



PROGRAM STUDI  
PENDIDIKAN  
BAHASA INGGRIS

Educate, Enliven, Empower

# FINAL PROJECT GUIDELINES

English Language Education Department  
Universitas Islam Indonesia

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# CHAPTER I

## UNDERGRADUATE THESIS

### 1.1 GUIDELINES FOR STUDENT UNDERGRADUATE THESIS

#### 1.1.1 Overview

Thesis is a scientific writing as a part of compulsory requirements to obtain a bachelor degree. Students are strongly recommended to consult at least for 16 meetings during one semester with their supervisors during the thesis writing regarding the depth of investigation, analyses, and the style of writing. In addition, students must fulfill several basic requirements before undertaking the thesis writing process. These requirements include:

#### 1.1.2 Requirements

1. Students must pass the subjects of minimum 130 credits.
2. Students are required to key in the Undergraduate Thesis course and register to SIM TA
3. Students will be supervised by one supervisor.
4. Thesis writing must stick to the following requirements:

Chapter	Sub-Component	Criteria
Chapter 1 – Introduction	Background of the Study	<ol style="list-style-type: none"> <li>1. The introduction should clearly explain the general context of the study, presenting the main issue or phenomenon under investigation. It should move logically from a broad overview to a specific focus.</li> <li>2. The discussion must be supported by recent and credible data or facts, ideally from the last five to ten years, to show the relevance and urgency of the topic.</li> <li>3. A clear research gap must be identified and explained, showing what previous studies have not yet explored or what remains unanswered.</li> <li>4. The research questions should be stated clearly, focused, and researchable, and they must align with the objectives of the study. The number of questions should be limited to one to three.</li> <li>5. The introduction should also highlight the contribution of the study, both theoretical and practical.</li> <li>6. Practical implications must be described, showing how the research can be useful in real contexts.</li> <li>7. The beneficiaries of the research, such as teachers, students, researchers, or policymakers, should be</li> </ol>

		clearly identified, along with how they can benefit from the findings.
Chapter 2 – Literature Review	Literature Review	<ol style="list-style-type: none"> <li>1. The literature review should begin with a discussion of key concepts that are relevant to the study and situated within the broader body of knowledge.</li> <li>2. It must include a review of previous and recent studies that show how past research supports, contrasts with, or leaves gaps for the current study.</li> <li>3. The discussion should present the literature in a logical and connected flow that gradually leads to the research focus and framework.</li> </ol>
Chapter 3 – Research Methodology (Qualitative)	Research Design	The type of qualitative research, such as case study, phenomenology, or ethnography, must be clearly stated. A justification for the chosen design should be provided.
	Setting and Participants	The profile of participants, including age, gender, context, and number, must be described. The sampling technique used must also be explained, such as purposive or snowball sampling.
	Data Collection Techniques	Data collection involves both primary and secondary sources, with procedures carried out systematically and ethically, including informed consent and confidentiality. For studies using interviews, a question matrix must be provided to link research questions, indicators, and guiding questions. This ensures that the data collected remain focused, relevant, and aligned with the research objectives.
	Data Analysis Techniques	The method of analysis, such as thematic analysis or coding, must be specified. The process should be explained step by step in a transparent manner.
	Trustworthiness	Trustworthiness must be established by addressing credibility, transferability, dependability, and confirmability. Techniques such as triangulation, member checking, and audit trail should be applied.
Chapter 3 – Research Methodology (Quantitative)	Research Design	The type of quantitative research, such as experimental, survey, or correlational, must be clearly stated.
	Population & Sample	The definition of the population and the criteria for sampling must be provided. The sampling technique and sample size must be justified.
	Data Collection Techniques	The procedures for collecting data must be clear, systematic, and ethical. This section should also describe the instruments used in the study and explain how their validity and reliability are established.
	Data Analysis Techniques	The statistical methods must be aligned with the research questions, whether descriptive or inferential. The software used for analysis, such as SPSS or R, must be specified.

Chapter 4 – Findings and Discussion	Findings & Discussion	The findings should be presented in the form of tables, figures, or themes. The interpretation must refer back to the research questions. The discussion must compare the results with previous studies. The novelty and contribution of the study should be highlighted.
Chapter 5 – Conclusions	Conclusion	The conclusion must summarize the findings concisely and directly answer the research questions. The limitations of the study must also be stated openly.
	Recommendations	The recommendations must provide directions for future research. They should also include practical implications for stakeholders such as teachers, students, or policymakers.

- The 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 to in the thesis. The referencing style adheres to APA 7th edition citation and referencing style at <https://apastyle.apa.org/instructional-aids/whats-new-7e-guide.pdf>.
- The use of artificial intelligence in the process of writing undergraduate thesis should adhere to <https://dpa.uii.ac.id/panduan-pemanfaatan-ai/>.

