

Title should indicate the research findings/methods/novelty: use bold, with an initial capital letter for any proper nouns

Abstract

The abstract should be clear and informative in one paragraph (not exceeding 200 words). Use Palatino Linotype font in size 12-pt with single spacing. It should succinctly describe your entire paper which contains *the introduction indicating the research gaps, purpose, methodology, findings, and research implication*. It should tell the prospective readers what you did and highlight the key findings. Avoid using technical jargon and uncommon abbreviations. The abstract must appear on the top of the first page after the title, author(s) name and affiliation, and email address of **corresponding author** (*who will handle correspondence at all stages of refereeing and publication, also post-publication; this responsibility includes answering any future queries about Methodology and Materials*) of the paper. Keywords are the labels of your manuscript and critical to correct indexing and searching. They should be well selected and closely related to the topic to facilitate readers' search and should represent the content and highlight of your article. Use only abbreviations that are firmly established in the field. There must be 3-7 keywords [*phrases*]. Each phrase in Keywords should be separated by a semicolon (;).

Keywords: keyword; keyword; keyword; keyword; keyword (3-7 keywords [*phrases*]) (5 keywords are mandatory)

(*Keywords help readers find your article, so are vital for discoverability. They should be written in lower case except proper nouns and should be alphabetically arranged*)

Introduction

It is an introduction to the article (**Heading 1**). The article structure contains (a) **Title**; (b) **Author(s) name, affiliation, and email address of corresponding author**; (c) **Abstract**; (d) **Keywords**; (e) **Introduction**; (f) **Literature review**; (g) **Method**; (h) **Findings**; (i) **Discussion**; (j) **Conclusion**; (k) **Acknowledgements**; (l) **Funding** (if any); (m) **Disclosure statement**; (n) **ORCID**; (o) **References**; and (p) **Appendices** (if any). Therefore, the article should clearly describe the background of the subject, the author's work, including the method used, results, and concluding discussion on the importance of the work.

Manuscripts should be typed in MS Word doc. format; using 12-pt Palatino Linotype font; left, right, top, and bottom margins are 3 cm; single-spaced on A4-sized paper; length: between 5,000 to 7,000 words (**EXCLUDING abstract, references, and appendices**). It is expected that the author will submit carefully written and proofread material.

Use **Reference Management Software** such as **Zotero** (<http://www.zotero.org>), **Mendeley** (<https://www.mendeley.com>), etc. (but it is not mandatory) for citations and references by following the style of the American Psychological Association (APA) 7th Edition. Careful checking for spelling and grammatical errors should be performed. It is suggested to use Grammar Checker Software **Grammarly** (<http://app.grammarly.com>).

The introduction should include these three elements: *why important, what knowledge gap, what purpose*. It is essential to include recent more relevant research publications, particularly the current relevant publications. The introduction should include key references to appropriate work. The introduction should state the research gaps explicitly. It should provide a clear statement of the problem or research objective at the end of the Introduction section. It also states the significant contribution of the research. All introductions should be presented in the forms of paragraphs, not pointers.

Author should provide an adequate background and empirical studies in order to record the existing solutions/method, to show which is the best of previous studies, to show the main limitation of the previous studies, to show what do you hope to achieve (to solve the limitation), and to show the scientific merit or novelties of the paper.

At the end of the introduction, ***author should explicitly state the research gaps and show the novelty of the research. Author should also write the research questions or research objectives and the research contributions.*** Here are the examples of the gaps analysis statement at the end of Introduction section: (Short summary of background) (put here state of the art or overview of previous researches similar to this research) A few researchers focused on There have been limited studies concerned on Therefore, this research intends to The objectives of this research are

or

..... (Short summary of background) (put here state of the art or overview of previous researches similar to this research) A few researchers focused on There is no researcher concerned on Therefore, this research focuses on This research is aimed to or the research questions comprise as follows:

