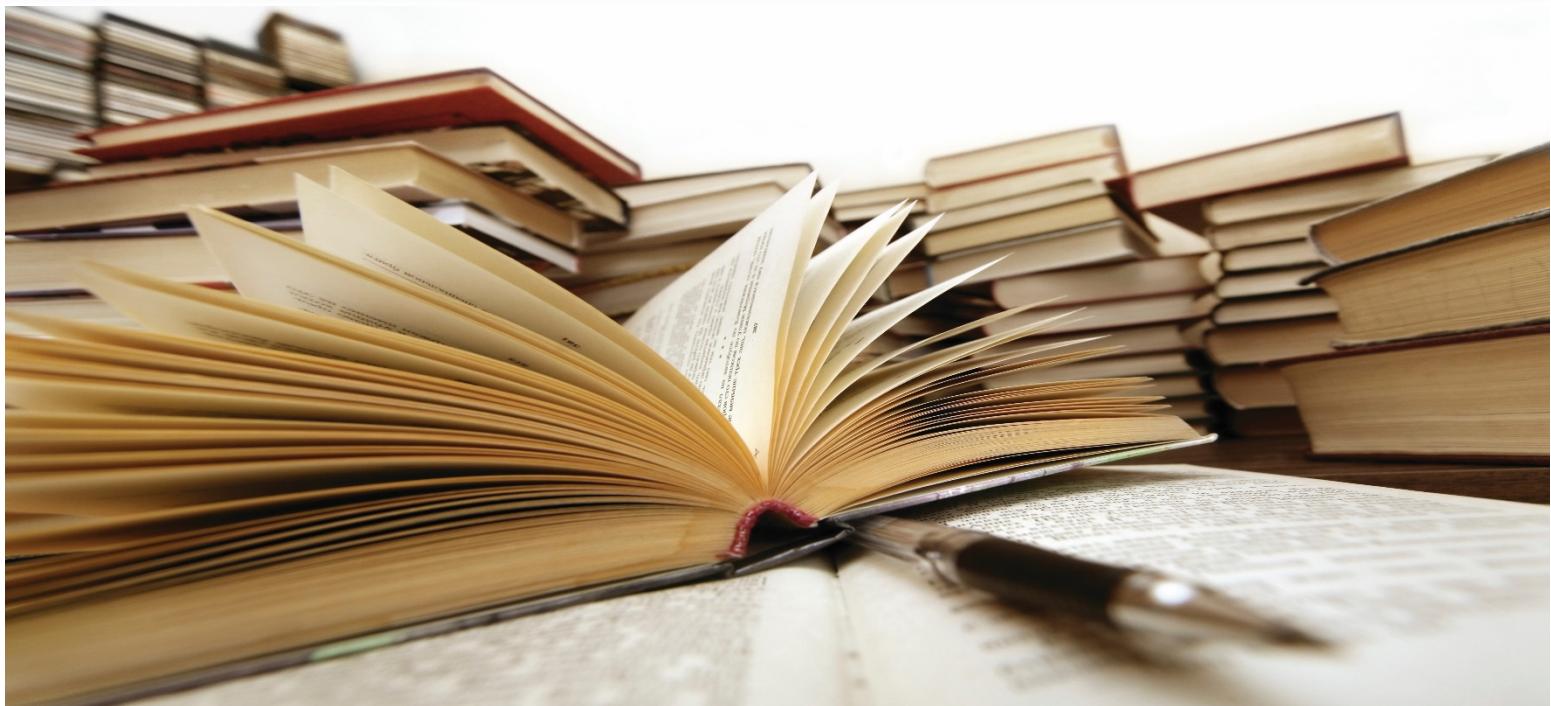




Sarjana Pendidikan

Thesis and Research Paper

Handbook



English Language Education Study Program
Department of Language and Arts Education
Faculty of Teachers Training and Education
Sanata Dharma University
2016

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Introduction

T

his handbook presents the guidelines on two types of academic writing which are accepted as partial fulfillment to obtain a *Sarjana Pendidikan* degree in the English Language Education Study Program (ELESP) of Sanata Dharma University. They are **THESIS** and **RESEARCH PAPER**. A **THESIS** is worth 4 (four) credits, while a **RESEARCH PAPER** is worth 2 (two) credits. A Research Paper is an alternative provided for students who prefer not to write a Thesis because of various considerations and those who may face serious personal limitations to carry out more demanding research. Writing a Research Paper is also a must for students with a cumulative GPA below 3.00.

To ensure the quality of the writing, every candidate must be with an advisor who can guide him/her in the writing process. The main topic chosen may focus on one of the three disciplines, namely English literature, English linguistics or English language teaching. Every completed writing is expected to give contributions to English education and to be in line with the vision and missions of the study program as a teacher education institution.

To be eligible for the defense, an examinee candidate is to submit an approved work consisting of a minimum of thirty (30) pages for a Thesis and a minimum of fifteen (15) pages for a Research Paper. The minimum number of pages excludes the complementary pages, references, and appendices. The defense may only be conducted after the candidate has finished all theoretical subjects, both compulsory and elective ones.

Advisor and Consultation

A. ADVISOR

The thesis or research paper writing is supervised by an advisor. The advisor is the lecturer of the Proposal Seminar course whom the students choose. To be an advisor, a lecturer should have a graduate/S2 degree and at least an *Asisten Ahli* academic qualification. S/he is responsible for providing guidance for the research and evaluating the content of the thesis/research paper. S/he also ensures that the English language of the thesis/research paper is grammatically and semantically acceptable before submitting it to obtain approval for the oral examination.

B. CONSULTATION

In order to obtain the expected results, the students (and the advisor) should pay attention to the following points.

1. The students should regularly meet their advisor.
2. The advisor should read the thesis/research paper draft and give constructive suggestions and comments two weeks at the latest after a draft is submitted.
3. The students keep a card – obtainable from the English Language Education Study Program's secretariat – to record the progress of the writing, signed by the advisor at the end of every consultation.
4. The students are allotted three (3) semesters to complete the thesis/research paper, the period of which will be indicated by three different colored cards. The first card is green, the second yellow, and the third red; each is for one-semester use.
5. If a student writing a thesis does not show significant progress in two semesters, and based on the advisor's recommendation, s/he has to switch to writing a research paper and consequently has to take one elective subject to compensate the two credit deficit.

6. The student with the above mentioned problem is still allotted another three-semester-consultation period (until semester 14) to complete the paper writing. However, a new advisor for the second consultation period onwards will be determined by the Study Program.

Undergraduate Literature Thesis

A literature thesis analyses a novel, short story, or poem as the object of the study. An Indonesian literary work is acceptable for an object of the study, but only if it is in English. The components of the literature thesis are subdivided into the **complementary pages, body, references, and appendices**.

A. COMPLEMENTARY PAGES

The complementary pages include the following components.

1. COVER/TITLE PAGE

This page contains the title of the thesis, writer's name, university logo, name of institution, city, and year (see Appendix 1). The title is in the form of a noun phrase without finite clausal modifiers. The maximum number of words is twenty (20). Ensure the title of the literary work under discussion and the author's name are considered as one (1) word.

2. APPROVAL PAGES

The approval page **before** the thesis defense includes the title of the thesis, writer's name, university logo, the name and the signature of the advisor, and the date when the thesis draft is approved for defense (see Appendix 2). The approval page **after** the defense includes the title of the thesis, writer's name, names and the signatures of the board of examiners, date of the examination, and name and signature of the dean of the faculty (see Appendix 3). Please note that the approval page after the defense is **NOT** to be labeled Page of Board of Examiners.

3. DEDICATION PAGE (where applicable)

This page is devoted to making an explicit mention of the people to whom the thesis is dedicated.

4. STATEMENT OF WORK'S ORIGINALITY

Statement of Work's Originality serves as a public declaration to the readers that the writing is the student's own work, that the content of the thesis is original, that all sources are properly acknowledged, and that the ethics of research have been observed (see Appendix 4). To justify the declaration, this page **must be signed** by the thesis student.

5. ABSTRACT

Abstract is a summary of the thesis containing four (4) focal points: (1) the background, (2) the research questions, (3) the approach of the study, (4) the findings, and, if necessary, suggestions. For the sake of convenience, abstract is divided into four main paragraphs; each contains one point. At the top edge of the abstract is the **heading** showing the writer's name, year, title, and institution. Please be informed that the heading is **not bold-typed**. At the bottom edge of the abstract are **three to six keywords** of the study. Abstract should be no more than one page.

6. ABSTRAK

Abstrak contains the *Bahasa Indonesia* version of the “Abstract.” The heading on top of the section is written in Indonesia in the same way as the English version is; however, the title of the thesis and keywords are not translated into Indonesian. Please note that only the title of this section is typed in italics, i.e. ***ABSTRAK***, and not its entire content.

7. ACKNOWLEDGEMENTS

This page is to express gratitude to people or institutions whose assistance is really significant in the process of the writing. This section is the least bound by convention. The writer may speak in the first person. Yet, the language used should be formal. Colloquial style must be avoided; thus, the second person ‘you,’ ‘you guys,’ and the

like, should not be used to address the readers or those who have supported the completion of the thesis.

8. TABLE OF CONTENTS

This page presents the short-hand outline of the content of the entire thesis. The page numbers of the outline should also be indicated. See Appendix 5 for further details.

9. LIST OF TABLES/FIGURES/ILLUSTRATIONS/APPENDICES

Figures are diagrams, models, and the like, while tables are charts or figures, statistical results, and the like. All of the tables and figures should be clearly and comprehensively labeled so that the content is immediately recognizable or understandable without having to refer to the text for clarification.

A separate section should be devoted to each of these categories. The page number for each entry should also be provided. Please note that it is often handy to number the items using the chapter number first: e.g., Fig. 1.1, Fig. 2.1, Fig. 2.2, and so on. See Appendix 6 for further details.

B. THE BODY

The **BODY** of a literature thesis contains the chapters for the **introduction (Chapter I)**, **review of the related literature (Chapter II)**, **methodology (Chapter III)**, **discussion (Chapter IV)**, and **conclusion of the study (Chapter V)**. The following are the detailed explanations of every section of the thesis body.