### 1.1.3. Assessment

The evaluation procedure of thesis writing and presentation refers to thesis evaluation rubric

Criteria	Excellent (85–100)	Good (70–84)	Fair (51–69)	Poor (0–50)
Significance of Topic (5)	The topic is highly relevant, timely, and contributes significantly to the field of study.	The topic is relevant and contributes to the field, though its significance is moderate.	The topic has limited relevance or contribution to the field.	The topic is irrelevant, outdated, or lacks contribution.
Purpose (5)	The purpose is stated clearly, is well-justified, and aligns with the research problem.	The purpose is clear but justification or alignment is somewhat limited.	The purpose is vague and lacks sufficient justification.	The purpose is unclear or missing.
Research Questions / Hypotheses (10)	Research questions or hypotheses are clear, specific, researchable, and directly connected to the objectives.	Research questions or hypotheses are generally clear but may lack precision or alignment.	Research questions or hypotheses are poorly defined and only loosely connected to objectives.	Research questions or hypotheses are absent or irrelevant.
Review of Literature / Conceptual	The review is comprehensive, up-to-date (mostly within the last 7	The review provides adequate coverage with some recent	The review has limited coverage and contains outdated	The review is inadequate, irrelevant, or missing. The

Framework (15)	years), and demonstrates strong critical analysis. The theories and previous studies are well-integrated, and the conceptual framework is fully aligned with the constructs and variables under investigation.	references and moderate critical analysis. The theories and framework are generally relevant, though the alignment with the constructs is not fully elaborated.	references. The analysis is mostly descriptive, with weak integration of theories. The conceptual framework shows partial or unclear alignment with the constructs.	theories and framework are not aligned with the constructs, or no conceptual framework is provided.
Method (20)	Research design, participants, instruments, and procedures are thoroughly described, appropriate, and well-justified.	Research method is adequately described but with minor gaps in justification or detail.	Research method is weak, with major gaps in design, description, or justification.	Research method is inappropriate, inaccurate, or missing.
Results & Discussion (20)	Findings are clearly presented, well-analyzed, and critically discussed in relation to the literature.	Findings are presented and discussed but lack depth or strong connection to the literature.	Findings are unclear, weakly analyzed, or insufficiently linked to the literature.	Findings and discussion are absent, irrelevant, or poorly presented.
Organization & Coherence (5)	The thesis is logically structured, flows smoothly, and ideas are clearly connected.	The organization is generally clear, though transitions and flow are sometimes weak.	The organization is inconsistent and ideas are often disconnected.	The thesis is poorly organized and lacks coherence.
Language & Academic Writing Style (5)	Writing is clear, formal, grammatically correct, and follows academic conventions consistently.	Writing is mostly clear with some minor language or style issues.	Writing contains frequent errors in grammar, style, or academic conventions.	Writing is unclear, informal, or full of serious errors.
References & Citation (5)	References are relevant, mostly from credible journals (within 7 years), and citations follow a consistent style (e.g., APA 7).	References are adequate, though some may be outdated or citation style inconsistent.	References are limited, outdated, or citation errors are frequent.	References are missing, irrelevant, or citations are not used.
Originality / Contribution (10)	The study demonstrates originality and	The study shows some originality and	The study shows little originality or contribution.	The study lacks originality and provides no

	makes a strong contribution to knowledge or practice.	provides moderate contribution.		meaningful contribution.
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## 1.2. MANUSCRIPT STRUCTURE

### 1.2.1 Front Pages

#### 1. Document Formatting

- a. **Typeface (Font):** The standard font is **Times New Roman**.
- b. **Font Size:** Body Text: **12 pt**.
- c. Chapter Titles: **14 pt, Bold**, and in **Uppercase**.
- d. Sub-headings: **12 pt, Bold**, and in **Title Case**.
- e. **Line Spacing:** Main Body: **Double-spaced (2.0)**. Exceptions: The Abstract, long direct quotations (block quotes), Table/Figure captions, and the Reference list should be **single-spaced (1.0)**.
- f. **Paper Specification:** Standard **A4 (80 gsm)**.

#### 2. Page Margins

To accommodate the binding process and maintain visual balance, the following margin settings are required:

- a. **Top Margin:** 4 cm (1.57 inches)
- b. **Left Margin:** 4 cm (1.57 inches) — *Provides sufficient space for binding.*
- c. **Bottom Margin:** 3 cm (1.18 inches)
- d. **Right Margin:** 3 cm (1.18 inches)

### 1.2.2. Preliminary Pages

The pages of thesis must be presented in the following order:

1. **Title Page**  
Title page, which includes general information of the thesis, including title, author, year, faculty etc
2. **Approval Sheet**  
Approval sheet that must be assigned by the thesis supervisor as part of thesis draft submission, which includes information in the following order: the title of the thesis, the full name of the author, student number, the UII symbol, approval date, thesis supervisor signature, lecture number
3. **Ratification Sheet**

ratification sheet that must be signed by all the thesis defense examiners after the defense (and revision) are approved, name of the department, name of the faculty, name of the university, head of department signature

**4. Declaration Page**

Declaration page which contains statement of the work's originality

**5. Motto Page**

Motto page which contains quotation(s) that inspire the author to finish the thesis manuscript

**6. Dedication Page**

Dedication page which contains dedication statement for the person(s) that the author dedicates the thesis for

**7. Acknowledgement Page**

Acknowledgement page which contains the expression of gratitude and appreciation for the source of inspiration that the author acknowledges in completing the manuscript

**8. Table of Contents**

**9. List of Figures**

**10. List of Tables**

**11. List of Appendices**

**12. Abstract Page:** Consists of a maximum 250 words (excluding keywords). The abstract must include:

- a. what has been discussed as an issue or research gap
- b. aims of the research,
- c. research method,
- d. presentation of key findings,
- e. implication and limitation of the study
- f. recommendation
- g. keywords written up 3-5 words in alphabetical order

### 1.2.3. Content Page

The content pages of the thesis consist of five chapters must be presented in the following order: (a) introduction, (b) literature review, (c) research method, (d) findings and discussions, and (e) conclusion.

