



The title of the article is written by following this example

(It should be written concisely, densely, describing the contents of the article, max. 13 words, Times New Roman 16, bold)

First Author^{1*}, Second Author², & Third Author³ *(Full names without a degree, bold, TNR 11)*

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If the University/Institution is the same, then it should be written ^{1,2,3}University of Origin, State or Country

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(TNR 10)

Abstract: The background of the research is to determine the advanced reading ability of students in class IV A at SDN 2 Kawan, Bangli. The students have difficulty in using intonation and the curation of the loudness of the students' voices in reading, and there are still many students who do repetition of words in reading. This study aims to analyze the ability of class IV A students in advanced reading. The population and samples in this study were all grade IV A students, with a total number of 21 students, from SDN 2 friends. The method used in this study is a quantitative method. The data collection technique used is observation to determine the results of descriptive statistics that describe the level of advanced reading ability of all grade IV A students. Based on the results of the study, it was found that the advanced reading ability of grade IV A students was low. With an average score of all students is 58,33. It is influenced by physiological factors, intellectual factors, environmental factors, and psychological factors.

Keywords: *Advanced reading ability; fourth graders; low reading ability.*

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<https://doi.org/10.21831/diksi.v30i1.45421>

INTRODUCTION *(TNR 11)*

(TNR 11) The introduction presents the research background, gaps between the ideal and actual conditions, support from current theories and studies relevant to the problem, and novelty in the form of innovation. This section is written in a maximum of 20% (including the title and abstract) of the body of the article.

METHOD *(TNR 11)*

(TNR 11) This section should include sufficient details about the method used in the research. Detailed information about the method should be stated in clear explication. How the research is conducted, in which methods, and how the data is collected and analyzed. If using the experiment, simulation, statistical test, or analysis are used to create the results to enable another researcher to replicate the procedure.

Then, a method that contains a brief description of the research methods used (approximately 10% of the body of the article). The next part is very important, which is about the results and discussion. This section is written about 65% of the overall content of the article, and the discussion of the results of the study should refer to the results of previous research. Conclusions are written briefly (about 5% of the body of the article) to state the short answer to the research problem.

RESULTS AND DISCUSSION (TNR 11)

Result (TNR 11)

(TNR 11) In general, the results of the study are described first, and then there is part of the discussion. As in this template, there are separate subheadings of results and discussions.

Articles can contain tables and/or images. Tables or pictures should not be too long, too big, and too much. Authors should use variations in the table and drawing presentations. The tables and images presented should be referenced in the text.

In *Diksi*, table writing is like the following example Table 1 and Figure 1 below. In the body of the paragraph, please mention Table 1, which describes some of the Style names in this article's template, while Figure 1 describes the percentage of the writing section and it is about the number of words in each section specified in *Diksi*. Note that the table does not contain vertical (upright) lines, and horizontal (flat) lines exist only on the head and tail of the table. The size of the table fill letter can be reduced, for example:

Table 1. Style and its function		
N	Style	Function
1	Diksi_abstract body	Abstract
2	Diksi_keyword	Keyword from abstract
3	Diksi_author	Author

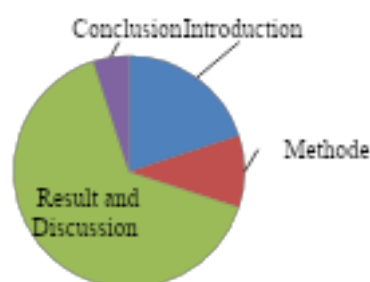


Figure 1. Percentage of the writing section

Discussion (TNR 11)

(TNR 11) The discussion of research results should refer to the results of previous research that has been published in scientific journals. Authors are advised to refer to the results of research that has been published in *Diksi*.

This section contains the research findings and their discussion. The research findings must be backed up by sufficient evidence. The research findings and discovery must be the responses to, or refutation of, the research hypothesis given in the opening section. The following components of the discussion should be addressed: How (what/how) do your findings connect to the original topic or objectives stated in the Introduction section? Do you provide a scientific interpretation for each of your conclusions or findings (and why)? Are your findings compatible with those of other investigators (what else)? Or are there distinctions?

The writing of references in the body of the article and in the bibliography is based on the rules issued by the American Psychological Association (APA) 7th Edition published in 2020 (American Psychological Association, 2020). For more detailed information about citation, please refer to <https://apastyle.apa.org/products/publication-manual-7th-edition>

Diksi refers to credible sources, i.e., those written by experts in their field and through a process of review or editing before publication. The following is given some examples of reference writing in the body of the article.

