



GUIDELINE

FOR

WRITING TABLES AND FIGURES

BASED ON APA STYLE (7TH EDITION)

A PRACTICAL GUIDE FOR UNDERGRADUATE STUDENTS

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Sample Tables

The tables in this document demonstrate APA Style formatting for tables as described in the *Publication Manual of the American Psychological Association* (7th ed.).

The tables are labeled (e.g., sample correlation table) to assist users in understanding the formats. These labels would not appear in an actual paper.

For more information on tables, please see the [APA Style website](#).

Sample Demographic Characteristics Table

Table 1

Sociodemographic Characteristics of Participants at Baseline

Baseline characteristic	Guided self-help		Unguided self-help		Wait-list control		Full sample	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Gender								
Female	25	50	20	40	23	46	68	45.3
Male	25	50	30	60	27	54	82	54.7
Marital status								
Single	13	26	11	22	17	34	41	27.3
Married/partnered	35	70	38	76	28	56	101	67.3
Divorced/widowed	1	2	1	2	4	8	6	4.0
Other	1	1	0	0	1	2	2	1.3
Children ^a	26	52	26	52	22	44	74	49.3
Cohabiting	37	74	36	72	26	52	99	66.0
Highest educational level								
Middle school	0	0	1	2	1	2	2	1.3
High school/some college	22	44	17	34	13	26	52	34.7
University or postgraduate degree	27	54	30	60	32	64	89	59.3
Employment								
Unemployed	3	6	5	10	2	4	10	6.7
Student	8	16	7	14	3	6	18	12.0
Employed	30	60	29	58	40	80	99	66.0
Self-employed	9	18	7	14	5	10	21	14.0
Retired	0	0	2	4	0	0	2	1.3
Previous psychological treatment ^a	17	34	18	36	24	48	59	39.3
Previous psychotropic medication ^a	6	12	13	26	11	22	30	20.0

Note. $N = 150$ ($n = 50$ for each condition). Participants were on average 39.5 years old ($SD = 10.1$), and

participant age did not differ by condition.

^a Reflects the number and percentage of participants answering “yes” to this question.

Sample Results of Several *t* Tests Table

Table 2

Results of Curve-Fitting Analysis Examining the Time Course of Fixations to the Target

Logistic parameter	9-year-olds		16-year-olds		<i>t</i> (40)	<i>p</i>	Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Maximum asymptote, proportion	.843	.135	.877	.082	0.951	.347	0.302
Crossover, in ms	759	87	694	42	2.877	.006	0.840
Slope, as change in proportion per ms	.001	.0002	.002	.0002	2.635	.012	2.078

Note. For each subject, the logistic function was fit to target fixations separately. The maximum asymptote is the asymptotic degree of looking at the end of the time course of fixations. The crossover point is the point in time the function crosses the midway point between peak and baseline. The slope represents the rate of change in the function measured at the crossover. Mean parameter values for each of the analyses are shown for the 9-year-olds ($n = 24$) and 16-year-olds ($n = 18$), as well as the results of *t* tests (assuming unequal variance) comparing the parameter estimates between the two ages.

Sample Correlation Table

Table 1

Descriptive Statistics and Correlations for Study Variables

Variable	<i>n</i>	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7
1. Internal– external status ^a	3,697	0.43	0.49	—						
2. Manager job performance	2,134	3.14	0.62	–.08**	—					
3. Starting salary ^b	3,697	1.01	0.27	.45**	–.01	—				
4. Subsequent promotion	3,697	0.33	0.47	.08**	–.07**	.04*	—			
5. Organizational tenure	3,697	6.45	6.62	–.29**	.09**	.01	.09**	—		
6. Unit service performance ^c	3,505	85.00	6.98	–.25**	–.39**	.24**	.08**	.01	—	
7. Unit financial performance ^c	694	42.61	5.86	.00	–.03	.12*	–.07	–.02	.16**	—

^a 0 = internal hires and 1 = external hires.

^b A linear transformation was performed on the starting salary values to maintain pay practice confidentiality. The standard deviation (0.27) can be interpreted as 27% of the average starting salary for all managers. Thus, ± 1 *SD* includes a range of starting salaries from 73% (i.e., $1.00 - 0.27$) to 127% (i.e., $1.00 + 0.27$) of the average starting salaries for all managers.

^c Values reflect the average across 3 years of data.

* $p < .05$. ** $p < .01$.