## CHAPTER I INTRODUCTION

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

- In the background of the study, make sure the context of the problems and its significance build your rationale. Evidence from review of relevant studies should be well-presented to clarify the context to address the research gap and objectives of the study
- Research questions should be stated and will be aligned to the formulation of the problems and objectives of the study.
- The contribution of conducting the research to the field empirically and practically will also be presented in introduction

## CHAPTER II LITERATURE REVIEW/ THEORETICAL FRAMEWORK

Chapter 2 serves as the literature review or theoretical framework of the study. While it generally follows standard literature review conventions, its structure and focus may vary depending on the research orientation. The chapter may emphasize relevant theories, empirical studies, or a combination of both to provide a solid foundation for the study.

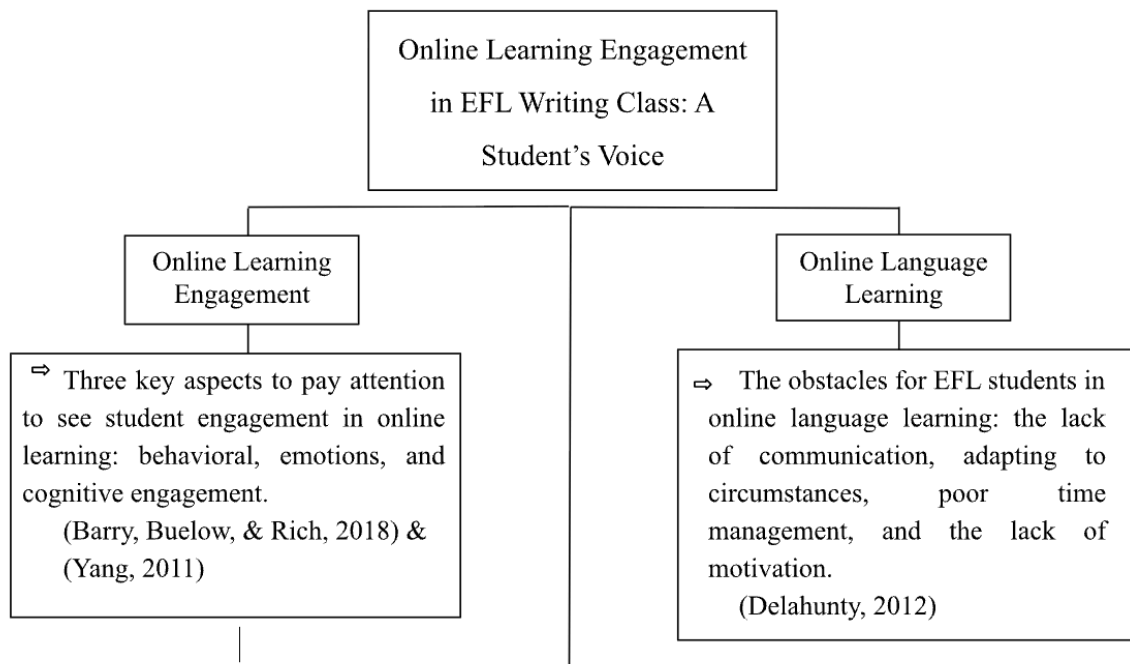
### 2.1. Review on Concept in the context of body of knowledge

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. For example: the concept you choose as the construct or variable in your research is grammatical difficulty. You should discuss the concept in the context of the body of knowledge (in this case second and foreign language acquisition) and traces the previous scholars and experts in the field in literature that build the foundation of the concept. Therefore, you can write the sub chapter: Grammatical Difficulty in Second Language Acquisition Literature

### 2.2. Conceptual Framework/ Flow of the Literature

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 demonstrates the relationship between theory and research problem, for examples:



### 2.5. Hypothesis (for quantitative research, if required)

This subchapter states assumption or prediction about what will happen in a research. Usually, there are two predictions, they are *Ha* (Alternative hypothesis) and *Ho* (Null hypothesis) (Trochim, 2006). *Ha* 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, *Ho* 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.

## CHAPTER III RESEARCH METHODOLOGY

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).

## **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: narrative study, photo-voiced, case study, observational.

### **3.2. Setting and Participants**

This section describes both the setting of the research and the participants involved. The setting should provide clear information about the context where the study is conducted, such as the institution, program, class, or learning environment, including relevant details like the type of school or university, geographical location, curriculum, and the specific conditions of data collection. The participants must also be explained in detail, including the number of individuals, their demographic characteristics (such as age, gender, and academic background), and the inclusion or exclusion criteria used in the recruitment. The sampling technique employed, whether purposive, convenience, or random sampling, should be clearly specified. In language education research, participants may typically consist of students, teachers, or other stakeholders relevant to the study. Ethical considerations, including informed consent and confidentiality, must also be addressed to ensure that participants' rights are respected throughout the research process

### **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 instruments 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, researchers think about and develop 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, researchers interpret 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 topics.

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

This subchapter defines the population chosen in the research. In choosing the population, researchers should make realistic choices considering its accessibility (Gay, Mills, & Airasian, 2009). A description of sample from the population includes number of participants and demographic information, for examples: 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 data collecting techniques which are in accordance with the research design chosen.

#### **3.3.1 Instrument (Test / Non-test)**

This subchapter elaborates instruments used for data collection. Researchers 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.

