

A guide to thesis writing to  
obtain Sarjana Pendidikan  
(S.Pd) in English Language  
Education



# Thesis Writing Guide Book

**DEPARTMENT OF ENGLISH LANGUAGE  
EDUCATION  
FACULTY OF PSYCHOLOGY AND SOCIO-  
CULTURAL SCIENCES  
ISLAMIC UNIVERSITY OF INDONESIA**

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## **THESIS WRITING GUIDE BOOK**

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## LETTER OF ASSIGNMENT

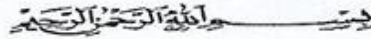


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Program Studi Psikologi (S1), Program Studi Ilmu Komunikasi (S1), Program Pendidikan Bahasa Inggris (S1),  
Program Studi Hubungan Internasional (S1), Program Magister Profesi Psikologi (S2)

#### SURAT TUGAS

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Pimpinan Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia  
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Ketua : Astri Hapsari, S.S., M.TESOL  
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Dr. rer. nat Arief Fahmie, S.Psi., M.A., Psikolog

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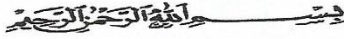


Rizki Farani, S.Pd., M.Pd.

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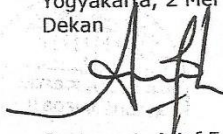
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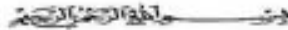


**UNIVERSITAS ISLAM INDONESIA**  
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**SURAT TUGAS**

Nomor : 89/Dek/60/Sekdek/VI/2017



Assalamu'alaikum wr.wb.

Pimpinan Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia menugaskan kepada :

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Ketua : Irma Windy Astuti, S.S., M.Hum  
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Wassalamu'alaikum wr.wb.

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Dekan



Dr. rer.nat. Arief Fahmie, S.Psi., M.A., Psikolog

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## **PREFACE**

All praises belong to Allah SWT, who has given us gracious mercy and tremendous blessing for finishing the thesis writing guide book of English Language Education Department.

The guide book consists of 4 chapters, : regulation of the thesis writing (front pages, content pages, and end pages), samples of front pages, format of the thesis and assessment.

This book, like the earlier version, is directed towards students who will write their scientific writing as a part of compulsory requirements to obtain bachelor degree of English Language Education in Islamic University of Indonesia. The samples and format of the thesis presented is intended to help the students in the process of thesis writing.

Our appreciation is extended to the editors of this guide book who also our colleagues as lecturers in the department. Thank you for the encouragement and help in improving this book to the better version.

The Team

# Chapter 1: Regulation on Thesis Writing

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Thesis is a scientific writing as a part of compulsory requirements to obtain bachelor degree. Students are strongly recommended to consult frequently with their supervisors during the thesis writing regarding to the depth of investigation, analyses, and the style of writing. Department of English Language Education mostly refers the regulation of *Buku Panduan Akademik Fakultas Psikologi dan Ilmu Sosial Budaya* on Thesis Writing. The department's policies which are not included in the *Buku Panduan Akademik*, are as follow:

1. The students must pass the subjects of minimum 130 credits.
2. Students will be supervised by one supervisor.
3. Thesis writing must stick to the following requirements:

No.	Parts of manuscript	Number of words/ pages	Remarks
1	The complete manuscript	be at least of 5000 – 6000 words	Excluding :appendices and references
2	Chapter1 (Background of the Study)	5-6 pages	
3	Chapter 2 (Review of Related Literature)	10 -12 pages	
4	Chapter 3 (Research Methodology)	7-10 pages	
5	Chapter 4 (Analysis)	10-15 pages	Including Finding & Discussion parts
6	Chapter 5 (Conclusions)	3-5 pages	

4. The evaluation procedure of thesis writing and presentation refers to thesis evaluation rubric (*attached*)

# Front Pages

The front pages of thesis include: title page, approval sheet, ratification sheet, declaration (statement of work's originality), motto, dedication, acknowledgement, table of content, list of tables, list of figures, list of appendices, and abstract.