The first example is the writing of reference sources in the text. Writing can be like this (Madya, 2011), or if there are two authors, then written like this (Tabachnick & Fidell, 2007) if there are more

than two to five authors, for the first mention written all, such as (Thomas-Hunt, Ogden, & Neale, 2003) and the next mention written (Thomas-Hunt et al., 2003). The names of fewer than six authors are written in all, for example (Janssen, Kirschner, Erkens, Kirschner, & Paas, 2010), but as many as six or more authors wrote the first author only, for example (Fuchs et al., 2000).

It can also be written where the name outside the parentheses, such as Madya (2011), adjusts to the statement written. If the statement is a direct quote, then the page should be included with written as this example (Tobias & Duffy, 2009, p. 23) or (Tobias & Duffy, 2009, p. 23-28).

Direct citations containing less than 40 words should be written in paragraphs (not separated) and with quotation marks. If the direct quote contains 40 or more words, it is written in blocks (separate from paragraphs), jutting half an inch from the edge without **being** quoted. For example, a direct quote of more than 40 words is as follows.

... when each group member has acquired a different knowledge base, and combinations of knowledge are required to solve a problem, collaborative learning (heterogeneous) could be an advantage. If group learning is desirable in school, then teachers need to structure the curriculum to permit each student to acquire a different knowledge base before instructing them in collaborative work (Retnowati, 2012, p. 338).

A statement can also be the essence of some references, so the source is written by mentioning all alphabetical sequence references and point virgule (;) to separate between sources, in this way (Ritter, Nerb, Lehtinen, & O'Shea, 2007; Sahlberg, 2012; Schunk, 2012).

It is important to note that all mentions of names follow the rule that the last name is being disowned, regardless of the ethnicity from which the name is the origin. For example, Burhan Nurgiyantoro and Anwar Efendi are Indonesian names written (Nurgiyantoro & Efendi, 2013).

For translation reference sources, then the referenced is the name of the original author, the year of the translation book and the original book is mentioned all, for example, see in the bibliography of the book from (Schunk, 2012) original and Schunk (2012) translation.

According to APA, the city of special publishers of the United States of America must include the name of the state abbreviated in two capital letters; for example, the city of New York is in the state of New York (NY), the city of Boston is in the state of Massachusetts (MA). The name of the city in another country is simply written the name of the city.

If the reference source is printed but has an online version, then a website address is included; for example, see (Bransford, Brown, & Cocking, 2005). This website address can be in the form of <http://www> or information in the form of doi (*digital object identifier*). At this time, most scientific periodicals or electronic *books* already have doi information.

Next is the discussion of reference sources published by the government. There are two types, and the first is books/reports/articles written by teams or agents from government agencies; The second is the legal *document*. For the first type, the writing is the same.

Author, A. B. or Name of Department/Agency. (YEAR). *Title of document: Subtitle* (Report No. # [if available]). Location: Publisher.

Author, A. B. or Name of Department/Agency. (YEAR). *Title of document: Subtitle* (Report No. # [if available]). Retrieved from [Agency Name (if not same as author) website:] <http://url>

Department of the Prime Minister and Cabinet. (2008). *Families in Australia: 2008. Australia*. Retrieved from <http://www.dpmc.gov.au/publications/families/index#contact>

For the second type, it is not necessary to write the name of the author but directly mention the name of the legislation. For example, in the body of the article referred to as the Child Protection Act/1999 (Qld), s.5. The bibliography is also written child *protection act 1999* (Qld), s.5. Another

example is when referring to Indonesian Law No. 14 (2005) or Permendiknas No. 22 (2006), where the name of a government institution does not need to be written as an author.

The bibliography is written at the end of the article with the type and size of the letter equal to the body of the article. The bibliography is sorted according to the alphabet. Everything referenced in the article must be written in the bibliography, and everything written in the bibliography should be a reference in the article by writing down what is referenced in the article. All forfeitures must follow the ethics of writing, especially in the case of writing direct or indirect quotes.

The *Diksi* editor team advises writers to use software that helps with easy article writing, even more so to help with writing reference sources. Things like this are mechanical and can take time to think about more important things than the research content. Nevertheless, using the standard format of writing can make it easier for readers to understand the article's content so that it can follow up on the results of the research submitted in the article.

CONCLUSIONS (TNR II)

(TNR II) This section contains the conclusions of the results of the research carried out. For this template to be applied in an orderly manner, the author can download the template and save the file on a personal computer by renaming the file, then edit the writing in this template with articles from the author, preferably gradually, without removing sub-headings, without changing the format. This template was written using Microsoft Word. To make it easier please write reference sources by using reference manager.

