

Article Title Written at the Top Center: TNR Size 14

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Third Author's Name

Affiliation, Country

*Corresponding Author. Email: xxxxxxxx1234@gmail.com

Abstract

The abstract should briefly describe the main theme and the context of the article, and sum up the components of the article, namely the research objectives, method, findings and discussion, and conclusion. The text should be concise and coherent in accordance with the content of the article, written in Times New Roman with 12 font size, single space, and the number of words ranges from 150 to 250. It is followed by keywords of no more than five words or phrases. Keywords are the scientific terms used in the manuscript, with Times New Roman 12 font size, capitalized initial letter, and separated by comma. Use the APA style to write the abstract and manuscript.

Keywords: scientific terms, capitalized, manuscript, size

Introduction

This section is written in 1.15 spacing, Times New Roman, font size 12, with indentation. Subheadings are in bold, according to the font type and size. The introduction presents contextual and theoretical issues related to the research topic. The first section refers to a description of the context and instructional issues or the background of the research problem. Next, a brief and comprehensive summary of related literature or gaps in the literature is presented, and how this study connects these gaps, which then leads to the research questions and objectives.

The literature review or theories underlying the research are presented in this introduction. Previous studies related to this research are also listed in this section. Citations should be written in APA style. The total number of pages in the manuscript ranges from 9 to 15, including the bibliography. The paper size is A4 with top, left, right, and bottom margins of 2.5 cm.

Method

This section, written in 1.15 spacing, Times New Roman, font size 12, explains the research methodology, including the research approach, design, procedures, data collection,



and data analysis. Specifically, this section should present the setting, population, and sample. The researcher should also mention the sampling method, its use, and the rationale for using the data collection method or procedure. If random sampling is used, there is no need to explain the random sampling technique.

Results and Discussion

This section is written in 1.15 spacing, Times New Roman, font size 12. In this section, the researcher presents and interprets the research results in relation to the research question and relates them to relevant theories or literature reviewed. The researcher also summarizes descriptive statistics or statistical analysis results using tables in APA format. Try not to repeat what has already been presented. In addition, the researcher highlights potential validity issues, applicability, and limitations if applied to other learning settings. Present a discussion of the possible application of the study in educational and other contexts.

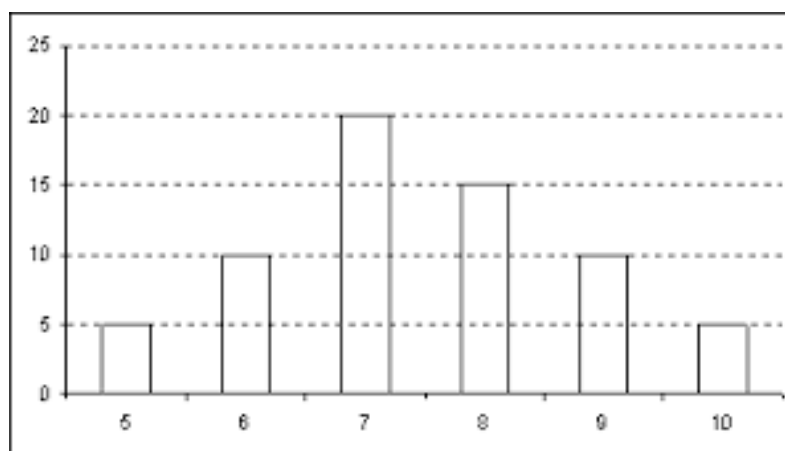
If there is a table, the table format used is as follows:

Table 1. Students' score distribution by category

Score Range	Category	Pre-Test (n, %)	Post-Test (n, %)
90–100	Very High	0 (0%)	5 (35.71%)
80–89	High	1 (7.14%)	8 (57.14%)
70–79	Medium	0 (0%)	1 (7.14%)
50–69	Low	6 (42.86%)	0 (0%)
0–49	Very Low	6 (42.86%)	0 (0%)
Total		14 (100%)	14 (100%)

Source: written in the middle here

If there is an image, the image presentation format used is as follows:



Conclusion

This section provides a comprehensive summary of the main objectives and findings of the study. It also highlights the study's limitations and suggestions for future research, as well as the practical implications of this study.

References

The reference uses TNR size 12 with single spacing. APA style is used in this journal because this format is generally used as a model for citation and referencing in the field of education. Authors are expected to utilize reference manager tools such as Mendeley or Zotero for this section. Here's how to write references based on the type of source:

Reference Book:

- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, USA: Pearson Education.
- Wulandari, S. (2009). *Pengajaran Bahasa di Sekolah*. Bandung: Alfabeta.

Book chapter:

- Meskel, L. (2001). Archaeologies of identity. In I. Hodder (Ed.), *Archaeological theory today* (pp. 187-213). Cambridge, England: Polity Press.
- Sulaiman, K. (1998). Model-model Pembelajaran yang Menarik. Dalam H. Michael (Ed.), *Perkembangan Ilmu Kependidikan* (pp. 61-112). Jakarta: Grasindo Persada.

Journal Article:

- Moulding, L. R., Stewart, P. W., & Dunmeyer, M. L. (2014). Pre-service teachers' sense of efficacy: Relationship to academic ability, student teaching placement characteristics, and mentor support. *Teaching and Teacher Education*, 41(2), 60-66. doi: 10.1016/j.tate.2014.03.007

Unpublished Thesis/ Dissertation

- Kurniawati, O. (2012). *Analisis Pemanfaatan Prinsip Kesantunan Berbahasa pada Kegiatan Diskusi Kelas Siswa Kelas XI SMAN 1 Sleman*. (Master), Universitas Negeri Yogyakarta, Yogyakarta.

Published Thesis/Dessertation:

- Yulia, Y. (2014). *An evaluation of English language teaching programs in Indonesian junior high schools in the Yogyakarta province* (Doctoral dissertation), School of Global, Urban and Social Studies College of Design and Social Context RMIT University. Retrieved from <https://researchbank.rmit.edu.au/eserv/rmit:160956/Yulia.pdf>

Web Source:

- BBC. (2020). Coronavirus: Window of Opportunity to Act, World Health Organization Says. Retrieved December, 2020, from <https://www.bbc.com/news/world-asia-china-51368873>
- Mustofa, A. (2020). Online Learning di Tengah Pandemi Covid-19. from <https://radarbali.jawapos.com/read/2020/04/24/190653/online-learning-di-tengah-pandemi-covid-19>