The abstract consists of minimum 300 words (excluding key words) It should include (a) what has been discussed as an issue, (b) aims of the research, (c) research methods, (d) presentation of key findings, (e) significance of the research(see chapter 3 for samples of front pages).

# Content Pages



The content pages of the thesis consist of five chapters:(1) introduction, (2) literature review, (3) research methods, (4) finding and discussions, (5) conclusion.

## **CHAPTER 1 INTRODUCTION**

Chapter 1 consists of background of the study, identification of the problem, limitation of the problem, formulation of the problem, objectives of the study and significance of the study

### **1.1. Background of the Study**

This main focus of this subchapter is ; a) the rationale of chosen topic as the main issue in the research; b) evidences to support the rationales in poin a; c) previous discussion, research solutions to overcome the issue(books, previous research findings, newspapers, public policy, interviews or other reliable publicities); d) next step (general plan for the research as the follow up of the previous effort/The solution of the problem). A well-established context will lead the writer to find interesting problems to study.

### **1.2. Identification of the Problem**

In identification of the problems, all problems which potentially appear from the contextualized background are identified and elaborated. A number of problems are mentioned.

### **1.3. Limitation of the Problem**

This subchapter limits the number of problems mentioned in the previous subchapter and highlights the focus on the study.

### **1.4. Formulation of the Problem**

This subchapter provides research question which will be answered by the end of the study. Therefore, the number of questions in formulation of the problem is in accordance with the objectives of the study.

### **1.5. Objectives of the Study**

The objectives of the study are closely related to the research questions

### **1.6. Significance of the Study**

This subchapter includes statements which explain the contribution of conducting the research to the field theoretically and/or practically.

## CHAPTER 2 LITERATURE REVIEW

Chapter 2 is literature review. This subchapter elaborates systematic analyses of references related to title of the research. The literature includes journal articles, dissertations, theses, books, other research reports, and electronic media resources.

### 2.1. (Review on Theory 1)

This subchapter explains theory 1 as grand theory. There should be a rationale of choosing the theory as the main theory for the research. After explaining the rationale, discuss theory 1 in several sub discussions. Sub discussions are important components, related to theory. It can be the definition, the basic concept or the application of the theory based on research context. The variables constructing the concept/ theory or the application of the theory based on research

### 2.2. (Review on Theory 2)

This subchapter explains theory 2. In this subchapter, there should be an explanation about the position of theory 2. Is theory 2 supporting theory for theory 1 or does it have equal position as theory 1 as grand theory for your research?. The rest of the format is similar as theory 1.

### 2.3. Review on Relevant Studies

This subchapter discusses relevant studies from previous research by highlighting: 1) similarities; 2) differences and 3) the reason why researcher takes it as relevant studies. Relevant studies can have different title but they should have similar variables.

### 2.4. Theoretical Framework

This subchapter summarizes the theories espousing the research/ study being conducted and further explains the relationship among them. This subchapter may also include a diagram, chart or tables which demonstrate the relationship between theory and research problem, for examples:



**Table 2.1. Theoretical Framework**

## **2.5. Hypothesis (for Quantitative)**

This subchapter states assumption or prediction about what will happen in a research. Usually, there are two predictions, they are  $H_a$  (Alternative hypothesis) and  $H_o$  (Null hypothesis) (Trochim, 2006).  $H_a$  describes prediction, for example: “there is correlation between vocabulary mastery and reading comprehension achievement”. It means researcher has an assumption that samples who have good proficiency in vocabulary will have good achievement in reading comprehension. In contrast,  $H_o$  describes opposite assumption, for example: “there is no correlation between vocabulary mastery and reading comprehension achievement”.

Researcher should be aware that not all research has hypothesis. It is really based on type of research. It is suggested that researcher always consults the format of hypothesis to assigned advisor to make sure that the prediction is appropriate for chosen topic.

