



This is the title of your research (14 pt, Bold, Centered) Capitalized Each Word
(Single space)

1st Author. Author¹, 2nd Author. Author², 3rd Author. Author (10 pt)

1st Author Email (10 pt)

¹Universitas Persada, Indonesia (9 pt)

²Other Academic Affiliations, (9 pt, No space for each line)

ABSTRACT	ARTICLE INFORMATION:
The abstract consists of 150–250 (Times New Roman 11 pt, single spacing) word summary covering the objective, method, findings, and conclusion. Establishes the research problem, literature review, and your thesis/objective. Describes how the research was conducted (participants, data collection, analysis. Interpret the results of the research and research novelty. KEYWORDS: 3–5 terms for indexing/Seo.	Volume Number: Submitted: Final Revised Accepted: Published: Lexica: Literature, Education, Culture, and Applied Linguistics Homepage: https://journal.uag.ac.id/Lexica

The manuscripts must range between 4500 to 8000 words

Main heading (Bold, 12 pt, Uppercase), Subheading 12 pt, bold, italic, Sentence case)

Using a single-spaced, 12-point Times New Roman font

Page margins 0.79 cm for the top, bottom, and left sides, and 0.98 cm for the right side.

INTRODUCTION

Authors should organize this section using an "inverted pyramid" structure, beginning with broad context and narrowing down to the specific research problem. The researcher should **establish the Research Territory** (The Context). However, the background must be concise and directly relevant to the study; avoid historical overviews that do not lead specifically to the research problem. High-density citation is expected here. Use the author-date format (e.g., Brown, 2023) strictly adhering to APA (7th ed.) or MLA (9th ed.). Use the **Present Tense** when stating established facts or truths (e.g., "Education plays a vital role...") and the **Past Tense or Present Perfect Tense when referring to previous research** (e.g., "Previous studies have shown..." or "Smith (2020) argued that..."). **Synthesizing Previous Studies:** (The Literature Review) The Introduction must seamlessly integrate a review of relevant literature. Rather than listing studies chronologically (e.g., "Smith said X, then Jones said Y"), authors should synthesize findings to highlight trends, controversies, or consensus in the field. To ensure smooth transitions between paragraphs. Use connecting phrases to link the context to the literature, and the literature to **the research gap**. Common ways to frame the gap include: (1) Methodological limitations in previous studies. (2) Contextual gaps (e.g., "While this has been studied in Western contexts, little is known about its application in..."). (3) Contradictory findings that require resolution. (4) Theoretical neglect where a specific variable has been overlooked. Once the gap is identified, **the author must explicitly state how the current study fills it**. This is often done with a clear "Purpose Statement" (e.g., "The objective of this study is to..."). Finally, the Introduction should



briefly touch upon **the significance of the study**—why these findings matter to practitioners, policymakers, or future researchers.

RESEARCH METHOD

The Research Method section serves as the technical blueprint of the study, enabling replication and validity assessment. Authors must begin by clearly defining the research design—whether quantitative, qualitative, or mixed-method—and specifying the approach used (e.g., experimental design, case study, or textual analysis). This must be followed by a detailed description of the participants or data sources, including sample size, demographics, and sampling techniques (for empirical studies), or the specific literary corpus and editions analyzed (for cultural/literary studies).

FINDINGS AND DISCUSSIONS

The Findings section is dedicated to the objective presentation of data, devoid of interpretation or subjective commentary. Authors should report the results logically, addressing the research questions in the order they were proposed. For quantitative studies, this includes statistical outcomes (e.g., means, standard deviations, test statistics) often supported by tables and figures to summarize complex data efficiently. For qualitative studies, findings should be organized by themes or categories, substantiated by representative quotes or textual evidence. Crucially, this section must focus solely on what the data shows, leaving the explanation of why it matters for the subsequent section.

The discussion should explicitly answer the research questions, explaining whether the results support the initial hypothesis or differ from previous studies. Authors must go beyond restating the data; they should analyze the implications of the findings, critically evaluating why certain patterns emerged and how they contribute to the existing body of knowledge in Literature, Education, Culture, or Linguistics. This is the space to synthesize the "what" (results) with the "so what" (significance).

Ensure all labels and titles are set in 10-point Times New Roman font. For formatting, please position Figure titles below the visual and Table titles above the data.

PARTICIPANTS	Cronbach-α	LLP	L	M	Percentage %
Sample 1	55	11	11	111	5%
Sample 1	4	11	11	11	16%

Table number: Italic, Centered, 10 pt

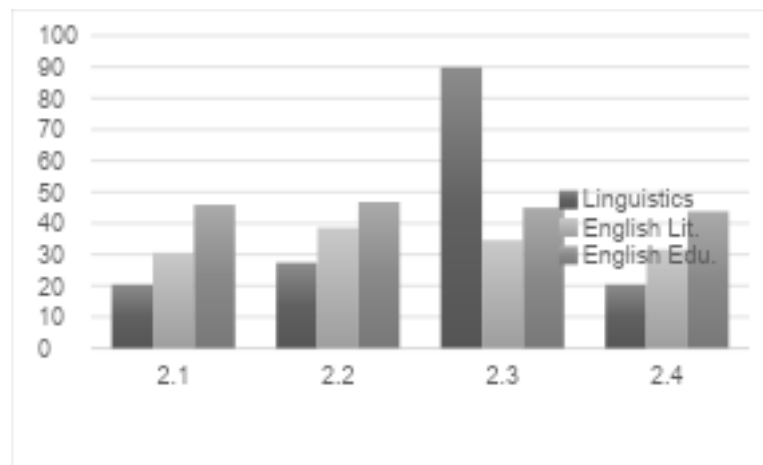


Figure number: Italic, Centered, 10 pt

CONCLUSION

The Conclusion serves to bring the manuscript to a cohesive close by restating the study's primary contribution in a concise manner. Authors should summarize the main takeaways without introducing new data or arguments. Additionally, this section must transparently address the limitations of the study (e.g., sample size, methodological constraints) and offer concrete suggestions for future research. A strong conclusion emphasizes the practical or theoretical value of the work, leaving the reader with a clear understanding of the study's impact.

REFERENCES

(APA style, 7th Ed. 11 pt and alphabetical order)

- Byman, R. (2005). Curiosity and sensation seeking: A conceptual and empirical examination. *Personality and Individual Differences*, 38(6), 1365-1379. <https://doi.org/10.1016/j.paid.2004.09.004>
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- Geddis, A. N. (1993). Transforming subject-matter knowledge: The role of pedagogical content knowledge in learning to reflect on teaching. *International Journal of Science Education*, 15(6), 673-683. <https://doi.org/10.1080/0950069930150605>