#### **3.3.2. Validity**

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

### **3.3.3. Reliability**

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

### **3.4. Data Analysis Techniques**

In descriptive quantitative studies, data analysis focuses on summarizing and presenting numerical data to describe patterns, distributions, and tendencies observed in the dataset. The analysis employs descriptive statistical measures such as frequencies, percentages, means, medians, modes, and standard deviations to provide an overview of the characteristics of the participants and the variables under investigation.

Data may be presented in the form of tables, charts, graphs, or other visual representations to clearly illustrate emerging trends and patterns. When relationships between variables are explored, the analysis remains descriptive in nature, emphasizing observable tendencies and comparisons rather than statistical significance or causal inference. The purpose of this analysis is to offer a clear and systematic description of the data as evidence supporting the research objectives.

### **3.5. Hypothesis testing (if applicable)**

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 IV 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 V CONCLUSION**

### **5.1. Conclusion**

This subchapter summarizes the research findings presented in Chapter Four. No new theories are introduced, and citations are used only to support or clarify the conclusions. Recommendations, suggestions, or implications may be included as appropriate.

## CHAPTER II

### BEST PRACTICE

#### 2.1 GUIDELINES FOR STUDENT BEST PRACTICE

##### 2.1.1. Overview

Best Practice is a scientific writing as a part of compulsory requirements to obtain a bachelor degree. Students must enroll in the Best Practice course (SBP853), fulfill basic requirements like the Statement of Work's Originality, and obtain an Approval and Ratification Sheet. The output must originate from the PLP program, Kampus Mengajar, or international programs (ITP or SEA Teacher), focusing on instructional design and teaching innovations. During the process, students are recommended to consult 16 times with supervisors regarding the depth of investigation. The report consists of a Background of the Study, Construct, Implementation (Pre, While, Post-Teaching), and Conclusion.

##### 2.1. 2. Requirements

1. The output must originate from the mandatory PLP program of the department, the Ministry's flagship program (Kampus Mengajar), or an international teaching practice program converted into PLP credits (such as ITP or SEA Teacher). The focus should highlight instructional design, learning theories, and teaching innovations applied during the student's teaching practice.
2. Students must enroll in the Best Practice course (SBP853) as part of the graduation pathway.
3. Approval from the Academic Advisor (DPA), Field Supervisor (DPL), or Thesis Supervisor (DPS) is required to pursue the Best Practice graduation pathway.
4. The writing must follow the designated Best Practice format provided in this guideline.
5. The grading for the Best Practice pathway is equivalent to that of other final projects, with a maximum grade of A.

##### 2. 1. 3. Assessment

The evaluation procedure of best practice writing and presentation refers to BP evaluation rubric.

Criteria	Excellent (85–100)	Good (76–84)	Fair (64–75)	Poor (0–63)
Background of the Study (15)	Provides a comprehensive description of teaching context, research focus, researcher's role,	Provides adequate description of context, focus, and purpose, though global	Provides limited description of context and purpose; connections to	Background is unclear, missing, or irrelevant.

	and purpose. Clearly links study to global context and current issues.	context/role is less elaborated.	broader context are weak.	
Construct (25)	Clearly identifies the main issue, integrates previous empirical studies, and strongly justifies innovation with relevant theories. Uses guiding questions effectively.	Identifies the main issue and uses some previous studies, with partial theoretical justification.	Identifies issues but lacks strong empirical or theoretical basis; guiding questions underdeveloped.	The main issue is vague; no use of relevant studies or theory; construct is missing.
Implementation (20)	Describes innovation in detail, including prerequisites, goals, teacher and student activities, instructions, and student responses. Steps are systematic and replicable.	Describes innovation with sufficient detail, though some elements (e.g., student response or explicit instruction) are underdeveloped.	Provides a general description of implementation with limited details; steps are incomplete.	Implementation is unclear, superficial, or absent.
Reflection (20)	Provides clear conclusions with observable changes in students, critical reflection on strengths and challenges, and thoughtful ideas for future teaching.	Provides conclusions with some reflection, though critical evaluation or future implications are limited.	Provides superficial conclusions with minimal reflection or vague implications.	No clear conclusion or reflection provided.
References (5)	References are comprehensive, relevant, up-to-date, consistently in APA 7th edition; all citations match the reference list.	References are mostly relevant and in APA 7th edition, though with minor inconsistencies.	References are limited, outdated, or frequently inconsistent with APA 7th edition.	References are missing, irrelevant, or not in APA format.
Language & Academic Writing (5)	Writing is clear, formal, grammatically correct, and coherent; academic conventions are consistently applied.	Writing is generally clear, with minor errors in grammar, coherence, or style.	Writing has frequent language errors or inconsistent academic style.	Writing is unclear, informal, or full of serious errors.

Originality & Contribution (10)	The paper demonstrates originality and strong contribution to innovative teaching practices in ELT.	The paper shows some originality and contributes moderately to practice.	Paper has limited originality or contribution.	Paper lacks originality and does not contribute to practice.
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## 1.2. MANUSCRIPT STRUCTURE

### 1.2.1. Front Pages

#### 1. Document Formatting

- g. **Typeface (Font):** The standard font is **Times New Roman**.
- h. **Font Size:** Body Text: **12 pt**.
- i. Chapter Titles: **14 pt, Bold**, and in **Uppercase**.
- j. Sub-headings: **12 pt, Bold**, and in **Title Case**.
- k. **Line Spacing:** Main Body: **Double-spaced (2.0)**. Exceptions: The Abstract, long direct quotations (block quotes), Table/Figure captions, and the Reference list should be **single-spaced (1.0)**.
- l. **Paper Specification:** Standard **A4** (80 gsm).