1. CHAPTER I: INTRODUCTION

This chapter contains the following sections.

a. BACKGROUND OF THE STUDY

This part covers the description of the topic and the reason why the topic is chosen and worth studying. It is possible that the reasons presented here are influenced by a critic's opinion, an expert's comment, appropriate theories, some challenging statement, and many others. Please avoid personal/subjective reasons and the clichés.

b. RESEARCH QUESTION(S)

This part presents the formulation of problem to be discussed/analyzed in the form of question (5Wh + 1How, avoid a yes-no question). The number of questions can vary, depending on the scope of the study. Problems should start from preliminary questions (may be related to the intrinsic element of the work), followed by specific questions of interest. All the questions should be related to one another.

c. SIGNIFICANCE OF THE STUDY

This part identifies the contribution of the conducted study for parties and for the development of knowledge.

d. DEFINITION OF TERMS

Definition of Terms explains the specific, important or key terms mentioned in the title of the undergraduate thesis/research paper or/and in the research question section. Appropriate references should be used for specific terms such as literary terms, psychological terms, and philosophical terms. Avoid using general dictionary (e.g. *Oxford Advanced Learners' Dictionary*) for specific terms. The purpose of this part is to avoid misunderstanding on certain terms. Thus, it is not necessary to define terms which are generally understood.

2. CHAPTER II: REVIEW OF RELATED LITERATURE

This chapter consists of the following sections.

a. REVIEW OF RELATED STUDIES

This section is to review other related studies previously done on the same work, topic, and/or author. The student is to show his/her stand: whether he/she develops other studies, argues against other studies, or discovers something new. The student is also to show how his/her study is different from them.

b. REVIEW OF RELATED THEORIES

This part reviews the theories employed in the study. Only theories which are directly relevant to the study are reviewed in this section.

c. REVIEW ON THE HISTORICAL-BIOGRAPHICAL BACKGROUND (where applicable)

This section is made only when the study employs the social-cultural-historical approach or biographical approach. The subtitle should reflect the content of the

discussion, for example “Review on the Go-Ahead-ism in the Modern Britain.”

d. THEORETICAL FRAMEWORK

This part explains, one by one, the contribution of the theories and reviews in solving the problem of the study: how they are applied in the study. The theories and reviews should be synthesized in order to make them operationally applicable to the research question(s).

3. CHAPTER III: METHODOLOGY

Chapter III contains the following sections.

a. OBJECT OF THE STUDY

This section elaborates the physical description of the literary work studied, such as the information of its type, author, publisher and year of publication, edition, and its structure. It also presents the special record of the work, such as award, cinematizing production, performing arts, and influence. Finally, it presents what the work is generally about.

b. APPROACH OF THE STUDY

This section states the approach(es) employed in analyzing the work: the distinguished characteristics and the procedure of the application of the approach(es). Then, it states the reason(s) of the application of the approach(es).

4. CHAPTER IV: ANALYSIS

This chapter begins with an introductory paragraph showing the coherence of the analysis. No more theories are reviewed in this part but used as tools of the analysis. The organization of the analysis should be arranged based on the arrangement of the research questions. If there are three questions, then three subchapters are expected. However, it is possible to divide each subchapter into several smaller sections.

5. CHAPTER V: CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This section is the conclusion of the study. The answers to the research questions should be directly provided, without necessarily giving (further) explanation. Based

on the answers, a broader or general conclusion might be concluded in relation to the topic of the study. An explanation and reflection on the meaning and implication of the study to education are also provided. Finally, some suggestions are proposed.

C. REFERENCES

This section provides the readers with the list of texts/materials the students have consulted. There must be a one-to-one match between the references listed and the citation in the thesis body.

D. APPENDICES

This section is for organizing the important information, which, if placed in the main text, would distract the readers from the flow of the argument. It is important that the information has been sufficiently referred to in the thesis body so that the readers can understand the function of the inclusion of an appendix. Insert page number to this section continuing the number of the previous pages.

Undergraduate Non-Literature Thesis

Anon-literature thesis is either a study on linguistics or language teaching/learning. A thesis on linguistics is an exploration of issues in linguistic areas, such as phonetics, phonology, morphology, syntax, semantics, sociolinguistics, and pragmatics. For example, the thesis is on error analysis, language analysis, or an analysis on a translation product.

A thesis on language teaching/learning is an exploration of the instruction and acquisition of the language skills (reading, listening, speaking, and writing) and language elements (vocabulary, structure, and pronunciation). The study may be specified into the topic on English for Specific Purposes, or English for formal levels of education such as kindergarten, elementary schools, and vocational schools, or special language program(s). As an example, the thesis may be on the development of educational products, the implementation of particular techniques, learning difficulties and strategies, or language and program evaluation. The components of the non-literature thesis are subdivided into the complementary pages, body, references and appendices.

A. THE COMPLEMENTARY PAGES

This subdivision includes the following items.

1. COVER/TITLE PAGE

This page contains the title of the thesis, writer's name, university logo, name of institution, city, and year (see Appendix 1). The title is in the form of noun phrase without finite clausal modifiers. The maximum number of words is 20 (twenty). The title of a work under discussion and its author's name are considered as one (1) word.

2. APPROVAL PAGES

The approval page **before** the thesis defense includes the title of the thesis, writer's name, university logo, the name and the signature of the advisor, and the date when the thesis draft is approved for defense (see Appendix 2). The approval page **after** the defense includes the title of the thesis, writer's name, names and the signatures of the board of examiners, date of the exam, and name and signature of the dean of the faculty (see Appendix 3). Please note that the approval page after the defense is **NOT** to be labeled Page of Board of Examiners.

3. DEDICATION PAGE (where applicable)

This page is devoted to making an explicit mention of the people to whom the thesis is dedicated.

4. STATEMENT OF WORK'S ORIGINALITY

Statement of Work's Originality serves as a public declaration to the readers that the writing is the student's own work, that the content of the thesis is original, that all sources are properly acknowledged, and that the ethics of research have been observed (see Appendix 4). To justify the declaration, this page **must be signed** by the thesis student.

5. ABSTRACT

Abstract is a summary of the thesis containing four (4) focal points: (1) the background, (2) the research question(s), (3) the methodology, (4) the findings, and, if necessary, suggestions. For the sake of convenience, abstract is divided into four main paragraphs; each contains one point. At the top edge of the abstract is the **heading** showing the writer's name, year, title, and institution. Please be informed that the heading is **not bold-typed**. At the bottom edge of the abstract are **three to six keywords** of the study. Abstract should be no more than one page.

6. ABSTRAK

Abstrak contains the *Bahasa Indonesia* version of the “Abstract.” The heading on top of the section is written in Indonesian in the same way as the English version is; however, the title of the thesis and keywords are not translated into Indonesian. Please note that only the title of this section is typed in italics, i.e. **ABSTRAK**, and not its entire content.

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This page is to express gratitude to people or institutions whose assistance is significant in the process of the writing. This section is the least bound by convention. The writer may speak in the first person. Yet, the language used should be formal. Colloquial style must be avoided; thus, the second person ‘you,’ ‘you guys’ and the like, should not be used to address the readers or those who have supported the completion of the thesis.

8. TABLE OF CONTENTS

This page presents the short-hand outline of the content of the entire thesis. The page numbers of the outline should also be indicated. See Appendix 5.

9. LIST OF TABLES/FIGURES/ILLUSTRATIONS/APPENDICES

Figures are diagrams, models, and the like, while tables are charts or figures, statistical results, and the like. All of the tables and figures should be clearly and comprehensively labeled so that the content is immediately recognizable or understandable without having to refer to the text for clarification.

A separate section should be devoted to each of these categories. The page number for each entry should also be provided. Please note that it is often handy to number the items using the chapter number first. For example, the list of figures in Chapter I is numbered: Fig. 1.1, Fig. 1.2 and so on, for Chapter II: Fig. 2.1, Fig. 2.2 and so on. See Appendix 6.

B. THE BODY

The body of the thesis contains Chapter I up to Chapter V. The chapter division for non-literature thesis is slightly different from that of literature thesis. Due to various kinds of research, there will be slight differences in the division particularly in the ‘introduction’ and ‘methodology’ sections depending on the nature of the research.

1. CHAPTER I: INTRODUCTION

Chapter I provides background information and rationale of the research. It introduces and describes the nature and content of the proposed study. This chapter should address the questions of 1) what the study is about, 2) how the study fits into the present context, and 3) what the focus of the research is. In order to formulate that information systematically, this chapter is subdivided into six (6) sections.

a. RESEARCH BACKGROUND

This section provides background information related to the issues and concerns, which trigger the student to explore, develop, design, analyze or improve the subject matter. It builds rationale for the urgency of the research, presents general aims, and presents a theoretical starting point.

b. RESEARCH QUESTION(S)

This section formulates the question(s) raised after the research background is presented and the problem(s) is/are identified.

c. RESEARCH SIGNIFICANCE

This section identifies the contribution of the study as well as the parties (for instance, students, teachers, future researchers, and policy makers) that may make use of the research results.

d. DEFINITION OF TERMS

This section defines key words or phrases specifically used in the study in order to clarify concepts and avoid misinterpretation. Definition of terms is NOT merely a list of definitions suggested by various sources or experts. The definitions provided should be “operational definitions”, i.e. each defined term should be related to the research context.

2. CHAPTER II: REVIEW OF RELATED LITERATURE

Chapter II presents the review of theoretical writings and researches related to the study matter. The review is not solely a list of quotations and theories. Rather, it is an attempt to synthesize one theory to the others in order to obtain a theoretical framework to conduct the study. Thus, students need to locate the study matter in the context of that framework. This chapter includes the following sections.

a. THEORETICAL DESCRIPTION

Only theories **directly relevant** to the research are discussed. Other similar research studies relevant to the topic should also be reviewed so that the researcher can either replicate the study or contribute to enlarge the border of that particular topical knowledge.

b. THEORETICAL FRAMEWORK

This section summarizes and synthesizes all major relevant theories which will help the researcher conduct the study to answer the research questions. In this section, students relate the study matter to the theories. Since there will be a lot of citations in this section, having good paraphrasing skill is essential to avoid committing plagiarism. All references and citations must be acknowledged.

3. CHAPTER III: RESEARCH METHODOLOGY

Chapter III presents a rationale for the method of research and analysis. The student describes the method of research and analysis, outlines the procedure in gathering and analyzing the data, and reveals the boundaries of the research. Chapter III comprises the following sections.

a. RESEARCH METHOD

This section contains the definition of the type of research chosen, such as a document analysis, survey, action research, or research and development.

b. RESEARCH SETTING

This section informs where and when the research was conducted.

c. RESEARCH PARTICIPANTS/SUBJECTS (choose one which is appropriate to the study undertaken)

This section elaborates on the participants/subjects of the research. Methods of

sampling, such as random sampling, stratified sampling, cluster sampling, quota sampling, purposive sampling, or accidental may sometimes need mentioning.

d. INSTRUMENTS AND DATA GATHERING TECHNIQUE

This section explains the research instruments employed in carrying out the study, such as interview, questionnaire, observation forms, or tests. This section also describes how the instruments were used to collect the data.

e. DATA ANALYSIS TECHNIQUE

This section describes ways how the findings were analyzed so as to answer the research questions.

