

**GUIDELINES OF THESIS WRITING FOR MASTER PROGRAMME
ENGLISH LANGUAGE EDUCATION
UNIVERSITAS AHMAD DAHLAN
YOGYAKARTA**



**MASTER PROGRAMME OF ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS AHMAD DAHLAN
YOGYAKARTA**

2021

**GUIDELINES ON THESIS WRITING FOR MASTER PROGRAMME
OF ENGLISH LANGUAGE EDUCATION
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Yogyakarta,March 2021

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CHAPTER I

INTRODUCTION

This chapter deals with the introduction of the guideline in which the writers discuss about the definition of the thesis, academic requirements, administrative requirements, purpose of writing thesis, and the procedure of writing thesis.

A. The Definition of Thesis

Thesis is a written scientific work prepared by master students, in accordance with scientific principles and ethics, under the guidance of main and co-supervisors from home or abroad. Among the scopes are English Language Teaching (ELT), linguistics and ELT, literature and ELT, culture and ELT, and educational technology and ELT. It is main requirement to complete the master degree in the English Language Education, Faculty of Teacher Training and Education, Universitas Ahmad Dahlan.

Thesis is a final project that has a study load of 6 credits starting from proposal defense, supervision process, finding examination, final thesis viva, and final revision with a total period of not more than 6 months (one semester).

B. Academic Requirements

A student is allowed to take a thesis project after completing the following academic requirements:

1. Registered as a student in the academic year concerned.
2. Collected 36 credits and have passed courses related to writing, research methods, and thesis proposals with minimum score of B.
3. Has minimum GPA of at least 3.00.
4. Has no final score of C, D, or E when submitting the thesis proposal.
5. Submit the TOEFL test report with a minimum score of 500 issued by UAD language laboratory.
6. Attach at least 1 certificate as presenter and 3 certificates as the participant of national/international conference either overseas or domestic conferences.
7. Submit at least 1 academic publication indexed by Scopus/Shinta 3.

C. Administrative Requirements

The student who wish to take a thesis must also meet the following administrative requirements:

1. Has paid tuition fees for the academic year concerned.
2. Has written thesis course in the study plan (KRS).

D. The Purpose of Writing Thesis

The purpose of writing a thesis is to provide basic provisions for PBI S2 UAD students in compiling a written scientific work to express the critical power, analysis and synthesis of students on a phenomenon or problem by paying attention to developments in science, technology, and art from the perspective of the scientific field in study programs where students are enrolled. The students must be able to link and implement integrated English Language Teaching (ELT) based on research and technology based on Islamic values and have a global perspective.

E. Procedure of Writing Thesis

The followings are the procedures for writing master thesis at English Language Education, Faculty of Teacher Training and Education, Universitas Ahmad Dahlan:

1. The students have taken lectures related to the writing, research methods, and thesis proposals.
2. Submit full thesis proposal at least at the end of semester 3.
3. Join proposal defense scheduled by the administration staff.
4. Revise the proposal in one week.
5. For those who want to take part in international-joint-thesis writing, submit the revised proposal to the department.
6. Join international proposal examination.
7. Accept the letter of thesis writing supervision.
8. Enjoy thesis writing process and consultation.
9. Join the finding examination.
10. Revise the finding examination result.
11. Join final thesis viva.
12. Do the final thesis revision.

CHAPTER II

PROCEDURES OF THESIS SUBMISSION

This chapter is about the detail procedures of Thesis submission including the terms and process of thesis proposal, proposal guidelines, proposal seminar procedures, etc.

A. Terms and Process of Thesis Proposal Submission

A thesis proposal is detail planning of master thesis submitted to the administration at the end of third semester (final task of Thesis Proposal Seminar course). The proposal should be written based on thesis guide. To submit a thesis proposal, students must have taken a minimum 38 credits with a minimum GPA of 3.00, enclose student id, enclose at least 1 certificate as presenter and 3 certificates as the participant of national/international conference either overseas or domestic conferences.

B. Process of Thesis Proposal Guidance

The process of thesis proposal is started from the selection of title, background, methodology, research instruments, etc. All of the proposal writing processes are given during the course of Thesis Proposal Seminar. The guidance is given by the lecturers during the course. The topic should refer to the lectures' research interest (English Language Teaching (ELT), linguistics and ELT, literature and ELT, culture and ELT, and educational technology and ELT).

C. Thesis Proposal Seminar Procedure

Thesis Proposal Seminar is more aimed at obtaining input from board of examiners, consisting of prospective supervisors, head of study programs, and competent lecturers. Thesis proposal seminar has the following steps:

1. Submit three copies of the proposal to administration with correct format.
2. Wait for the proposal defense (the administration is managing the board of proposal examiners).
3. Follow the proposal examination either online or offline.
4. Revise the proposal according to the suggestions given by the panel within one week.
5. Submit the revised edition of the proposal.
6. The study program selects the best proposal for joint thesis writing.

7. The selected proposals join the international proposal defense.
8. After joining international proposal defense, the UiTM and USANT teams select the proposals to be guided.
9. The Study Program issues an appointment letter for both international joint thesis writing and non-joint thesis writing (unselected proposals).

D. Thesis Proposal Scores

Thesis proposal scores contribute 30 % of the total thesis scores. Among the component of the scoring system are:

- | | |
|----------------------------|--------|
| 1. Proposal format | (1-10) |
| 2. Methodology and content | (1-40) |
| 3. Presentation and PPT | (1-30) |
| 4. Originality | (1-20) |

E. Responsibilities of Thesis Supervisors

There are two thesis supervisors: main supervisor and co-supervisor. Main supervisors are those of UAD lecturers, while co-supervisors can be from international partners (UiTM or USANT). Both supervisors in general have the same responsibility in guiding the student effectively within two months. They are responsible for the title, background, formulation of research questions, methodology, research instruments, and English language. The main supervisor in particular, has responsibilities as follows:

1. To provide supervision schedule minimum 10 sessions x 120 minutes.
2. To keep effective communication with the supervisee.
3. To ensure the supervisee have used correct research methodology.
4. To ensure the originality of the student's thesis.
5. To write down comments/feedbacks given on each session.
6. Approve the draft of the thesis for free oral defense/finding examination and final viva (final oral defense/final thesis examination).
7. Together with co-supervisor help the supervisee in revising the result of oral defense.
8. To act as head of the final viva (final oral defense/final thesis examination) panelists.
9. Give the score of the final viva.

The co-supervisor has responsibilities as follows:

1. To provide supervision schedule minimum 10 sessions x 120 minutes.
2. To keep effective communication with the supervisee.
3. To ensure the supervisee have written down the thesis in standard English language (UK or USA English).
4. To ensure the originality of the student's thesis.
5. To write down comments/feedbacks given on each session.
6. To act as secretary of the final viva (final oral defense/final thesis examination) panelists.
7. Together with main supervisor help the supervisee in revising the result of oral defense.
8. Collect the score from examiners and main supervisor.
9. Report the final oral defense score.

F. Qualifications of Thesis Supervisors

Thesis writing is guided by supervisors who have the competence in accordance with the thesis topic and are appointed by the head of study program. The main supervisor and co-supervisor should have at least doctoral qualification (Ph.D) or associate professor with master degree.

G. Duration of Thesis

Referring to the accreditation criteria, thesis writing supervision has maximum time of **two months**. In case the student and supervisors cannot meet the due time, the supervision can be extended into two weeks.

H. Changes of the Supervisors

The supervisee has the right to change the supervisors under the following conditions:

1. When the supervisor dies or has a permanent illness that interferes the supervision process.
2. When the supervisor resigns from the supervision duty.
3. When there is no more good communication between the supervisee and the supervisor.

For this purpose, he/she should submit a letter of request to the head of department approved by main and co-supervisors.

CHAPTER III

THESIS PROPOSAL AND THESIS FORMAT

This chapter gives the students information about the format of thesis proposal and final thesis format in the context of quantitative, qualitative, R & D, and mixed research methods,

A. The First Part

1. Thesis Proposal Format

- a. Title Page
- b. Approval Page
- c. Table of Contents
- d. List of Tables
- e. List of Figures

2. Thesis Format

- b. Front Cover Page
- c. Title Page
- d. Approval Page
- e. Ratification Page
- f. Statement of Authenticity
- g. Motto
- h. Dedication Page
- i. Acknowledgement
- j. Table of Contents
- k. List of Tables
- l. List of Figures
- m. List of Symbols, Abbreviations, and Definitions (if any)
- n. Abstract

B. The Main Part

1. Quantitative Research

Quantitative research can be in the form of survey research, ex post facto, or experiment. Quantitative research reports are presented in a straightforward and objective manner, and follow the following format.

a. Thesis Proposal Format

CHAPTER I INTRODUCTION

- A. Background of the Study
- B. Identification of the Problems
- C. Limitation of the Problem
- D. Formulation of the Problem/Research Questions
- E. Objective of the Study
- F. Significance of the Study

CHAPTER II LITERATURE REVIEW

- A. Theoretical Review
- B. Review of the Relevant Studies
- C. Conceptual Framework
- D. Hypothesis

CHAPTER III RESEARCH METHODOLOGY

- A. Approach and Type of the Research
- B. Place and Time of the Research
- C. Research Design
- D. Population, Sample, and Sampling Technique
- E. Research Variable
- F. Research Instruments
- G. Validity and Reliability of the Instruments
- H. Data Collection Techniques
- I. Data Analysis Techniques

b. Thesis Format

CHAPTER I INTRODUCTION

- A. Background of the Study
- B. Identification of the Problems
- C. Limitation of the Problem
- D. Formulation of the Problem/Research Questions
- E. Objective of the Study
- F. Significance of the Study

CHAPTER II LITERATURE REVIEW

- A. Theoretical Review
- B. Review of the Relevant Studies
- C. Conceptual Framework
- D. Hypothesis

CHAPTER III RESEARCH METHODOLOGY

- A. Approach and Type of the Research
- B. Place and Time of the Research
- C. Research Design
- D. Population and Sample of the Research
- E. Research Variable
- F. Research Instruments
- G. Validity and Reliability of the Instruments
- H. Data Collection Techniques
- I. Data Analysis Techniques

CHAPTER IV RESEARCH FINDING AND DISCUSSION

- A. Description of Research Finding
- B. Hypothesis Test Results/Answers to Research Questions
- C. Discussion
- D. Limitation of the Study

CHAPTER V CONCLUSION AND SUGGESTIONS

- A. Conclusion
- B. Suggestions
- C. Implication

2. Qualitative Research

Qualitative research seeks to reveal the reality or truth behind sensory recorded phenomena in the interpretive paradigm. Sometimes this research is referred to as interpretive research. There are several traditions in this paradigm, including ethnography, phenomenology, grounded theory, and case studies. Students conducting qualitative research must be able to choose from one of these traditions of interpretive research. In qualitative research, researchers are the key instrument in addition to other supporting instruments such as interview guides, observation guides, or audio and video recording tools.