#### 2. Page Margins

To accommodate the binding process and maintain visual balance, the following margin settings are required:

- e. **Top Margin:** 4 cm (1.57 inches)
- f. **Left Margin:** 4 cm (1.57 inches) — *Provides sufficient space for binding.*
- g. **Bottom Margin:** 3 cm (1.18 inches)
- h. **Right Margin:** 3 cm (1.18 inches)
  - a.

### 1.2.2. Preliminary Pages

The preliminary pages of the Best Practice Report are presented in the following order:

#### 1. Title Page

The Title Page serves as the formal cover of the report. It includes a descriptive title in capital letters, the category of the report (Best Practice), and a formal statement regarding the degree being pursued. It also features the university logo,

author's name and student ID number (NIM), the complete institutional affiliation (Department, Faculty, and University), and the year of submission.

**2. Approval Sheet**

The approval sheet acts as a formal endorsement of the report. It includes the page header, the full report title, author's name and student ID number (NIM). It also features the UII logo, the official date of approval, and the supervisor's signature block, which consists of their name, title, and lecture ID number (NIP).

**3. Ratification Sheet**

The Ratification sheet provides the final institutional validation for the report after the defense and all revisions (if applicable) are approved. The page must include: a page title, the full report title, author's name and student ID number, the names and signatures of the Board of Examiners (Chairperson and two Examiners), the location and date of the defense, the complete institutional affiliation (Department, Faculty, and University), and the year of submission. It concludes with the name, signature and NIP of the Head of Department, validated by the official faculty stamp.

**4. Declaration Page**

This page contains a formal statement confirming the originality of the work. The page must include: a page title, a declaration paragraph, location and date when the statement was signed, signature area where the the signature must be placed across a 10.000 IDR tax stamp (materai 10.000), and author's full name and student ID number.

**5. Motto Page**

The Motto Page contains a short phrase or quote that serves as a personal guiding principle or inspiration for the work.

**6. Dedication Page**

This page presents a brief personal tribute to individuals who provided emotional inspiration, such as parents or family members. The page typically includes a simple acknowledgement of the author's own efforts and perseverance.

**7. Acknowledgement Page:** Contains expressions of gratitude and appreciation for individuals or sources of inspiration that supported the completion of the report.

**8. Table of Contents**

**9. List of Figures**

**10. List of Tables**

**11. List of Appendices**

**12. Abstract Page:** Consists of a maximum 250 words (excluding keywords). The abstract must include:

- a. The core issue or gap addressed.

- b. Aims of the Best Practice.
- c. Best Practice methodology or approach.
- d. Presentation of key findings.
- e. Implications and limitations of the study.
- f. Recommendations.
- g. Keywords: 3–5 words, listed in alphabetical order.

### **1.2.3. Content Page**

The content pages of the thesis consist of five chapters must be presented in the following order: (a) Abstract, (b) background of the study, (c) construct, (d) implementation, and (e) reflection.

#### **Abstract**

The abstract should present a concise overview of the best practice in a single paragraph maximum of 250 words. It requires to include the objective of the instructional practice, a brief description of the teaching context and implementation procedures, and the main outcomes or impacts observed during the implementation. The abstract should emphasize practical insights rather than statistical results, reflecting the nature of a best practice report.

#### **Keywords**

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

## **CHAPTER I BACKGROUND OF THE STUDY**

This section should clearly describe your:

1. teaching context (in the class you teach, either in online or offline platforms);
2. Descriptive questions (what) or interpretive questions (why) may be used to guide the focus. Examples include:
  - What problems do pre-service teachers face during internship programs?
  - Why do some pre-service teachers encounter difficulties in delivering an academic voice?
3. 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).
4. role in this research or the position of your research to the current studies in global context;
5. purpose of the study.

## CHAPTER II CONSTRUCT

1. This section should clearly identify the main issue being highlighted in the teaching practice.
2. Previous empirical research that supports or relates to the chosen practice must be presented to strengthen the academic basis of the discussion.
3. Theoretical perspectives should also be included as a strong justification for the innovation carried out, showing how the practice is grounded in established concepts of instructional design or learning theory.
4. A comprehensive description of the selected instructional innovation should be provided.

## CHAPTER III 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
- Explanation on how the students respond to the practice/innovation

## CHAPTER IV REFLECTION

In this section, briefly describe any observable changes in student engagement or learning after implementing your activities. Reflect on what worked well and the challenges you faced, evaluating your own role in the process, including your teaching approach and how you adapted to student needs. Conclude with ideas for how this experience could shape or improve your future teaching practices.

### References

References are sorted in alphabetical order, written in APA style 7<sup>th</sup> edition. 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. The use of artificial intelligence in the process of writing undergraduate thesis should adhere to <https://dpa.uii.ac.id/panduan-pemanfaatan-ai/>.

## **CHAPTER III**

### **INTERNSHIP**

#### **3.1. GUIDELINES FOR STUDENT INTERNSHIP**

##### **3.1.1. Overview**

This graduation pathway is eligible for students with an experience of internship in any institution other than formal schools. Students can use their problem-solving experiences in the workplace to be written as a scholarly written paper and defended before a board of examiners.