4. CHAPTER IV: RESEARCH RESULTS AND DISCUSSION

This chapter presents the results and their discussion, which have been ordered/analyzed in ways justified in the methodology. In addition, the chapter elaborates the interpretation of the findings in light of the research questions. The presentation of the research results should represent tightly its link to the objectives as well as the theoretical framework as discussed in the previous chapters. Data presentation in tables should be carefully set out, checked and discussed. There are two possible ways of presenting the content of the chapter: (a) Results and the discussion are put on separate sections, hence there are two major sections in the chapter, or (b) Results and the discussion are integrated and the number of sections of the chapters corresponds to the number of research question(s). Principally, ***past tense*** is a common feature here.

5. CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the major findings of the research and presents their limitations. Besides, it spells out recommendations for future research and current practice. For linguistics topic, one more section should be added, i.e. Implication. It describes the implication of the results to language teaching/learning. Thus, the title of the chapter will be CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS.

C. REFERENCES

This section provides the readers with the list of texts/materials the students have consulted. There must be a one-to-one match between the references listed and the citation in the thesis body.

D. APPENDICES

This section is for organizing the important information, which, if placed in the main text, such as tables of more than two pages or materials not directly connected to the subject discussed, would distract the readers from the flow of the argument. It is important that the information has been sufficiently referred to in the thesis body so that the readers can understand the function of the inclusion of an appendix.

Please bear in mind that for thesis candidates designing a certain set of materials, the appendices are to include at least one (1) sample unit of the developed materials on condition that the materials are tried out. Otherwise, three (3) units of the developed materials are demanded. Insert page number to this section continuing the number of the previous pages.

Undergraduate Research Paper

T

he final paper takes on the following arrangement of contents. Please note that each new section is to begin on a new page. In all sections of the paper, the *present tense* is used to convey well-accepted facts, while the past tense is used to elaborate specific results.

A. THE COMPLEMENTARY PAGES

This subdivision includes the following items.

1. COVER/TITLE PAGE

This page contains the title of the research paper, writer's name, university logo, name of institution, city, and year (see Appendix 1). The title is in the form of noun phrase without finite clausal modifiers. The maximum number of words is 20 (twenty). The title of a work under discussion and its author's name are considered as one (1) word.

2. APPROVAL PAGES

The approval page *before* the defense includes the title of the research paper, writer's name, university logo, the name and the signature of the advisor, and the date when the research paper draft is approved for defense (see Appendix 2). The approval page *after* the defense includes the title of the research paper, writer's name, names and the signatures of the board of examiners, date of the exam, and name and signature of the dean of the faculty (see Appendix 3). Please note that the approval page after the defense is **NOT** to be labeled Page of Board of Examiners.

3. DEDICATION PAGE (where applicable)

This page is devoted to making an explicit mention of the people to whom the research paper is dedicated.

4. STATEMENT OF WORK'S ORIGINALITY

Statement of Work's Originality serves as a public declaration to the readers that the writing is the student's own work, that the content of the work is original, that all sources are properly acknowledged, and that the ethics of research have been observed (see Appendix 4). To justify the declaration, this page **must be signed** by the writer.

5. ABSTRACT

Abstract is a summary of the research paper containing four (4) focal points: (1) the background, (2) the research question(s) or the thesis statement, (3) the method of research (if appropriate), (4) the findings, and, if necessary, suggestions. For the sake of convenience, abstract is divided into four main paragraphs; each contains one point. At the top edge of the abstract is the **heading** showing the writer's name, year, title, and institution. Please be informed that the heading is **not bold-typed**. At the bottom edge of the abstract are **three to six keywords** of the study. Abstract should be no more than one page.

6. ABSTRAK

Abstrak contains the *Bahasa Indonesia* version of the “Abstract.” The heading on top of the section is written in Indonesia in the same way as the English version is; however, the title of the thesis and keywords are not translated into Indonesian. Please note that only the title of this section is typed in italics, i.e. **ABSTRAK**, and not its entire content.

7. ACKNOWLEDGEMENTS

This page is to express gratitude to people or institutions whose assistance is significant in the process of the writing. This section is the least bound by convention. The writer may speak in the first person. Yet, the language used should

be formal. Colloquial style must be avoided; thus, the second person ‘you,’ ‘you guys’ and the like, should not be used to address the readers or those who have supported the completion of the research paper.

8. TABLE OF CONTENTS

This page presents the short-hand outline of the content of the entire research paper. The page numbers of the outline should also be indicated. See Appendix 5.

9. LIST OF TABLES/FIGURES/ILLUSTRATIONS/APPENDICES

Figures are diagrams, models, and the like, while tables are charts or figures, statistical results, and the like. All of the tables and figures should be clearly and comprehensively labeled so that the content is immediately recognizable or understandable without having to refer to the text for clarification.

A separate section should be devoted to each of these categories. The page number for each entry should also be provided. Please note that it is often handy to number the items using the chapter number first. For example, the list of figures in Chapter I is numbered: Fig. 1.1, Fig. 1.2 and so on, for Chapter II: Fig. 2.1, Fig. 2.2 and so on. See Appendix 6.

B. THE BODY

The body of a research paper consists of chapters for the introduction, discussion, and conclusion. The following are the detailed explanations about each chapter.

1. CHAPTER I: INTRODUCTION

a. BACKGROUND

The chapter presents the background information and rationale of the study undertaken. It contains the investigated problems, the importance of the study, and an overview of the study strategy. It also states explicitly the focus or objectives of the paper and describes the significance of the study. In addition, it usually serves as a frame within which the reader reads the rest of the paper. Practically candidates must find some problems which need to be solved, or raise questions critically about particular matters.

b. METHODOLOGY/APPROACH OF THE STUDY (as appropriate)

“Methodology” is the heading in *non-literature research*, while “Approach of the Study” is the heading in *literature research* paper. The purpose of including this section is to record all specialized general procedures, in an attempt to enable another individual to use the information to plan his/her future study, or to determine whether or not the methods were appropriate (Caprette, 2004). It must include descriptions of samples, materials and procedures. The description of materials refers to that of instruments. Third person *passive voice* is used in writing up the method so that the focus of the readers’ attention is not on the writer/researcher but on the work.

2. CHAPTER II: DISCUSSION

This chapter essentially contains review of related literature and the findings as well as the interpretation of the findings. Review of related literature shows how the study builds on prior knowledge by presenting and evaluating what is already known about the topic. Thus, the goal is to explain the logical continuity between previous and present work. To do so, the candidates must show a good understanding of relevant theories which may trigger them to discuss the issue. This section is followed by an interpretation of the results which must be of an appropriate depth in order to support the subsequent conclusions.

3. CHAPTER III: CONCLUSIONS (AND RECOMMENDATIONS, if any)

This chapter summarizes the major findings or the solutions to the problems. The writer must provide the readers with a strong sense/notes that the paper set out has been completed, and that it is worthwhile. When the topic of the paper is about other than teaching, the writer is required to relate the discussed topic to the teaching/learning field and present it under the heading **RECOMMENDATIONS**.

C. REFERENCES

Principally, there should be a one-to-one match between the works cited in the paper and those in the reference list.

D. APPENDICES (if any)

The appendices should be given page numbers, continuing the last page number of the preceding section. Please bear in mind that students writing a research paper on designing a set of materials, are required to attach one (1) sample unit of the developed materials.

Page Composition

T

his section of the handbook describes the format of the thesis or research paper, the mechanics of writing, the way to set tables, graphs, and appendices.

A. FORMAT

1. FONT

The standard font for a thesis/research paper is **Times New Romans 12**. Font for the title on the Title Page and Approval Pages is **Times New Roman 14 Bold**. Character spacing must be the standard or the default. The text of the thesis/research paper is typed double spaced and the abstract single spaced.

2. PAPER SIZE

Official copies of the thesis/research paper must be on A4 or quarto-sized paper.

3. MARGIN AND LINE SPACING

The top, left, bottom, right margins are respectively 4 cm, 4 cm, 3 cm, and 3 cm. The distance between one section (i.e. sub-heading) to the next is three (3) spaces. The same spacing system also applies to the distance separating a table or a figure from the paper body. As for an abstract, single spacing is used.

B. MECHANICS OF WRITING

This section of the handbook concerns the page numbering, the outline-numbering format, the way to quote or cite other works, the way to write references, the way to present data in the form of tables or figures, the using of punctuation, capitalization, italicization, numbers, hyphenation, and the way to organize appendices.

1. PAGE NUMBERING

The page numbering of is arranged as follows.

- a. It employs Roman numbers (e.g., i, ii, and iii) for the complementary pages (from the cover page to abstract) and Arabic numbers (e.g., 1, 2, and 3) for the body, including references and appendices.
- b. The page number for complementary pages is located in the center bottom of each page, while the page number for the body is at the top right corner of each page, except for the first page of each chapter, which is placed at the center bottom.
- c. All of the page numbers are placed 1 cm away from the typing area.

2. OUTLINE-NUMBERING FORMAT

This sub-section concerns the way to number the outline in order to assist the readers to follow the writer's train of thoughts easily. The outline may contain some levels: level 1 is the title of the article or chapter, level 2 onward is the subtitle.

- a. For level 1, arrange the title whenever possible to form an upside-down pyramid; however, do not sacrifice the word division for the sake of the shape. If the title contains prepositions, take great care not to put the prepositions at the end of the line.
- b. No period (.) is used at the end of all titles and subtitles.
- c. Every new paragraph is to start 1.2 cm (5 spaces) from the left-hand margin. To separate the subtitle from the text, press two double spaced tabs. The subsequent lines start from the left margin, flush left. The text is to be presented in justified alignment, except for the title of the chapter.
- d. Bullets are used for presenting non-hierarchical points, while bracketed numbers or letters are for hierarchical points.
- e. A subtitle should not be allowed to appear at the end of a page without its content. A better solution would be to move it to the next page regardless of the page margin.