- (1) Research Question 1 (RQ1)
- (2) Research Question 2 (RQ2)

Literature review

This section discusses the literature review (**Heading 1**). This section consists of several subsections regarding the literature review as the theory of the recent study's issue. It deals with reviewing the key concept used in the present study and providing previous relevant studies/investigations relevant to the article. It also includes the current knowledge including substantive findings, as well as theoretical and methodological contributions to your topic. A literature review surveys books, scholarly articles, and any other sources relevant to a particular issue, area of research, or theory, and by so doing, provides a description, summary, and critical evaluation of these works in relation to the research problem being investigated. Avoid a detailed literature review or a summary of the results. Do not describe literature review as author by author but it should be presented as group of articles per method or topic reviewed which refers to some literatures.

First subsection of literature review

It deals with the first subsection of literature review (**Heading 2**). XXXXXXXX XXXXXXXX XXXXXX XXX. XXXXXX XXXXXX XXXXX XXXXXXXXXXX XXXXXXXX.

XXXXXXXX XXXXXXXXXXX XXXXXX XXXXX XXX. XXXXXX XXXXXX XXXXX XXXXXXXXXXX XXXXXXXX. XXXXXXXXXXX XXXXXXXX XXXXXX XXXXXXX XXXXXXXX. XXXXXXXXXXX XXXXXXXX.

Second subsection of literature review

It deals with the second subsection of literature review (**Heading 2**). XXXXXXXX XXXXXXXXXXX XXXXXX XXXXX XXX.

XXXXXXXX XXXXXX XXXXX XXXXXXXXXXX XXXXXXXX. XXXXXX XXXXXX XXXXX XXXXXXXXXXX XXXXXXXX. XXXXXXXXXXX XXXXXXXX XXXXXX XXXXXXX XXXXXXXX. XXXXXXXXXXX XXXXXXXX.

Third subsection of literature review

It deals with the third subsection of literature review (**Heading 2**). XXXXXXXX XXXXXXXXXXX XXXXXX XXXXX XXX.

How many subsections will be presented depend on the needs of the explanation related to the literature review. The proportion of the **Introduction** and the **Literature review** sections is 15-20% of the total article length).

Method

This section discusses the research methodology (**Heading 1**). This section consists of several subsections telling the research method description such as *the research design, participants, data collection (practical procedures), data analysis (practical procedures), rigor and trustworthiness (for qualitative research), etc.* Methods already published should be indicated by a reference: only relevant modifications should be described. Do not repeat the details of established methods.

In the Method section, the proportion is 10-15% of the total article length, all presented in the form of paragraphs in the subsections. All text paragraphs should be single-spaced, with the first line indented. Double spacing should NOT be used anywhere in the manuscript. The position and style of headings and subheadings should follow this template.

First subsection of method

It deals with the first subsection of method (**Heading 2**). XXXXXXXX XXXXXXXX
XXXXXX XXXXX XXX. XXXXXX XXXXXXX XXXXX XXXXXXXX XXXXXXXX.

XXXXXXXX XXXXXXXX XXXXXXX XXXXX XXX. XXXXXX XXXXXXX XXXXX XXXXXXXX
XXXXXXX. XXXXXXXXXXX XXXXXXX XXXXXXX XXXXXXX XXXXXXXX. XXXXXXXXXXX XXXXXXXX.

Second subsection of method

It deals with the second subsection of method (**Heading 2**). XXXXXXXX XXXXXXXX
XXXXXX XXXXX XXX. XXXXXX XXXXXXX XXXXX XXXXXXXX XXXXXXXX.

Third subsection of method

It deals with the third subsection of method (**Heading 2**). XXXXXXXX XXXXXXXX
XXXXXX XXXXX XXX. How many subsections will be presented depend on the needs of the explanation related to the research methodology.

