



Title (Not More than 12 Words, Times New Roman, Size-14; Bold, Centered, Use title case for all major words (e.g., “The Impact of Digital Literacy on Student Writing”))

Author's Name, 12-point Times New Roman, Bold, Centered, Do not use academic titles

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Article Info

Article history:

Received month dd, yyyy

Revised month dd, yyyy

Accepted month dd, yyyy

Keywords:

3 - 8 keywords from the paper
(lowercase, except proper
nouns; alphabetically arranged;
separated by semicolons)

First keyword

Second keyword

Third keyword

Fourth keyword

Fifth keyword

ABSTRACT (10 PT)

A well-prepared abstract enables readers to identify the core content of a document quickly and accurately, to assess its relevance to their interests, and consequently to decide whether to read the article in its entirety. The abstract should be informative and fully self-contained, **presenting a concise overview of the study that includes the research context and problem statement, the research objectives or purposes, the methodology employed, the theoretical framework applied, the principal findings or results, the conclusions or interpretations drawn, and the study's implications or contributions.** The abstract should consist of **150 to 250 words** and be written in the past tense. It should be typed in single spacing, with 1.00 cm left and right indentation. Standard scientific nomenclature must be used, and abbreviations should be avoided. **References to the literature should not be included in the abstract.** In addition, a list of keywords should be provided to facilitate indexing and retrieval by abstracting and indexing services. The careful and strategic selection of keywords—beyond those already appearing in the title—can significantly enhance the visibility and accessibility of the article to interested readers. (10 pt)

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1. Introduction

The main body of a manuscript begins with the introduction, which presents the specific problem under investigation and outlines the overall research strategy. Because its function is clearly indicated by its position in the manuscript, the introduction does not require an explicit heading labeling it as such. Prior to drafting the introduction, authors should carefully consider several guiding questions.

1. Why is the problem under study significant?
2. How does the present study relate to existing research in the field? If certain aspects of the study have been reported previously, in what ways does the current report differ from and extend earlier work?

3. What are the primary and secondary hypotheses or objectives of the study, and how are they theoretically grounded?
4. How are the hypotheses aligned with the chosen research design?
5. What are the theoretical and practical implications of the study?

A well-written introduction addresses these questions concisely within a few pages. By synthesizing relevant arguments and prior empirical evidence, it provides readers with a clear understanding of what was undertaken in the study and the rationale underlying it (Beck & Sales, 2001). End your introduction section with a **research gap statement and study objective**.

The introduction should clearly articulate why the research problem warrants further investigation. In basic research, this may involve resolving inconsistencies in prior findings or extending the scope of an existing theoretical framework. In applied research, the importance may stem from the need to address a social issue or to develop interventions for psychological or behavioral problems.

When a study seeks to clarify or resolve controversial issues, the introduction should present competing perspectives in a balanced and objective manner, avoiding polemical language and ad hominem arguments. The discussion of the problem should culminate in a concise and formal statement of the research purpose that logically synthesizes the preceding material.

2. Literature Review

Use **sub-themes or topical divisions** for better readability (e.g., **2.1 Previous Studies on Ecolinguistics in EFL**, **2.2 Theoretical Framework**).

2.1 Describing Relevant Scholarship

The literature Review section should include a critical discussion of relevant literature directly related to the research problem, without attempting to provide an exhaustive historical review. It may be assumed that the intended readership possesses foundational knowledge of the topic and does not require a comprehensive account of its development. A scholarly review of prior research highlights the most recent and pertinent studies, acknowledges the contributions of earlier scholars, and establishes the intellectual context of the present work.

Appropriate citation and attribution of previous studies are essential indicators of scholarly integrity and contribute to the advancement of cumulative scientific knowledge. Authors should also indicate whether any components of the present study have been published previously and clarify how the current analysis or interpretation differs from earlier uses of the data.

Only literature that is directly relevant to the research question should be cited, while works of merely tangential or general relevance should be excluded. In summarizing previous studies, emphasis should be placed on key findings, methodological considerations, and principal conclusions rather than on extraneous details. Where available, readers may be directed to comprehensive reviews or research syntheses. Throughout this section, authors should demonstrate clear logical continuity between prior research and the current study, presenting the problem with sufficient breadth and clarity to be accessible to a broad professional audience (Beck & Sales, 2001), rather than only to specialists.

2.2 Stating Hypotheses and Their Relationship to the Research Design

After clearly introducing the research problem and reviewing the relevant background literature, authors should explain their approach to addressing the problem. In empirical studies, this typically involves explicitly stating the research hypotheses or specific research questions

and describing how they are derived from theoretical frameworks or logically connected to previous empirical findings and scholarly arguments.

Each hypothesis should be supported by a clear and reasoned rationale. If the study includes both primary hypotheses and secondary or exploratory questions, this distinction should be explicitly stated. Finally, authors must explain how the selected research design enables the necessary inferences to test the hypotheses or to generate valid estimates in response to the research questions.