The numbering format employs the following styles.

a. Level 1:

Type in upper case format, bold-typed, and placed at the center top of the page.

b. Level 2:

The outline number uses upper case followed by period, while the label uses upper-lower case and bold typed.

c. Level 3:

Use a cardinal number with period after it, followed by the subtitle in upper-lower case format and bold-typed.

d. Level 4:

Use lower case followed by a period. Type the headings in upper-lower case format and bold-typed.

e. Level 5:

Use number with a closing bracket followed by a period. For the headings, use upper-lower case format and bold-typed.

As an alternative to this style is the following.

1. Level 1:

Type in upper case format, bold-typed, and placed in the center top of the page.

2. Level 2:

Type in 2-digit-numbering which is separated by a period, except for the last digit.

Start writing from the left hand margin with the letters being in the upper-lower case and bold-typed.

c. Level 3 onward:

Use an n-digit numbering separated by periods in between the numbers except for the last digit. The letters are typed in upper-lower case format and bold-typed.

Figure 1 shows the first alternative; while Figure 2 shows the second alternative.

Please note that **capitalization** only applies to **the chapter title**, not to the section titles.

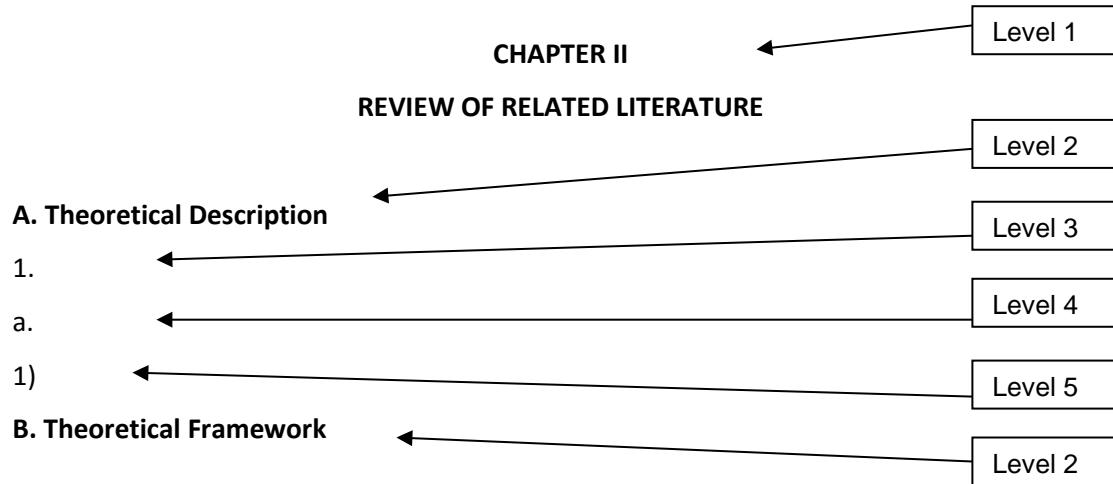


Figure 1 Outline Numbering Format: Alternative 1

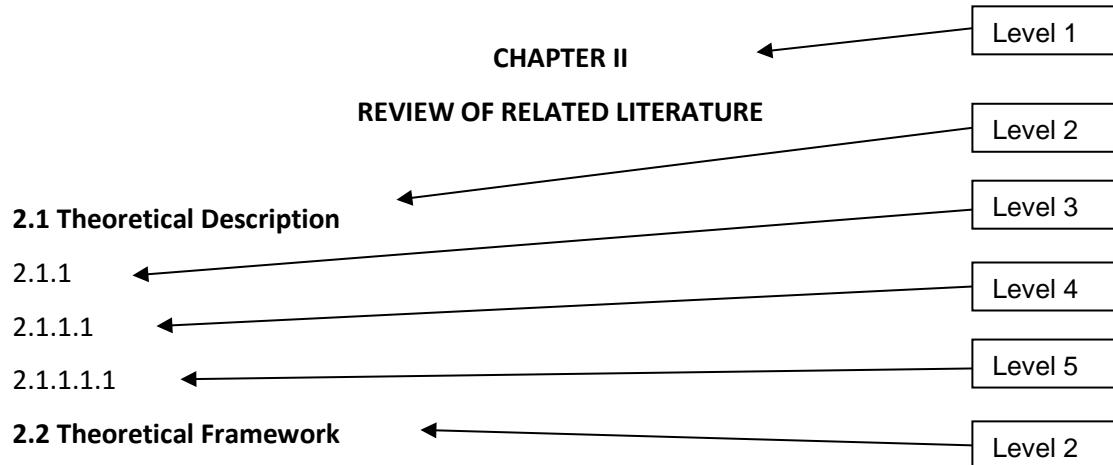


Figure 2 Outline Numbering Format: Alternative 2

3. TABLES, FIGURES/GRAPHS, AND APPENDICES

A general rule is available to determine how best it is to present your data. If there are three or fewer numbers, use a sentence. Table is best for a list with 4-20 numbers. If there are more than 20 numbers, a graph or figure is the most appropriate.

a. TABLES

- 1) Tables are used to present exact numerical values, which are arranged in an orderly display of columns and rows to aid comparison. Use tables sparingly, only for crucial data which are directly related to the content of your writing and for simplifying texts which would be dense with numbers. Put data which are either too detailed or only peripherally related in the appendix. All the table(s) included in the text must be referred to/discussed. Do not discuss every item of the table; highlight only the important points.
- 2) A point to bear in mind is “each table should be an integral part of the text but also should be intelligible without reference to the text” (APA Manual, 2002, p. 154). Tables are to be referred to by their numbers. You cannot write the table above/below, the previous/following table, and so on. Each table is to be given number and title. The title of each table should be telegraphic (concise) but clear and explanatory.
- 3) The tables should be numbered with Arabic numerals in the order in which the tables are first mentioned in text, even if a more detailed discussion of the tables appears later in the text. If you include an appendix with tables, the tables are to be identified with capital letters and Arabic numbers. E.g. Table A1, C2, etc.
- 4) The title of a table is to be placed at the center top of the table. Use a smaller font size than that of the text (either 10 or 11 font size) and bold-typed. Use grids and provide generous spacing between columns and rows and strict alignment to make relationships within a table clear.

b. FIGURES

A figure refers to a chart, graph, photograph, drawing or other depiction. A figure should complement a text or eliminate a lengthy discussion. A good figure should meet these standards: simplicity, clarity, and continuity. The way to refer to a figure

in texts is the same as that of tables. Thus, it must be given a title. The title of a figure is to be placed at the center bottom of the figure. Use a smaller font size than that of the text (Either 10 or 11 font size) and bold-typed.

c. APPENDICES

A label should be given to the appendix. When there is only one, label it **Appendix**. If there is more than one appendix, label it **Appendices** and give a title to each by labeling with a capital letter: Appendix A, Appendix B, etc. Provide page number as well to make it easier for the readers to locate. Supply a title also to each appendix and in the text referring to the appendices by their labels.

Documentation Style

A. IN-TEXT CITATION

This section concerns GENERAL RULES that apply to manuscripts in the field of both literature and non-literature.

1. SHORT QUOTATION

A short quotation, which is fewer than 4 lines, must be incorporated into text and be enclosed with double quotation marks. The example is as follows.

As researchers continue to face a number of unknowns about obesity, it may be helpful to envision treating the disorder, as Yanovski and Yanovski (2002) suggested, “...in the same manner as any other chronic disease” (p. 592).

2. LONG QUOTATION

Long quotation, which is of 4 lines or more, should be displayed in a free-standing block of typewritten lines, with no quotation marks. Single-space the quotation and do not indent the right hand margin of the quotation. A block quotation is to start on a new line, be indented about 0.5 inches (5 spaces) from the left margin (i.e. in the same position as a new paragraph). Should there be additional paragraphs within the quotation, the first line of each paragraph must be spaced. The example is as follows.

Yanovski and Yanovski (2002) have described earlier treatments of obesity that focused on behavior modification.

With the advent of behavioral treatments for obesity in the 1960's, hope arose that modification of maladaptive eating and exercise habits would lead to sustained weight loss, and that time-limited programs would produce permanent changes in weight. Medications for the treatment of obesity were proposed as short-term adjuncts for patients, who would presumably then acquire the skills necessary to continue to lose weight, reach "ideal body weight," and maintain a reduced weight indefinitely (p. 592).

3. BASIC FORMAT FOR A QUOTATION

Ordinarily, introduce the quotation with a signal phrase that includes the author's last name followed by the year of publication in parentheses. Put the page number (preceded by "p.") in parentheses after the quotation.

Crister (2003) noted that despite growing number of overweight Americans, many healthcares provided still "remain either in ignorance or outright denial about the health danger to the poor and the young" (p. 5).

4. BASIC FORMAT FOR A SUMMARY OR A PARAPHRASE

Include the author's **last name** and the **year** either in a signal phrase introducing the material or in parentheses following it. A page number or another locator is not required for a summary or a paraphrase, but include one if it would help readers find the passage in a long work.

5. A WORK WITH TWO AUTHORS

Name both authors in the signal phrase or parentheses each time you cite the work.

In the parentheses, use “&” between the authors’ names; in the signal phrase, use “and” between the name of the two authors.

Signal phrase:

According to Sothern and Gordon (2003), “Environmental factors may contribute as much as 80% to the causes of childhood obesity” (p. 104).

In the parentheses:

Obese children often engage in less physical activity (Sothern & Gordon, 2003, p. 104).

6. A WORK WITH THREE TO FIVE AUTHORS

Identify **all authors** in the signal phrase or parentheses **the first time** you cite the source.

In 2003, Berkowitz, Wadden, Tershakovec, and Cronquist concluded, “Sibutramine...must be carefully monitored in adolescents, as in adults, to control increases in [blood pressure] and pulse rate” (p. 1811).

In subsequent citations, use the first author’s name followed by “et al.” in either the signal phrase or the parentheses.

As Berkowitz, et al. (2003) advised, “Until more extensive safety and efficacy data are available, ... weight-loss medications should be used only on an experimental basis for adolescents” (p. 1811).

7. A WORK WITH SIX OR MORE AUTHORS

Use the first author’s name followed by “et al.” in the signal phrase or the parentheses.

McDuffie, et al. (2002) tested 20 adolescents aged 12-16 over a three-month period and found that *orlistat*, combined with therapy, produced an average weight loss of 4.4 kg, or 9.7 pounds (p. 646).

8. UNKNOWN AUTHOR

If the author is unknown, mention the work’s title in the signal phrase or give the first word or two of the title in the parenthetical citation. Titles or articles and chapters are put in quotation marks; titles of books and reports are italicized.