Qualitative research reports in general, are compiled in the form of narratives that are creative and in-depth and show scientific characteristics, with the following systematics. Slight variations in the format of qualitative research are possible, especially when linked to different types of qualitative research traditions.

a. Thesis Proposal Format

CHAPTER I INTRODUCTION

- A. Background of the Study
- B. Identification of the Problems
- C. Limitation of the Problem
- D. Formulation of the Problem/Research Questions
- E. Objective of the Study
- F. Significance of the Study

CHAPTER II LITERATURE REVIEW

- A. Theoretical Review
- B. Review of the Relevant Studies
- C. Flow of Thought

CHAPTER III RESEARCH METHODOLOGY

- A. Approach and Type of the Research
- B. Place and Time of the Research
- C. Subject and Object of the Research
- D. Research Instrument
- E. Data Collection Techniques

- F. Data Verification Technique
- G. Data Analysis Techniques

b. Thesis Format

CHAPTER I INTRODUCTION

- A. Background of the Study
- B. Identification of the Problems
- C. Limitation of the Problem
- D. Formulation of the Problem/Research Questions
- E. Objective of the Study
- F. Significance of the Study

CHAPTER II LITERATURE REVIEW

- A. Theoretical Review
- B. Review of the Relevant Studies
- C. Flow of Thought

CHAPTER III RESEARCH METHODOLOGY

- A. Approach and Type of the Research
- B. Place and Time of the Research
- C. Subject and Object of the Research
- D. Research Instruments
- E. Data Collection Techniques
- F. Data Verification Technique
- G. Data Analysis Techniques

CHAPTER IV RESEARCH FINDING AND DISCUSSION

- A. Description of Research Finding
- B. Discussion
- C. Limitation of the Study

CHAPTER V CONCLUSION AND SUGGESTIONS

- A. Conclusion
- B. Suggestions
- C. Implication

3. Research and Development (R&D)

Research and Development methods are used to produce certain products, and test the effectiveness of these products. According to Gall, Gall, and Borg (2009: 569), the education development model is based on industry that uses research findings in designing new products and procedures. With these research models, they are systematically tested in the field, evaluated, refined until they obtain specific criteria regarding effectiveness, quality, or the same standard.

a. Thesis Proposal Format

CHAPTER I INTRODUCTION

- A. Background of the Study
- B. Identification of the Problems
- C. Limitation of the Problem
- D. Formulation of the Problem/Research Questions
- E. Objective of the Development
- F. Product Specification
- G. Significance of the Development
- H. Assumption of the Development

CHAPTER II LITERATURE REVIEW

- A. Theoretical Study
- B. Review of the Relevant Studies
- C. Conceptual Framework

CHAPTER III RESEARCH METHODOLOGY

- A. Model of Development
- B. Procedures of Development
- C. Design of Product Try-out
 1. Try-out Design
 2. Try-out Subject
 3. Types of Data
 4. Instruments and Data Collection Techniques
 5. Validity and Reliability of the Instruments
 6. Data Analysis Technique

b. Thesis Format

CHAPTER I INTRODUCTION

- A. Background of the Study
- B. Identification of the Problems
- C. Limitation of the Problem
- D. Formulation of the Problem/Research Questions
- E. Objective of the Development
- F. Product Specification
- G. Significance of the Development
- H. Assumption of the Development

CHAPTER II LITERATURE REVIEW

- A. Theoretical Study
- B. Review of the Relevant Studies
- C. Conceptual Framework

CHAPTER III RESEARCH METHODOLOGY

- A. Model of Development
- B. Procedures of Development
- C. Design of Product Try-out
 - 1. Try-out Design
 - 2. Try-out Subject
 - 3. Types of Data
 - 4. Instruments and Data Collection Techniques
 - 5. Validity and Reliability of the Instruments
 - 6. Data Analysis Technique

CHAPTER IV RESEARCH FINDING AND DEVELOPMENT

- A. The Result of Initial Product Development
- B. Product Try-out
- C. Product Revision
- D. Final Product Discussion
- E. Limitation of the Study

CHAPTER V CONCLUSION AND SUGGESTIONS

A. Conclusion

B. Suggestion

C. Dissemination and Further Product Development

4. Classroom Action Research

Classroom action research is research that aims to improve learning methods, conditions, and/or outcomes, for example to improve inappropriate teaching methods, passive learning conditions, and / or low learning outcomes. Classroom action research is not experimental research, quasi-experimental research, nor development research. Classroom action research should take more than one cycle; one cycle consisting of plan, action, observation, and reflection. The number of cycles per study should not be determined before the action is taken, what can be determined is the criteria for the success of the study.

Examples of action research problem formulations are as follows: (1) Can the actions used (techniques, methods, strategies, media, etc.) improve the quality of learning in the classroom? If so (2) How will the improvement in the quality of learning occur by using these techniques, methods, strategies? (3) Are there any changes or procedural modifications to the techniques, methods or strategies used as measures? (4) Are there any changes for the better from previous practices? (5) Does the research teacher feel an increase in awareness, knowledge, or personal skills or a change in attitude in overcoming and dealing with classroom problems?

The first problem must be resolved through action or the use of certain methods. The second problem is a discussion about the procedures that have been passed, the process, and the development of problematic class individuals and their impact on the quality of learning. By using analysis through a broad theory, it makes classroom action research able to find theories based on practical experience. The third problem is a critical analysis, are the actions used in these different contexts modified to be effective in those contexts? The fourth problem is related to what practices have changed for the better. The fifth problem is the reflection of the teacher as a researcher on the acquisition of awareness, knowledge and

new skills (practice-based knowledge) as a representation of the vision of action research that empowers participants.

a. Thesis Proposal Format

CHAPTER I INTRODUCTION

- A. Background of the Problem
- B. Identification of the Problems
- C. Limitation of the Problem
- D. Formulation of the Problem
- E. Objective of the Study
- F. Significance of the Study

CHAPTER II LITERATURE REVIEW

- A. Theoretical Review
- B. Review of the Relevant Studies
- C. Conceptual Framework (Problem Solving Design)
- D. Action Hypothesis

CHAPTER III RESEARCH METHODOLOGY

- A. Research Design
- B. Time and Place of the Research
- C. Subject and Object of the Research
- D. Procedures of the Research
- E. Research Instruments
- F. Data Collection Techniques
- G. Criteria of Successful Action
- H. Data Analysis Techniques

b. Thesis Format

CHAPTER I INTRODUCTION

- G. Background of the Problem
- H. Identification of the Problems
- I. Limitation of the Problem
- J. Formulation of the Problem
- K. Objective of the Study

L. Significance of the Study

CHAPTER II LITERATURE REVIEW

E. Theoretical Review

F. Review of the Relevant Studies

G. Conceptual Framework (Problem Solving Design)

H. Action Hypothesis

CHAPTER III RESEARCH METHODOLOGY

I. Research Design

J. Time and Place of the Research

K. Subject and Object of the Research

L. Procedures of the Research

M. Research Instruments

N. Data Collection Techniques

O. Criteria of Successful Action

P. Data Analysis Techniques

CHAPTER IV RESEARCH FINDING AND DISCUSSION

A. Research Finding

B. Discussion

C. Limitation of the Study

CHAPTER V CONCLUSION AND SUGGESTIONS

A. Conclusion

B. Suggestions

C. Implication

5. Mixed Research

Mixed qualitative and quantitative research can use (a) sequential models, (b) parallel models, (c) concurrent triangulation models, and (d) concurrent embedded models. A sequential model is a model that uses quantitative research as the basis for qualitative research, or vice versa. Parallel model is a model that uses qualitative and quantitative methods simultaneously. The method combination model or design concurrent triangulation is a research method that combines qualitative and quantitative research methods by mixing the two methods equally (50% quantitative methods and 50%

qualitative methods). The method combination model or concurrent-embedded design (unbalanced mixture) is a research method that combines qualitative and quantitative research methods by mixing the two methods unequally. Research reports using mixed methods must have a clear focus, and meet the principles of using qualitative and quantitative methods. The writing of the core sections can be done using the following format.

a. Thesis Proposal Format

1) Sequential Explanatory Mixed Method

CHAPTER I INTRODUCTION

- A. Background of the Problem
- B. Identification of Problems
- C. Limitation the Problem
- D. Formulation of the Problem
- E. Objective of the Study
- F. Significance of the Study

CHAPTER II LITERATURE REVIEW

- A. Theoretical Review
- B. Review of the Relevant Studies
- C. Conceptual Framework
- D. Hypothesis

CHAPTER III RESEARCH METHODOLOGY

- A. Quantitative method
 - 1. Population and Sample of the Research
 - 2. Data Collection Techniques
 - 3. Research Instruments
 - 4. Data Analysis
- B. Qualitative Methods
 - 1. Data Collection Techniques
 - 2. Data Analysis
 - 3. Data Verification Techniques
 - 4. Data Analysis of Qualitative Research results

- C. Mixed Methods
 - 1. Description of Mixed Data
 - 2. Analysis of Quantitative and Qualitative Research Data
- 2) Sequential Exploratory Mixed Method
 - CHAPTER I INTRODUCTION
 - A. Background of the Problem
 - B. Identification of the Problems
 - C. Limitation of the Problem
 - D. Formulation of the Problem
 - E. Objective of the Study
 - F. Significance of the Study
 - CHAPTER II LITERATURE REVIEW
 - A. Theoretical Review
 - B. Review of the Relevant Studies
 - CHAPTER III RESEARCH METHODOLOGY
 - A. Qualitative Methods
 - 1. Place of the Research
 - 2. Data Source
 - 3. Data Collection Technique
 - 4. Data Analysis
 - 5. Data Credibility Testing
 - 6. Data Transferability Testing
 - 7. Formulation of Preliminary Findings
 - B. Quantitative Methods
 - 1. Population and Sample
 - 2. Data Collection Technique
 - 3. Research Instruments
 - 4. Data Analysis Technique
 - C. Analysis of Qualitative and Quantitative Research Data
- 3) Concurrent Triangulation Mix Method

