also help in its popularization, by adding at the beginning of their instructions for authors a formula like:

> Before submission, follow *EASE Guidelines for Authors and Translators*, freely available at www.ease.org.uk/publications/author-guidelines in many languages. Adherence should increase the chances of acceptance of submitted manuscripts.

In 2012 we launched the *EASE Toolkit for Authors*, freely available on our website. The *Toolkit* supplements *EASE Guidelines* and includes more detailed recommendations and resources on scientific writing and publishing for less experienced researchers. In the same year, the EASE Gender Policy Committee was established to develop a set of guidelines for reporting of Sex and Gender Equity in Research (SAGER). Besides, EASE participated in the sTANDEM project (www.standem.eu), concerning standardized tests of professional English for healthcare professionals worldwide. Our Association also supports the campaign AllTrials (www.alltrials.net).

For more information about our Association, member's benefits, and major conferences, see the next page and our website.

European Association of Science Editors

EASE

Skills - communication - fellowship

EASE is an internationally oriented community of individuals from **diverse backgrounds**, linguistic traditions, and professional experience, who share an interest in science communication and editing. Our Association offers the opportunity to **stay abreast** of trends in the rapidly changing environment of scientific publishing, whether traditional or electronic. As an EASE member, you can sharpen your editing, writing and thinking skills; **broaden your outlook** through encounters with people of different backgrounds and experience, or **deepen your understanding** of significant issues and specific working tools. Finally, in EASE we **have fun and enjoy learning** from each other while upholding the highest standards

EASE membership offers the following benefits

- A quarterly journal, *European Science Editing*, featuring articles related to science and editing, book and web reviews, regional and country news, and resources
- A major **conference every 2 years**
- **Seminars and workshops** on topics in science editing
- *Science Editors' Handbook*, (free online access, discount on printed version) covering all aspects of journal editing from on-screen editing to office management, peer review, and dealing with the media
- **Advertising of your courses or services** free of charge on the EASE website
- Discounts on **job advertisements** on the EASE website
- Opportunities to share problems and solutions with **international colleagues** from many disciplines (also on the **EASE forum** and **ESE journal blog**)
- Good networking and **contacts for freelancers**
- **Discounts** on editorial software, courses, etc.

Our members

EASE welcomes members **from every corner of the world**. They can be found in about 50 countries: from Australia to Venezuela by way of China, Russia and many more. EASE membership cuts across **many disciplines and professions**. Members work as commissioning editors, academics, translators, publishers, web and multi-media staff, indexers, graphic designers, statistical editors, science and technical writers, author's editors, journalists, proofreaders, and production personnel.

Major conferences

2018 **Bucharest**, Romania
2016 **Strasbourg**, France
2014 **Split**, Croatia
2012 **Tallinn**, Estonia (**30th Anniversary**)
2009 **Pisa**, Italy
2006 **Kraków**, Poland
2003 **Bath**, UK
2003 **Halifax**, Nova Scotia, Canada
     (joint meeting with AESE)
2000 **Tours**, France

1998 **Washington**, DC, USA (joint meeting
     with CBE and AESE)
1997 **Helsinki**, Finland
1994 **Budapest**, Hungary
1991 **Oxford**, UK
1989 **Ottawa**, Canada (joint meeting with
     CBE and AESE)
1988 **Basel**, Switzerland
1985 **Holmenkollen**, Norway
1984 **Cambridge**, UK
1982 **Pau**, France