Children struggling to control their weight must also struggle with the pressure of television advertising that, on the one hand, encourages the consumption of junk food and, on the other, celebrates thin celebrities (“Television,” 2002).

NOTE: In the rare case when “Anonymous” is specified as the author, treat it as if it were a real name: (Anonymous, 2001). In the list of references, also use the name Anonymous as author.

9. ORGANIZATION AS AUTHOR

If the author is a government agency or other organization, name the organization in the signal phrase or in the parenthetical citation the first time you cite the source.

Obesity puts children at risk for a number of medical complications, including type 2 diabetes, hypertension, sleep apnea, and orthopedic problems (Henry J. Kaiser Family Foundation, 2004, p. 1).

If the organization has a familiar abbreviation, you may include it in brackets the first time you cite the source and use the abbreviation alone in later citations.

FIRST CITATION (National Institute of Mental Health [NIMH], 2001)

LATER CITATION (NIMH, 2001)

TWO OR MORE WORKS IN THE SAME PARENTHESSES

When your parenthetical citation names two or more works, put them in the same order that they appear in the reference list, separated by semicolons.

Researchers have indicated that studies of pharmacological treatments for childhood obesity are inconclusive (Berkowitz et al., 2003; McDuffie et al., 2003).

10. AUTHOR WITH THE SAME LAST NAME

To avoid confusion, use initials with the last names if your reference list includes two or more authors with the same last name.

Research by E. Smith (1989) revealed that...

11. PERSONAL COMMUNICATION

Interviews, memos, letters, e-mail, and similar unpublished person-to-person communications should be cited as follows. **Do not** include personal communications in your reference list.

One of Atkinson's colleagues, who has studied the effect of the media on children's eating habits, has contended that advertisers for snack foods will need to design ads responsibly for their younger viewers (F. Johnson, personal communication, October 20, 2004).

12. AN ELECTRONIC DOCUMENT

When possible, cite an electronic document as you would any other document (using the author-date style).

Atkison (2001) found that children who spent at least four hours a day watching TV were less likely to engage in adequate physical activity during the week.

The body's basal metabolic rate, or BMR, is a measure of its at-rest energy requirement ("Exercise," 2003).

Electronic sources may lack author's names or dates. In addition, they may lack page numbers (required in some citations). If no author is named, mention the title of the document in a signal phrase or give the first word or two of the title in parentheses.

When the date is unknown, use the abbreviation “n.d.” (for “no date”).

Attempts to establish a definitive link between television programming and children’s eating habits have been problematic (Magnus, n.d.).

13. INDIRECT SOURCE

If you use a source that was cited in another source (a secondary source), name the original source in your signal phrase. List the secondary source in your reference list and include it in your parenthetical citation, preceded by the words “as cited in.” In the following example, Critser is the secondary source. Please be informed that secondary sources should be used **sparingly** and **be avoided** where possible.

Former surgeon general Dr. David Satcher described “a nation of young people seriously at risk of starting out obese and dooming themselves to the difficult task of overcoming a tough illness” (as cited in Crister, 2003, p. 4).

14. TWO OR MORE WORKS BY THE SAME AUTHOR IN THE SAME YEAR

When your list of references includes more than one work by the same author in the same year, use a lowercase letter (“a,” “b,” and so on) with the year to order the entries in the reference list. Use those same letters with the year in the in-text citation.

Research by Durgin (2003b) has yielded new findings about the role of counseling in treating childhood obesity.

15. ENCYCLOPEDIA OR DICTIONARY

Unless an encyclopedia or a dictionary has an author, it will be alphabetized in the list of works cited under the word or entry consulted—not under the title of the reference work itself. Either in the text or in the parenthetical reference, mention the word or the entry. No page number is required, since readers can easily look up

the word or entry.

The word crocodile has a surprisingly complex etymology (“Crocodile”).

16. LITERARY WORKS WITHOUT PARTS OR LINE NUMBER

Many literary works, such as most short stories and many novels and plays, do not have parts or line numbers that can be referred to. In such cases, simply cite the page number.

At the end of Kate Chopin’s “The Story of an Hour,” Mrs. Mallard drops dead upon learning that her husband is alive. In the final irony of the story, doctors report that she has died of a “joy that kills” (p. 25).

17. VERSE PLAYS AND POEMS

Give act, scene, and line numbers that can be located in any edition of the work.

Use Arabic numerals, and separate the numbers with periods.

In Shakespeare’s *King Lear*, Gloucester, blinded for suspected treason, learns a profound lesson from his tragic experience: “A man may see how this world goes / with no eyes” (4.2.148-49).

For a poem, cite the part (if there are a number of parts) and the line numbers, separated by a period.

When Homer’s Odysseus comes to the hall of Circe, he finds his men “mild / in her soft spell, fed on her drug of evil” (10.209-10).

18. NOVELS WITH NUMBERED DIVISIONS

When a novel has numbered divisions, put the page number first, followed by a semicolon, and then indicate the book, part, or chapter in which the passage may be found. Use abbreviations such as “bk.” And “ch.”

One of Kingsolver’s narrators, teenager Rachel, pushes her vocabulary beyond its limits. For example, Rachel complains that being forced to live in the Congo with her missionary family is “a sheer tapestry of justice” because her chances of finding a boyfriend are “dull and void” (p. 117; bk. 2, ch. 10).

19. SACRED TEXTS

When citing a sacred text such as the Bible or the Qur'an, name the edition used in the works cited entry. In the parenthetical citation, give the book, chapter, and verse, separated by periods. Common abbreviations for books of the Bible are acceptable.

Consider the words of Solomon: “If your enemies are hungry, give them food to eat. If they are thirsty, give them water to drink” (*Holy Bible*, Prov. 25.21).

20. ACCURACY

Ensure accuracy in direct quotation by following the wording, spelling, and interior punctuation of the original source, even if the source is incorrect.

21. QUOTED MATERIALS WITHIN QUOTATIONS

For quoted materials within the quotations, use double and single quotation marks accordingly. To enclose a direct quotation in the text, use double quotation marks. Single quotation marks, by contrast, are used in a quotation within quotation to replace the double quotation marks in the original source.

Periods and commas are placed within either closing single or closing double quotation marks, while other punctuation marks are put inside quotation marks only when they are part of the quoted material.

B. LIST OF REFERENCES

The alphabetical list of works cited, which appears at the end of the thesis/research paper, is titled “References.” Following are models illustrating the style for entries in the list of references. The list must be double-spaced and each entry should have a single-spaced hanging indent.

1. SINGLE AUTHOR

Begin the entry with the author’s last name, followed by a comma and the author’s initial(s). Then give the date in parentheses.

Perez, E. (2001).

2. MULTIPLE AUTHORS

List up to six authors by last names followed by initials. Use an ampersand (&) between the names of two authors or, if there are more than two authors, before

DuNann, D. W. & Koger, S. M. (2004).

Sloan, F. A., Stout, E. M., Whetten-Goldstein, K. & Liang, L. (2000).

the name of the last author.

If there are more than six authors, list the first six and “et al.” (meaning “and others”) to indicate that there are others.

3. ORGANIZATION AS AUTHOR

When the author is an organization, begin with the name of the organization.

American Psychiatric Association. (2003).

4. UNKNOWN AUTHOR

Begin the entry with the work's title. Titles of books are italicized, titles of articles are neither italicized nor put in quotation marks.

Oxford essential world atlas. (2001).

Omega-3 fatty acids. (2004, November 23).

5. TWO OR MORE WORKS BY THE SAME AUTHOR

Use the author's name for all entries. List the entries by year, the earliest first.

Schlechty, P. C. (1997).

Schlechty, P. C. (2001).

6. TWO OR MORE WORKS BY THE SAME AUTHOR IN THE SAME YEAR

List the works alphabetically by title. In the parentheses, following the year, add "a," "b," and so on. Use the same letters when giving the year in the in-text citation.

Durgin, P. A. (2003a). *At-risk behaviors in children*.

Durgin, P. A. (2003b). *Treating obesity with psychotherapy*.

7. ARTICLE IN A JOURNAL PAGINATED BY VOLUME

Morawski, J. (2000). Social psychology a century ago. *American Psychologist*, 55, 427-431.

8. ARTICLE IN A JOURNAL PAGINATED BY ISSUE

Smith, S. (2003). Government and nonprofits in the modern age. *Society*, 40(4), 36-45.

9. ARTICLE IN A MAGAZINE

Raloff, J. (2001, May 12). Lead therapy won't help most kids. *Science News*, 159, 292.

10. A BOOK

Begin with the author's name, followed by the date and the book's title. End with the place of publication and the name of the publisher. Take the information about the book from its title page and copyright page. If more than one place of publication is given, use only the first; if more than one date is given, use the most recent one.

Highmore, B. (2001). *Everyday life and cultural theory*. New York: Routledge.

11. REVIEW

Gleick, E. (2000, December 14). The burdens of genius [Review of the book *The Last Samurai*]. *Time*, 156, 171.

12. BOOK WITH AN EDITOR

For a book with an editor but no author, begin with the name of the editor (or editors) followed by the abbreviation "Ed." (or "Eds.") in parentheses.

Bronfen, E. & Kavka, M. (Eds.). (2001). *Feminist consequences: Theory for a new century*. New York: Columbia University Press.

For a book with an author and an editor, begin with the author's name.

Plath, S. (2000). *The unabridged journals* (K. V. Kukil, Ed.). New York: Anchor.

13. TRANSLATION

After the title, name the translator, followed by the abbreviation “Trans.” in parentheses. Add the original date of the work’s publication in parentheses at the end of the entry.

Steinberg, M. D. (2003). *Voices of revolution, 1917*. (M. Schwartz, Trans.).
New Haven, CT: Yale University Press. (Original work published

14. EDITION OTHER THAN THE FIRST

Include the number of the edition in parentheses after the title.

Helfer, M. E., Keme, R. S. & Drugman, R. D. (1997). *The battered child* (5th ed.). Chicago: University of Chicago Press.

15. ARTICLE OR CHAPTER IN AN EDITED BOOK

Begin with the author, year of publication, and title of the article or chapter. Then write “In” and give the editor’s name, followed by “Ed.” In parentheses; the title of the book; and the page numbers of the article or chapter in parentheses. End with the book’s publication information.

Luban, D. (2000). The ethics of wrongful obedience. In D. L. Rhode (Ed.), *Ethics in practice: Lawyers’ roles, responsibilities, and regulation* (pp. 94-120). New York: Oxford University Press.