CHAPTER I INTRODUCTION

- A. Background of the Problem
- B. Identification of the Problems
- C. Limitation of the Problem
- D. Formulation of the Problems
- E. Objective of the Study
- F. Significance of the Study

CHAPTER II LITERATURE REVIEW

- A. Theoretical Review
- B. Review of the Relevant Studies
- C. Conceptual Framework
- D. Hypothesis

CHAPTER III RESEARCH METHODOLOGY

- A. Types of Concurrent Triangulation Research
- B. Research Steps
- C. Population and Sample of the Research
- D. Data Collection Techniques (Quantitative and Qualitative)
- E. Research Instruments (Quantitative and Qualitative)
- F. Data Analysis Techniques (Quantitative and Qualitative)

4) Concurrent Embed Mixed Method

CHAPTER I INTRODUCTION

- A. Background of the Problem
- B. Identification of the Problems
- C. Limitation of the Problem
- D. Formulation of the Problem
- E. Objective of the Study
- F. Significance of the Study

CHAPTER II LITERATURE REVIEW

- A. Theoretical Review
- B. Review of the Relevant Studies
- C. Research Questions

CHAPTER III RESEARCH METHODOLOGY

- A. Types of Concurrent Embed Research
- B. Research Steps
- C. Data Source
- D. Data Collection Techniques (Qualitative and Quantitative)
- E. Research Instruments (Human Instruments and Quantitative Instruments)
- F. Data Analysis Techniques (Qualitative and Quantitative)

b. Thesis Format

- 1) Sequential Explanatory Mixed Method

CHAPTER I INTRODUCTION

- A. Background of the Problem
- B. Identification of Problems
- C. Limitation the Problem
- D. Formulation of the Problem
- E. Objective of the Study
- F. Significance of the Study

CHAPTER II LITERATURE REVIEW

- A. Theoretical Review
- B. Review of the Relevant Studies
- C. Conceptual Framework
- D. Hypothesis

CHAPTER III RESEARCH METHODOLOGY

- A. Quantitative method
 - 1. Population and Sample of the Research
 - 2. Data Collection Techniques
 - 3. Research Instruments
 - 4. Data Analysis
- B. Qualitative Methods
 - 1. Data Collection Techniques
 - 2. Data Analysis
 - 3. Data Verification Techniques

4. Data Analysis of Qualitative Research results

C. Mixed Methods

1. Description of Mixed Data

2. Analysis of Quantitative and Qualitative Research Data

CHAPTER IV RESEARCH FINDING AND DISCUSSION

A. Research Finding

B. Discussion

C. Limitation of the Study

CHAPTER V CONCLUSION AND SUGGESTIONS

A. Conclusion

B. Suggestions

C. Implication

2) Sequential Exploratory Mixed Method

CHAPTER I INTRODUCTION

A. Background of the Problem

B. Identification of the Problems

C. Limitation of the Problem

D. Formulation of the Problem

E. Objective of the Study

F. Significance of the Study

CHAPTER II LITERATURE REVIEW

A. Theoretical Review

B. Review of the Relevant Studies

RESEARCH METHODOLOGY

A. Qualitative Methods

1. Place of the Research

2. Data Source

3. Data Collection Technique

4. Data Analysis

5. Data Credibility Testing

6. Data Transferability Testing

7. Formulation of Preliminary Findings

B. Quantitative Methods

1. Population and Sample
2. Data Collection Technique
3. Research Instruments
4. Data Analysis Technique

C. Analysis of Qualitative and Quantitative Research Data

CHAPTER IV RESEARCH FINDING AND DISCUSSION

A. Research Findings

1. Description of Research Finding
2. Hypothesis Testing Results
3. Hypothesis Finding
4. Qualitative Results Finding

B. Discussion

C. Limitation of the Study

CHAPTER V CONCLUSION AND SUGGESTIONS

A. Conclusion

B. Suggestions

C. Implication

3) Concurrent Triangulation Mix Method

INTRODUCTION

- A. Background of the Problem
- B. Identification of the Problems
- C. Limitation of the Problem
- D. Formulation of the Problems
- E. Objective of the Study
- F. Significance of the Study

LITERATURE REVIEW

- A. Theoretical Review
- B. Review of the Relevant Studies
- C. Conceptual Framework

D. Hypothesis

RESEARCH METHODOLOGY

A. Types of Concurrent Triangulation Research

B. Research Steps

C. Population and Sample of the Research

D. Data Collection Techniques (Quantitative and Qualitative)

E. Research Instruments (Quantitative and Qualitative)

F. Data Analysis Techniques (Quantitative and Qualitative)

CHAPTER IV RESEARCH FINDING AND DISCUSSION

A. Description of Data (Quantitative - Qualitative)

B. Hypothesis Testing Results (Quantitative - Qualitative)

B. Discussion

C. Limitation of the Study

CHAPTER V CONCLUSION AND SUGGESTIONS

A. Conclusion

B. Suggestions

C. Implication

4) Concurrent Embed Mixed Method

CHAPTER I INTRODUCTION

A. Background of the Problem

B. Identification of the Problems

C. Limitation of the Problem

D. Formulation of the Problem

E. Objective of the Study

F. Significance of the Study

CHAPTER II LITERATURE REVIEW

A. Theoretical Review

B. Review of the Relevant Studies

C. Research Questions

CHAPTER III RESEARCH METHODOLOGY

- A. Types of Concurrent Embed Research
- B. Research Steps
- C. Data Source
- D. Data Collection Techniques (Qualitative and Quantitative)
- E. Research Instruments (Human Instruments and Quantitative Instruments)
- F. Data Analysis Techniques (Qualitative and Quantitative)

CHAPTER IV RESEARCH FINDING AND DISCUSSION

- A. Description of Qualitative and Quantitative Data
- B. Discussion
- C. Findings
- D. Limitation of the Study

CHAPTER V CONCLUSION AND SUGGESTIONS

- A. Conclusion
- B. Suggestions
- C. Implication

C. The Last Part

BIBLIOGRAPHY

APPENDICES

CHAPTER IV

EXPLANATION OF THE THESIS PROPOSAL AND THESIS FORMAT

This chapter deals with the detail explanation of proposal and thesis format. The first discussion focuses on the cover, ratification, etc.

A. The First Part

1. Front Cover Page

Front cover page contains: thesis title, thesis purpose, Universitas Ahmad Dahlan symbol, student name and identification number, name of the study program, and thesis completion year.

- a. Title is written in capital letters, symmetrical in centre alignment and without period. If more than one row, use single spaced inverted pyramid format for alignment. Title of the thesis should not be in the sentence statement but phrases.
- b. The purpose of the thesis is to fulfill some of the requirements for obtaining a Master Degree in English Education.
- c. The symbol of Universitas Ahmad Dahlan is round with a diameter of about 5.5 cm - 7 cm.
- d. The name of the student is written in full (no abbreviation may be used) and without any degree. Student numbers are listed below the name.
- e. The name of the program is Master of English Language Education, Faculty of Teacher Training and Education, Universitas Ahmad Dahlan Yogyakarta.
- f. The year of completion of the thesis is the year of the last thesis examination and is placed under the word “Yogyakarta”.

2. Title Page

Title page contains the same text as the cover page but printed on white paper.

3. Approval Page

This page contains the approval of the main and co-supervisors complete with the signature and date of approval. The must-have elements on this page are:

- a. The words “APPROVAL PAGE”
- b. Title of thesis
- c. Student’s full name and Identification Number (NIM)

- d. Purpose of writing thesis
- e. Main and co-supervisors

4. Ratification Page

This page contains a statement that the thesis is accepted and declared to be eligible in the exam and passed. This page contains the following:

- a. The words “RATIFICATION PAGE”
- b. Title of thesis
- c. Student’s full name and Identification Number (NIM)
- d. Examined by the board of the Examiners on (according to the exam date) and has been Declared and Accepted as One of the Requirements for Attaining of Master’s Degree in English Language Education
- e. Board of examiners
- f. Place, date, month, and year
- g. Dean of Faculty of Teacher Training and Education

5. Statement of Authenticity

Statement of authenticity contains the author's expression that the content of the thesis he/she wrote is not an expropriation of other people's writings or thoughts which are recognized as the result of his writing or thoughts. Taking other people's work to be recognized as one's own is an act of cheating, which is commonly known as plagiarism. Scientific writers must refrain from this cheating.

6. Motto

This page contains the author's motto.

7. Dedication Page

Dedication page is intended to convey an impression or appreciation to people who are important to the researcher. The text on the dedication page must use a natural, straightforward, and non-emotional language style.

8. Acknowledgement

Acknowledgement includes the writer's gratitude addressed to people, institutions, organizations, and or other parties who have direct contribution to the research (in

preparing, implementing, and completing thesis writing). The language of acknowledgement is scientific even though its content involves unscientific matters.

9. Table of Contents

Table of contents contains an outline of the contents of the thesis along with the page numbers. Thesis elements that are included in the table of contents starting from the inside cover to the appendices. All chapter titles are typed in capital letters, while the titles of sub-chapter and sub sub-chapter titles are only the first letter of each word which are typed in capital letters. The table of contents is sufficient for up to three levels: I, A, and 1.

CHAPTER I

 A.

 1.

10. List of Tables

List of tables page contains the tables numbers, titles, and page numbers for each table. The table title must be the same as the table title contained in the text. Table titles that require more than one line are typed with a single space. Between one table title and another are typed with two spaces.

11. List of Figures

List of figures page contains the figures numbers, titles, and page number where they are loaded in the text. Figures titles that require more than one line are typed with a single space. Between one figure title and another are typed with two spaces.

12. List of Appendices

List of appendices page contains the appendices number, title, and the page where they are located. Appendices titles that require more than one line are typed with a single space. Between one appendix title and another are typed with two spaces.

13. List of Symbols, Abbreviations, and Definitions

This page contains a list of symbols, abbreviations, terms, units, and or what is considered important to include accompanied by their meanings and units.

14. Abstract

Abstract title is written in the center of the page in capital letters, symmetrically, and without a period ending. The author's name is typed 2 spaces from the word ABSTRACT, on the left side in the following order: Student's full name. Graduation year. Thesis title in italic. The word THESIS in capital. Supervised by: the name of the main and co-supervisors completes with their academic titles. Yogyakarta: Universitas Ahmad Dahlan.

The abstract is written in 2 languages: English and Indonesian. Abstract is a brief but complete description of the purpose of the research objectives, research methods, and results. The aims and objectives of the study were abstracted from the research objectives in the introduction, the way they were extracted from the research method, and the results of the research were the conclusions. Abstract body is typed with a single space (1 space) and no more than two pages of quarto size paper.

