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Thesis
Writing Guidelines

Master of English Education
Faculty of Teacher Training And Education
Universitas Ahmad Dahlan

THESIS WRITING GUIDELINES

MASTER OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS AHMAD DAHLAN

Written by:
Master of English Education

Preface

The Master Program of English Language Education (MPBI), Faculty of Teacher Training and Education, Universitas Ahmad Dahlan, is committed to fostering academic excellence, research integrity, and scholarly contribution in the field of English Language Education. As part of this commitment, the completion of a master's thesis represents not only a graduation requirement but also a significant academic milestone that reflects students' research competence, critical inquiry, and professional maturity.

In response to the evolving demands of higher education, digital transformation, and global research standards, it is essential to establish clear, systematic, and rigorous guidelines for thesis writing. This Thesis Writing Guideline has been developed to provide comprehensive direction for students, supervisors, and examiners in ensuring that every thesis produced within the program meets high academic standards in structure, methodology, originality, ethical compliance, and scholarly communication.

This guideline is intended to standardize thesis organization, formatting, citation practices, and research procedures in accordance with institutional policies and internationally recognized academic conventions, including APA style. More importantly, it aims to cultivate a strong culture of academic integrity, critical thinking, and responsible research practices among graduate students.

We sincerely hope that this guideline will serve as a practical reference and an academic compass for students in conducting meaningful research that contributes to theoretical advancement, pedagogical innovation, and educational policy development. We also extend our appreciation to the academic team and faculty members who contributed to the preparation of this document.

May this guideline support the continuous improvement of research quality within the Master Program of English Language Education and strengthen our shared commitment to producing competent, ethical, and visionary educators and researchers.

Yogyakarta, March 2026
Head of the Master Program of English Language Education
Faculty of Teacher Training and Education
Universitas Ahmad Dahlan

Table of Contents

I. Introduction

A. Background

The advancement of English Language Education in the contemporary era is marked by rapid developments in pedagogy, technology integration, corpus-based research, artificial intelligence, and data-driven instructional practices. As a result, graduate-level students are expected not only to master theoretical knowledge but also to demonstrate the ability to conduct rigorous, ethical, and impactful research. In this context, the master's thesis serves as a crucial academic milestone that reflects students' research competence, critical thinking skills, and scholarly contribution to the field.

A thesis at the Master Program of English Language Education (MPBI), Universitas Ahmad Dahlan, is not merely a formal requirement for graduation. It represents a scholarly work that integrates theoretical frameworks, methodological rigor, contextual awareness, and pedagogical implications. To ensure that the theses meet institutional, national, and international academic standards, a clear and systematic writing guideline is necessary.

Without standardized guidelines, variations in structure, formatting, research design, citation practice, and academic quality may occur, potentially affecting the credibility and consistency of the program's scholarly output. Therefore, this Thesis Writing Guideline is developed to provide a comprehensive framework for students, supervisors, and examiners in planning, writing, evaluating, and finalizing master's theses.

This document aims to uphold academic integrity, promote research originality, ensure methodological coherence, and maintain high-quality scholarly standards within the Master Program of English Language Education.

B. Objectives

The Thesis Writing Guideline of the Master Program of English Language Education (MPBI), Universitas Ahmad Dahlan, is developed with the following objectives:
1. To provide clear structural guidance
   To outline the required organization and components of a master's thesis, including preliminary pages, main chapters, and final sections.
2. To standardize academic writing practices
   To ensure consistency in formatting, citation style (APA latest edition), referencing, and technical presentation.
3. To ensure methodological rigor and coherence
   To guide students in designing research that demonstrates logical alignment between research questions, theoretical frameworks, research methods, data analysis, and conclusions.
4. To uphold academic integrity and research ethics
   To promote originality, prevent plagiarism, and ensure ethical treatment of research participants.

5. To enhance the quality of scholarly contribution

   To encourage theses that provide meaningful theoretical, pedagogical, technological, or policy-related contributions to English Language Education.

6. To support supervision and evaluation processes

   To provide a shared reference for supervisors and examiners in guiding and assessing students' research work.

II. 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. Front matters

1. Front Cover Page
2. Title Page
3. Approval Page
4. Ratification Page
5. Statement of Authenticity
6. Motto
7. Dedication Page
8. Acknowledgement
9. Table of Contents
10. List of Tables
11. List of Figures
12. List of Symbols, Abbreviations, and Definitions (if any)
13. Abstract

B. Body of Thesis

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.

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.

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.

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.