16. MULTIVOLUME WORK

Give the number of volumes after the title.

Luo, J. *Encyclopedia of contemporary Chinese civilization* (Vols. 1-2).
Westport, CT: Greenwood Publishing Group.

17. ARTICLE FROM AN ONLINE PERIODICAL

When citing online articles, follow the guidelines for printed articles, giving whatever information is available in the online source. If the article also appears in a printed journal, a URL is not required; instead, include “Electronic version” in brackets after the title of the article.

Whitmeyer, J. M. (2000). Power through appointment [Electronic version].
Social Science Research, 29(4), pp. 535-555.

If there is no print version, include the date you accessed the source and the article’s URL.

Ashe, D. D. & McCutcheon, L. E. (2001). Shyness, loneliness, and attitude toward celebrities. *Current Research in Social Psychology*, 6(9). Retrieved on July 3, 2001, from
<http://www.uiowa.edu/~grpproc/crisp/crisp.6.9.htm>

NOTE: When you have retrieved an article from a newspaper’s searchable Web Site, give the URL for the site, not for the exact source.

Cary, B. (2001, June 18). Mentors of the mind. *Los Angeles Times*.
Retrieved on July 5, 2001, from <http://www.latimes.com>.

18. NONPERIODICAL WEB DOCUMENT

To cite a non-periodical Web document, such as a report, list as many of the following elements as are available: author’s name, date of publication (if there is no date, use “n.d.”), title of the document (in italics), date of accessing the source, the URL.

Cain, A. & Gurris, M. (1999, April). *Investigation of the use of mobile phones while driving*. Retrieved on January 15, 2000, from
http://www.cutr.eng.usf.edu/its/moblie_phone_text.htm

Archer, Z. (n.d.). *Exploring nonverbal communication*. Retrieved on July 18, 2001, from <http://zzyx.ucsc.edu/~archer>.

19. CHAPTER OR SECTION IN A WEB DOCUMENT

Heuer, R. J., Jr. (1999). An open mind. In *Psychology of intelligence analysis* (chap. 6). Retrieved on July 7, 2001, from <http://www.cia.gov/csi/books/ html>.

20. E-MAIL

Email messages and other personal communications are not included in the list of references.

21. ONLINE POSTING

If an online posting is not maintained in an archive, cite it as a personal communication in the text of your paper and do not include it in the list of references. If the posting can be retrieved from an archive, give as much information as is available.

22. DISSERTATION ABSTRACT

Yoshida, Y. (2001). Essays in urban transportation (Doctoral dissertation, Boston College, 2001). *Dissertation Abstracts International*, 62, 7741A.

23. CONFERENCE PROCEEDINGS

Stahl, G. (Ed.). (2002). *Proceedings of CSCL '02: Computer support for collaborative learning*. Hillsdale, NJ: Erlbaum.

Consultation

A thesis/research paper defense will never be successful without good communication and meet-ups with the thesis/research paper advisor. Both the student and the advisor should work hand-in-hand to ensure the paper writing successful.

1. The consultation with the thesis/research paper advisor begins in the *Research Proposal* course (earlier called *Proposal Seminar* course) in semester 7. The lecturer of the course will automatically be the student's thesis/research paper advisor for one consultation period, i.e. three (3) semesters.
2. By the end of the *Research Proposal* course (earlier called *Proposal Seminar* course), the student is expected to produce at least the following:

| | |
|----------------------|--------------------------|
| For a thesis | : Chapters I, II and III |
| For a research paper | : Chapters I and II |
3. After the student passes the *Research Proposal* course (earlier called *Proposal Seminar* course), s/he will begin the thesis/research paper consultation in the following semester. However, s/he should register for the thesis/research paper in BRS Online so as to be eligible for consultation for a period of three (3) semesters. If s/he is not able to finish his writing within the allotted time, s/he has to bear financial consequence in order to be eligible for a new consultation period.
4. **GREEN CARD**
The student should obtain a GREEN card for the first period of consultation at the ELESP Secretariat. The green card is valid for 4 months (1 semester). The green card should be signed by the thesis/research paper advisor every time a consultation is held. If the advisor considers the student ready to have the defense, s/he can register for the Desk Evaluation. Otherwise, s/he still has to continue the consultation process in the following semester. See Appendix 11.

5. YELLOW CARD

To continue the consultation process, a student must exchange the green card with the YELLOW card at the ELESP Secretariat when the new semester begins. The yellow card represents the second term of consultation. If the advisor considers the student ready to have the defense, s/he can register for the Desk Evaluation. Otherwise, s/he has to continue the process in the following semester. Please note that in this period if a student writing a thesis does not make significant progress in his/her writing for two semesters, and supported with his/her advisor's consent, s/he has to switch to writing a research paper. Consequently, s/he has to take one elective subject in the subsequent semester to compensate the two credit deficit in his/her future transcript. This change from thesis to research paper should also be made in the student's next *KRS*. See Appendix 11.

6. RED CARD

To continue the consultation process, a student must exchange the yellow card with the RED card at the ELESP Secretariat when the new semester begins. The red card represents the third term (last term) of consultation. The student is expectedly able to register for Desk Evaluation at the end of the consultation period. Nevertheless, if s/he fails to do so, and no significant progress is shown during the period, s/he will be withdrawn from the advisor's supervision and then be assigned to another who will guide the writing for another three semesters. The card with this color will be used for the rest of consultation period the student has; i.e. until semester 14. See Appendix 11.

General Rules for Examination

Before registering for a defense, please note that there are some general rules that an examinee candidate needs to understand and follow.

A. FOR DESK EVALUATION

1. The Desk Evaluation may only be conducted after an examinee has finished all theoretical subjects, both compulsory and elective ones.
2. The examinee has to fulfill all administrative requirements.
3. The examinee should submit to the ELESP Secretariat on the 15th of the month no later than 3 p.m. the following:
 - a. three copies of the thesis/research paper which has been approved by the advisor If the day is on the weekend, the submission date will be due on the following business day.
 - b. A PDF file of the thesis/research paper (excluding the appendices) which is sent to sekretariat_pbi@usd.ac.id with the format: **student number_complete name_academic advisor's name.**
e.g. 121214001_Kanaya Tabitha_Mukidi
 - c. As a list of errata will not be accepted in the Oral Examination, the examinee should ensure that all errata have been fixed before submitting the manuscripts.
 - d. The copies of the submitted manuscript must be bound in a **light blue cover**.
 - e. The submitted copies of the manuscript will be handed out to the advisor and two guest examiners for a Desk Evaluation. The process will take three business days.
 - f. The Desk Evaluators have the rights to decide whether or not the submitted manuscript is eligible for Oral Examination.
 - g. If the examinee fails the Desk Evaluation, s/he should revise the manuscript and resubmit the revised one for the subsequent desk evaluation.

B. FOR VIVA VOCE (ORAL EXAMINATION)

1. After an examinee obtains a recommendation from the Desk Evaluators, s/he will be notified the schedule for the oral examination.
2. The defense is usually scheduled on the first week of each month.
3. If the examinee fails the oral examination, s/he does not have to retake Desk Evaluation. She should revise the manuscript as suggested and resubmit it for the following oral examination.

See flowchart in Appendix 11 for further details.

C. FOR ARCHIVE

The student submits the PDF file of the approved version of the thesis/research paper to the ELESP Secretariat in a compact disc. Please ensure that *PERNYATAAN PERSETUJUAN PUBLIKASI* (see Appendix 10) which has been signed is added in the complementary pages, i.e. after STATEMENT OF ORIGINALITY.

Desk Evaluation and Viva Voce (Oral Examination)

Desk Evaluation is the step an examinee must go through after s/he submits her/his thesis/research paper to the ELESP secretariat. In the Desk Evaluation, the assigned Board of Examiners is given three (3) days to read and comment on the submitted thesis/research paper. If the examinee passes the desk evaluation, s/he may proceed to the Oral Examination. If s/he fails, s/he should revise the thesis/research paper and repeat the same procedure as elaborated previously.

A. DESK EVALUATION

Desk Evaluation is performed by a board which is assigned by the Study Program. It consists of one advisor and two guest examiners. This board has the right to decide whether a submitted thesis or research paper may proceed to Oral Examination.

The following are the criteria to determine whether a submitted manuscript is eligible for Oral Examination or not.

1. The number of pages

The minimum number of pages for a thesis is thirty (30), while the minimum number of pages for a research paper is fifteen (15).

2. Layout

The layout should follow the requirements (e.g. the color of the cover, margins) as prescribed in the *Sarjana Pendidikan Thesis and Research Paper Handbook*.

3. Components

All the components required of a thesis/research paper should be available. Please

refer to *Sarjana Pendidikan Thesis and Research Paper Handbook* for details.

4. Minimum Requirements

An examinee should observe all minimum requirements. There should be no more than five (5) minimum requirement mistakes on any single random page. Please refer to Appendix 12 on this issue.

B. VIVA VOCE (ORAL EXAMINATION)

1. The Oral Examination is administered by the Board of Examiners that has been assigned for the Desk Evaluation.
2. The examination normally lasts for about fifty (50) minutes, including the presentation and Question-Answer session.
3. The examinee is admitted to the examination room based on the Board of Examiner's permission.
4. Before embarking on the examination, the advisor, who chairs the examination, formally opens the session. S/he firstly delivers introductory words and then invites the examinee to begin the presentation.
5. The examinee is required to present the summary of her/his work in maximum ten (10) minutes. Afterwards, s/he is given opportunities to clarify her/his work in the Question and Answer session.
6. The time allotment for a Q-A session should be divided proportionately among the examiners, approximately seventeen (17) minutes each.
7. Please note that during the Q-A session with the guest examiners, the advisor is **NOT ALLOWED** to interfere with and in whatever ways to assist the examinee in answering or responding to the guest examiners' questions. By doing so, the advisor has shown an appreciation and a full trust to her/his advisee that s/he can handle the exam. If violation persists, the guest examiners may produce a rebuke.
8. The examinee is to be evaluated on the basis of the thesis or research paper he/she has written and the presentation during the defense. The written work contributes 60 per cent of the final mark, while the presentation 40 per cent (see Appendix 13).
9. The writing is to be assessed on the content and language aspects. The presentation, by contrast, is evaluated in terms of the content, language and communicative skills. For a more detailed description of the evaluation rubric, please refer to Appendix 13.