3. Method

The Method section provides a detailed account of how the study was conducted. It includes both conceptual and operational definitions of the variables examined, as well as a clear explanation of the procedures employed. Although different types of studies necessarily adopt different methodological approaches, a comprehensive and transparent description of the methods enables readers to evaluate the appropriateness of the research procedures and to assess the reliability and validity of the findings. Moreover, a well-documented Method section allows other researchers to replicate the study.

If the manuscript reports an extension or update of an ongoing or previously published study, and the methodological procedures have been described in detail elsewhere, authors may direct readers to the original source and provide only a concise summary of the methods in this section.

It is both conventional and practical to organize the Method section into clearly labeled subsections. These typically include descriptions of the participants or subjects and an account of the procedures used in the study. The procedural subsection often encompasses descriptions of:

- (a) any experimental manipulations or interventions employed and the manner in which they were delivered (including the use of mechanical or technical apparatus, where applicable);
- (b) sampling procedures, including sample size and precision;
- (c) measurement approaches, including the psychometric properties of the instruments used; and
- (d) the overall research design.

When the research design is complex or when the stimuli require detailed explanation, additional subsections or subheadings may be used to enhance clarity and facilitate readers' access to specific information. Each subsection should include sufficient detail to allow comprehension and replication of the study. Insufficient detail may leave readers with unresolved questions, whereas excessive detail may obscure essential information. When appropriate, supplementary materials, appendices, or online resources may be used to present additional methodological details.

3.1 Participants

Accurate and detailed identification of research participants is essential for scientific rigor, particularly for purposes of generalization, comparison across replications, and inclusion in research syntheses or secondary data analyses. When human participants are involved, authors should report the eligibility and exclusion criteria, including any restrictions based on demographic characteristics.

3.2 Sampling Procedures

Authors should describe the procedures used to select participants, including:

- (a) the sampling method, if a systematic sampling strategy was employed;

- (b) the proportion of individuals approached who agreed to participate; and
- (c) the number of participants who self-selected into the sample.

In addition, the settings and locations in which data were collected should be specified, along with details regarding any compensation or agreements made with participants. Authors should also report compliance with ethical standards, including approval from an institutional review board or ethics committee, and describe any safety monitoring procedures implemented during the study.

Alongside the description of participants, authors should report the intended sample size and the number of individuals assigned to each condition, where applicable. Any known differences between the achieved sample and the target population should be clearly stated. Conclusions and interpretations must be appropriately constrained by the characteristics and size of the sample.

3.3 Measures and Covariates

The Method section should define all primary and secondary outcome measures and covariates, including measures collected but not analyzed or reported in the present study. Authors should describe the data collection methods used (e.g., questionnaires, interviews, or observations) as well as any procedures implemented to enhance measurement quality, such as assessor training, inter-rater reliability checks, or the use of repeated measurements. Detailed information about the instruments employed should be provided, including their psychometric and biometric properties, as well as evidence of cultural validity, where relevant.

3.4 Research Design

The research design should be explicitly specified. Authors should clarify whether participants were assigned to experimentally manipulated conditions or observed under naturalistic conditions. If multiple conditions were included, the method of assignment (e.g., random assignment or non-random allocation) should be described. In addition, authors should indicate whether the study employed a between-subjects or within-subjects design.

3.5 Experimental Manipulations or Interventions

When experimental manipulations or interventions are used, their content should be described in detail. Authors should clearly explain the procedures implemented for each study condition, including any control or comparison groups, and specify how and when the interventions or manipulations were administered in practice.

4. Results and Discussion

The **Results and Discussion** section constitutes the core of a scientific article and should account for **at least 60–70% of the total manuscript length**. In this section, research findings must be presented clearly, systematically, and in sufficient depth. **Results** may be displayed using figures, graphs, tables, or other appropriate visual formats to facilitate readers' understanding. **The discussion** should provide a rigorous and critical interpretation of the findings, linking them to the research objectives, theoretical framework, and relevant previous studies. To enhance clarity and analytical depth, **the results and discussion may be organized into several logically structured sub-sections**.

4.1 Results (Sub-sections)

4.1.1 ...

4.1.2 ...

4.2 Discussion (Sub-sections)

4.2.1 ...

4.2.2 ...

5. Conclusion

The conclusion is the final section of a scientific article that synthesizes the main findings of the study and articulates their significance. It should briefly summarize the key results and clearly demonstrate how they address the research objectives or questions. In addition, the conclusion should interpret the findings within the broader theoretical or empirical context, highlight the study's theoretical and practical contributions, acknowledge relevant limitations, and, where appropriate, suggest directions for future research. No new data, analyses, or arguments should be introduced in this section.

Acknowledgements (if any)

Acknowledge all forms of support received in conducting the research, including financial funding, institutional grants, supervisory guidance, proofreading, data collection assistance, and technical or editorial help.

