

**TYPE THE TITLE OF YOUR ARTICLE HERE NOT MORE THAN 15 WORDS, WITH
TIMES NEW ROMAN FONT 14-POINT WITH TITLE CASE-BOLD-CENTER**

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Abstract: The abstract must be written in English paragraphs. Abstract length must be short (between 150-250 words). In this abstract you must write your research goals /objectives, your research methods (design, participants, data collection, and data analysis). After that you must describe the main findings of your study.

Keywords: word; another word; lower case except names (require alphabetically order of 5 keywords)

INTRODUCTION

The introduction, you have to describe clearly the reasons why you are interested in conducting your research study. Describe the citation from the literatures (previous related studies from reputable journals) that support your research study. You also have to describe the gap that you found in the literature between what has happened and the differences to your research that shows the novelty of your research study. At the end, you have to describe the research problems/ research questions of your study. (References should be cited both in text and in the references list and should conform to the most recent APA style guide. <https://owl.english.purdue.edu/owl/resource/560/02/>)

METHODS

The research design (qualitative, quantitative or mixed method) is clearly described and appropriate for the purpose of the study. The purpose, content and usage of data collection tools are explained and justified.

Setting and participants (for qualitative study) and Setting, population and sample (for quantitative study)

If the research design is qualitative then you have to describe the research setting (the place where you conduct your research study), the participants that become your data sources in terms of their characteristics and their selection methods are described in detail and justified

If the research design is quantitative, then you have to describe the research setting (the place where you conduct your research study), the population of the study in terms of the number of people in the population, the characteristics. After that you describe the sample of your study in terms of sampling technique that you use to draw the sample from the population of your study.

Data collection

If the design is qualitative, then, the data are usually collected by using interview and observation. If you use interview as one of your research instruments, you have to describe in detail the purpose of conducting the interview, the questions that you give to your respondents, how many times that you conduct the interview, how many hours for one person that you interview. If you conduct the observation, you have to describe who you observe, how many times you conduct the observation, what aspects that you observe, and how you conduct the observation. You also have to describe the way you conduct the observation

If the design is quantitative then you also have to describe the instruments that you use for your research study. If you use test, you have to describe what kind of test that you use, describe the test items briefly. Then describe the way you ensure that your instruments are valid and reliable. If you use closed response questionnaire items, you have to describe how you administer your participants to give response to your questionnaire and you also have to describe the way you ensure that your questionnaire is valid and reliable.

Data analysis

If your data is qualitative, you have to mention the procedures of thematic analysis to analyze your qualitative data into themes and codes.

If your data is quantitative data, you have to describe the steps of

inferential statistical analysis tool that you use to analyze your quantitative data.

RESULT

Findings respond to the purpose of the study, and are presented systematically based on the numbers of research questions.

If your research method is qualitative, the finding describe the themes and codes gained from data analysis.

If your research method is quantitative, then the findings describes the results of statistical analysis.

For example

The example of Findings for quantitative data

The Influence of Students' Anxiety towards Students' Final Performance

Regression analysis of the data of students' anxiety level and students' performance was done in order to find out whether students' anxiety affected students' performance or not. The results of regression analysis can be seen in table 1:

Table 1
Regression analysis of the data students' anxiety and students' performance

Model	Coefficients ^a			
	Unstandar	Standard	T	Sig
	ized	ized		
	Coefficients	Coefficients		
	B	Std. Error	Beta	
1 (Constant)	104,228	5,843	17,837	,000

Questionnaire	-.259	.062	-.677	-4,213	.000
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Based on the data listed in table 1, it can be seen that the significance value was .000 which was lower than .05 and the t-value was (4.213) which was higher than t-table (1.724). Therefore, it can be inferred that students' anxiety significantly influenced students' performance.

In addition, R-square was obtained to know the percentage of how students' anxiety influenced students' performance. The results can be seen in table 2:

Table 2
Model summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.677 ^a	.458	.432	3,724

a. Predictors: (Constant), questionnaire

From table 2, it can be seen that the R-Square value was .458, it means that students' anxiety could influence their performance for about 45.8%.

The example of Findings for qualitative data

The Factors caused Students' Anxiety

After analyzing the data from observation and interview, we found that there were some factors that caused students with high and moderate anxiety level felt anxious during the learning activity. The themes and code gained from thematic analysis were described in table 3:

Table 3
Theme and codes for students' factors of anxiety

	Theme	Code
1.	Mood	A. One of the students with high anxiety level was easy to get anxious in learning when she had personal problems.
2.	Health Condition	A. Some of the students with moderate anxiety level were easy to get anxious in learning when they felt sick or hungry. B. One of the students with moderate anxiety level was easy to feel anxious because she had hearing disorder.
3.	Classroom Condition	A. Some students with high and moderate anxiety level would easy to feel anxious in learning when there was noise in or outside the classroom. B. One of the students with

high anxiety level
felt anxious when
the room was
hot.

The themes and codes described in table 8 were explained as follows:

Health Condition

Based on the data from observation and interview, I found that health condition could affect a student's performance in learning process. In this case, I found that the students who felt sick, hungry, and had hear disorder could not follow the class well.

Based on the interview data, I found that some students with moderate anxiety level were easy to get anxious when they were in unhealthy condition. For instance, one of student named ART said that, *"I usually felt anxious when I was sick because it was hard for me to focus on that condition"* (personal communication, December, 3, 2018). Similarly, one of the students also felt anxious when she felt sick and hungry. For example, student named IDL confirmed that, *"I felt anxious because of personal factor such as, when I felt hungry and sick, those usually hampered me to listen the material from my teacher"* (personal communication, December, 3, 2018).

In the same way, after I analyzed the data from observation, I found that the lecturer never arranged the student's seating position such as, placing students who had hearing problems in the front seat. She never asked whether the students had the hearing problem or not, so the lecturer did not know that there

was a student who had the hearing problem in her class.

DISCUSSION

Findings are discussed with a reference to relevant and recent literature. Discussion or description and analysis consist of reasoning process of the article's main argumentation based on research findings which is compared to other research findings and supporting theories

CONCLUSIONS

Conclusion should be consisting of answering research problem, based on the main research findings, theoretical significance/conceptual construction.

REFERENCES

References must be written properly. In writing the citation, it would be better and suggested to use software of citation manager, like Mendeley and Zotero, with following standard of APA Style 6th Edition

For example

- Avci, R. (2017). The impact of anxiety on listening in a foreign language and the ways to overcome its negative effects. *Journal of Education in Black Sea Region*, 2(2), 97-115.
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<https://www.calmclinic.com/anxiety/signs/affected-hands>.

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