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

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

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. 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

b. 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

d. 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)

CHAPTER IV RESEARCH FINDING AND DISCUSSION

A. Description of Data (Quantitative – Qualitative)
B. Hypothesis Testing Results (Quantitative – Qualitative)
C. Discussion
D. Limitation of the Study

CHAPTER V CONCLUSION AND SUGGESTIONS

A. Conclusion
B. Suggestions
C. Implication

e. 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. Back matters

References

Appendices

III.   **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. Front matters

1. Cover Page

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 center 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's 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. Body of Thesis

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 Problems

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 Problems

The research problem must be clearly and precisely formulated in the form of interrogative sentences. To facilitate systematic investigation and meaningful solutions, it is recommended that the research problems be structured into one core problem supported by several sub-problems. For a master's degree thesis, a minimum of three research questions is required.

e. Objective of the Study

This part specifically states the objectives to be achieved by conducting this research. The objective of the study must align with the formulation of the problems

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.

g. Literature Review

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

2. 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.

a. 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 another research and should not be simply presented. The previous related studies should be in the last five (5) years.

b. 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.

c. 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 must be proven. Hypothesis includes the null hypothesis (Ho) and the alternative hypothesis (Ha). 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 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 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.

d. 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.

e. 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.

5. Conclusion and Suggestions

This chapter contains 4 (three) sub-chapters which should be stated separately, namely Conclusion, Implication, Limitation of the Study, and Suggestions.

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. 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. 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.

d. Suggestion/Recommendation

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

C. Back matters

1. References

The reference list must consist primarily of credible and scholarly sources. References may include academic books (preferably published within the last six years), Ph.D. dissertations, and articles published in reputable journals, such as those indexed in SINTA or SCOPUS. Undergraduate and master's theses are not permitted as reference sources. All sources listed in the reference section must be cited in the body of the thesis, and conversely, every source cited in the text must appear in the reference list. Textbooks and theoretical foundations should preferably be published within the last ten years, while previous empirical studies used to support the research should be published within the last five years. The reference list must be arranged alphabetically by the authors' last names without serial numbering. The minimum number of references required is 30. All references must strictly follow the APA (7th Edition) formatting guidelines to ensure consistency and academic rigor.

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

IV. Writing Format

A. Paper Size, Margins, and Font

Paper Size:

A4 (210 x 297 mm) in portrait orientation.

Margins:

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

Font:

- Font type: Times New Roman
- Font size: 12 pt for the main text; 10 pt for footnotes or tables
- Line spacing: Double spacing for the main text; single spacing for direct quotations, tables, and the reference list

B. Citation Rules (APA Style)

1. In-Text Citations

In-text citations are used to refer to sources cited within the dissertation manuscript. Citations must be managed using reference management software (e.g., Mendeley, Zotero, EndNote, BibTeX, etc.) and must follow the appropriate format for direct and indirect citations as outlined below.

Citations may be written in two ways:

- Narrative citation: The author's name and year appear in the text.
- Parenthetical citation: The author's name and year appear in parentheses.

Narrative Citation Format:

- One author:
  According to Smith (2020), technology-based learning has a positive impact.
- Two authors:
  According to Brown and Clark (2019), collaborative strategies are more effective.
- Three or more authors:
  According to Johnson et al. (2021), inclusive education presents specific challenges.

Parenthetical Citation Format:

- One author:
  Technology-based learning has a positive impact (Smith, 2020).
- Two authors:
  Collaborative strategies are more effective (Brown & Clark, 2019).
- Three or more authors:
  Inclusive education presents specific challenges (Johnson et al., 2021).

2. Reference List

All sources cited in the text must be fully listed in the reference section using APA 7th Edition format.

Table, Figure, and Graph Format

Tables

- Table numbers must include the chapter number in which the table appears.
  For example, Table 1.1 refers to the first table in Chapter 1.
- The table title must be written above the table, centered, with capital letters at the beginning of each major word.
- The source of the table (if applicable) must be written below the table in italic format with single spacing.
- Tables must be centered on the page.

Figures and Graphs

- Figure and graph numbers must include the chapter number in which they appear.
  For example, Figure 1.1 refers to the first figure in Chapter 1.
- The title of the figure or graph must be written below the element, centered, in italic format, with capital letters at the beginning of each major word.
- If the figure or graph is taken from another source, the source must be cited in APA format below the title.
- Figures must be centered on the page.
- All figures and graphs must be clear and of high resolution.

V. Academic Ethics

Academic ethics is a fundamental principle that must guide the entire process of research and dissertation writing. Doctoral students are required to uphold academic integrity, which includes honesty, responsibility, and respect for the academic rights of others. In the context of a dissertation, academic ethics does not merely mean avoiding dishonest conduct; it also includes a commitment to producing high-quality, original work that benefits society. This principle must be reflected in every stage of research, from planning, data collection, and analysis to publication.

Students must also understand that violations of academic ethics, such as fabrication, falsification, or manipulation of data, can damage public trust in research outcomes. Therefore, it is essential to apply high ethical standards, including transparency in reporting research methods and findings. Academic ethics also encompasses the obligation to protect research subjects, whether human or non-human, by ensuring fair treatment, respecting privacy, and minimizing potential risks or harm. In the context of education, this includes applying principles such as informed consent and participant anonymity.

The implementation of academic ethics also involves proper and consistent reference management. Students must ensure that all ideas, data, or findings taken from other sources are properly cited in accordance with applicable guidelines. The use of reference management software and compliance checking with recommended formatting standards are highly encouraged. In addition, students are expected to maintain open and honest communication with supervisors and peers in order to foster a respectful and supportive academic culture.

