

Title – Font: Arial, Font-Size: 16, Font-Style: Bold, Title-Case, Alignment: Left

First Author's name^{1,*}, Second Author's name², Third Author's name³

¹(Faculty, University, Country)

²(Faculty, University, Country)

³(Faculty, University, Country)

e.g: Faculty of Islamic Studies, Universitas Islam Makassar, Indonesia

ARTICLE INFO

Article History:

Received : dd/mm/yyyy

Revised : dd/mm/yyyy

Accepted : dd/mm/yyyy

Available Online:

dd/mm/yyyy

Keywords:

Keyword 1;

Keyword 2;

Keyword 3;

Keyword 4;

(List three to six pertinent keywords, and they should represent the main content of the article; and search engine optimization)

ABSTRACT

A concise and factual abstract should be written in one paragraph, without heading, and is required of between 150 - 200 words. The abstract should give a pertinent overview of the work. For research articles, abstracts should follow the following pattern. It starts from 1) Background: general statement of the topics and highlight the purpose of the study; 2) Research methods: describe briefly the main methods or the treatments; 3) Main findings: summarize the main findings of the article; and 4) Conclusion: Indicate the main conclusions (but not exaggerate) or interpretations, and suggestion (if possible). The abstract should present the objective representation of the article, avoid putting the content results that are not presented and substantiated in the main text. Using reference in the abstract should be avoided, but if essential, then cite the author(s) and the year(s). Font: Helvetica, single space, alignment: justify. Before: 6pt, after: 12pt.

How to cite (in APA style): to be added by the editorial staff during production

INTRODUCTION

Font style: Helvetica, font size: 11pt, space: 1.15. The paragraph should be indented first line 1 cm. A manuscript for this journal should be at most 8.000 words, excluding references. The editors may accept manuscripts exceeding 8.000 words by direct request.

In composing the introduction, you should provide an adequate background. Please explain how you addressed the problem, and highlight why it is essential.

Next, the current State of the Arts (SotA) review should be carefully provided to show the **explicit gap** or demonstrate your research's novelty. One important criterion for choosing literatures in your SotA review is to ensure that the literatures are recent peer-reviewed articles or primary references (the last 5 to 10 years) and are published by highly reputed journals/conferences/publishers.

Finally, briefly mention the main aims of the research explicitly.

NOTE: (all the references mentioned in the text should be written in **end-note**, following the **American Psychological Association 6th edition format** – e.g., (North, 2022); (Bayyurt & Dewey, 2020); Jenkins et al. (2018). See the end of the template for further details regarding the reference writing).

***Corresponding Author:** The name of corresponding author,  email of corresponding author

ISSN: 0000-0000 | © 2023 FAI UIM | Published by Fakultas Agama Islam, Universitas Islam Makassar, INDONESIA.

This is open access article under the terms of the Creative Commons Attribution 4.0 International (CC BY 4.0) license.

METHOD

The methods should be provided in sufficient detail to allow other authors to replicate or reproduce them. The methods section may include the research design and setting of the study; the participants' characteristics (population and sample); the description of the materials (research instruments); the description of all processes and methodologies used (data collection procedures); and the data analysis.

.....

.....

RESULTS (This section may be combined with **DISCUSSION**)

Provide the results of the study. The authors can include the statistical analysis either in the text or as tables and figures. If appropriate, you can also use pictures, graphs, and other instruments. *NOTE: (If the authors do not combine **The Results and Discussion** section, please do NOT discuss the results or speculate as to why something happened in the results).*

The results section may be divided by subheadings, but not more than three subheadings. The subheading should be as follow:

Subsection

Subsubsection

Numbered lists can be added as follow:

1. First point;
2. Second point;
3. Third point;

The text continues here ...

Figures and Tables

Figure(s)

Ensure that each figure has a caption. Provide a caption separately (**not** attached to the figure. A caption should embody a brief title and a description of the illustration. Keep text in the illustrations themselves to a minimum and explain all symbols and abbreviations used.

Please make sure that the figures/ artwork files are in acceptable format (TIFF (or JPEG), EPS (or PDF), or Microsoft Office files and with the correct resolution. All figures will appear in color (online), but in the printed version (all figures are grayscaled)

1. Please do not

- Supply files in (GIF, BMP, PICT, WPG); these have a low number of pixels.
- Supply files that are too low in resolution.
- Supply files that are disproportionately large for the content.