## **2.6. Definition of Key Terms**

Definition of key term is a list of important vocabularies that researcher uses in the research.

## **CHAPTER 3 RESEARCH DESIGN**

Chapter 3 is research method. The most common distinction in classifying research are qualitative research, quantitative research and mixed method (Gay, Mills, & Airasian, 2009; Creswell, 2009). Mixed method is not going to be explicitly recommended in the guide book, but if student wish to pursue it; supervisor and the researcher are recommended to consult external resource reference (mixed method research book/ reference). In general and in relation to the above qualitative and quantitative research designs, students are advised to pursue the following recommended research methods (by the department):

1. Qualitative Studies:
  - a. Photo-voiced study
  - b. Narrative study (Field study)
  - c. Diary study
  - d. Observational study
2. Quantitative Studies:
  - a. Correlational study
  - b. Survey study

### ***Qualitative Research***

#### **3.1. Research Design**

This subchapter includes description of the types of research chosen which address (but not limited to) one of the following designs: single case and grounded theory.

#### **3.2. Data Preparation**

This subchapter elaborates on items prepared before collecting data including the participants/subjects/respondents of research, the type of data, source of data, and informed consent.

#### **3.3. Data Collecting Techniques**

This subchapter explains the research instruments to collect the research data. It is suggested to classify instruments into two categories; a) main instruments and b) supporting instruments. Main instruments are used to collect main data in terms of answering research problems meanwhile supporting instrument are additional information to strengthen research findings.

### **3.4. Data Analysis**

This subchapter describes how the findings are analyzed to answer the research questions. In qualitative research, data analysis is done during and after data collection. During the data collection, researcher thinks about and develops intuition about what they see and hear during data collection. This analysis is important to reflect on two following questions: 1) Are your research questions still answerable and worth answering? 2) Is your data collection technique appropriate to gather the data you need and filter out the data you do not need?

After the data are completely collected, the researcher should concentrate solely on the multistage process of organizing, categorizing, synthesizing, analyzing, and writing about the data. The researcher works to narrow a large set of issues and data into small and important groups of key data.

There are many approaches to work on analyzing qualitative research data. Firstly, you can follow three iterative steps: reading/memoing, describing what is going on in the setting and classifying research data (Gay, Mills, & Airasian, 2009). Secondly, you can also employ Miles and Huberman in Sugiyono (2012) model of analysis: data reduction, data display, and conclusion drawing/verification. Thirdly, Spradley model (Sugiyono, 2012) can also be used: domain analysis, taxonomic analysis, componential analysis, and discovering cultural theme.

In data interpretation, researcher interprets the data which are based on the connections, common aspects, and linkages among the data pieces, categories, and patterns. Data interpretation aims to answering three questions: what are important in the data? Why are they important? What can be learned from the data?

### **3.5. Trustworthiness**

This subchapter describes trustworthiness and understanding of the research. Qualitative research can establish trustworthiness and understanding of its research by addressing the credibility, transferability, dependability, and conformability. Other ways to address trustworthiness and understanding are by addressing descriptive validity, interpretive validity, theoretical validity, generalizability, and evaluative validity.

## ***Quantitative Research***

### **3.1. Research Design**

This subchapter explains the design of quantitative research, used in chosen topic, for example, descriptive study and statistic inferencial, experiment, quasi-experiment, etc.

### **3.2. Population and Sample**

This subchapter defines population chosen in the research. In choosing the population, researcher should set realistic choice considering its accessibility (Gay, Mills, & Airasian, 2009). A description of sample from the population includes number of participants and demographic information, for example: percentage of gender, achievement level (Gay, Mills, & Airasian, 2009). A good sample represents the population which the researcher chooses. Several sampling techniques which can be chosen based on the population and required sample size are: simple random sampling, stratified random sampling, cluster sampling and systematic sampling (Gay, Mills, & Airasian, 2009).