10. The components of assessment are completed by the Board of Examiners to determine whether or not the candidate passes or fails the exam. Each member of the Board is free to give his/her personal evaluation on the examinee. At the end there will only be either one of the following two options: *LULUS DENGAN PERBAIKAN* (pass with revision) or *TIDAK LULUS* (fail). There will be no option stating that an examinee passes the exam on condition that the work is revised and redefended.
11. The chair of the examination is responsible for concluding the exam session.
12. Should there be any disagreement in the decision given by the Board members, the final decision is determined by the majority of the votes.
13. The result of the exam is to be announced by the ELESP authorities on the judicium.
14. On working on the revision after the defense, the examinee in question must consult the Board of Examiners and submits the well-revised version within a month at the latest. If he/she violates the submission deadline, the result of the oral exam will be canceled and they consequently have to sit for another oral exam.

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Appendices

Appendix 1 Sample Title Page of a Thesis

**THE EFFECTS OF PICTURES ON TEACHING VOCABULARY
TO THE SIXTH GRADERS IN SD TARAKANITA V JAKARTA**

A SARJANA PENDIDIKAN THESIS

**Presented as Partial Fulfillment of the Requirements
to Obtain the *Sarjana Pendidikan* Degree
in English Language Education**

Single-spaced



By
Kanaya Tabitha
Student Number: 161214156

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
YOGYAKARTA
... (graduating year, e.g. 2020)**

Single-spaced

A *Sarjana Pendidikan* Thesis on

**THE EFFECTS OF PICTURES ON TEACHING VOCABULARY
TO THE SIXTH GRADERS IN SD TARAKANITA V JAKARTA**

By
Kanaya Tabitha
Student Number: 161214156



Approved by

Advisor

Date

J. Tedjakoesoema, M.A., Ph.D.

... (date prior to exam, e.g 2 May 2020)

THE EFFECTS OF PICTURES ON TEACHING VOCABULARY TO THE SIXTH GRADERS IN SD TARAKANITA V JAKARTA

By
KANAYA TABITHA
Student Number: 161214156

Defended before the Board of Examiners
on (exam date, e.g. 13 June 2020)
and Declared Acceptable

Board of Examiners

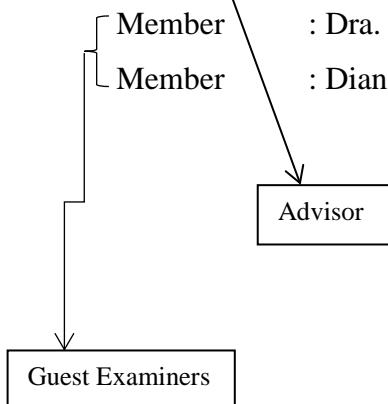
Chairperson : Dr. Sri Gendari, M.Ed. _____

Secretary : W. Lindawati, M.A., Ph.D. _____

Member : J. Tedjakoesoema, M.A., Ph.D. _____

Member : Dra. Gabriella Martini, M.Pd. _____

Member : Diana Avolish, S.Pd., M.Hum. _____



Yogyakarta, (exam date, e.g. 13 June 2020)
Faculty of Teachers Training and Education
Sanata Dharma University
Dean

Dr. Zacharia Sastrowardodjo, M.A.

Appendix 4 Declaration

STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis/research paper, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, (exam date, e.g. 13 June 2020)

The Writer

(signed)

---- (*Name*)

---- (*Student Number*)

Appendix 5 Sample Table of Contents with Numbering Format Alternative 2

TABLE OF CONTENTS

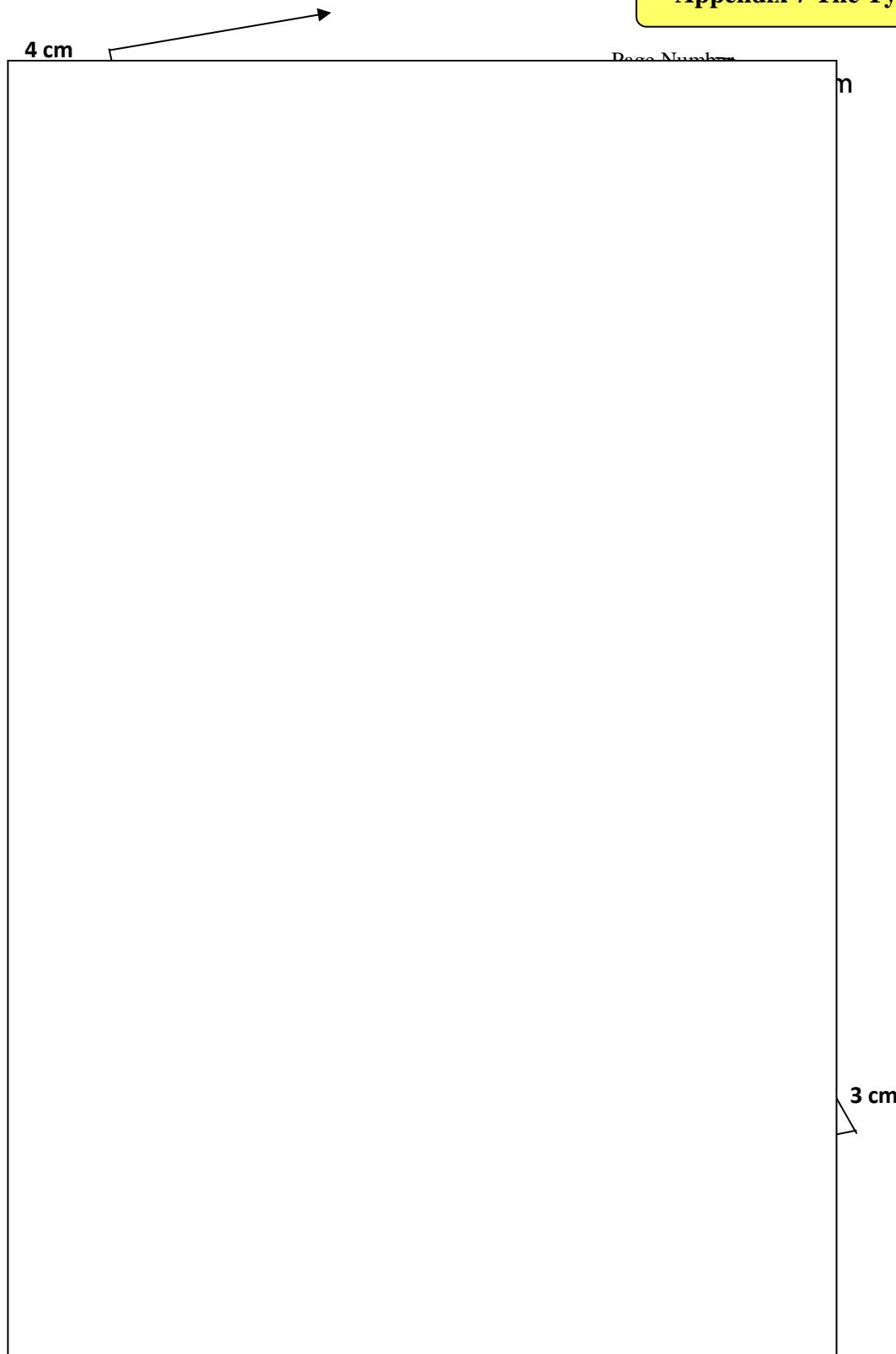
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Appendix 7 The Typing Area



**GRAMMAR TRANSLATION METHOD
TO TEACH VOCABULARY TO CHILDREN**

A SARJANA PENDIDIKAN RESEARCH PAPER

**Presented as Partial Fulfillment of the Requirements
to Obtain the *Sarjana Pendidikan* Degree
in English Language Education**

Single-spaced



By
Heru Kusumo Adyati
Student Number: 161214157

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
YOGYAKARTA
... (graduating year, e.g. 2020)**

Single-spaced

Appendix 9 Sample Approval Page of a Research Paper

A *Sarjana Pendidikan* Research Paper on

**GRAMMAR TRANSLATION METHOD
TO TEACH VOCABULARY TO CHILDREN**

By
Heru Kusumo Adyati
Student Number: 161214157



Approved by

Advisor

Date

B. Nurindradjati, M.A., Ph.D.

(date prior to exam, e.g. 2 May 2020)

Appendix 10 Pernyataan Persetujuan Publikasi

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Yang bertanda tangan di bawah ini, saya mahasiswa Universitas Sanata Dharma:

Nama :
Nomor Mahasiswa :

Demi pengembangan ilmu pengetahuan, saya memberikan kepada Perpustakaan Universitas Sanata Dharma karya ilmiah saya yang berjudul:

.....
.....
.....

beserta perangkat yang diperlukan (bila ada). Dengan demikian saya memberikan kepada Perpustakaan Universitas Sanata Dharma hak untuk menyimpan, mengalihkan dalam bentuk media lain, mengelolanya dalam bentuk pangkalan data, mendistribusikan secara terbatas, dan mempublikasikannya di Internet atau media lain untuk kepentingan akademis tanpa perlu meminta ijin dari saya maupun memberikan royalti kepada saya selama tetap mencantumkan nama saya sebagai penulis.