##### **3.1.2. Requirements**

To take this graduating pathway, students must:

4. have passed Final Project Proposal Writing (SPB751).
5. be enrolled in Internship (SPB852) and complete all the administrative requirements.
6. be doing or have done an internship in an institution other than formal schools in at least two months. Eligible institutions are those that: a) are affiliated with Kampus Merdeka programs; b) have an MoU/MoA with UII; or c) are legal entities with good governance, reputation, and track record.
7. have an experience of solving a problem related to English language teaching and learning during the internship, including, but not limited to:
  - 7.1. completing a teaching cycle for a group of individuals who learn English for specific purposes (for example, teaching English for Business in a short course program to a group of employees).
  - 7.2. providing structured and theoretically-informed assistance to individuals with difficulties in learning/teaching English (for example, serving as a mentor for a learner with multiple learning difficulties; serving as an assistant for an educational program manager with difficulties adapting with the current technology and trends).
  - 7.3. designing materials, media, assessment instruments, and/or curriculums for a specific English teaching and learning context.
8. follow the current thesis writing guideline for the formatting, mechanics, and style.

##### **3.1.3. Assessment**

The evaluation procedure of internship report writing and presentation refers to internship evaluation rubric.

<b>Criteria</b>	<b>Excellent (85–100)</b>	<b>Good (76–84)</b>	<b>Fair (64–75)</b>	<b>Poor (0–63)</b>
Chapter I – Background of the Study	Provides a comprehensive rationale: clear context, well-described participants, specific problems, strong theoretical/conceptual framework, relevant empirical support, well-stated objectives, and significance of the study.	Provides adequate rationale with most elements present, but some descriptions (e.g., theory or empirical support) lack depth.	Provides limited rationale with vague problem identification, weak theoretical framework, or incomplete objectives.	Rationale is missing, unclear, or irrelevant.
Chapter II – Construct	Presents a detailed and critical elaboration of theory/concepts/framework, strongly supported by relevant empirical research, and clearly linked to the study’s objectives.	Presents adequate elaboration of theory and supporting research, though analysis or connection to objectives is moderate.	Presents limited or mostly descriptive theory and weak integration of supporting research.	Lacks theoretical foundation and supporting empirical research.
Chapter III – Implementation	Provides thorough description of the innovative practice from planning to evaluation, supported by illustrations/artifacts. Clearly explains participant responses, analyzes how problems were addressed, discusses successful aspects, unexpected results, limitations, and relates findings to current literature.	Provides adequate description of practice with some documentation and participant responses, though discussion of success, limitations, or literature is less detailed.	Provides general description of practice with minimal documentation or weak analysis of results and literature connections.	Implementation is unclear, superficial, or missing major components.
Chapter IV – Reflection	Provides critical evaluation and reflection on the innovative practice, with clear lessons learned. Discusses implications for wider contexts and offers directions for future research.	Provides conclusions and some reflection, with limited discussion of implications or future research.	Provides superficial conclusions with vague reflection or weak implications.	Provides no meaningful conclusion, reflection, or implications.

Language & Academic Writing	Writing is clear, formal, coherent, and grammatically correct. Academic conventions are consistently applied.	Writing is generally clear, with some minor grammar or coherence issues.	Writing contains frequent errors and inconsistent academic style.	Writing is unclear, informal, or full of serious errors.
References	References are comprehensive, up-to-date, and consistently formatted in APA 7th edition. All in-text citations match the reference list.	References are adequate, with minor inconsistencies in APA style.	References are limited, outdated, or inconsistently formatted.	References are missing, irrelevant, or not in APA style.

## 2.1. MANUSCRIPT STRUCTURE

### 2.1.1. Font Pages

#### a. Document Formatting

m. **Typeface (Font):** The standard font is **Times New Roman**.

n. **Font Size:** Body Text: **12 pt**.

o. Chapter Titles: **14 pt, Bold**, and in **Uppercase**.

p. Sub-headings: **12 pt, Bold**, and in **Title Case**.

q. **Line Spacing:** Main Body: **Double-spaced (2.0)**. Exceptions: The Abstract, long direct quotations (block quotes), Table/Figure captions, and the Reference list should be **single-spaced (1.0)**.

r. **Paper Specification:** Standard **A4** (80 gsm).

#### Page Margins

To accommodate the binding process and maintain visual balance, the following margin settings are required:

i. **Top Margin:** 4 cm (1.57 inches)

j. **Left Margin:** 4 cm (1.57 inches) — *Provides sufficient space for binding.*

k. **Bottom Margin:** 3 cm (1.18 inches)

l. **Right Margin:** 3 cm (1.18 inches)

### 2.1.2. Preliminary Pages

#### 1. Title Page

The Title Page serves as the formal cover of the report. It includes a descriptive title in capital letters, the category of the report (Best Practice), and a formal statement regarding the degree being pursued. It also features the university logo, author's name and student ID number (NIM),

the complete institutional affiliation (Department, Faculty, and University), and the year of submission.

## **2. Approval Sheet**

The approval sheet acts as a formal endorsement of the report. It includes the page header, the full report title, author's name and student ID number (NIM). It also features the UII logo, the official date of approval, and the supervisor's signature block, which consists of their name, title, and lecture ID number (NIP).

## **3. Ratification Sheet**

The Ratification sheet provides the final institutional validation for the report after the defense and all revisions (if applicable) are approved. The page must include: a page title, the full report title, author's name and student ID number, the names and signatures of the Board of Examiners (Chairperson and two Examiners), the location and date of the defense, the complete institutional affiliation (Department, Faculty, and University), and the year of submission. It concludes with the name, signature and NIP of the Head of Department, validated by the official faculty stamp.