B. The Main Part

1. Introduction

This chapter consists of: Background of the Study, Identification of the Problems, Limitation of the Problem, Formulation of the Problem, Objective of the Study, and Significance of the Study. In this chapter, relevant statistical data can be presented to support the argument for the importance of research being carried out. Quotes of opinion and definition can be written in this chapter. More detailed theories or concepts are written in Chapter II.

a. Background of the Study

Background of the study contains a description of the matters behind the emergence of the problem, including in the form of gaps between reality and expectations, gaps between theory and practice, and/or gaps between the resources owned and the goals to be achieved. In this part, there is also a description of the reasons why the topic is chosen. Those reasons must be justified theoretically and scientifically.

b. Identification of the Problems

Identification of the problems is shown by describing all problems in a coherent and logical manner, from the broadest problem, to problems related to the object of research.

c. Limitation of the Problem

Limitation of the problem is the determination of the problem (from various identified problems) by considering various methodological aspects, the feasibility of being researched, and the limitations of the researcher without sacrificing the meaningfulness of the meaning, concept, or topic under study.

d. Formulation of the Problem

The problem must be clearly formulated, in the form of an interrogative sentence. In order to make it easier for researchers to find solutions, it is better to formulate several problems consisting of core problems and sub-problems.

e. Objective of the Study

This part specifically states the objectives to be achieved by conducting this research.

f. Significance of the Study

Significance of the study is described in relation to the parties who can benefit from this research both theoretically and practically.

2. Literature Review

Literature review consists of: Theoretical Review, Review of Relevant Research, Conceptual Framework, and Hypothesis.

a. Theoretical Review

Theoretical review describes the theories related to the research variables starting from the definitions, concepts, assumptions, and indicators used to measure these variables as a basis for developing research instruments. The theoretical review is obtained from the literature and relevant research studies **within the last 10 years**.

b. Review of Relevant Research

This section serves as a supporter of theoretical review put forward by previous experts/researchers and as a road map for similar research. Relevant research studies are presented in a narrative manner by analyzing and synthesizing the results of one

study with the results of other research, and should not be simply presented. The previous related studies should be **in the last 6 years.**

c. Conceptual Framework or Flow of Thought

Conceptual framework (in quantitative research) contains a logical and rational description of the research variables and the relationship between them. Conceptual framework helps researchers to construct thinking processes. It is presented in a narrative and graphic manner or with a chart. The flow of thought (in qualitative research) contains a logical and rational picture of the problem to be studied and the factors that influence it. The line of thought directs the researcher to the formulation of the question.

d. Research Questions and/or Hypothesis

Research question is an affirmation and explanation of the formulation of the problem that will be searched for through research. Hypothesis contains a brief statement which is deduced from the literature review and conceptual framework which is a temporary answer to the problem at hand that still has to be proven. Hypothesis includes the null hypothesis (H_0) and the alternative hypothesis (H_a). For research that does not prove the hypothesis, it is sufficient to write down a research question.

3. Research Methodology

The research methodology in general includes: Approach and Type of the Research, Place and Time of the Research, Population and Sample/Subject and Object, Research Instrument, Data Collection Technique, Data Analysis Technique, and Technique of Data Verification.

This section does not need to contain a theory or definition, but rather a description of the activities that have actually been carried out by the researcher during the research. However, several sources that contain the determination of criteria, limit figures, formulas for determining sample sizes and the like can be cited in this chapter.

a. Approach and Type of the Research

This section refers to the particular research approach type.

b. Place and Time of the Research

Place of the research indicates the location/place where the research was carried out. Time of the research shows the month and year of the research.

c. Population and Sample/Subject and Subject of the Research

Population is all individuals, objects, or things under study, while the sample is part of the population that has the characteristics of the population. In social research, the sample is often defined as the group of subjects who will be generalized in the research. Techniques which were used in sampling should be described in detail. Besides the terms sample and population, there are often terms of subject and object of research. This is often found in qualitative research.

d. Research instruments

This section contains how to collect data, measurement scale (scoring), instrument grid, and instrument validity and reliability. The validity and reliability of the research instruments must be guaranteed so that the resulting data is valid and reliable.

e. Data Collection Technique

Data collection technique include descriptions of the steps for data collection, respondents, and the tools used to obtain data, which generally include tests and non-tests (questionnaires, interview guides, observation guidelines, sociometry, documentation, etc.).

f. Data Analysis Technique

Data analysis technique is also called as the determination of the analysis design, prepared with the following conditions: (1) the design must be in accordance with the tested hypothesis, (2) it must be able to control the source of the error maximally, and (3) be able to accept a number of controlled changes. There are important parameters to determine the choice of analysis design, namely by considering the scale of data measurement on the independent and dependent variables.

g. Technique of Data Verification (Qualitative Research)

Technique of data verification shows how the researcher tests the results of the research so that they are reliable and meet scientific principles.

4. Research Finding and Discussion

This chapter contains: Research Finding, Discussion, and Limitation of the Study which are broken down into separate sub-titles.

a. Research Finding

Research finding is presented in descriptive form or qualitative descriptions in depth and if necessary can be in the form of lists (tables), graphs, photographs, or other forms, and placed as close as possible to the discussion, so that the reader can easily follow the description. It is presented in the order of the research questions.

b. Discussion

Discussion contains the results obtained, in the form of theoretical explanations, either qualitatively, quantitatively, or statistically. Besides, it also contains a **critical analysis** of research using the perspective of various theories and relevant research studies that have been discussed in Chapter II. This part should be the **discussion of research questions and it is not allowed to repeat the finding** but the interpretation of the finding. **This part should be 30 %** of the total pages of the thesis.

c. Limitation of the Study

Limitation of the study is limitation related to methodology, not limitation related to the time, cost, or logistics of the study. The limitation is also not related to the number of samples or research variables because this has been determined previously (by design).

For action research and or classroom action research, there needs to be a section on Reflections on Researcher Knowledge Acquisition.

5. Conclusion and Suggestions

This chapter contains 3 (three) sub-chapters which should be stated separately, namely Conclusion, Suggestions, and Implication.

a. Conclusion

Conclusions are answers to research questions or results of hypothesis testing and at the same time are solutions to problems that exist in the formulation of the problem. Conclusions should be short, essential descriptions, and tend to take the form of qualitative statements; the numbers no longer appeared. Conclusion is not the repetition of the findings or discussions.

b. Suggestion/Recommendation

Suggestions are recommendations addressed to various parties related to research results and use operational language. Suggestions are given in accordance with the findings in the research.

c. Implication

Implications are further consequences of the findings in conclusions. Usually, it uses suggestion language but it is not operational yet. The implications and suggestions must be in accordance with the research results summarized in the conclusions.

C. The Last Part

1. Bibliography

Bibliography consists of reference books (at least the last 6 years). References **are not undergraduate or graduate thesis.** They can be Ph.D dissertation, paper published at the SINTA index journal or SCOPUS indexed journal, and other sources which are used and mentioned in the writing of thesis. Sources that are not cited in the content section may not be included in the bibliography. On the other hand, all sources mentioned in the content section must be included in the bibliography. **For the text book and theories should be within 10 years and the previous studies should be within 6 years.**

Bibliography is arranged with no serial number. Names are arranged in alphabetical order. **The minimum number of bibliography is 30.** For details on the technique of writing bibliography, see the APA (7th Edition) referencing guide

2. Appendices

Appendices contain all documents or supporting materials used or produced in the thesis research, which are considered too disturbing if they are included in the content section. Appendices include: research permits, research instruments, formulas and statistical calculations used, calculation procedures, results of instrument testing, etc. In addition, appendices for qualitative research include examples of interview transcripts validated by respondents, results of reductions and abstractions, field notes, evidence from the FGD and/or Delphi. Appendices are numbered consecutively according to the sequence of research procedures, and the page numbers are a continuation of the previous page numbers

CHAPTER V

TYPING GUIDELINES

This chapter is about the detail guidelines in typing the whole thesis. It is started from the size of the paper, hard cover, writing mechanics, heading, sub heading, and other details

A. Paper

Quality plain white simile paper (80gm) of A4 size (21 cm x 28 cm) should be used for all copies of the thesis. Text or illustrations should be printed on only one side of each sheet. Only original quality printed copies will be accepted.

B. Cover

Cover is made of Bufalo paper or the like, and as far as possible are reinforced with cardboard and coated with laminating. The cover color is adjusted to the color of the majors (the example can be seen in PBI S2 Administration).The writing printed on the cover is the same as that on the title page.

C. Typing

1. Punctuation is attached to the word in front of it (example: paper, pencil, and ink).
2. Spacing after punctuation:
After the period (.), comma (,), semicolon (;), colon (:), exclamation point (!), and question mark (?) is given one beat space with the word after it.
3. The opening and closing brackets (...) are written without a beat space with the words/numbers in them.
4. The slash (/) is written without a beat space with the word before and after it.

D. Font

Times New Roman typeface should be used. Text should be set in 12-font size. Title should be set in upper case, bold, 16-font size. Chapters should be set in upper case, bold, 14-font size.

E. Number and Unit

1. Counting and total amount are typed in numbers. (ex: *total number of magazine oplague is 10.000 exemplars*). Numbers in the beginning of a sentence use words (ex: *Twenty students out of thirty claimed that communicating with teachers*).
2. Decimal numbers are marked with the period, not a comma. (ex: *The egg weight is 50.5 g*)

3. A unit declared with official abbreviation without a period after,. (ex: m, g, kg, cal)

F. New Paragraph

When starting every new paragraph, the first word is typed into six beats to the right.

Each paragraph must contain minimum 2 (two) sentences.

G. Spacing

Spacing in thesis writing is arranged as follows:

1. Spacing between the chapter title and the first line of text is typed with three spaces.
2. Spacing between the sub-chapter and the next line is typed with two and a half spaces.
3. Spacing between the lines in the text is typed with double space.
4. Spacing between direct quotations, tables/figures, and more than one row reference is typed with a single space

H. Margins

A margin is the amount of blank space from the edge of the page to any print, be it a heading, page number, figure, or text. The finished manuscript must have the margins indicated below:

| | | |
|---------------|---|------|
| Left margin | : | 4 cm |
| Right margin | : | 3 cm |
| Top margin | : | 4 cm |
| Bottom margin | : | 3 cm |

I. Space Filling

The space contained on the manuscript page must be filled in full, meaning that typing must start from the left limit to the right side, and there should not be any wasted space, unless you start with new paragraphs, equations, lists, tables, pictures, subtitles, or special things. The page space must also be full from the top to the bottom, unless a new chapter starts.