A. Plagiarism

Plagiarism is a serious violation in the academic world that involves the use of other people's ideas, data, or work without proper attribution. In preparing a dissertation, students must understand that plagiarism includes not only copying text but also re-presenting ideas or research structures without permission or appropriate reference. Therefore, students need to develop paraphrasing skills and academic writing abilities that meet international standards, as well as master proper citation techniques.

In the context of a Doctoral Program in Education, attention to plagiarism becomes even more critical because the research conducted is expected to provide original contributions to the field of education. Students must be able to distinguish between drawing inspiration from others' scholarly work and reproducing it without authorization. Furthermore, students are encouraged to utilize plagiarism detection software provided by the university to ensure the originality of their dissertations before submission for evaluation.

A commitment to avoiding plagiarism not only reflects sound academic ethics but also demonstrates respect for the intellectual efforts and scholarly contributions of the academic community. By applying these principles, students can build a reputation as credible and trustworthy researchers. Moreover, avoiding plagiarism reflects the

integrity and progressive Islamic values underlying this doctoral program, namely honesty, responsibility, and respect for the academic rights of others.

In order to maintain academic integrity and the quality of scholarly work, all written work must reflect the originality of the author's thinking, with a maximum similarity index of 20% permitted in plagiarism checks, including direct quotations that have been properly cited according to citation standards.

B. AI usage policy

The use of artificial intelligence (AI) is permitted as a supporting tool in writing or preparing academic work, such as for grammar correction or idea generation; however, AI's contribution to the final output must not exceed 20% of the total content. Authors are required to include a transparency statement specifying the type of AI tool used and its contribution, to ensure that the work remains consistent with applicable academic ethical standards.

Appendices

Cover Page

TITLE OF THESIS

THESIS

Submitted to Master Program of English Language Education as Partial Fulfilment of the Requirements for the Attainment of Master's Degree in English Language Education

By
Name of student
Student Number

MASTER POGRAM OF ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS AHMAD DAHLAN
YOGYAKARTA
2026

Approval Page

APPROVAL PAGE

THESIS TITLE

THESIS

By
Name of the student
Student Number

This Thesis is Submitted to
Master Program of English Language Education
as Partial Fulfilment of the Requirements for the Attainment of
Master's Degree in English Language Education

Approved by

First Supervisor   Second Supervisor

Name   Name
NIPM   NIPM.

Ratification Page

RATIFICATION PAGE

The panel of examiners certify that this thesis entitled "……………….", prepared and submitted by ………….. has been examined on …. It is declared to have fulfilled one of the requirements for attaining a Master's Degree in English Language Education.

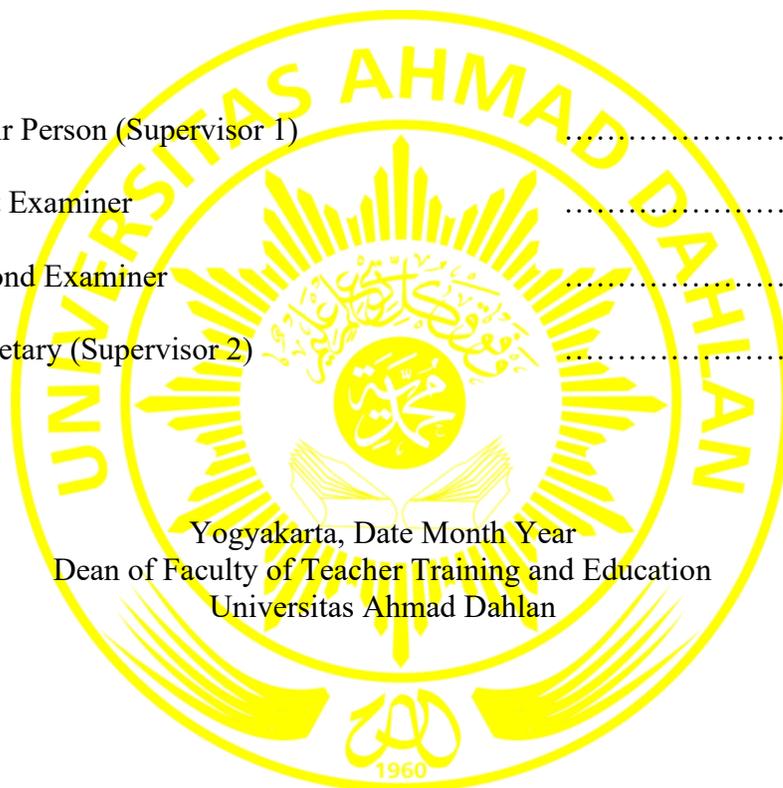Board of examiners are as follows:

Chair Person (Supervisor 1)   ………………………….

First Examiner   ………………………….

Second Examiner   ………………………….

Secretary (Supervisor 2)   ………………………….

Yogyakarta, Date Month Year
Dean of Faculty of Teacher Training and Education
Universitas Ahmad Dahlan

Name of the Dean
NIPM.

UAD

Master of English Education
Faculty of Teacher Training And Education
Universitas Ahmad Dahlan