## **4. Declaration Page**

This page contains a formal statement confirming the originality of the work. The page must include: a page title, a declaration paragraph, location and date when the statement was signed, signature area where the the signature must be placed across a 10.000 IDR tax stamp (materai 10.000), and author's full name and student ID number.

## **5. Motto Page**

The Motto Page contains a short phrase or quote that serves as a personal guiding principle or inspiration for the work.

## **6. Dedication Page**

This page presents a brief personal tribute to individuals who provided emotional inspiration, such as parents or family members. The page typically includes a simple acknowledgement of the author's own efforts and perseverance.

7. **Acknowledgement Page:** Contains expressions of gratitude and appreciation for individuals or sources of inspiration that supported the completion of the report.

## **8. Table of Contents**

## **9. List of Figures**

## **10. List of Tables**

## **11. List of Appendices**

12. **Abstract Page:** Consists of a maximum 250 words (excluding keywords). The abstract must include: what has been discussed as an issue or research gap

13. aims of the research,

14. research method,

15. presentation of key findings,

16. implication and limitation of the study

17. recommendation
18. keywords written up 3-5 words in alphabetical order

### **2.1.2. Content Page**

The content pages of the thesis consist of five chapters must be presented in the following order: (a) background of the study, (b) construct, (c) implementation, and (d) reflection.

## **CHAPTER 1 BACKGROUND OF THE STUDY**

This chapter provides information about:

4. context in which the innovative practices were conducted and the description of the target individual(s);
5. problem(s) that prompted the innovative practice;
6. identification of theory/concept/framework serving as the basis of the innovative practice;
7. summary of empirical research that supports the innovative practice;
8. objective of the study; and
9. significance of the study.

This guide establishes the technical requirements for the preparation and submission of the Final Project (Undergraduate Thesis). Adherence to these standards is mandatory to ensure academic consistency and professional quality.

## **CHAPTER II CONSTRUCT**

This chapter presents the theoretical foundations and instructional frameworks that inform the innovative teaching practice, alongside a review of empirical studies demonstrating its relevance and effectiveness. The synthesis of theory and prior research provides a strong evidence-based justification for the selected instructional approach in achieving the study's objectives.

## **CHAPTER III IMPLEMENTATION**

This chapter presents:

- detailed description of the innovative practice from the planning to the evaluation, supported by illustration, images, artifacts, or any other relevant documentation;
- elaboration of the target individuals' response to the innovative practice;
- discussion of how the innovative practice solve (or not solve) the problem presented in Chapter 1, including but not limited to successful aspects of the innovative practice, unexpected results, and limitations or weaknesses; and
- discussion of how the implementation of the innovative practice fits in the current literature on the topic.

#### **CHAPTER IV REFLECTION**

This chapter presents a critical evaluation and reflection of the innovative practice and lessons learned from its implementation. Its implication for wider contexts and further research may also be presented here.

# CHAPTER IV

## PUBLICATION

### 4.1 GUIDELINES FOR STUDENT PUBLICATION

#### 4.1.1. Overview

This graduation pathway is eligible for students who have successfully published or accepted their research in a recognized scholarly journal. Students can use their finalized manuscript, which has been strictly tailored to the target journal's template and requirements, to be submitted as their final project and defended before a board of examiners.

#### 4.1.2. Requirements

Students intending to publish an academic article are required to meet the following requirements:

1. Students must have passed *Final Project Proposal Writing* (SPB751).
2. Students must be officially enrolled in the Undergraduate Thesis course and have completed all required academic and administrative procedures.
3. Students must be listed as the first author of the article. The thesis supervisor may be included as the second author. The student may serve as the corresponding author or otherwise, based on mutual agreement.
4. Review evidence must be attached, including comprehensive peer-review reports showing that all major and minor revisions have been addressed.
5. For publications in non-indexed journals, proof of the journal's credibility is required.
6. The article topic must be focused on English Language Teaching (ELT).

#### 4.1.2. Assessment

Criteria	A	A-
Journal Rank	Published in Scopus Q1-Q4 or Sinta 1 - Sinta 4	Published in Sinta 5-6

## 4.2 MANUSCRIPT STRUCTURE

### 4.2.1 Front Pages

#### 1. Document Formatting

- s. **Typeface (Font):** The standard font is **Times New Roman**.
- t. **Font Size:** Body Text: **12 pt**.
- u. Chapter Titles: **14 pt, Bold**, and in **Uppercase**.
- v. Sub-headings: **12 pt, Bold**, and in **Title Case**.
- w. **Line Spacing:** Main Body: **Double-spaced (2.0)**. Exceptions: The Abstract, long direct quotations (block quotes), Table/Figure captions, and the Reference list should be **single-spaced (1.0)**.
- x. **Paper Specification:** Standard **A4** (80 gsm).  
Page Margins

To accommodate the binding process and maintain visual balance, the following margin settings are required:

- m. **Top Margin:** 4 cm (1.57 inches)
- n. **Left Margin:** 4 cm (1.57 inches) — *Provides sufficient space for binding.*
- o. **Bottom Margin:** 3 cm (1.18 inches)
- p. **Right Margin:** 3 cm (1.18 inches)

### 1.2.2. Preliminary Pages

#### 1. Title Page

Contains the formal identity of the research, including the full title of the thesis , the author's name , student ID number, the purpose of the submission, the year of completion, and the affiliated faculty/university.

