Article Title [Uppercase]; Times New Roman ; Size-14

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Abstract (Capitalized first letter, Times New Romans, Bold, 12 pt)

Abstract must be written clearly in English, no Italics, using 12 size Times New Roman fonts, single-spaced. Attach an abstract of 150-250 words, giving a brief explanation of the most relevant aspects of the paper. The abstract of research paper should contain the purposes, methodology, and findings of the study. You should not put any references in this section. [Times New Roman, 11, single-spaced]

***Keywords**: 3-5 keywords in English.*

INTRODUCTION

Introduction includes background issues as well as benefits and rationalization of activities (research). The objectives of the activity and problem-solving plan are presented in this section as well as relevant research. [Times New Roman, 11, normal]

METHOD

The research method describes the design of activities, scope or objects, materials and main tools, places, data collection techniques, operational definitions of research variables, and analysis techniques. [Times New Roman, 11, normal]

RESULT

The findings of the study are presented in the Results section. The final result should be clear and succinct. It contains numbers, tables, and graphs (e.g., table and charts). This section's material should be presented and delivered to the reader objectively, factually, and without expressing personal viewpoint. Number tables and figures consecutively in accordance with their appearance in the text. The following is the example of writing tables and figures. [Times New Roman, 11, normal]

Table 1. An example of a table

An example of a column heading	Column A	Column B
And an entry	1	2
And another entry	3	4
And another entry	5	6

Everything that is not a table is labeled “Figure”. Make sure you write the captions of the figure at the bottom and you put the figure in the center.

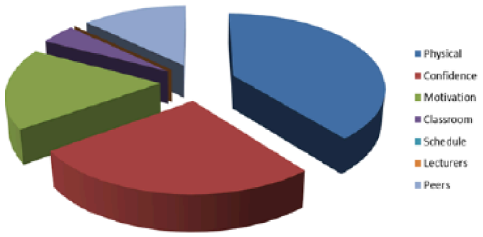


Figure 1. An example of a figure

DISCUSSION

In the Discussion section, the findings of the study are explored, explained, and interpreted. This section should focus on the relevance of the findings of the study rather than repeating them. It is also customary to combine the Results and Discussion sections. Extensive citations and discussion of published material should be avoided. The findings are analyzed to see if the hypotheses of the study were confirmed. This part allows you to give your interpretation of the results and explain what they signify. If the results differ from what the hypotheses expected, you must offer speculative explanations for the discrepancy. [Times New Roman, 11, normal]

CONCLUSION

A Conclusions section should summarize the study's primary findings, rather than merely repeating previous parts. After the readers have done reading the article, the conclusion should assist them comprehend why your study is important to them. A conclusion is a synthesis of essential themes, not just a recap of the main subjects addressed or a re-statement of your research problem. It is critical that the conclusion should not leave any unanswered questions. [Times New Roman, 11, normal] You should not include any references in this section.

ACKNOWLEDGEMENTS (Optional)

Acknowledgment is summarized as expressions of gratitude for the author to the promoter team/advisory team, and those who have assisted in the research and the funders.

REFERENCES

Please double-check that the reference list has all of the references mentioned in the text (and vice versa). [Please use at least 20 references using APA, 6th edition in alphabetical order. 70% of the references should be from recent scientific journals]

Example:

Bankole, merey adenike, & Ayoola, M. O. (2014). Mood and Modality in Christian Magazines: A Systemic Functional Analysis of Christian Women Mirror. International Journal of Humanities and Social Science, 4(14), 138–149.

Dörnyei, Z. (2007a). Creating a motivating classroom environment. In J. Cummins & C. Davison (Eds.), International handbook of English language teaching (pp. 719-731). New York, NY: Springer.

Dörnyei, Z. (2007b). Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies. Oxford: Oxford University Press.

Halliday, M. A.. (1976). System and Function in Language (G. Kress (ed.)). Oxford: Oxford University Pers.

Kieffer, M. J., & Lesaux, N. K. (2009). Breaking down words to build meaning: Morphology, vocabulary, and reading comprehension in the urban classroom. In M. L. Graves (Ed.), Essential readings in vocabulary instruction (pp. 90-101). Newark, DE: International Reading Association.

Ozsoy, G., & Gunindi, Y. (2011). Prospective preschool teachers' metacognitive awareness. Elementary Education Online, 10(2), 430-440. Retrieved on May 6, 2013 from: http://ilkogretim-online.org.tr/vol10say2/v10s2m4.pdf

Samanhudi, U. (2021). Reflexive Account of an Indonesian International Student' s Challenges and Opportunities in a U. K. University' s Doctoral Education Program. 11(1), 144–155. https://doi.org/10.32674/jis.v11i1.1096