Findings

This section deals with the research findings (**Heading 1**). The findings obtained from the research have to be supported by sufficient data. The research results and the discovery must be the answers, or the research hypothesis stated previously in the introduction part. **The findings section consists of a description of the results of the data analysis to answer the research question(s). The findings should summarize (scientific) findings rather than providing data in great detail.** Please highlight differences between your results or findings and the previous publications by other researchers.

This section should be explained in several subsections with the detail explanation of the findings. XXXXXXXX XXXXXXXXX XXXXXXX XXXXX XXX XXXXXXX XXXXXXX XXXXX XXXXXXXXX XXXXXXX XXXXXXXXX.

First findings

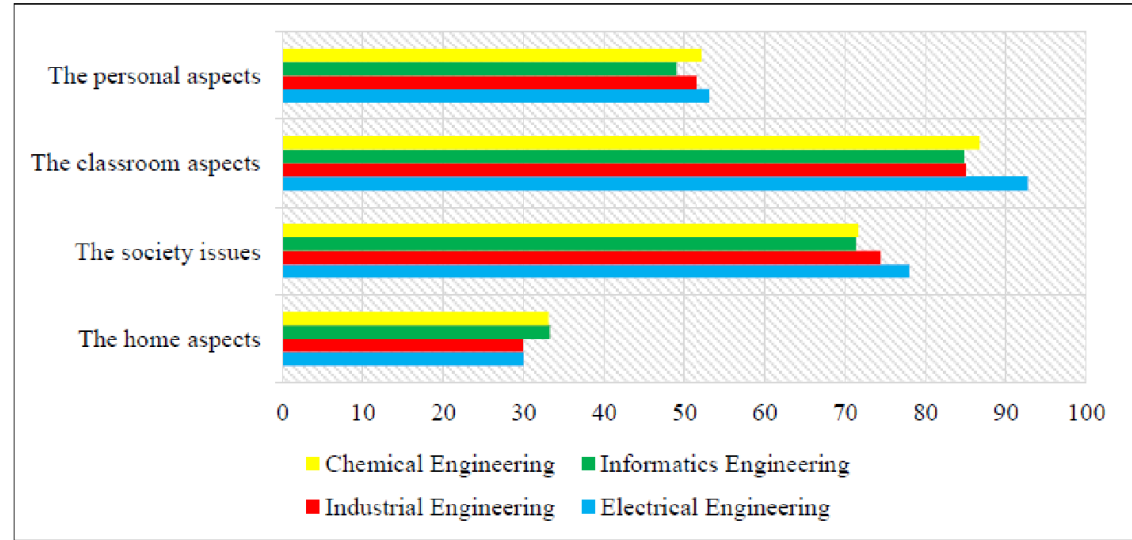
This section deals with the first findings (*Heading 2*). **The author is required to present the results of the study with a detailed explanation.** XXXXXXXX XXXXXXXXX XXXXXXX XXXXX XXX. XXXXXXX XXXXXXX XXXXX XXXXXXXXX XXXXXXXXX.

Subsection of the first findings

This section deals with a detailed explanation of the first findings (*Heading 3*). How to make and place Figure? The placement of the *colorful picture* is like **Figure 1 which links to the presented figure**, i.e., is the align left with the caption below is written in 11-pt Palatino Linotype. The caption has to mention the title of the figure.

Figure 1

Title of the figure



XXXXXXXX XXXXXXXXX XXXXXXX XXXXX XXX. XXXXXXX XXXXXXX XXXXX XXXXXXXXX XXXXXXXXX XXXXXXXXX. XXXXXXX XXXXXXX XXXXXXX XXXXXXXXX XXXXXXXXXX XXXXXXX XXXXX. XXXXXXX XXXXXXXXX XXXXXXX XXXXX XXX. XXXXXXX XXXXXXX XXXXX XXXXXXXXX XXXXXXXXX XXXXXXXXX.

Subsection of the first findings

This section deals with a detailed explanation of the first findings (*Heading 3*). How to make and place Table? Each table must be typed, and consecutively numbered, just like **Table 1 which links to the presented table**. The title is

written in the align-left above the table and 11-pt Palatino Linotype, while the source is placed below the table in the same font.

