

**TITLE MUST BE CONCISE AND INFORMATIVE [IT SHOULD NOT  
EXCEED 12 WORDS] [TIMES NEW ROMAN 14 BOLD]**

**Author's name <sup>1</sup>, Author's name <sup>2</sup>, Author's name <sup>3</sup> [Times New Roman bold]**

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[Times New Roman 12]

**ABSTRACT**

*Abstract should be clear and informative. It should be in one paragraph, not exceeding 200 words, in 12-pt Times New Roman, and with single space. It should succinctly describe your entire paper. It contains the purpose, methodology, and findings of the research. Abstract should stand alone, meaning that no citation or no references in abstract. It should tell the prospective reader what you did and highlight the key findings. Avoid using technical jargon and uncommon abbreviations. Abstract must appear on the top of the first page after the title of the paper, name of author(s), author's affiliation, and author's email. Keywords are the labels of your manuscript and critical to correct indexing and searching. Therefore, they should be well selected and closely related to the topic to facilitate reader's search, and they should represent the content and highlight of your article. Use only those abbreviations that are firmly established in the field. There must be 3-5 keywords (words or phrases). Each word or phrase in Keywords should be separated by a semicolon (;), not a comma (,).*

**Keywords:** keyword; keyword; keyword; keyword (3-5 keywords)

Here is the introduction of the paper written **without** heading. Introduction should clearly state the purpose of the paper. It includes review of related literature and research purpose in essay style. The introduction should include key references to appropriate work. It states the significant contribution of the research. The introduction should consist of the background of the study, research contexts, literary review, and research objective (at the end of introduction). The introduction should show the scientific merit or novelty of the paper. All introductions should be presented in the forms of paragraphs, not pointers, and with the proportion of 15-20% of the whole article length.

The contents of the paper include Introduction, Method, Findings, Discussion, Conclusion (and Suggestion), and References. Therefore, the paper 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 Times New Roman; left, right, top, and bottom margins are 3 cm; single-spaced on A4-sized paper; 12-20 pages in English. It is expected that author will submit carefully written and proofread material. The citations and references should follow the style of *American Psychological Association (APA) 6<sup>th</sup> Edition* style, and use *Reference Management Software Mendeley* (<http://www.mendeley.com>). Careful checking for spelling and grammatical errors should be performed.

## **METHOD [TIMES NEW ROMAN 12 CAPITAL BOLD]**

This section discusses the methodology. It is the subheading level one. The method section consists of description concerning the research design, the population and sample or the subjects of the research, data sources, data collection, and data analysis with the proportion of 10-15% of the total article length, all presented in the form of paragraphs.

All text paragraphs should be single spaced, with the first line indented. Double spacing should NOT be used anywhere in the manuscript. Position and style of headings and subheadings should follow this template.

## **FINDINGS [TIMES NEW ROMAN 12 CAPITAL BOLD]**

This section deals with the research findings. 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.

### ***Figures [Times New Roman 12 Bold Italic]***

The placement of the picture is like the Figure 1, i.e., is in the middle with the caption below is written in 11-pt Times New Roman. The caption has to mention the title and the source of the picture.

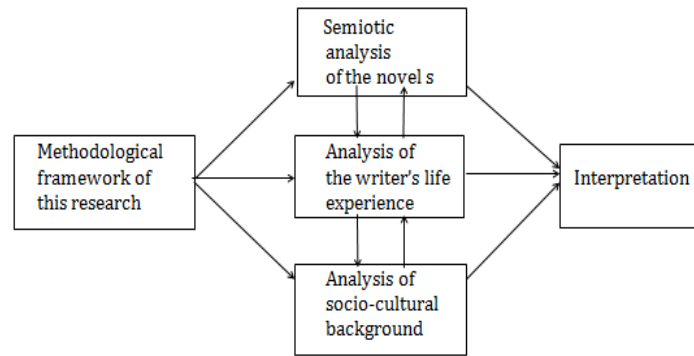


Figure 1. Analysis Diagram (Source: Source name, 2014)

***Tables [Times New Roman 12 Bold Italic]***

This section deals with the subheading level three which refers to the subheading level two in the previous section. Each table must be typed, and consecutively numbered, just like Table 1. The title is written in the middle above the table and in 11-pt Times New Roman, while the source is placed below the table in the same font.

| No | Column 1 | Column 2 | Column 3 | Column 4 |
|----|----------|----------|----------|----------|
| 1  | Row 1    | Row 1    | Row 1    | Row 1    |
| 2  | Row 2    | Row 2    | Row 2    | Row 2    |

(Source: Source name, 2015)

**DISCUSSION [TIMES NEW ROMAN 12 CAPITAL BOLD]**

This section deals with discussion of the research findings. It is the subheading level one. The discussion should explore the significance of the results of the work, not repeat them. In 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 brief summary of the main scientific findings. The meanings of the findings should be shown from current theories and references of the area addressed. The following components should be covered in discussion: How do your results relate to the original question or objectives outlined in the Introduction section (what)? Do you provide interpretation scientifically for each of your results or findings presented (why)? 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.

**CONCLUSION [TIMES NEW ROMAN 12 CAPITAL BOLD]**

This section deals with the conclusion. It is subheading level one. The conclusion section consists of the summary, restatement of the main findings. It should state concisely the most important propositions of the paper as well as the author's views of the practical implications of the result. Tell how your work advances the field from the present state of knowledge. Without

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. Provide a clear scientific justification for your work, and indicate possible applications and extensions. You can also suggest future research and point out those that are underway.

## REFERENCES [TIMES NEW ROMAN 12 CAPITAL BOLD]

This section deals with references. It is the subheading level one. Every source cited in the body of the article should appear in the References, and all sources appearing in the References should be cited in the body of the article. The references should be more up-to-date (published in the last 5-10 years). The sources cited are primary sources in the forms of journal articles, proceedings, research reports including theses and dissertations. There must be minimally 20 references cited, and the citations from journal articles should be at least 80% of the total references cited. The References should be presented alphabetically and chronologically and be set to 12-pt Times New Roman font, justified, with single line spacing and hanging indent. Check each reference against the original source (authors name, volume, issue, year, DOI number). Use other published articles in the same journal as models. The reference section at the end of the paper should be edited based on the following (examples):

- 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. doi:<http://dx.doi.org/10.7575/aiac.ijalel.v.3n.4p.221>
- 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. doi:10.3163/1536-5050.100.4.009
- 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. doi:10.4304/tpls.4.5.1045-1052
- Nashruddin, W. (2013). Why muslim students plagiarize in writing English texts? *Journal on English as a Foreign Language*, 3(2), 93-103. doi:<http://dx.doi.org/10.23971/jefl.v3i2.68>
- Richards, J. C. (2001). *Curriculum development in language teaching*. New York: Cambridge.
- Roe, B. D., Stoodt, B. D., & Burns, P. C. (1995). *Secondary school reading instruction: The content areas* (5<sup>th</sup> ed.). Boston: Houghton Mifflin Company.
- Taylor, S., & Bogdan, R. (1984). *Introduction to qualitative research methods: The search for meanings* (2<sup>nd</sup> ed.). New York: Wiley.