### **3.3. Data Collecting Techniques**

This subchapter explains on data collecting techniques which are in accordance with the research design chosen.

#### **3.3.1. Instrument**

##### **3.3.1.1. Test / Non-test**

This subchapter elaborates instruments used for data collection. Researcher can use test (e.g: multiple choice, true-false, matching test, etc) or non-test (e.g: essay, short answer, fill-in the blank question, interview, open-ended question questionnaire, etc (Uno, Sofyan & Candiasa 2001: 62)) or use both test and non-test.

##### **1.3.1.1.1 Validity**

This subchapter shows validity score that is related to accuracy toward things that are measured (Uno, Sofyan & Candiasa 2001:139).

##### **1.3.1.1.2 Reliability**

This subchapter shows reliability score that is related to consistency towards measurement result if it is tested in two different time (Uno, Sofyan & Candiasa 2001:141).

Make sure that all instruments are valid AND reliable. If the researcher uses standardized test, for example: UN test, Toefl, IELT, GET, SAT or a test from well-known/established institution, validity and reliability test might be unnecessary.

### 3.4. Data Analysis Techniques

#### 3.4.1. Data Indicator

This subchapter shows specific measurement to answer research question or proof hypothesis. In quantitative research, data indicator can be measurement table or scale, for example:

**Table 3.1. Achievement Indicator**

Score	Category
81-100	A
61-80	B
51-60	C
40-50	D
< 40	E

**Table 3.2. Scale for Media Evaluation**

Component	1	2	3	4	5
Color			X		
Picture				X	
Text					x

**1: Very Poor      2: Poor      3: Average      4: Good      5: Very Good**

Ideally, data indicator is not created by the researcher. It can be taken from previous research in a journal or some other guideline book. However, researcher still can make his/her own indicator in some specific study case under supervision of advisor.

#### 3.4.2. Hypothesis testing

This subchapter draws a conclusion about research findings to proof hypothesis. If researcher states two hypothesis  $H_a$  and  $H_o$ , it means that researcher should show which hypothesis is accepted and which hypothesis is denied as the conclusion for the findings.

## **CHAPTER 4: RESEARCH FINDINGS AND DISCUSSIONS**

This chapter describes all the findings of the data collected and their analysis and interpretation. The format can be either one finding precedes one discussion or all findings precede all discussions. Discussions should be related to the theories discussed in the previous chapter.

## **CHAPTER 5: CONCLUSION AND SUGGESTION**

This chapter consists of two subchapters i.e. conclusion and suggestion.

### **5.1. Conclusion**

This subchapter describes the summary of the research based on research findings in chapter four. There is no need to introduce new theory. Citation is limited to restate the ideas as the conclusion supporting details.

### **5.2. Suggestion**

This subchapter is a list of recommendations for further research based on the purpose of the research and the significance of the research. The researcher can also suggest some improvement in conducting further research based on the limitations and weaknesses in research findings and discussions.

**End Pages**



End pages of the thesis include references and appendices. References list all the books, previous research findings, newspapers, public policy, interviews, electronic media or other publicities that are referred in the thesis. The referencing style follows the **APA 6th EDITION CITATION AND REFERENCING STYLES** at <https://owl.english.purdue.edu/owl/resource/560/01/>

Appendices include (1) letter of permission to do research (from the institution involved in the research), (2) informed consent (from respondents if it is necessary), (3) letter of statement of completing data collection, (4) the instruments used in data collection and (5) the data (for examples: interview transcription from video, recording, figures, charts).