Table 1

Title of the table

No.	Column number 1	Column number 2	Column number 3	Column number 4	Column number 5
1.	Row 1	Row 1	Row 1	Row 1	Row 1
2.	Row 2	Row 2	Row 2	Row 2	Row 2
3.	Row 3	Row 3	Row 3	Row 3	Row 3
4.	Row 4	Row 4	Row 4	Row 4	Row 4

(Source: Source name, 2019)

Second findings

This section deals with the second findings (*Heading 2*). The author is required to present the results of the study with a detailed explanation. This paragraph introduces the topic of finding based on the data obtained from interview. **If this subsection reports the data gained from the interview, the author is required to write the transcription of the dialogue (interview result) of the relevant data related to the answer to the research questions.** *Here is an example.* Regarding the change of images in the third and fourth slides, MIC explained his revision of the first draft in an interview:

Researcher: Why did you change from a sick earth image [in the third slide] to this one [the picture of the earth in the green house]?

MIC: Because the greenhouse picture is better. Mrs. Johnson told me this slide is about the greenhouse effect.

Researcher: Yeah. The title is "What does the greenhouse effect due to the earth?" You also changed the color of the gas ring. Why did you change it?

MIC: Because it's gas [I changed the color from orange to gray].

This paragraph discusses analysis results of the excerpt of the interview data presented above. XXXXXXXX XXXXXXXXX XXXXXX XXXXX XXX.

Discussion

This section deals with the discussion of the research findings (**Heading 1**). In the Discussion section, the author should present it with a detailed explanation in several subsections (it depends on the needs). The discussion should explore the significance of the results of the work, not repeat them. In the discussion, it is the most important section of your article. Here you get the chance to sell

your data. Make the discussion corresponding to the results, but do not reiterate the results. Often should begin with a summary of the main scientific findings. The meanings of the findings should be shown from current theories and references of the area addressed.

In the discussion section, you are comparing and contrasting the findings of the current research with those from the previous research or the supporting theories. There should be a similarity and contrast analysis. The following components should be covered in discussion: (a) How do your results relate to the original question or objectives outlined in the Introduction section? What is your finding of research? (what/how)? (b) Do you provide interpretation scientifically for each of your results or findings presented (why)? This scientific interpretation must be supported by valid analysis and characterization (why)? (c) Are your results consistent with what other investigators have reported (what else)? Or are there any differences?

The proportion of the **Findings** and the **Discussion** sections is 40-60% of the total article length. XXXXXXX XXXXXXX XXXXXX XXXX XXX XXXXXX XXXXXX XXXXX XXXXXXX XXXXXXX XXXXXXX. XXXXXXX XXXXXX XXXXXX XXXXXXX XXXXXXXXXXX XXXXXX XXXXX XXXXXXX XXXXXXXXX.

At the end of the Discussion section, there should be a closing statement of the discussion. XXXXXX XXXXXXX XXXXXX XXXXX XXX. XXXXXX XXXXXX XXXXX XXXXXXX XXXXXXX XXXXXXX XXXXXXX XXXXXXX XXXXXXX XXXXXXX XXXXXXX XXXXXXX.

Conclusion

This section deals with the conclusion (**Heading 1**). In the conclusion section, it should include the following points: restatement of aims; summarizing research findings; suggesting implications; significance of the findings or research contribution; limitations of the current study; recommendations for future research; and implications or recommendations for theory/practice. Without a clear conclusion, reviewers and readers will find it difficult to judge the work, and whether or not it merits publication in the journal. Do not repeat the Abstract, or just list experimental results.