#### 2. Approval Sheet

A formal document signed by the thesis supervisor to certify that the manuscript is ready for the defense. It includes the thesis title, author details, the university symbol, the approval date, and the supervisor's official lecture number.

#### 3. Ratification Sheet

The official validation page signed by the Board of Examiners after the student has successfully defended the thesis and completed all required revisions. It lists the department, faculty, and university names, alongside the signature of the Head of Department.

#### 4. Declaration Page

A signed statement by the author asserting the originality of the work and confirming that the thesis does not contain any form of plagiarism or unauthorized material from other sources.

### **5. Motto Page**

A dedicated page for quotations, verses, or personal philosophies that served as a source of inspiration for the author throughout the research process.

### **6. Dedication Page**

A personal section where the author offers the work to specific individuals, such as parents, family members, or mentors, who provided emotional or moral support during the study.

### **7. Acknowledgement Page**

A section used to express formal gratitude to individuals, institutions, or participants who contributed to the completion of the research.

### **8. Table of Contents & Lists**

- **Table of Contents:** A guide to the structure of the thesis, listing all chapters and sub-sections.
- **List of Figures:** A list of all illustrations or diagrams used in the text.
- **List of Tables:** A directory of all data tables presented in the manuscript.
- **List of Appendices:** A list of supplementary materials, such as interview transcripts or research instruments.

#### **4.1.3. Content Page**

This section contains the complete journal manuscript, meticulously formatted and aligned with the specific submission guidelines and templates of the target journal.

# APPENDICES

## 5.1. Formatting Guidelines

### 1. Cover Page

- a. **Thesis Title:** Must be in **ALL CAPS, Bold**, and 14 pt font size.
- b. **Description:** The phrase "Presented to the Department of English Language Education..." follows the title.
- c. **Logo:** Center-aligned University logo placed between the description and the student's name.
- d. **Author Identity:** Labeled with "Conveyed by:" followed by the **Name** and **Student Number** in **Bold**.
- e. **Institution Info:** Department and University details at the bottom in **ALL CAPS** and **Bold**.

### 2. Approval Sheet

- a. **Header:** Titled "APPROVAL SHEET" in **Bold** and **ALL CAPS**.
- b. **Thesis Title:** Repeated below the header, maintaining the **Bold** and **ALL CAPS** format.
- c. **Supervisor Approval:** Contains "Approved on... By Supervisor:" followed by space for a signature and the supervisor's full name and NIP.

### 3. Ratification Sheet

- a. **Watermark:** Features a large yellow University emblem set to "**Behind Text**" with reduced opacity.
- b. **Board of Examiners:** List of examiners (Chairperson, First Examiner, Second Examiner) with aligned colons and signature lines.
- c. **Departmental Approval:** Bottom section for the "Head of Department" signature and official **Stamp**.

### 4. Statement of Work's Originality

- **Declaration Text:** A standard paragraph declaring the work's originality and lack of plagiarism.
- **Date and Location:** Placed above the signature area (e.g., "Yogyakarta, 18 July 2023").
- **Legality:** Requires a **10,000 Materai** (tax stamp) placed to the left of the student's signature.
- **Signature:** The student's signature should overlap the edge of the *materai*.

## 5. 2. Template Appendices

### 5. 2.1. Cover Template

**[TITLE OF YOUR RESEARCH]**

*(14pt, BOLD, ALL CAPS)*

*A Thesis/Best Practice/Internship/Publication*

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



**Conveyed by:**

**[NAME]**

**[STUDENT NUMBER]**

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION  
FACULTY OF PSYCHOLOGY AND SOCIOCULTURAL SCIENCES  
UNIVERSITAS ISLAM INDONESIA  
YOGYAKARTA**

**[YEAR]**

## 5. 2. 2. Approval Sheets Template

### APPROVAL SHEET

**[TITLE OF YOUR RESEARCH]**

*(BOLD, ALL CAPS)*

**By**

**[NAME]**

**[STUDENT NUMBER]**



**Approved on**

**By**

**Supervisor:**

**[Signature]**

**[SUPERVISOR'S NAME WITH TITLES]**

**NIP: [SUPERVISOR'S ID NUMBER]**

### 5. 2. 3. Ratification Sheet Template

#### RATIFICATION SHEET

[TITLE OF YOUR RESEARCH]

By

[NAME]

[STUDENT NUMBER]

Defended before the Board of Examiners on [Date, Month, Year], and Declared Acceptable

Boards of Examiners

Chairperson : [Name of Chairperson, Titles] \_\_\_\_\_ sign \_\_\_\_\_

First Examiner : [Name of First Examiner, Titles] \_\_\_\_\_ sign \_\_\_\_\_

Second Examiner : [Name of Second Examiner, Titles] \_\_\_\_\_ sign \_\_\_\_\_

Yogyakarta, [Date of Ratification] Department of English Education Faculty of Psychology and  
Socio-Cultural Sciences Universitas Islam Indonesia

Head of Department,

[Signature and Stamp]

[Head of Department Name, Titles]

NIK: [NIK Number]

#### 5. 2. 4. Statement of Work Originality

##### 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, [Date]

*(Place Materai 10.000 Here)*

*Signature*

**The Writer,**

**[NAME]**

**[STUDENT NUMBER]**