## Chapter 2: Samples of Thesis Front Pages

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**USING WEBLOGS IN NARRATIVE-WRITING SKILLS THROUGH  
COLLABORATIVE LANGUAGE LEARNING FOR STUDENTS AT GRADE X OF  
SMA NEGERI 30 PAKEM YOGYAKARTA IN THE ACADEMIC YEAR OF 2014/2015**

**A Thesis**

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



By

**Student's name**

**Student's Number**

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION  
FACULTY OF PSYCHOLOGY AND SOCIOCULTURAL SCIENCES  
ISLAMIC UNIVERSITY OF INDONESIA  
YOGYAKARTA  
(Month and year of passing the exam, e.g. OCTOBER 2014)**

APPROVAL SHEET

A SMALL-SCALE SURVEY ON READING MOTIVATION OF  
UNDERGRADUATE STUDENTS

By

Alficia Maudy Bentari Pangestika

13322045



Approved on 25<sup>th</sup> of Januari 2018

By

Supervisor:

Irma Windy Astuti, S.S., M.Hum  
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**RATIFICATION SHEET**  
**A SMALL-SCALE SURVEY ON READING MOTIVATION OF**  
**UNDERGRADUATE STUDENTS**

By

**Alficia Maudy Bentari Pangestika**

**13322045**


Defended before the Board of Examiners on 25<sup>th</sup> of Januari 2018 and  
Declared Acceptable.

**Board of Examiners**

Chairperson	: Irma Windy Astuti, S.S.,M.Hum
First Examiner:	: Ista Maharsi, S.S.,M,Hum
Second Examiner	: Intan Pradita,S.S.,M.Hum

Yogyakarta, 25 Januari 2018

Department of English Language Education  
Faculty of Psychology and Socio-Cultural Sciences  
Islamic University of Indonesia

Head of Department,  
  
Irma Windy Astuti, S.S., M.Hum.  
NIP. 062216005

## STATEMENT OF WORK'S ORIGINALITY

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

Yogyakarta, (*exam enrollment date, e.g.* 25 December 2014)

The Writer,

(signed)

**Student's name**  
**Student's number**

## MOTTO

So, verily, with every difficulty, there is relief: Verily, with every difficulty there is relief. **(Q.S. Al- INSYIRAH/94:5-6)**

## **DEDICATIONS**

Gratefully and thankfully, I dedicate this thesis to:

1. My beloved mother: Lady Siti Nurhalizaa, my beloved father: Joko Purnomo, and my beloved brother: Justin.
2. My best friend: Lala

## ACKNOWLEDGEMENT

*Alhamdulillah Rabbil 'Aalamiin*, All praise be to Allah SWT the Almighty and the most Merciful, and peace be upon the beloved final prophet Muhammad SAW. I thank to Allah SWT who has bestowed me a great blessing, strength, and willing that I could accomplish this thesis with hard work and prayers. I also believe that the completion of this thesis would not have been possible unless support of many people. Sincerely I really appreciate and address my gratitude especially to my beloved father JokoPurnomo, my beloved mother Lady SitiNurhaliza, and my beloved younger brother Justin.

My special gratitude goes to my first consultant, *Bapak*NizamuddinSadiq, S.Pd., M.Hum.,who does not only guides, gives advice, supports, as well as criticizes me in a very qualified manner, but also motivates me thoroughly with his leadership that I could learn much from him. A great appreciation and thank will also go to: all of my lecturers at English Language Education Department of Islamic University of Indonesia who had given me beneficial knowledge and had taught me lovingly and patiently, Headmaster of SMA N 30 Pakem, *Bapak* Drs. Thomas Cup, M.Pd., who had allowed me to conduct research at his school, English teacher of SMA N 30Pakem, *Ibu* Susana Susini, S.Pd., who had facilitated me in conducting the research, teachers and staff of SMA N 30 Pakemwho had welcomed me during my research. The others, who cannot be mentioned one by one, who have given her spirit to accomplish this thesis, I also give my respect.

Finally, I believe that this thesis is far from being perfect; however, it is hoped that this thesis will be useful and contribute the English teaching process especially in teaching writing for SMA students in this digital era. Therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis.