J. Beginning of the Sentences

Each sentence must begin with a capital letter. The number, symbol, or chemical formula that starts a sentence, should be spelled, for example: Ten mice.

K. Headings and Subheadings

1. Level 1 Headings

Used for chapter titles and front matter sections. Written in uppercase (all capital letters), bold, and placed in the center. A chapter title always begin with the prefix "Chapter N", where N is the number of the chapters which must be in Roman Numerals (I, II, III, IV, and so on).

2. Level 2 Headings

Indicated by the order of uppercase letters (A, B, C, and so on). Written in bold, aligned left, and Capitalize Each Word.

3. Level 3 Headings

Indicated by a sequence of numbers (1, 2, 3, and so on). Written in not bold, aligned left, and Capitalize Each Word.

4. Level 4 Headings

Indicated by the order of lowercase letters (a, b, c, and so on). Written in not bold, aligned left, and Capitalize Each Word.

5. Level 5 Headings

Indicated by a sequence of numbers (1, 2, 3, and so on) followed by closing brackets. Written in not bold, aligned left, and Sentence case (only the first letter of the first word is capitalize).

6. Level 6 Headings

Indicated by the order of lowercase letters (a, b, c, and so on) followed by closing brackets. Written in not bold, aligned left, and Sentence case (only the first letter of the first word is capitalize).

The following table illustrates the format of the heading and subheadings.

| Heading and Subheadings | Levels |
|--|---------------|
| CHAPTER II | Level 1 |
| LITERATURE REVIEW | |
| A. Theoretical Review | Level 2 |
| 1. Social Media | Level 3 |
| a. Types of Social Media | Level 4 |
| 1) WhatsApp | Level 5 |
| a) Definition and function of WhatsApp | Level 6 |

L. Details

If in the writing of the thesis there are details that must be arranged downward, then the sequence with numbers (1., 2., 3., and so on) or letters (a., b., c., and so on) can be used according to the degree of details. It is not allowed to use a hyphen (-) or other symbols.

M. Symmetrical Layout

Figures, tables (lists), equations, titles, and thesis titles are written symmetrically in the middle between the left and right edges of typing.

N. Numbering

1. Page Numbering

- a. The beginning of the thesis, starting from the title page to the abstract, is numbered with small Roman numerals (i, ii, iii, and so on) and placed at the bottom center.
- b. As for the main part and the end of the papers, page numbering use Arabic numerals (1, 2, 3, and so on) and placed on the top right side of the page.
- c. The page number in special page that contains the chapter headings in the main part of scientific work is placed at the bottom left of the page.
- d. Page numbers are typed at a distance of 3 cm from the right edge and 1.5 cm from the bottom edge.

2. Tables Numbering

Tables (lists) are numbered in Arabic numerals. The title is written symmetrically with a width equal to the width of the tables and placed above the tables.

3. Figures Numbering

Figures are numbered in Arabic numerals. The caption is written symmetrically with a width equal to the width of the figures and placed under the figures.

4. Equations Numbering

Serial numbers of equations in the form of mathematical formulas, chemical reactions, etc. are written in Arabic numerals in brackets and placed near the right edge.

O. Tables and Figures

Tables and figures are given number according to Arabic format based on the appearance of that table in particular chapter. Table and figures display are ruled as below:

1. Tables

- a. Table is placed symmetrically in the paper according to page margins.
- b. Letters and numbers must be typed, and the columns and rows must be arranged as proper as possible to ease the reader understand them.
- c. Table must follow the margin line hence the display does not exceeded the page margin.
- d. Table column must be placed alongside the paper length.
- e. Table number and titles are placed above the table with single space without periods.
Table source is placed in the bottom of the table.
- f. Tables should be given in one page.
- g. Tables that are more than two pages long or which need to be folded are placed in the appendix.
- h. Pick important and relevant data hence the table can show the most significant and simple display of the data.
- i. Horizontal lines are only created for the top and bottom borders of the table head and the bottom borders of the table. It is not recommended to draw a vertical line.

Examples of a table presentation are as follows:

Table 1.1 Example of presenting a table with one line title

| Table | Header | Header 2 | Header 3 |
|--------------|---------------|-----------------|-----------------|
| Item 1 | Aaa | Bbb | Ccc |
| Item 2 | Ddd | Eee | Fff |
| Item 3 | Gggg | Hhh | Iii |

Table 1.2 Example of presenting a table with a table title of more than one line (two or more lines)

| Table | Header | Header 2 | Header 3 |
|--------------|---------------|-----------------|-----------------|
| Item 1 | Aaa | Bbb | Ccc |
| Item 2 | Ddd | Eee | Fff |
| Item 3 | Gggg | Hhh | Iii |

2. Figures

- a. Charts, graphs, maps, and photos are all called figures.
- b. Figure number and titles are placed under the figure with single space without periods.
- c. The figures number followed by the title is placed symmetrically under the image without ending with a period.
- d. Figures are placed symmetrically in every page following the margin and spacing from the page and text around them.
- e. Bigger pictures or figures exceeding the margin limit should be included in the appendices.
- f. Figures must not be cut off.
- g. Try to use reasonable size (width and height), do not be too small or too big.

Examples of a figure presentation are as follows:



Figure 3.1 Example of presenting a figure with one line title

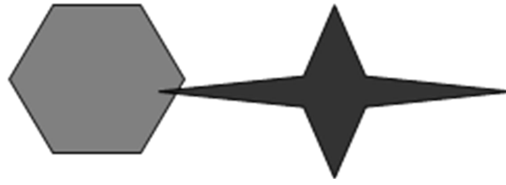


Figure 1.2 Example of presenting a figure with a figure title of more than one line (two or more lines)

P. Language

1. The Language Used

The language used is standard English (there are subjects and predicates, and to make it more perfect, objects and information are added), except for the Indonesian version of the abstract.

2. Term

The terms used are English terms or those that have been internationalized. If the student will use a Latin term, it should put it in italics.

3. Things to Avoid

- a. The usage of first person and second person such as: I, you, we, the writer/ the researcher. Try to use passive sentences and point of person.
- b. The improper using of conjunction like: but, and because in the beginning of the sentence.
- c. The use of improper preposition
- b. The using of wrong punctuation

CHAPTER VI

QUALITY AND INTEGRITY OF THE THESIS

Students are reminded that consistency and accuracy of the submitted thesis are important. Careful editing is required in order to ensure that the thesis is free of errors before submission for thesis viva. Those concerns are given in the detail below;

A. Plagiarism

Plagiarism is passing off the idea or words of someone else as though they were their own. It applies equally to the work of other students or researchers as well as to other published and unpublished sources. Plagiarism is strictly prohibited. Students are responsible for writing their thesis in their own words. To avoid plagiarism, students are expected to cite written sources correctly when using ideas, opinions, theories, facts, graphics, statistics, pictures, or paraphrasing other writers' ideas or opinions. Citation guidelines can be seen in next chapter.

Students are reminded that Universitas Ahmad Dahlan takes a serious view on plagiarism. Before submission of the thesis, students are required to check their work for plagiarism by sending it to the UAD library email. A copy of the Originality Report issued from the UAD library must be submitted together with the final thesis. If the percentage (similarity index) is higher than the acceptable level of Originality Report, students have to revise their work or face action for plagiarism, which may lead to suspension or expulsion from the programme. Upon submission of the thesis/dissertation, students must also insert a signed Statement of Authenticity page declaring that the work is original and free from plagiarism. The incorporation of any material which has been submitted earlier to a degree awarding body is also unacceptable.

B. How to Avoid Plagiarism

1. Copying

Nothing should be copied without explicit acknowledgement as described below under 'quoting'. This includes copying the work of other students/researchers.

2. Quoting

Direct quotations (from a book or paper) are entirely acceptable provided that they are referenced properly: Open and close quotation marks should be used and the sentence(s)

is to be italicized. Sources should be provided in the text, using an acceptable citation style such as APA (e.g. Smith, 1986, p. 21). Details of the source should be written in the reference list.

3. Paraphrasing

A writer paraphrases when he/she puts someone else's idea into his/ her own words. Paraphrasing is entirely acceptable provided that it is acknowledged. A general rule for acceptable paraphrasing is that an acknowledgement be made in every paragraph. There are many ways in which such an acknowledgement can be made (e.g. Smith (1996) goes on to argue that or Smith (1996) provides further proof that...).

4. General Indebtedness

This can be a difficult area. If there is any doubt, students should cite the source. If the whole manner in which a student thinks about an issue is drawn primarily from one source, then the source should be cited. If the ordering of evidence and argument or the organization of material reflects one particular source, then this should be cited.

C. Final Editing

The student is responsible for writing, preparing, and submitting the thesis within the stipulated time period. A student should scrutinize his/her thesis for consistency throughout the document and be critical of the content, presentation and format.

CHAPTER VII

REFERENCES AND CITATION

All thesis must include references. References are placed at the end of the thesis (after the last chapter). This section will present how to write a reference, citations presented in text, and write citation of a text taken from other sources based on APA 7th Referencing Style.

This chapter is talking about APA referencing style. It is a referencing system published by the American Psychological Association. This form of writing research papers is used mainly in the social sciences, like psychology, anthropology, sociology, as well as education and other fields. This guide has been modified to reflect updates to the APA referencing style published in the 7th edition of the Publication Manual of the American Psychological Association (2020). The following are examples for details on how to construct references for specific resources such as books, journals, web pages, etc.

