International Journal of Research in Education

Volume x, Issue x, xxxxx 2020, pp. xx – xx
e-ISSN: 2745-3553

DOI: xxxxxxxxxx

The Title is Written in Cambria 16 Font-Style

First author [1*], Second author [2], Third author [3]

[1] *First author's Affiliation, Country*
[2] *Second author's Affiliation, Country*
[3] *Third author's Affiliation, Country*

*Corresponding author's email: name@xxxx.com

ARTICLE INFO

Received:
Revised:
Accepted:

This is an open access article under the CC–BY-SA license.

Keywords:
Consisting of 3-5 words, separated by comma (,)

ABSTRACT ***(Cambria Bold 10, spacing 1)***

The abstract is written in 200-250 words. The abstract should provide clear and accurate information that contains a background (including gap statement), objectives, methods, results or findings, and the conclusion of the research. Contain 3-5 keywords. The abstract is written in 200-250 words. The abstract should provide clear and accurate information that contains a background (including gap statement), objectives, methods, results or findings, and the conclusion of the research. Contain 3-5 keywords. The abstract is written in 200-250 words. The abstract should provide clear and accurate information that contains a background (including gap statement), objectives, methods, results or findings, and the conclusion of the research. Contain 3-5 keywords. The abstract is written in 200-250 words. The abstract should provide clear and accurate information that contains a background (including gap statement), objectives, methods, results or findings, and the conclusion of the research. *(Cambria 10, spacing 1).*

Introduction

The introduction should give clear and concise information about the background or motivation to do research (including the importance of the topics and current problem – gap analysis). All statements must be supported by the latest reference from journal articles. Not only a series of abstract or annotations but also provide critically analyzed literature review from relevant references. Most of the references must be journals. Then, it stated the summary of the literature review and its implications to the problem investigated (novelty). The paper should also provide the relevant research problems and objectives, relevant research hypothesis (if any), and the importance or contribution of the research to the field. At the end of the paragraph, the author/s should end with a comment on the significance concerning identification of the issue and objective of the research. (Cambria, 12pt, spacing 1.15)

Research Methods

Research methods must provide clear information about how to solve research problems. It generally consists of type and design of the study, the research setting and context, research subjects (population, sample, and sampling), data collection techniques, the validity of the data (if any), and data analysis techniques. Research methods must provide clear information about how to solve research problems. It generally consists of type and design of the study, the research setting, research subjects (population, sample, and sampling), data collection techniques, the validity of the data (if any), and data analysis techniques. (Cambria, 12pt, spacing 1.15)

Findings

This section is the most important section of your article. The analysis or results of the research should be clear and concise. The results 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. (Cambria, 12pt, spacing 1.15)

The Sub Findings

In the Findings section, summarize the collected data and the analysis performed on those data relevant to the issue that is to follow. The Findings should be clear and concise. It should be written objectively and factually, and without expressing personal opinion. It includes numbers, tables, and figures (e.g., charts and graphs). Number tables and figures consecutively in accordance with their appearance in the text. (Cambria, 12pt, spacing 1.15)

Examples of writing tables, graphs, and figures.

Table 1 Table name (Cambria, 10)

An example of a heading	Column A (t)	Column B (T)
Add an entry	1	2
Add an entry	1	2
Add an entry	1	3

Discussion

This section should explore the significance of the results of the study. A combined Findings and Discussion section is also appropriate. This section allows you to offer your interpretation and explain the meaning of your results. Emphasize any theoretical or practical consequences of the results.

The Discussion section should be a reasoned and justifiable commentary on the importance of your findings. This section states why the problem is important; what larger

issues and what propositions are confirmed or disconfirmed by the extrapolation of these findings to such overarching issues. (Cambria, 12pt, spacing 1.15)

Conclusion

Conclusion contains a description that should answer the objectives of research. Provide a clear and concise conclusion. Do not repeat the Abstract or simply describe the results of the research. Give a clear explanation regarding the possible application and/or suggestions related to the research finding. (Cambria, 12pt, spacing 1.15)

Acknowledgment (optional)

Acknowledgment should be presented for anyone who makes a significant contribution to the research both in funding or conducting in research. Recognize those who helped in the research, especially funding supporter of your research. Include individuals who have assisted you in your study: Advisors, Financial supporters, or may other supporter i.e. Proof-readers, Typists, and Suppliers who may have given materials.

References

The authors should use APA 7th Edition style format to arrange the references. It is recommended to use a reference manager such as **Mendeley**. All articles and online references must include the DOI or URL.

Afsharrad, Mohammad & Nafchi, Asghar Moulavi. (2015). The effect of transcribing on elementary Iranian EFL learners' listening comprehension. *Dinamika Ilmu*, *15*(2), 2015

Alkharusi, H., Aldhafri, S., Alnabhani, H., & Alkalbani, M. (2012). Educational assessment attitudes, competence, knowledge, and practices: An exploratory study of Muscat teachers in the Sultanate of Oman. *Journal of Education and Learning,* 1(2), 217-232. https://doi.org/10.5539/jel.v1n2p217

Barnes, N., Fives, H., & Dacey, C. M. (2017). US teachers' conceptions of the purposes of assessment. *Teaching and Teacher Education*, *65*, 107-116. https://doi.org/10.1016/j.tate.2017.02.017

Broadfoot, P. (2007). *An introduction to assessment*. Bloomsbury Academic.

Brown, H. D., & Abeywickrama, P. (2010). *Language assessment: Principles and classroom practices*. Pearson Education.