Yogyakarta, (*exam enrollment date, e.g. 25 December 2014*)

**Student's name**

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**USING WEBLOGS IN NARRATIVE-WRITING SKILLS THROUGH  
COLLABORATIVE LANGUAGE LEARNING FOR STUDENTS AT GRADE X OF  
SMA NEGERI 30 PAKEM YOGYAKARTA IN THE ACADEMIC YEAR OF 2014/2015**

By

**Student's name**

Student's number

**ABSTRACT**

The main objective of this study was to determine the effectiveness of using the weblogs to develop narrative-writing genre through collaborative language learning for students at grade X of SMA Negeri 30 Pakem Yogyakarta.

The method of the research concerned primarily with discovering the effectiveness and the significant difference of the use of weblogs in learning narrative writing. The design of this research is a quasi experiment with Non-equivalent pre-test-post-test control design. The test was validated by using SPSS computer program. The data were taken from the pre-test and post-test. The total population is 212 students of SMA N 30 Pakem, Yogyakarta. This research applied a purposive sampling technique to get samples. The total sample is 70 students. The sample is divided into two groups; the experimental group and the control group. Then, the data were analyzed using the t-test method to find out whether there is significant difference between the experimental groups taught by using weblogs as a treatment, and the control group taught conventionally.

The research results show that in terms of language, the weblogs can increase students' language skills. Students can develop their writing ability especially in grammar, ideas, rhetorical steps, and mechanics. Meanwhile, in terms of non language, the weblogs are superior to the enhancement of students' positive opinions. They are skill, collaboration, access, affective, layout and outcome. In addition, students also warn that the use of weblogs can make them depend on the internet. Finally, it was found that there was significant difference for those who were taught using weblogs and those who do not use weblogs. The group that used weblogs as medium in writing got better improvement in the average scores (69.53) than those without weblogs (60.74). The use of weblogs could motivate and interest *the students in writing narrative*.

*Keywords: Students' Blog, Narrative-Writing Genre, Collaborative Language Learning*

# Chapter 3: Format of the Thesis



Students doing their theses should ensure that all the spelling, grammar, punctuation and choice of language are correct and the references are complete before printing final copies of a thesis for submission. The format of the thesis includes materials, page layout, list style, figures, charts and figures, references and citation style.

### ***Materials***

- Hard cover for permanent bound copy must be printed on purple *buffalo* paper
- The information printed on the cover is the same as what printed on the cover page
- The paper used is International Standard Paper Size A4 /quarto 80 gram (297 x 210mm)
- The font is Times New Roman 12 (see the details of formatting for front pages in Chapter 3)

### ***Page Layout***

- 2,0 line and paragraph spacing and presented in a clear and legible font and would normally be expected to be single-sided
- New paragraph begins on the sixth bar (double tab)
- Top margin: 4 cm, bottom margin: 3 cm, left margin 4 cm and right margin 3 cm.
- Front and content pages are numbered consecutively and clearly on the bottom right.
- Front pages use Roman numbering while content pages use Arabic numbering. End pages do not use any numbering.

### ***List Style***

- Chapter is written on capital letters, bold, and center alignment, for example:

### ***References and citation style***

- APA 6<sup>th</sup> citation and referencing styles are used (see Chapter 2: End Pages for details)

# Chapter 4: Assessment



Assessment:

**RUBRIC FOR THESIS DRAFT/ RESEARCH MANUSCRIPT**

CRITERIA	Beginning = 8	Basic = 9	Proficient = 10	Mastery = >12
<b>Significance of Topic</b>	Topic is of little importance or unrelated to field of study. Topic will not add to the body of literature in the field of study. Topic has little theoretical or practical importance to the field of study. Topic demonstrates no innovative thinking. Topic does not directly relate to planning, implementing, and evaluating a program.	Topic is of some importance and is related to field of study. Topic will somewhat add to the body of literature in the field of study. Topic has basic theoretical and practical importance to the field of study. Topic demonstrates some innovative thinking. Topic somewhat relates to planning, implementing, and evaluating a program.	Topic is important and related to field of study. Topic will moderately add to the body of literature in the field of study. Topic has moderate theoretical and practical importance to the field of study. Topic demonstrates a moderate level on innovative thinking. Topic directly relates to planning, implementing, and evaluating a program.	Topic of major importance and specifically related to the field of study. Topic has significant theoretical and practical importance to the field of study. Topic demonstrates a high level of innovative thinking. Topic directly relates to planning, implementing,
<b>Purpose</b>	Unclear and confusing. No conceptualization.	Somewhat understandable but needs clarity. Some level of conceptualization.	Clearly stated and appropriately worded. Moderately conceptualized.	Clearly stated and appropriately worded. Well conceptualized.
<b>Research Questions/ Hypothesis</b>	Unrelated to purpose and poorly written. Significant revision needed.	Somewhat related to purpose and understandable. Significant revision needed.	Related purpose and understandable. Moderate revision needed.	Clearly related to purpose and understandable. Little or no revision

<b>Review of Literature/Theoretical Framework</b>	Incomplete or disorganized. Includes an inappropriate number of non-refereed sources. Fails to establish an appropriate theoretical framework (including motivational theories) for the research topic. Fails to site appropriately. Not appropriate for publication or presentation.	Partially complete and somewhat disorganized. Includes few non-refereed sources. Establishes a basic theoretical framework (including motivational theories) for the research topic. Demonstrates a basic understanding of appropriate citation format, but requires significant revision. Is not appropriate for publication or presentation without significant revision.	Complete literature review with sound organization. Includes very few non-referred sources and provides current research relevant to the field and the topic. Establishes a sound and proficient theoretical framework (including motivational theories) for the research topic. May be appropriate for publication or presentation with major or moderate revision.	Comprehensive literature review. Includes current and landmark literature highly relevant to the topic. Establishes an advanced theoretical framework (including motivational theories) for the research topic. Is appropriate for publication or presentation with little or no revision.
<b>Method</b>	Incomplete and little description of methods. Methods appear inappropriate or unrelated to purpose and research questions. Data analysis is incomplete and inappropriate. Not appropriate for publication	Partial description of methods which appear to be appropriate and related to purpose and research questions. Data analysis appears appropriate for the research but needs significant refinement. Is not appropriate for publication or presentation without significant revision.	Moderately well written and mostly complete description of methods. Methods appear sound, appropriate and related to purpose and research questions. Data analysis is appropriate for the research but needs some refinement. May be appropriate for publication or presentation with major or moderate revision.	Well written, detailed description of methods. Methods are highly appropriate for this type of project and are directly linked to the purpose and research questions. Data analysis is highly appropriate for the research and needs little or no refinement. Is appropriate for publication or presentation with little or no revision.

<b>Results &amp; Discussion</b>	<p>Inaccurately stated based on the data. No discussion to compare findings to previous research. No relationship to purpose and research questions/hypothesis. Fails to discuss key findings. Shows little or no critical analysis of research related to topic and compared to current study. Not appropriate for publication or presentation.</p>	<p>Accurately stated based on the data. Limited discussion with some comparison to previous research. Relates material to purpose and research questions/hypothesis. Some discussion of key findings and their implications. Shows some critical analysis of research related to topic and compared to current study. Is not appropriate for publication or presentation without significant revision.</p>	<p>Accurately stated based on the data. Discussion relates findings to previous research on topic. Discussion relates key findings to previous research and prevents implications. Shows critical analysis of research related to topic and compared to current study. May be appropriate for publication or presentation.</p>	<p>Accurately stated based On the data. Thoughtful, detailed and comprehensive discussion is presented. Key findings are specifically related to previous research. Implications are well presented. Shows creative thinking and thoughtful insight. Shows critical analysis of research related to topic and compared to current study. Is appropriate for publication or presentation with little or no revision.</p>
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