A. Assignments

| Material Type | In Text Citation | Reference List Entry |
|------------------------------|------------------|--|
| Assignment from Another Unit | (Amin, 2016) | Amin, A. D. (2016). <i>The science of life</i> [Unpublished manuscript], SPSKB223: Research Method for Social Science, University of Life. |

B. A-V Materials

| Material Type | In Text Citation | Reference List Entry |
|-----------------|-------------------------------|---|
| DVD | (Moore, 2003) | Moore, M. (Writer/Director). (2003). <i>Bowling for Columbine</i> [DVD]. AV Channel. |
| Radio Programme | (Browning, 2006) | Browning, D. (Presenter). (2006, June 9). Black soccer heroes. <i>Message Stick</i> [Radio programme]. Guest speaker Dr. John Maynard. ABC Radio. |
| Sound Recording | (Javanese Voice & Amin, 1999) | Javanese Voice (Performers), & Amin, Z. (Director). (1999). <i>Music for simple life</i> [Album]. Javanese Studies, University of Life. |
| Television | (Masters, 2006) | Masters, C. (Presenter). (2006, March 27). Big fish, little |

| | | |
|---------------------|---------------------------|---|
| Series Episode | | fish. <i>Four Corners</i> [Television series episode]. ABC Television. |
| Video Recording | (Russell & Wiseman, 1995) | Russell, G. (Writer, Producer and Narrator), & Wiseman, P. (Producer). (1995). <i>Tackling bullies: An Australian perspective</i> [Video recording]. Video Classroom. |
| YouTube/Vimeo Video | (NRK, 2007) | NRK. (2007, February 26). <i>Medieval helpdesk with English subtitles</i> . [Video]. http://www.youtube.com/watch?v=pQHx-SjgQvQ |

C. Book Chapters

| Material Type | In Text Citation | Reference List Entry |
|-----------------------------------|---------------------|--|
| Chapter or Article in Edited Book | (Yura, 2020) | Yura, P. (2020). 'Good or bad': How people think of me is not important. In B. Rudy & H. Dion (Eds.), <i>Mental health policy</i> (pp. 368-389). University of Life Press. |
| Article in an encyclopedia | (Ford-Martin, 2003) | Ford-Martin, P. (2003). Cognitive-behavioral therapy. In E. Thackery & M. Harris (Eds.), <i>Gale encyclopedia of mental disorders</i> (Vol.1, pp. 226-228). Gale. |

D. Books

| Material Type | In Text Citation | Reference List Entry |
|------------------------------|-------------------------------|--|
| Book: Including Page Numbers | (Wells, 2009, pp. 225-226) | Wells, A. (2009). <i>Metacognitive therapy for anxiety and depression in psychology</i> . Guilford Press. |
| Book: Single Author | (Matthews, 1999) | Matthews, J. (1999). <i>The art of childhood and adolescence: The construction of meaning</i> . Falmer Press. |
| Book: Two Authors | (Colclough & Colclough, 1999) | Colclough, B., & Colclough, J. (1999). <i>A challenge to change</i> . Thorsons. |
| Book: 3-20 Authors | (Dwee et al., 2012) | Dwee, D., Dion, H. B., & Brown, I. S. (2012). <i>Information behaviour concept: A basic introduction</i> . University of Life Press. |
| Book: More than 20 Authors | (Author et al., Year) | Include the first nineteen authors' names, then insert three ellipses and follow with the final author's name. |

| | | |
|---|---|--|
| Book: Different Works by Same Author in Same Year | Kubler-Ross, 1993a) (Kubler-Ross, 1993b) | Kubler-Ross, E. (1993a). <i>AIDS: The ultimate challenge</i> . Collier Books. Kubler-Ross, E. (1993b). <i>Questions and answers on death and dying</i> . Collier Books. |
| Book: Organisation as Author | (American Educational Research Association, 1985) | American Educational Research Association. (1985). <i>Standards for educational and psychological testing</i> . American Psychological Association. |

E. Conference Papers

| Material Type | In Text Citation | Reference List Entry |
|---|-----------------------|---|
| Paper Presentation from the Internet | (Balakrishnan, 2006) | Balakrishnan, R. (2006, March 25-26). <i>Why aren't we using 3d user interfaces, and will we ever?</i> [Paper presentation]. IEEE Symposium on 3D User Interfaces, Alexandria, VA. https://doi.org/10.1109/VR.2006.148 . |
| Unpublished Paper Presentation | (Brown & Caste, 2004) | Brown, S., & Caste, V. (2004, May). Integrated obstacle detection framework [Paper presentation]. IEEE Intelligent Vehicles Symposium, Detroit, MI. |
| Paper Presentation in Print Proceedings | (Rowling, 1993) | Rowling, L. (1993, September). Schools and grief: How does Australia compare to the United States [Paper presentation]. In <i>Wandarna coowar: Hidden grief</i> . 8th National Conference of the National Association for Loss and Grief (Australia), Yeppoon, Queensland (pp. 196-201). National Association for Loss and Grief. |

F. Datasets

| Material Type | In Text Citation | Reference List Entry |
|---------------|---------------------|--|
| Dataset | (Ryff et al., 2019) | Ryff, C., Almeida, D., Ayanian, J., Binkley, N., Carr, D. S., Coe, C., Davidson, R., Grzywacz, J., Karlamangla, A., Krueger, R., Lachman, M., Love, G., Mailick, M., Mroczek, D., Radler, B., Seeman, T., Sloan, R., Thomas, D., Weinstein, M., Williams, D. (2019). <i>Midlife in the United States (MIDUS 3), 2013-2014 (ICPSR 36346)</i> [Dataset]. https://doi.org/10.3886/ICPSR36346.v7 |

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|-----------------------------|---|--|
| Dataset Repository | (University of Life, Centre of Animals, 2011) | University of Life, Centre of Animals. (2011). <i>Concept of animal behaviour</i> . https://www.concept/NYTRW |
| Dataset Deposit Record | (Theure & Gentaz, 2018) | Theure, A., & Gentaz, E. (2018). Data from: <i>The regulation of emotions in adolescents: age differences and emotion-specific patterns</i> [Dataset]. https://doi.org/10.5061/dryad.n230404 . Referenced in https://doi.org/10.1371/journal.pone.0195501 |
| Dataset Description Article | (Lemaignan et al., 2018) | Lemaignan, S., Edmunds, C.E.R., Senft, E., & Belpaeme, T. (2018). The PInSoRo dataset: Supporting the data-driven study of child-child and child-robot social dynamics. <i>PLoS ONE</i> , 13(10), Article e0205999+. https://doi.org/10.1371/journal.pone.0205999 |

G. E-books

| Material Type | In Text Citation | Reference List Entry |
|--|------------------------|---|
| E-book | (Eckes, 2000) | Eckes, T. (2000). <i>The developmental social psychology of gender</i> . Lawrence Erlbaum Associates. https://lib.ugm.ac.id/443/record=b1600608 |
| Chapter from an E-book | (Jones & Gagnon, 2007) | Jones, N. A., & Gagnon, C. M. (2007). The neurophysiology of empathy. In T. F. D. Farrow & P. W. R. Woodruff (Eds.), <i>Empathy in mental illness</i> . Cambridge University Press. https://lib.ugm.ac.id/443/record=b2130403 |
| Article from an Electronic Encyclopaedia | (Lai, 1999) | Lai, M. C. C. (1999). Hepatitis delta virus. In A. Granoff & R. Webster (Eds.), <i>Encyclopedia of virology</i> (2nd ed.). Academic Press. https://doi.org/10.1016/B978-012374410-4.00417-9 |
| Article from an Electronic Reference Work: No author | (“Alka-Seltzer”, 2019) | Alka-Seltzer. (2019). In <i>MIMS online</i> . MIMS Australia. http://www.mimsonline.com.au |

H. Journal articles

| Material Type | In Text Citation | Reference List Entry |
|--|----------------------------------|---|
| Journal Article with a DOI | (Vogels et al., 2009) | Vogels, A. G. C., Crone, M. R., Hoekstra, F., & Reijneveld, S. A. (2009). Comparing three short questionnaires to detect psychosocial dysfunction among primary school children: a randomized method. <i>BMC Public Health</i> , <i>9</i> , 489. https://doi.org/10.1186/1471-2458-9-489 |
| Journal Article with a DOI: More Than 20 Authors and Including Page Number | (Wiskunde et al., 2019, p. 1936) | Wiskunde, B., Arslan, M., Fischer, P., Nowak, L., Van den Berg, O., Coetzee, L., Juárez, U., Riyaziyyat, E., Wang, C., Zhang, I., Li, P., Yang, R., Kumar, B., Xu, A., Martinez, R., McIntosh, V., Ibáñez, L. M., Mäkinen, G., Virtanen, E., . . . Kovács, A. (2019). Indie pop rocks mathematics: Twenty One Pilots, Nicolas Bourbaki, and the empty set. <i>Journal of Improbable Mathematics</i> , <i>27</i> (1), 1935–1968. https://doi.org/10.0000/3mp7y-537 |
| Journal Article with a URL | (Ahmann, 2018) | Ahmann, E., Tuttle, L. J., Saviet, M., & Wright, S. D. (2018). A descriptive review of ADHD coaching research: Implications for college students. <i>Journal of Postsecondary Education and Disability</i> , <i>31</i> (1): 24-58. https://www.ahead.org/professional-resources/publications/jped/archived-jped/jped-volume-31 |
| Journal Article with an Article Number | (March & Springer, 2019) | March, E., & Springer, J. (2019). Belief in conspiracy theories: The predictive role of schizotypy, Machiavellianism, and primary psychopathy. <i>PLoS One</i> , <i>14</i> (12): Article e0225964. https://doi.org/10.1371/journal.pone.0225964 |
| Journal Article from a URL and Including Paragraph Number | (Munro, 1999, para. 12) | Munro, C. (1999). Facing grief. <i>Synergy</i> , <i>3</i> (3). http://about.ugm.ac.id/synergy/0303/grie |
| Journal Article in Print | (Kyratsis, 2004) | Kyratsis, A. (2014). Talk and interaction among children and the co-construction of peer groups and peer culture. <i>Annual Review of Anthropology</i> , <i>33</i> (4), 231-247. |

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|--|------------------------------|---|
| Journal Article in Print Including Page Number | (Parker & Roy, 2001, p. 574) | Parker, G., & Roy, K. (2011). Adolescent depression: A review. <i>Australian and New Zealand Journal of Psychiatry</i> , 35, 572-580. |
| Journal Article in Print with 3-20 Authors | (Zhang et al., 2016) | Zhang, B., Cohen, J., Ferrence, R., & Rehm, J. (2016). The impact of tobacco tax cuts on smoking initiation among Canadian young adults. <i>American Journal of Preventive Medicine</i> , 30(6), 474-479. |