The concluding statement should not simply restate the findings, discussions, or abstract. The conclusion contains substantialization of meaning. It can present a statement of what is being expected as proposed in the "Introduction" and what has happened as reported in the "Findings and Discussion" so that there is compatibility. Additionally, you should recommend future studies and highlight those that are currently underway.

ACKNOWLEDGMENT (TNR II)

(TNR II) This section contains thanks to sponsors or funders or to those who importantly play a role in research.

REFERENCES (TNR II)

(TNR II)

The References section comprises only the sources cited or included in the body of the article. If feasible, please use Reference Manager Applications. Referral sources should account for at least 80% of journal articles, and 20% may come from other resources. References are formatted in the APA style, 7th edition, for more information, please consult <https://apastyle.apa.org/>

Here are some examples.

(Type: *author's book is the same as the publisher*).

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

(Type: *e-book*)

Bransford, J. D., Brown, A. L., & Cocking, R. R. (2005). *How people learn: Brain, mind, experience and school*
<https://www.nap.edu/catalog/9853/how-people-learn-brain-mind-experience-and-school-expand-ed-edition>

(Type: *laws in LN*)

Child Protection Act 1999 (Qld), s.5

(Type: journal articles with more than six authors)

Fuchs, L. S., Fuchs, D., Kazdan, S., Karns, K., Calhoon, M. B., Hamlett, C. L., & Hewlett, S. (2000). Effects of workgroup structure and size on student productivity during collaborative work on complex tasks. *The Elementary School Journal*, 100(3), 183-212. <https://doi.10.2307/1002151>.

(Type: journal articles with fewer than six authors)

Janssen, J., Kirschner, F., Erkens, G., Kirschner, P. A., & Paas, F. (2010). Making the black box of collaborative learning transparent: Combining process-oriented and cognitive load approaches. *Educational Psychology Review*, 22(2), 139-154. <https://doi.10.1007/s10648-010-9131-x>.

(Type: book of one author from Indonesia)

Madya, S. (2011). *Teori dan praktik penelitian tindakan (action research)*. Bandung: Alfabeta.

(Type: book of one author from Indonesia)

Sudiati. (2016). Wujud Permasalahan Wanita dalam Novel *Saman* Karya Ayu Utami. *Diksi*, 24(1), 27-39. <https://doi.111000.0000>

(Type: handbook documents/reports of government institutions/organizations)

NCTM. (2000). *Principles and standards for school mathematics*. Reston, VA: Author.

(Type: statutory documents)

Permendiknas 2009 No. 22, Kompetensi Dasar Pendidikan Pancasila dan Kewarganegaraan Sekolah Dasar Kelas I-VI.

(Type:online/onlinearticle)

Purdue Online Writing Lab. (27/03/2015). APA Style. *Reference list: Electronic sources (web publications)*. <https://owl.english.purdue.edu/owl/resource/560/10/>.

(Type:online/onlinearticle)

Retnowati, E. (2012, 24-27 November). *Learning mathematics collaboratively or individually*. Paper presented at The 2nd International Conference of STEM in Education, Beijing Normal University, China. http://stem2012.bnu.edu.cn/data/short%20paper/stem2012_88.pdf.

(Type:online/onlinearticle)

Ritter, F. E., Nerb, J., Lehtinen, E., & O'Shea, T. M. (Eds.). (2007). *In order to learn: how the sequence of topics influences learning*. New York, NY: Oxford University Press.

(Type: book section)

Sahlberg, P. (2012). The most wanted: Teachers and teacher education in Finland. In L. Darling-Hammond & A. Lieberman (Eds.), *Teacher education around the world: changing policies and practices*. London: Routledge.

(Type: book of one author)

Schunk, D. H. (2012). *Learning theories an educational perspective*. Boston, MA: Pearson Education, Inc.

(Type: translated book)

Schunk, D. H. (2012). *Learning theories an educational perspective* (E. Hamdiah & R. Fajar, Trans.). Yogyakarta: Pustaka Pelajar. (Original work published 2012).

Type: book of two authors

Tabachnick, B. G., & Fidell, L. S. (2007). *Using multivariate statistics* (Fifth ed.). Needham Heights, MA: Allyn & Bacon.

(Type: journal article of three authors)

Thomas-Hunt, M. C., Ogden, T. Y., & Neale, M. A. (2003). Who's sharing? Effects of social and expert status on knowledge exchange within groups. *Management Science*, 49(4), 464-477. <https://doi.10.2307/4133951>

(Type: edited book with two editors)

Tobias, S., & Duffy, T. M. (Eds.). (2009). *Constructivist instruction: success or failure?* New York, NY: Routledge.

For more details, please consult through <https://apastyle.apa.org/>