Acknowledgements

We would like to acknowledge

(Recognize those who helped in the research including individuals who have assisted you in your study: advisors or other supporters, e.g., proofreaders, typists, and

suppliers, who may have given materials. **Do not acknowledge or mention the names of your co-authors).**

Funding (if any)

This work was supported by the Fund (year).
(Recognize the funding supporters of your research)

Disclosure statement

No potential conflict of interest was reported by the author(s).

References

- Adinolou, N. A., & Far, L. M. (2014). The relationship of self-efficacy beliefs, writing strategies, and the correct use of conjunctions in Iranian EFL learners. *International Journal of Applied Linguistics & English Literature*, 3(4), 221-227. <http://dx.doi.org/10.7575/aiac.ijalel.v.3n.4p.221>
- Arabski, J., & Wojtaszek, A. (Eds.), (2011). *Aspects of culture in second language acquisition and foreign language learning*. Berlin: Springer.
- Atmazaki, Ali, N. B. V., Muldian, W., Miftahussururi, Hanifah, N., Nento, M. N., & Akbari, Q. S. (2017). *Panduan gerakan literasi nasional [National literacy movement guidelines]*. Kementerian Pendidikan dan Kebudayaan Republik Indonesia.
- Aunurrahman, Hamied, F., & Emilia, E. (2017). Realizing a good education in an Indonesian university context. In A. G. Abdullah, I. Hamidah, S. Aisyah, A. A. Danuwijaya, G. Yuliani, & H. S. H. Munawaroh (Eds.), *Ideas for 21st century education: proceedings of the Asian education symposium (AES 2016)* (pp. 297-300). Routledge. <https://doi.org/10.1201/9781315166575>
- Bailey, K. M. (1990). The use of diary studies in teacher education programs. In J. C. Richards & D. Nunan (Eds.), *Second language teacher education* (pp. 215-226). Cambridge University Press.
- Brecht, H. D. (2012). Learning from online video lectures. *Journal of Information Technology Education: Innovations in Practice*, 11, 227-250. <https://eric.ed.gov/?id=EJ990981>
- Burwitz-Melzer, E. (2001). Teaching intercultural communicative competence through literature. In M. Byram, A. Nicholas, & D. Stevems

- (Eds.), *Developing intercultural competence in practice* (pp. 29-43). Multilingual Matters.
- Çelik, S., Aytin, K., & Bayram, E. (2013). Implementing cooperative learning in the language classroom: opinions of Turkish teachers of English. *Procedia – Social and Behavioural Science*, 70, 1852-1859. <https://doi.org/10.1016/j.sbspro.2013.01.263>
- Chiu, C. (2005). *Writing in English: perspectives of an ethnic Chinese teacher and her students* (Ph.D thesis), The University of New Mexico, Mexico.
- Davies, Y., Mishima, T., Yokomuro, S., Arima, Y., Kawahigashi, Y., Shigehara, K., ... Takizawa, T. (2011). Developing health information literacy: a needs analysis from the perspective of preprofessional health students. *Journal of the Medical Library Association*. 100(4), 277-283.
- Elder, L., & Paul, R. (2013). Critical thinking: intellectual standards essential to reasoning well within every domain of human thought. *Journal of Developmental Education*, 36(3), 34-35. <https://files.eric.ed.gov/fulltext/EJ1067273.pdf>
- Emilia, E. (2012). *Pendekatan genre-based dalam pengajaran bahasa Inggris: petunjuk untuk guru [Genre-based approach in English language teaching: instructions for teachers]* (2nd ed.). Rizqi Press.
- Emilia, E., & Hamied, F. A. (2015). Systemic functional linguistic genre pedagogy (SFL GP) in a tertiary EFL writing context in Indonesia. *TEFLIN Journal*, 26(2), 155-182. <https://doi.org/10.15639/teflinjournal.v26i2/155-182>
- Gentles, S., Charles, C., Ploeg, J., & McKibbin, K. A. (2015). Sampling in qualitative research: insights from an overview of the methods literature. *The Qualitative Report*, 20(11), 1772-1789. <https://nsuworks.nova.edu/tqr/vol20/iss11/5>
- Gunawan, W., & Aziza, F. (2017). Theme and thematic progression of undergraduate thesis: investigating meaning-making in academic writing. *Indonesian Journal of Applied Linguistics*, 7(2), 413-424. <https://doi.org/10.17509/ijal.v7i2.8350>
- Hancock, C. R. (1994). Alternative assessment and second language study: what and why? *ERIC Digest*. <https://files.eric.ed.gov/fulltext/ED376695.pdf>
- Hardini, S. R. (2013). *Developing character values in the teaching of narrative texts using genre-based approach: a case study at a senior high school in Bandung* (Unpublished thesis). Universitas Pendidikan Indonesia, Bandung, Indonesia. <http://repository.upi.edu/2181>
- Hashemnejad, F., Zoghi, M., & Amini, D. (2014). The relationship between self-efficacy and writing performance across genders. *Theory and Practice in Language Studies*, 4(5), 1045-1052.