I. Images

| Material Type | In Text Citation | Reference List Entry |
|--|----------------------------------|--|
| Image, Photograph or Artwork from a Book | (Leibovitz, 1996, p. 72) | Leibovitz, A. (1996). <i>Olympic portraits</i> . Little Brown. |
| Image, Photograph or Artwork from a Book | (Leibovitz, 1996, p. 72) | Leibovitz, A. (1996). <i>Olympic portraits</i> . Little Brown. |
| Reproduction in a Book | (Bedford, 2001, p. 154) | Bedford, P. (2001). Dingo dreaming [ochre on canvas]. Reproduced in McCulloch, S., & McCulloch Childs, E. (2008). <i>McCulloch's contemporary Aboriginal art: The complete guide</i> (p.154). McCulloch & McCulloch Australian Art Books. |
| Image from a Book Chapter | (Ardagna et al., 2008, Figure 1) | Ardagna, C. A., Damiani, E., Frati, F., & Madravio, M. (2008). Open-source solution to secure e-government services. In A-V. Anttiroiko & M. Malkia (Eds.), <i>Encyclopedia of digital government</i> (pp. 1300-1305). Idea Group Reference. http://www.igi-global.com/ |
| Image from a Journal Article | (Yeh & Xu, 2010, Table 1) | Yeh, Q-J., & Xu, X. (2010). The effect of Confucian work ethics on learning about science and technology knowledge and morality. <i>Journal of Business Ethics</i> , 95, 111-128. https://doi.org/10.1007/s10551-009-0352-1 |
| Image from a Newspaper | (Leunig, 1995, p. 24) | Leunig, M. (1995, July 27). Thoughts of a baby lying in a child care centre. <i>The Sydney Morning Herald</i> , p. 24. |

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|--|-----------------------|---|
| Image from a Database | (Kessel, 1995, 10:10) | Kessel, M. (Director). (1995). <i>The making of a monologue: Robert Wilson's Hamlet</i> [video, 1:02:18 mins]. Cinema Guild. |
| Online Image/Artwork | (Nolan, 1946) | Nolan, S. (1946). <i>The encounter</i> [enamel paint on composition board]. National Gallery of Australia. http://cs.nga.gov.au/Detail.cfm?IRN=28938 |
| Online Map | (Google Maps, 2015) | Google Maps. (2015, February 5). <i>The British Library, London, UK</i> . Google. https://www.google.com.au/maps/place/The+British+Library/@51.529972,-0.127676,17z/data=!3m1!4b1!4m2!3m1!1s0x48761b3b70171395:0x18905479de0fdb25 |
| Original Image/Artwork (Viewed in a Gallery or Collection) | (Adam, 2004) | Adam, L. (2004). <i>Sweet and sour</i> [wood veneers, nylon]. Culture Home Art of University of Life. |

J. Internet Documents

| Material Type | In Text Citation | Reference List Entry |
|------------------------|---|--|
| Electronic Document | (Murray, 2005) | Murray, G. (2005). <i>A duty of care to children and young people in Western Australia: Report on the quality assurance and review of unsubstantiated allegations of abuse in care: 1 April 2004 to 12 September 2005</i> . Western Australia, Department of Child Protection. Accessed from http://www.community.wa.gov.au/NR/rdonlyres/851183A4-A822-4592-AB66-C410E453AEEC/0/DCDRPTGwennMurrayreportwithcover2006.pdf on January 23, 2021 |
| Government Publication | (Australia. Department of Health and Aged Care, 2000) | Australia. Department of Health and Aged Care. (2000). <i>National youth suicide prevention strategy</i> . Accessed from http://www.health.gov.au/hsdd/mentalhe/sp/nysps/about.htm on January 23, 2021 |

K. Newspaper Articles

| Material Type | In Text Citation | Reference List Entry |
|--------------------------------|-------------------|---|
| Newspaper Article in Print | (Kissane, 1998) | Kissane, K. (1998, September 5). Kiss or kill: Who is the victim when a battered woman kills? <i>The Age: Extra</i> , p. 6. |
| Newspaper Article with URL | (Devlin, 2010) | Devlin, H. (2010, January 28). Neuron breakthrough offers hope on Alzheimer's and Parkinson's. <i>The Times</i> . http://www.timesonline.co.uk/tol/news/science/medicine/article7005401.ece |
| Newspaper Article from Factiva | (Delalande, 2019) | Delalande, J. (2019, October 26). Our teens struggle the most. <i>The West Australian</i> , p. 32. Factiva. https://global-factiva-com.libproxy.ugm.ac.id/ha/default.aspx#./!/?&_suid=1576141953014019681669927131606 . |

L. Podcasts

| Material Type | In Text Citation | Reference List Entry |
|--------------------------|------------------|--|
| Podcast | (Brown, 2018) | Brown, D. (Speaker). (2018). Scholarship strategies, 2018 <i>University of Life Lecture</i> [Audio podcast]. University of Life. https://listeningme./083729 |
| Podcast Lecture from LMS | (Huge, 2019) | Huge, F. (Speaker). (2019, Dec 29). <i>Challenges in rural development</i> [Audio podcast]. In <i>Rural and Global Studies</i> . University of Life. https://ruraldevelopment//874814 |
| Podcast Radio Programme | (Gary, 2007) | Gary, S. (Host). (2007, December 23). Black hole death ray. <i>StarStuff</i> [Audio podcast]. ABC News Radio. http://abc.net.au/newsradio/podcast/STARSTUFF.xml |

M. Readers/Study Guides

| Material Type | In Text Citation | Reference List Entry |
|------------------------|------------------|---|
| Study Guide and Reader | (Woofey, 2005) | Woofey, G. (2005, April 23). Freedom of speech. Reprinted in <i>Press and freedom study guide and unit reader 2002</i> (pp. 12-23). University of Life. |

| | | |
|--------|----------------------|--|
| Reader | (Swan & Carey, 2018) | Swan, S., & Carey, L. (2018). Climate change: How to prevent. <i>Global Change</i> , 32, 20. Reprinted in <i>Development of climate (UO143): Unit reader</i> . University of Life. |
|--------|----------------------|--|

N. Secondary Sources

| Material Type | In Text Citation | Reference List Entry |
|------------------|--|--|
| Secondary Source | Seidenberg and McClelland (as cited in Reid, 2020) | Reid, A. S. (2020). Study of multiple paranormal phenomena. <i>Journal of Abnormal Psychology</i> , 45, 17-26. |

O. Social Media

| Material Type | In Text Citation | Reference List Entry |
|------------------|-----------------------------------|---|
| Blog Post | (Flower, 2015) | Flower, R. (2015, June 1). How a simple formula for resolving problems and conflict can change your reality. <i>Pick The Brain</i> . http://www.pickthebrain.com/blog/how-a-simple-formula-for-resolving-problems-and-conflict-can-change-your-reality/ |
| Blog Comment | (Stephen, 2017) | Stephen. (2017, February 21). Re: Why you should let your passion die [Comment]. <i>PsychCentral</i> . https://psychcentral.com/blog/discuss/102347/ |
| Facebook Post | (University of Life Office, 2010) | University of Life Office. (2010, December 20). <i>Psychology of learners</i> [Status update]. Facebook. https://www.facebook.com/41764892 |
| Facebook Comment | (Toto, 2011) | Toto, H. (2011, September 1). Re: <i>Psychology of learners</i> [Comment]. Facebook. https://www.facebook.com/qu4qwyierqw |
| Tweet | (Kruszelnicki, 2017) | Kruszelnicki, K. [@DoctorKarl]. (2017, February 19). <i>Fact-checker scientist @bengoldacre, evidence-based medicine, dead cat #Shirtloadsofscience</i> : http://apple.co/2kXmeCd : http://bit.ly/2faxmw5 [Tweet]. https://twitter.com/DoctorKarl?ref_src=twsrc^google twcamp^serp twgr^author |

| | | |
|----------------------------------|--|--|
| YouTube/Vimeo/ Ted Talk video | (Setrakian, 2017) | Setrakian, L. (2017, January). <i>Lara Setrakian: 3 ways to fix a broken news industry</i> . [Video]. https://www.ted.com/talks/lara_setrakian_3_ways_to_fix_a_broken_news_industry#t-521404 |
| YouTube Comment | (Kirk, 2017) | Kirk, J. (2017, February). Re: <i>Medieval helpdesk with English subtitles</i> . [Comment]. YouTube. http://www.youtube.com/watch?v=pQHx-SjgQvQ |
| Instagram Post | (University of Life Library, 2019) | University of Life Library. (2019, May 22). <i>An artwork showing history of animals</i> {Photographs}. https://www.instagram.com/73q64723648913 |
| Instagram Comment | (Black, 2011) | Black. (2011, May 23). Re: <i>An artwork showing history of animals</i> {Comment}. Instagram. https://www.instagram.com/3649238y |
| App | (StudentVIP, 2017) | StudentVIP. (2017). <i>Lost on Campus</i> (Version 4.1.3) [Mobile app]. Apple App Store. https://www.apple.com/au/ios/app-store/ |
| Game | (Persson & Bergensten, 2011) | Persson, M., & Bergensten, J. (2011). <i>Minecraft</i> [Game]. Mojang Synergies AB. https://minecraft.net/en-us/ |