If artificial intelligence (AI) tools were used in the research or manuscript preparation, authors must clearly disclose their use and purpose in accordance with publication ethics (AI Usage Ethics).

References

1. Use APA 7th edition for both in-text citations and the reference list.
2. Apply the author–date format for in-text citations (e.g., Purwarno, 2026); include page numbers for direct quotations (e.g., Purwarno, 2026, p. 17).
3. When citing multiple sources, present them in alphabetical order (e.g., Alpha, 2025; Beta, 2025; Charlie, 2026).
4. For works with up to four authors, list all authors; for five or more authors, use the first author's name followed by *et al.*
5. **The reference list must include a minimum of 25 sources**, primarily drawn from reputable international journals or accredited national journals.
6. At least 75% of the references must come from journal articles **published within the last five years**.
7. Older sources may be included only if they are seminal or foundational to the study.
8. Format all references according to APA 7th edition guidelines, using a 0.5-inch hanging indent for each entry.
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12. Verify the accuracy of each reference against the original source (author names, year, volume, issue, page range, and DOI).
13. Avoid excessive self-citation and over-reliance on sources from a single region.

14. The use of footnotes is not permitted.
15. Authors are encouraged to use reference management tools (e.g., **EndNote, Mendeley, or Zotero**) to ensure consistency and accuracy.

See the following examples:

1. Online Journal Articles

- Abdullah, N., & Tan, H. R. (2024). Rubric-based evaluation in digital portfolio assessment: Enhancing reliability and transparency in EFL classrooms. *Assessment in Education: Principles, Policy & Practice*, 31(1), 45–62.
<https://doi.org/10.1080/0969594X.2023.2280301>
- Widodo, H. P., & Fang, F. (2025). Critical ecoliteracy in language education: Pedagogical implications for sustainability. *Journal of Language, Identity & Education*, 24(2), 97–112.
<https://doi.org/10.1080/15348458.2024.2456789>

2. Books (Monographs)

- Stibbe, A. (2023). *Ecolinguistics: Language, ecology, and the stories we live by* (2nd ed.). Routledge.
<https://doi.org/10.4324/9781003214865>
- Purwarno, P. & Efrizah, D. (2025). *English literary trails: From Shakespeare to postmodernism*. Serasi Media Teknologi.

Note: For books, APA 7th edition does **not require the place of publication**. Publisher name alone is sufficient.

3. Chapters in Edited Books

- Fairclough, N. (2022). Critical discourse analysis and environmental communication. In A. Fill & H. Penz (Eds.), *The Routledge handbook of ecolinguistics* (pp. 89–104). Routledge.
<https://doi.org/10.4324/9781003092050-7>
- Sunderland, J. (2024). Gender representation and ideology in contemporary narratives. In L. Litosseliti & J. Sunderland (Eds.), *Gender and language in modern contexts* (pp. 35–52). Palgrave Macmillan. https://doi.org/10.1007/978-3-031-45678-2_3

4. Conference Proceedings (Online)

- Rahmawati, D., & Nugroho, A. (2023). Integrating ecolinguistics into EFL writing pedagogy. In *Proceedings of the 6th International Conference on Language and Education* (pp. 210–218). Atlantis Press.
<https://doi.org/10.2991/assehr.k.230120.034>
- Chen, L., & Park, J. S. (2024). Digital literacy and discourse transformation in higher education. In *Proceedings of the International Conference on Applied Linguistics and Education* (pp. 55–63). Springer.
https://doi.org/10.1007/978-981-99-3456-7_6

5. Institutional Reports / Official Websites

- UNESCO. (2023). *Education for sustainable development: A roadmap*.
<https://www.unesco.org/en/education/sustainable-development>

Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. (2024).
Kurikulum Merdeka: Framework and implementation guidelines.
<https://kurikulum.kemdikbud.go.id>

Academic Writing Guide for APA 7th Edition (English)

1. Author Names

- Use **surname followed by initials**.
- Use an ampersand (&) before the final author.

2. Year of Publication

- Enclosed in parentheses immediately after the author(s).
- Use the most recent copyright year available.

3. Titles

- **Article and chapter titles:** sentence case (only the first word and proper nouns capitalized).
- **Book and journal titles:** italicized and written in title case.

4. Source Information

- Journal title and volume number are italicized.
- Issue number is in parentheses (not italicized).
- Page range is mandatory for articles and chapters.

5. DOI and URL

- Present DOI in **URL format** (<https://doi.org/...>).
- URLs are used when DOI is unavailable.
- Do not use “Retrieved from” unless content is designed to change over time.

6. Consistency and Academic Tone

- Ensure **uniform formatting** across all references.
- Avoid abbreviations in titles unless standard.
- Maintain formal, objective, and precise academic language.

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Avoid citing sources from the internet except from reputable online journals, or books and articles written by outstanding authors.

Note:

Please be sure to check for spelling and grammar before submitting your paper (Your manuscript must be free from grammatical mistakes).