2. Example of how to supply figure

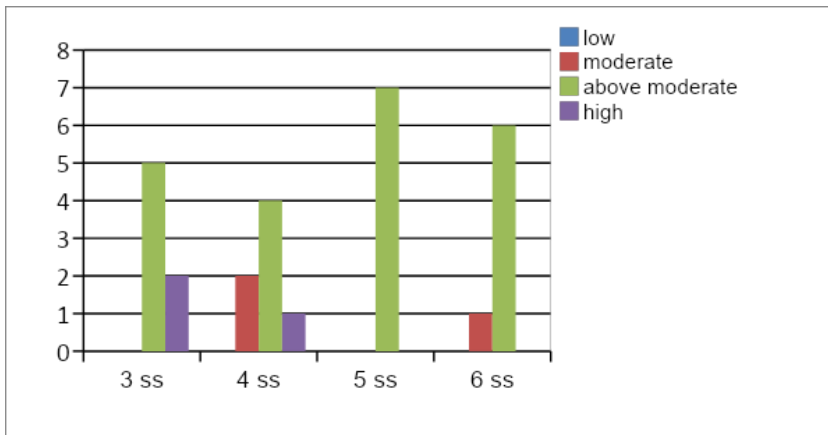


Figure 1. Working Memory capacity for male

Table(s)

Provide the table as editable text and not as images. Tables can be placed within the relevant text in the article. Number tables consecutively in accordance with their appearance in the text and place any table notes below the table body. Please avoid using vertical rules and shading in table cells.

The title of tables should be written first with ARIAL 10, single space, and after 6pt. Content of the tables should be written using ARIAL 9, single space, and the remarks of tables placed in the bottom with ARIAL 9, single space, and before 4pt.

Table 1. Target clause structures (adapted from Quirk et al, 1985).

No	Verb Complementation Clause Structure	Examples
1.	Phrasal Type 1 SV (_VP AdvPart)	The two girls have fallen out
2.	Phrasal Type 2 SVOd (_VP AdvPart NP)	Same picked up the pen
3.	Phrasal Prepositional Type 1 SVOp (_VP AdvPart PP)	I look forward to your party
4.	Phrasal Prepositional Type 2 SVOdOp (_VP NP AdvPart PP)	They put it down to the chance
5.	Phrasal Prepositional Type 3 SVOiOp (_VP NP AdvPart PP)	They let me in on the deal
6.	Intransitive SV (_VP)	John has arrived

DISCUSSION

The author can provide the discussion by summarizing the results, interpreting the results by discussing whether the results support the hypothesis or not, connecting the results with previous studies and theory, and discussing the implications in the broadest context possible, and giving a new understanding based on the research results. The limitations and direction for future researchers may also be provided.

6. CONCLUSION

State the main conclusions clearly and explain the study's importance and relevance to the field. Limitations of the study should be addressed. Recommendations for future research should also be provided.

Acknowledgment

Please acknowledge anyone who contributed to the article who does not meet the criteria for authorship including anyone who provided proofreading, professional writing services or materials, or any part who provided only general support. Authors should obtain permission to acknowledge from all those mentioned in this Acknowledgements section. If you do not have anyone to acknowledge, please write "**Not applicable**" in this section.

Availability of Data and Materials

In some cases, the datasets that are available in the articles should not be shared, therefore, the author should make any limitations clear in terms of data availability statements. Availability of data and materials statements provide the detail information on where the data and materials that support the results can be found, if applicable, please insert the hyperlinks to where the datasets generated.

The example of suggested availability of data and materials' statements:

"the datasets generated and/or analysed in the study are available in [mentioned the NAME of the website or repositories], [Insert the PERSISTENT WEB LINK to datasets] [doi]"

Where the data is contained within the article or supplementary material

"All the data generated or analysed during this study are included in this published articles [and its supplementary information files]."

Where data is unavailable due to privacy or other reasonable restrictions:

"All the data generated and/or analysed during the current study are not publicly accessible due [MENTION THE REASONS] but are available from the corresponding author on reasonable request."

Where no data were generated:

"Not applicable"

Competing Interests

In this section, all financial and non-financial competing interests must be acknowledged. In the case of there is no competing interests at all, please state "**The authors declare that they have no competing interests**" in this section.