P. Theses

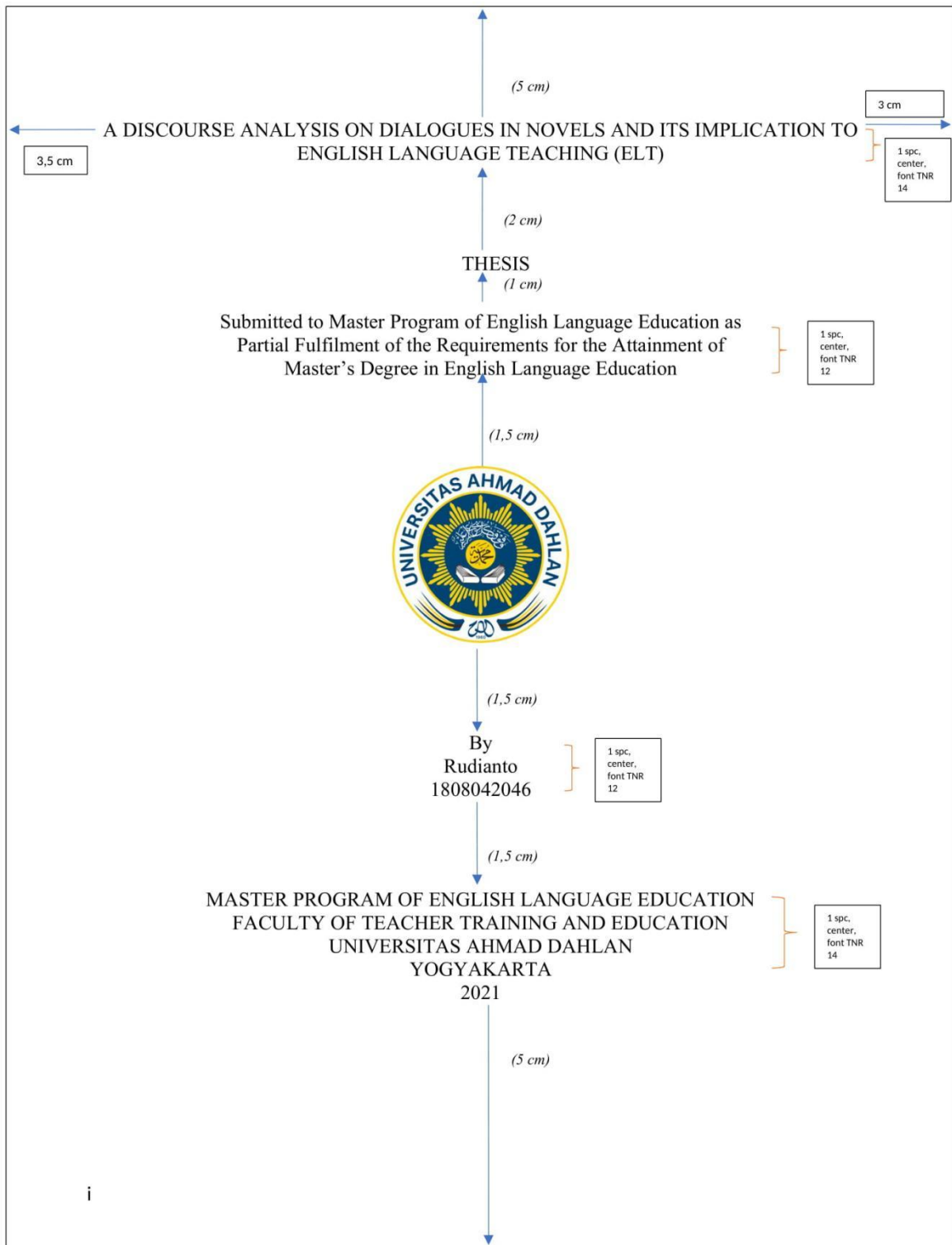
| Material Type | In Text Citation | Reference List Entry |
|-----------------------------|------------------|---|
| Unpublished Thesis | (Neo, 2000) | Neo, M. C. (2000). <i>The role of education as a process of human release from various problems of life</i> [Unpublished M.Appl.Psy. thesis]. University of Life. |
| Published Thesis | (May, 2017) | May, B. (2017) <i>A survey of radial velocities in the zodiacal dust cloud</i> . Canopus Publishing. |
| Thesis from a Database | Sonny, 1999) | Sonny, Z. (1999). <i>Computer education for children</i> (Publication No. 01230123) [Doctoral dissertation, University of Life]. ProQuest Dissertations & Theses Global. |
| Thesis from a Repository | (Vells, 2015) | Vells, T. (2015). <i>Language for life</i> [PhD thesis, University of Life]. UOL Library Repository. https://reporepo/9iqw4qwriq |

BIBLIOGRAPHY

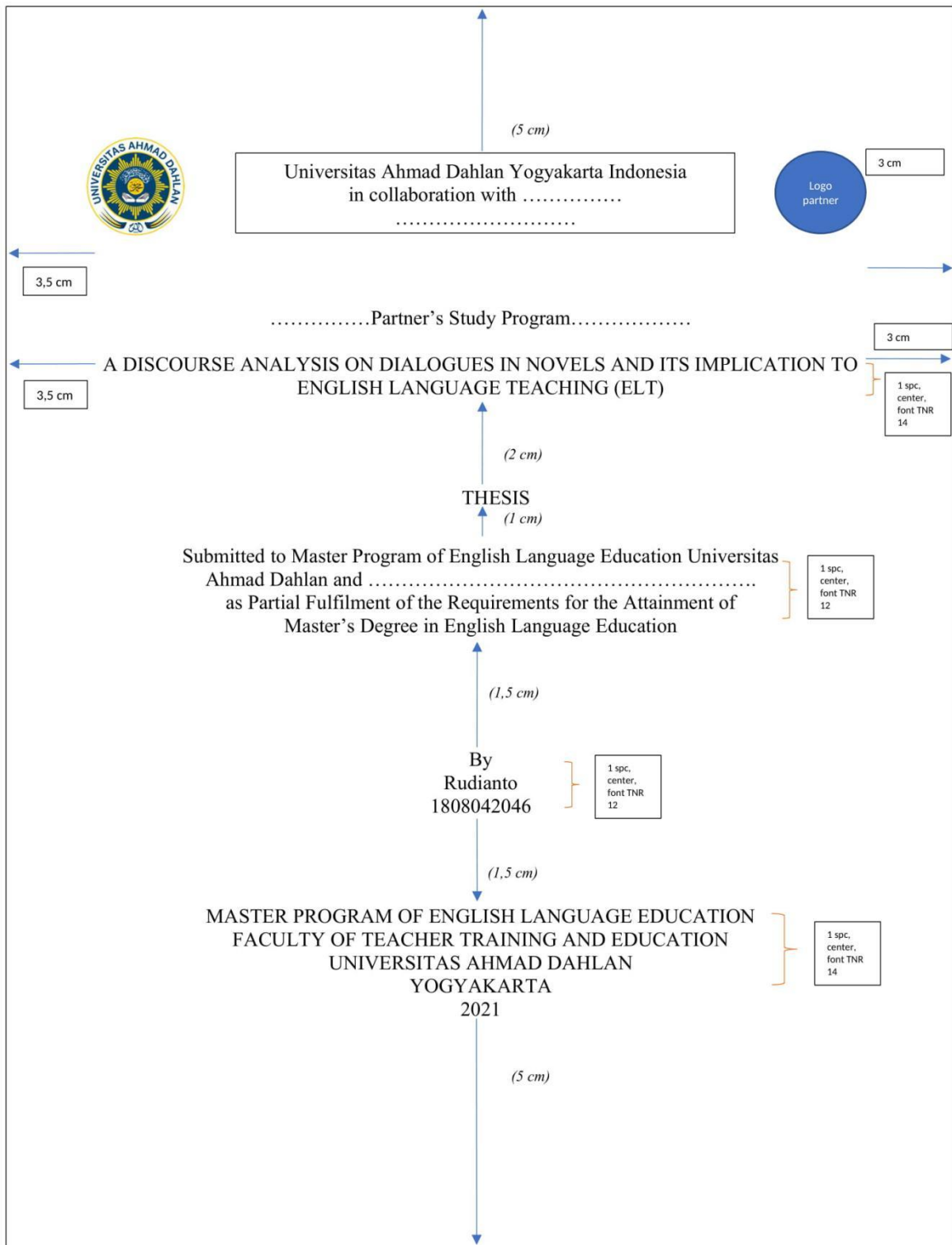
- Harvard Extension School. (2021). *Guide to the ALM thesis: Headings and subheadings*. Accessed from <https://thesis.extension.harvard.edu/headings-and-subheadings> on August 23,2021
- Institut Pengajian Siswazah. (2017). *Guidelines on thesis / dissertation format for postgraduates programmes*. Universiti Teknologi Mara. Accessed from https://ipsis.uitm.edu.my/images/pdf/guidelinethesis_10jan18.pdf on August 23,2021
- Kementrian Riset, Teknologi, dan Pendidikan Tinggi UNY Program Pascasarjana. (2017). *Pedoman thesis dan disertasi program pascasarjana Universitas Negeri Yogyakarta*. Universitas Negeri Yogyakarta. Accessed from <http://pmb.uny.ac.id/sites/pmb.uny.ac.id/files/2021-02/Pedoman%20Tesis%20dan%20Disertasi%20UNY.pdf> on August 23,2021
- Thesis Committee Bachelor Degree. (2017). *Manual for thesis and non-thesis writing*. STIKOM the London School of Public Relations. Accessed from <http://lspr.edu/wp-content/uploads/2017/12/MANUAL-FOR-THESIS-AND-NON-THESIS-ENGLISH-2017.pdf> on August 23,2021
- Universitas Gajah Mada Library. (2021). *APA referencing style – updated to 7th edition*. Accessed from http://lib.ugm.ac.id/en/?page_id=1670 on August 23,2021
- Universitas PGRI Semarang. (2016). *Pedoman penyusunan tesis program pascasarjana Universitas PGRI Semarang*. Universitas PGRI Semarang.

APPENDICES

Appendix 1. Thesis Cover



Appendix 2. Cover of Joint Thesis Writing



Appendix 3. Approval Page
last section of the page)

(insert the dean approval at the

Approved by
The Dean of Faculty of Education
and Teacher Training, Universitas
Ahmad Dahlan Yogyakarta

A DISCOURSE ANALYS
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This thesis is subm
Partial Ful
Mast

First Supervisor

Drs. Akmal, M.Hum., M.S
NIY. 60171044

Appendix 4. Approval Page of Joint Thesis Writing

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|--|---------------------------------|
| ↑ (4 cm) | |
| APPROVAL PAGE | |
| ↑ (2 cm) | |
| A DISCOURSE ANALYSIS ON DIALOGUES IN NOVELS AND ITS IMPLICATION TO ENGLISH LANGUAGE TEACHING (ELT) | |
| ↑ (2 cm) | |
| THESIS | |
| ↑ (2 cm) | |
| By Rudianto 1808042046 | |
| ↓ (3 cm) | |
| This thesis is submitted to Master Program of English Language Education Universitas Ahmad Dahlan and as Partial Fulfilment of the Requirements for the Attainment of Master's Degree in English Language Education | |
| ↓ (3 cm) | |
| Approved by: | |
| First Supervisor | Second Supervisor |
| Drs. Akmal, M.Hum., M.Sc., Ph.D. NIY. 60171044 | Dr. Roslina Abdul Aziz |

Appendix 5. Ratification Page

(4 cm)
RATIFICATION PAGE
(2cm)

The panel of examiners certify that this thesis entitled “A Discourse Analysis on Dialogues in Novels and Its Implication to English Language Teaching”, prepared and submitted by, has been examined on It is Declared to have fulfilled one of the requirements for attaining a Master Degree in English Language Education. Among the panel of examiners are:

Chair Person : Prof. Dr. Bustami Subhan, M.S.

First Examiner : Dr. R.A. Noer Doddy Irmawati, M.Hum.

Second Examiner : Drs. Akmal, M.Hum., M.Sc., Ph.D.

Secretary : Dr. Ikmi Nur Oktavianti, M.A.

Yogyakarta, 2021
Dean of Faculty of Teacher Training and Education
Universitas Ahmad Dahlan

Dr. Trikinasih Handayani, M.Si.
NIP. 195909071985032002

(5 cm)