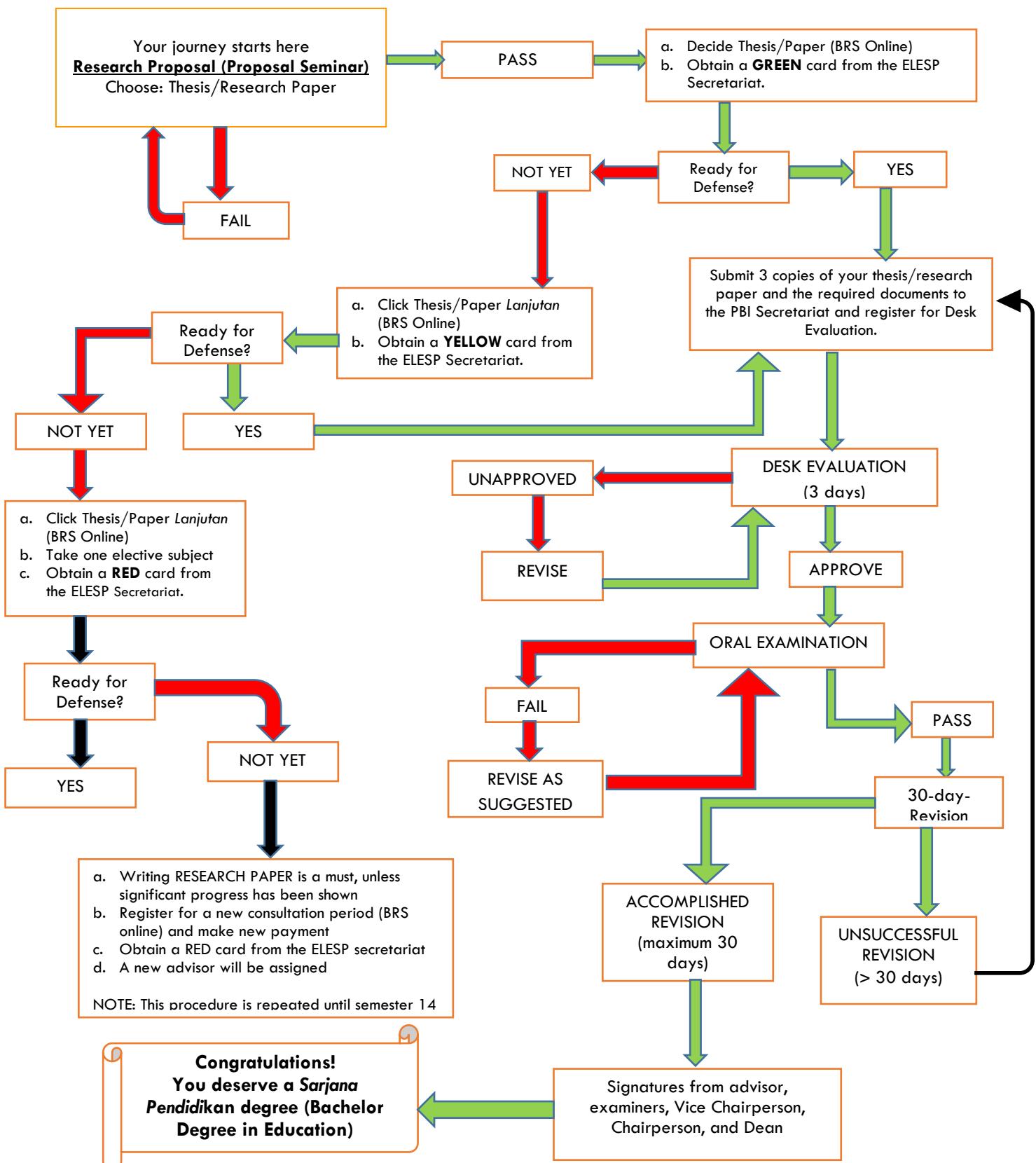
Demikian pernyataan ini yang saya buat dengan sebenarnya.

Dibuat di Yogyakarta
Pada tanggal:

Yang menyatakan

tanda tangan
.....
(*nama terang*)

Appendix 11 Flowchart



Minimum Requirements

When you write (and speak) English, you must check to make sure that you do not make any of the grammar mistakes listed below. Freedom from these mistakes is the lowest possible standard which will be accepted.

Note that the asterisk or 'star' (*) means that sample the word, phrase, clause or sentence in double quotation marks ("") is ungrammatical according to standard English grammar.

1. Concord/Agreement

a. You should make sure that you use the feminine and masculine pronouns correctly.

"My sister goes to school and *he is in the second grade".

b. You should make sure that you use the correct singular and plural forms for verbs and pronouns.

"Things which *interferes ..." "A teacher *want ..." "Tell the waitress to put *their bag on ..."

c. You should make sure that you use the correct forms of the nouns after the following words.

➤ **one, a, an, each, another** and **every** are followed by singular countable nouns.

"*Each trees ..." "*Another music ..."

➤ **both, these, those, many, few, a few, two, three** and other bigger numbers are followed by countable plural nouns. "*Many pencil ..." "*Those bicycle ..." "*Three elephant ..."

➤ **this** and **that** are followed by uncountable and countable singular nouns (not plural nouns). "*This houses ..."

➤ **much** is followed by an uncountable noun. "We saw much *stars in the sky last night".

2. Finite Verbs

You should make sure that every simple sentence and the main (principle or independent)

clause in every complex sentence, each has a finite verb. "*We happy". "*She written a letter". "When they arrived, *Trat reading".

3. Tenses

You should make sure that you do not change the tense from present to past or from past to present unless you have a good reason for doing so. "All participants were ready. The instructor then *begin the training session".

4. Verb Groups

You should make sure that the verbs in questions (interrogatives) and negative constructions have the correct form.

"He does not *allows ..." "Did they *liked fishing in the river?"

5. Articles/Determiners

- a. If you use a singular countable noun, you should make sure that you put **a, an, the** or a similar function word (for example, **this** or **that**) before the noun. "My friend put *book on *chair".
- b. If you use an uncountable noun or a plural countable noun, you should make sure that you do not put **a** or **an** before the noun. "They gave me *an information". "Did you see *a children in the street?"

When you write English, you must check to make sure that you do not make the mistakes in punctuation and spelling listed below.

6. Punctuation

- a. You should use a capital letter (upper case) at the beginning of every sentence, a full stop or period (.) at the end of every statement, and a question mark (?) at the end of every question.
- b. You should use a capital letter to begin the name of a person, town or country.
- c. You should make sure that you use the possessive apostrophe (') correctly.

"The swan is cleaning *it's wings". "They found a *students bag".

7. Spelling

- a. You should make sure that you correctly use the words **their, there, then** and **than**.
- b. When a word ends in **p, t, d, m, n** and **l** and has a short vowel in its final (stressed) syllable, the consonant should be doubled when the suffixes **-able, -ed** and **-ing** are added. Note that in some contexts, the doubling of the letter **l** does not apply to American English,

which spells **traveling** and **traveled**, for example, with a single I. In British English, a double I is used, as in, **travelling** and **travelled**.

(By courtesy of the English Language Education Study Programme of Sanata Dharma University, Yogyakarta. Indonesia. These MR's are (re)adapted from *An English Language Course for First Year Students of English at the IKIP* by RL Fountain (nd))

Notes:

1. A **finite verb** may be defined as a verb which changes if the subject (singular or plural, for example), the tense (present or past) and/or the form (positive, negative or interrogative) of a sentence changes.
2. There are three types of concord or agreement: a. grammatical concord, b. notional concord and c. proximity concord (Quirk, R., et al).



THESIS/PAPER EVALUATION RUBRIC

| Aspects | | Weight | 80-100 | 70-79 | 60-69 | 50-59 | 40-49 | Result |
|-----------------------|--------------------|--|---|--|---|--|--|--|
| Written Report (60 %) | Content | a. Research Background & Problems b. Literature Review c. Methodology d. Results e. Conclusion | 50 % | Knowledgeable, in depth, new ideas, applications, interpretations, thorough development of research background & problem(s), recognizes sources, appropriate methodology, accurate interpretations | Adequate knowledge of subject, refines/ expands existing application, adequate development of research background & problem(s), some inaccurate interpretations but recognizes sources. | Some knowledge of subject, explains existing application, moderate development of research background & problem(s), inaccurate interpretations, poor recognition of sources. | Limited knowledge of subject, poor development of research background & problem(s), poor interpretations, no recognition of sources. | Poor or no knowledge of subject, poor development of research background & problem(s), poor interpretations, no recognition of sources. ----- x 0.5 x 0.6 = |
| | Organization | 20 % | Ideas clearly stated & supported, well organized | Choppy main ideas, organization not clear | Ideas confused or disconnected, lacks logical sequencing | Ideas irrelevant, no logical sequencing | Ideas irrelevant, no logical sequencing | ----- x 0.2 x 0.6 = ----- x 0.2 x 0.6 = ----- x 0.2 x 0.6 = ----- x 0.05 x 0.6 = ----- x 0.05 x 0.6 = |
| Language | Sentence Structure | 20 % | Effective use of simple, compound, & complex sentences, effective use of coordinators, subordinators, & transitions | Adequate use of simple sentences, minor problems in compound & complex sentences, minor problems in the use of coordinators, subordinators | Moderate use of simple sentences, many problems in compound & complex sentences, many problems in the use of coordinators, subordinators | Frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions | Frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions | ----- x 0.2 x 0.6 = ----- x 0.2 x 0.6 = ----- x 0.2 x 0.6 = ----- x 0.05 x 0.6 = ----- x 0.05 x 0.6 = |
| | Vocabulary | 5 % | Sophisticated range, effective word/idiom choice & usage | Adequate range, occasional errors of word/idiom form, choice, usage | Moderate range, occasional errors of word/idiom form, choice, usage | Limited range, does not have knowledge of word/idiom form, choice, usage | Limited range, does not have knowledge of word/idiom form, choice, usage | ----- x 0.05 x 0.6 = |
| | Mechanics | 5 % | Demonstrates mastery of conventions, few errors of spelling, punctuation | Few errors of spelling, punctuation, capitalization, unclear paragraphing | Occasional errors of spelling, punctuation, capitalization, poor paragraphing | No mastery of writing conventions | No mastery of writing conventions | ----- x 0.05 x 0.6 = |

| Aspects | | Weight | 80-100 | 70-79 | 60-69 | 50-59 | 40-49 | Result |
|---------------------|----------------------|---|--------|--|--|--|---|--|
| Presentation (40 %) | Content | Organization | 60 % | Concise, meaningful summary of the work, handling of & responding to questions, inquiries, & challenges well | Concise, adequate summary of the work, handling of & responding to questions, inquiries, & challenges adequately | Wordy, moderate summary of the work, handling of and responding to questions, inquiries, & challenges poorly | Poor summary of the work, cannot handle questions, inquiries, & challenges. | Poor summary of the work, cannot handle questions, inquiries, & challenges. ----- x 0.6 x 0.4 = |
| | Communicative skills | Media, voice quality, eye contact, gesture, posture | 20 % | Effective use of media, effective eye contact, effective gestures & posture | Adequate use of media, adequate eye contact, good gestures & posture | Moderate use of media, occasional eye contact, unnecessary gestures & posture | No media, poor eye contact, poor gestures & posture | No media, poor eye contact, poor gestures & posture ----- x 0.2 x 0.4 = |
| | Language | Grammar, diction, pronunciation | 20 % | Effective use of sentences, sophisticated vocabulary, accurate pronunciation | Few errors in the use of sentences, adequate range of vocabulary, minor problems with pronunciation | Occasional errors in the use of sentences, limited vocabulary, inaccurate pronunciation | poor use of sentences, poor vocabulary, poor pronunciation | poor use of sentences, poor vocabulary, poor pronunciation ----- x 0.2 x 0.4 = |

Adapted from various sources

Range of scores: A: 80-100; B: 70-79; C: 60-69; D: 50-59