Funding

All sources of funding that support the research or the article writing should be declared. The funding may support in designing the study, data collection, data analysis, and data interpretation in writing the manuscript should be declared. The declaration of funding and grant-awarding bodies as follows:

For single agency grants

"This work was supported by the [Funding Agency] under Grant [number of grant xxxx]"

For multiple agency grants

"This work was supported by the [Funding Agency #1] under Grant [number of grant xxxx]"; [Funding Agency #2] under Grant [number of grant xxxx]"; [Funding Agency #3] under Grant [number of grant xxxx]."

In some cases, the article or the research is not supported by any specific funding, the authors could use the following the sentence

"The author(s) received no financial support for the research, authorship, and/or publication of this article"

Authors' Contribution

Please indicate the types of contributions the author has made. The types of contributions may include *conceived and designed the analysis, collected the data, contributed data or analysis tools, performed the analysis, wrote the papers, or other contributions*. The example of authors' contribution statements are as follow:

"[Author #1] worked the project and the main conceptual ideas, wrote the manuscript. [Author #2] worked almost all of the statistical and numerical analysis. [Author #3] and [Author #4] collaborated in collected the data, providing software, and data visualization. [Author #5] proofread the manuscript."

REFERENCES

References must be arranged alphabetically following the American Psychological Association (APA) 6th edition reference style, as shown below. For more detail about the *Manual of the American Psychological Association*, please visit (<http://www.apastyle.org/>).

The examples of references writing are as follows:

References to the Article published in a journal

- *One author*

Him, C. Y. J. (2018). Contexts, Problems and Solutions in International Communication: Insights for Teaching English as a Lingua Franca. *The Journal of AsiaTEFL*, 15(2), 257–275. <https://doi.org/10.18823/asiatefl.2018.15.2.1.257>

- *Two authors*

Slifka, M.K., & Whitton, J.L. (2000). Clinical Implications of Dysregulated Cytokine Production. *Journal of Molecular Medicine*, 78(2), 74-80. <https://doi.org/10.1007/s001090000086>

- *Three authors*

Jenkins, J., Cogo, A., & Dewey, M. (2011). Review of developments in research into English as a Lingua Franca. *Language Teaching*, 44(3), 281–315. <https://doi.org/10.1017/S0261444811000115>

- *Four or more authors*

Mayuni, I., Leiliyanti, E., Palupi, T. M., Sitorus, M. L., & Chen, Y. (2022). Designing Literacy E-Coaching Model for English Language Teachers of Junior High Schools in Indonesia. *TEFLIN Journal*, 33(2), 310–329. <https://doi.org/10.15639/teflinjournal.v33i2/310-329>

- *Article in electronic journal by DOI (no paginated version)*

Silalahi, R. M. (2021). Nativespeakerism and World Englishes: Teachers Perception Towards Non-Native English Varieties. *Journal of English Language and Culture*. 11(2), 155–166 <https://doi.org/10.30813/jelc.v11i2.2609>

Reference to a book

- *One author*

Richards, J. C. (2015). *Key Issues in Language Teaching*. Cambridge: Cambridge University Press.

- *Two authors*

Mishan, F., & Timmis, I. (2015). *Materials Development for TESOL*. Edinburgh: Edinburgh University Press.

- *Three authors*

Jacobs, G. M., Renandya, W. A., & Power, M. (2016). *Simple, Powerful Strategies for Student Centered Learning*. Washington, DC: Springer.

- *Translated book*

Adorno, T. W. (1990). *Negative Dialectics* (E. B. Ashton, Trans.). London: Routledge.

Reference to a book chapter

- *One author*

King, K. A. (2006). Child Language Acquisition. In R. Fasold & J. Connor-Linton (Eds.), *An Introduction to Language and Linguistics* (pp. 205–233). Cambridge: Cambridge University Press.

- *Two or more authors with DOI prefix*

Paolieri, D., Morales, L., & Bajo, T. (2017). Production in Bilingual and Multilingual Speakers. In E. M. Fernández & H. S. Cairns (Eds.), *The Handbook of Psycholinguistics* (pp. 82–110). New York: John Wiley & Sons, Ltd. <https://doi.org/10.1002/9781118829516.ch4>

Reference to a website

Gardner, H. (2016). Multiple Intelligences: What Does the Research Say? Retrieved March 14, 2023, from Edutopia website: <https://www.edutopia.org/multiple-intelligences-research>