

# **SKRIPSI WRITING GUIDELINES**

**Conveyed by  
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ISLAMIC UNIVERSITY OF INDONESIA  
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## **The Skeleton of Skripsi Writing**

Your skripsi must be written in 2000-3000 words including the list of references and formatted in Times New Roman 12-point font, double spaced. The draft contains 5 pre-sections and 14 sections. The content of each section is listed below:

1. Pre-section one is the cover of the skripsi
2. Pre-section two is the acknowledgement
3. Pre-section three is the table of contents
4. Pre-section four is the list of figures
5. Pre-section five is the list of tables
6. Section one presents the background of the study,
7. Section two presents the construct of the study
8. Section three presents the implementation and activities of you teaching
9. Section four presents the conclusion.
10. Section five presents the list of references.
11. Section six presents appendices.

Please read the detailed guidelines of each section carefully.

**Title of your skripsi**  
**(Center, Bold, Time News Roman 12, 13 words maximum)**

*This skripsi is submitted as a partial fulfillment of Sarjana Pendidikan degree in English  
Language Education*

**UIN Logo  
Conveyed by  
Your name  
Your student number**

**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF PSYCHOLOGY AND SOCIAL SCIENCES  
ISLAMIC UNIVERSITY OF INDONESIA  
[Current academic year]**

**Title of your skripsi  
(Center, Bold, Time News Roman 12, 13 words maximum)  
Your complete name  
Your student number**

## **Abstract**

Abstract must reflect the overall substance of the article. Paragraph one contains the research objectives. Paragraph two describes the research methods and procedures. Paragraph three presents the results of the study.

## **Keywords**

Keywords contain important terms and substance of articles, can make it easier for readers to find articles, and written under the abstract printed in bold and italic

### **A. Background of the Study (400-800 words in present tense)**

1. Teaching context (in the class you teach, either in online or offline platforms)
2. Focus of your research (e.g. materials that you use, materials that you develop, your teaching stages, your students' behavior, and other related classroom phenomena).
3. Your role in this research or the position of your research to the current studies in global context
4. Presenting gap based on previous reviews
5. Purpose of the your study

### **B. Construct**

1. This part should provide the main issue that you highlight.
2. You can use descriptive questions (what) or interpretive questions (why).

Examples

: What problems do pre-service teachers have during internship program?

: Why some pre-service teachers face difficulties in delivering academic voice?

### **C. Implementation**

This section describes how the teaching innovation for addressing the problems/difficulties mentioned in the previous section was implemented.

- Prerequisites for the innovation: what the teacher needs to make the innovation work well, e.g. scaffolding, background knowledge
- Steps/activities conducted in the classroom. Each step/activity must include:
  - Goal
  - What the teacher does in the activity
  - What the students do in the activity
  - Actual instruction, question, and/or items of the activity
- The influence of the steps/activities to students in relation to the problems/difficulties presented in Section B.

### **D. Conclusion**

This section briefly describes any changes that occurred after the steps/activities were conducted. Potential development of the innovation and/or its influence to the future teaching practice may also be explained.

### **E. References**

References are sorted in alphabetical order. Everything referred to in the article must be written in the reference and everything written in the reference must be referred to in the article. Example of Writing reference as follows.

(Jenis: buku *author* sama dengan penerbit)

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6 ed.). Washington, DC: Author.

(Jenis: *e-book*)

Bransford, J. D., Brown, A. L., & Cocking, R. R. (2005). *How people learn: Brain, mind, experience and school*. from <https://www.nap.edu/catalog/9853/how-people-learn-brain-mind-experience-and-school-expanded-edition>.

(Jenis: *edited book* dengan dua editor atau lebih)

Tobias, S., & Duffy, T. M. (Eds.). (2009). *Constructivist instruction: Success or failure?* New York, NY: Routledge.

(Jenis: *book section*)

Sahlberg, P. (2012). The most wanted: Teachers and teacher education in Finland. In L. Darling-Hammond & A. Lieberman (Eds.), *Teacher education around the world: changing policies and practices*. London: Routledge.

(Jenis: buku satu pengarang)

Schunk, D. H. (2012a). *Learning theories an educational perspective*. Boston, MA: Pearson Education, Inc.

(Jenis: buku yang diterjemahkan)

Schunk, D. H. (2012b). *Learning theories an educational perspective* (E. Hamdiah & R. Fajar, Trans.). Yogyakarta: Pustaka Pelajar. (Original work published 2012).

(Jenis: buku dua pengarang)

Tabachnick, B. G., & Fidell, L. S. (2007). *Using multivariate statistics* (Fifth ed.). Needham Heights, MA: Allyn & Bacon.

(Jenis: artikel jurnal daring/online)

Nurdiyantoro, B. & Efendi, A. (2017). \_Re-Actualization of Puppet Characters in Modern Indonesian Fictions of The 21<sup>st</sup> Century. *3L: The Southeast Asian Journal of English Language Studies*. 23 (2), 141-153, from <http://doi.org/10.17576/3L-2017-2302-11>.

(Jenis: artikel jurnal tiga pengarang)

Retnowati, E., Fathoni, Y., & Chen, O. (2018). Mathematics Problem Solving Skill Acquisition: Learning by Problem Posing or by Problem Solving? *Cakrawala Pendidikan*, 37(1), 1-10, from doi: <http://dx.doi.org/10.21831/cp.v37i1.18787>.

(Jenis: artikel jurnal dengan lebih dari 3 pengarang)

Janssen, J., Kirschner, F., Erkens, G., Kirschner, P. A., & Paas, F. (2010). Making the black box of collaborative learning transparent: Combining process-oriented and cognitive load approaches. *Educational Psychology Review*, 22(2), 139-154. doi: 10.1007/s10648-010-9131-x.

(Jenis: prosiding)

Retnowati, E. (2012, 24-27 November). *Learning mathematics collaboratively or individually*. Paper presented at the The 2nd International Conference of STEM in Education, Beijing Normal University, China. Retrieved from [http://stem2012.bnu.edu.cn/data/short%20paper/stem2012\\_88.pdf](http://stem2012.bnu.edu.cn/data/short%20paper/stem2012_88.pdf).

(Jenis: dokumen buku pedoman/laporan institusi pemerintah/organisasi)

NCTM. (2000). *Principles and standards for school mathematics*. Reston, VA: Author.

(Jenis: dokumen hukum perundangan)

Permendiknas 2009 No. 22, Kompetensi Dasar Pendidikan Pancasila dan Kewarganegaraan Sekolah Dasar Kelas I-VI.

Appendix

(jika ada)