- Ko, J., Schallart, L. D., & Walters, K. (2003). Rethinking scaffolding: examining negotiation of meaning in an ESL storytelling. *TESOL Quarterly*, 37(2), 303-324.
- Lantolf, J. P. (2011). The sociocultural approach to second language acquisition. In D. Atkinson (Ed.), *Alternative Approaches to Second Language Acquisition* (pp. 24-47). Routledge.
- Learning Theories. (2005). Learning theories and models summaries. *Learning Theories*. <https://www.learning-theories.com>
- Liu, J. Y. (2018). Exploring genre pedagogy of learning transfer in L2 writing. *The Asian Journal of Applied Linguistics*, 5(1), 46-59. <https://caes.hku.hk/ajal/index.php/ajal/article/view/518>
- Martin, J. R., & Rose, D. (2005). Designing literacy pedagogy: scaffolding democracy in the classroom. In J. Webster, C. Matthiessen, & R. Hasan (Eds.), *Continuing discourse on language: a functional perspective vol. 1* (pp. 251-280). Continuum. <http://aall.org.au/sites/default/files/DesignLiteracyPedagogy.pdf>
- Ministry of Education and Culture of the Republic of Indonesia. (2013). *Kurikulum Bahasa Inggris untuk SMA/SMK/MA [English language curriculum for SMA/SMK/MA]*. Jakarta.
- Olsen, R. E. W. B., & Kagan, S. (1992). About cooperative learning. In C. Kessler (Ed.), *Cooperative language learning: a teacher's resource book* (pp. 1-30). Prentice Hall.
- Rahmawati, F. S., Cahyono, B. Y., & Anugerahwati, M. (2018). Effect of story maps on EFL students' achievement in writing narrative texts. *Journal on English as a Foreign Language*, 8(2), 130-148. <https://doi.org/10.23971/jefl.v8i2.877>
- Rezaei, S. (2017). Researching identity in language and education. In K. A. King, Y-J. Lai, & S. May (Eds.), *Encyclopedia of language and education: vol. 10. research methods in language and education* (pp. 171-182). Springer.
- Rezaei, S., & Seyedan, M. (2015). Ahmad Mahmud. In *Encyclopædia Iranica*. <http://www.iranicaonline.org/articles/mahmud-ahmad>
- Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. Cambridge University Press.
- Roe, B. D., Stoodt, B. D., & Burns, P. C. (1995). *Secondary school reading instruction: the content areas* (5th ed.). Houghton Mifflin Company.
- Taylor, S., & Bogdan, R. (1984). *Introduction to qualitative research methods: the search for meanings* (2nd ed.). Wiley.
- Widiastuti, I. A. M. S. (2018). EFL teachers' beliefs and practices of formative assessment to promote active learning. *Asian EFL Journal*, 20(5), 96-112.

<https://www.asian-efl-journal.com/wp-content/uploads/AEFLJ-Volume-20-Issue-5-May-2018.pdf>