Sample Analysis of Variance (ANOVA) Table

Table 1

Means, Standard Deviations, and One-Way Analyses of Variance in Psychological and Social Resources

and Cognitive Appraisals

Measure	Urban		Rural		$F(1, 294)$	η^2
	M	SD	M	SD		
Self-esteem	2.91	0.49	3.35	0.35	68.87***	.19
Social support	4.22	1.50	5.56	1.20	62.60***	.17
Cognitive appraisals						
Threat	2.78	0.87	1.99	0.88	56.35***	.20
Challenge	2.48	0.88	2.83	1.20	7.87***	.03
Self-efficacy	2.65	0.79	3.53	0.92	56.35***	.16

*** $p < .001$.

Sample Factor Analysis Table

Table 1

Results From a Factor Analysis of the Parental Care and Tenderness (PCAT) Questionnaire

PCAT item	Factor loading		
	1	2	3
Factor 1: Tenderness—Positive			
20. You make a baby laugh over and over again by making silly faces.	.86	.04	.01
22. A child blows you kisses to say goodbye.	.85	-.02	-.01
16. A newborn baby curls its hand around your finger.	.84	-.06	.00
19. You watch as a toddler takes their first step and tumbles gently back down.	.77	.05	-.07
25. You see a father tossing his giggling baby up into the air as a game.	.70	.10	-.03
Factor 2: Liking			
5. I think that kids are annoying (R)	-.01	.95	.06
8. I can't stand how children whine all the time (R)	-.12	.83	-.03
2. When I hear a child crying, my first thought is "shut up!" (R)	.04	.72	.01
11. I don't like to be around babies. (R)	.11	.70	-.01
14. If I could, I would hire a nanny to take care of my children. (R)	.08	.58	-.02
Factor 3: Protection			
7. I would hurt anyone who was a threat to a child.	-.13	-.02	.95
12. I would show no mercy to someone who was a danger to a child.	.00	-.05	.74
15. I would use any means necessary to protect a child, even if I had to hurt others.	.06	.08	.72
4. I would feel compelled to punish anyone who tried to harm a child.	.07	.03	.68
9. I would sooner go to bed hungry than let a child go without food.	.46	-.03	.36

Note. $N = 307$. The extraction method was principal axis factoring with an oblique (Promax with Kaiser

Normalization) rotation. Factor loadings above .30 are in bold. Reverse-scored items are denoted with

an (R). Adapted from "Individual Differences in Activation of the Parental Care Motivational System:

Assessment, Prediction, and Implications," by E. E. Buckels, A. T. Beall, M. K. Hofer, E. Y. Lin, Z. Zhou, and

M. Schaller, 2015, *Journal of Personality and Social Psychology*, 108(3), p. 501

(<https://doi.org/10.1037/pspp0000023>). Copyright 2015 by the American Psychological Association.

Sample Regression Table

Table 3

Moderator Analysis: Types of Measurement and Study Year

Effect	Estimate	SE	95% CI		p
			LL	UL	
Fixed effects					
Intercept	.119	.040	.041	.198	.003
Creativity measurement ^a	.097	.028	.042	.153	.001
Academic achievement measurement ^b	-.039	.018	-.074	-.004	.03
Study year ^c	.0002	.001	-.001	.002	.76
Goal ^d	-.003	.029	-.060	.054	.91
Published ^e	.054	.030	-.005	.114	.07
Random effects					
Within-study variance	.009	.001	.008	.011	<.001
Between-study variance	.018	.003	.012	.023	<.001

Note. Number of studies = 120, number of effects = 782, total *N* = 52,578. CI = confidence interval; *LL* = lower limit; *UL* = upper limit.

^a 0 = self-report, 1 = test. ^b 0 = test, 1 = grade point average. ^c Study year was grand centered. ^d 0 = other, 1 = yes. ^e 0 = no, 1 = yes.

Sample Qualitative Table With Variable Descriptions

Table 2

Master Narrative Voices: Struggle and Success and Emancipation

Discourse and dimension	Example quote
Struggle and success ^a	
Self-actualization as member of a larger gay community is the end goal of healthy sexual identity development, or “coming out”	“My path of gayness ... going from denial to saying, well this is it, and then the process of coming out, and the process of just sort of, looking around and seeing, well where do I stand in the world, and sort of having, uh, political feelings.” (Carl, age 50)
Maintaining healthy sexual identity entails vigilance against internalization of societal discrimination	“When I’m like thinking of criticisms of more mainstream gay culture, I try to ... make sure it’s coming from an appropriate place and not like a place of self-loathing.” (Patrick, age 20)
Emancipation ^b	
Open exploration of an individually fluid sexual self is the goal of healthy sexual identity development	“[For heterosexuals] the man penetrates the female, whereas with gay people, I feel like there is this potential for really playing around with that model a lot, you know, and just experimenting and exploring.” (Orion, age 31)
Questioning discrete, monolithic categories of sexual identity	“LGBTQI, you know, and added on so many letters. Um, and it does start to raise the question about what the terms mean and whether ... any term can adequately be descriptive.” (Bill, age 50)

^aThe struggle and success master narrative states that same-sex desire/behavior is a natural if relatively uncommon developmental variant distinguishable from heterosexuality. Healthy sexual development entails “coming out” as well as joining a larger gay community in a shared struggle to overcome societal discrimination and be socially recognized as normal.

^bThe emancipation master narrative states that discrete, monolithic, and mutually exclusive categories of homosexuality and heterosexuality are social constructions, conceptually suspect in their ability to fully capture the idiosyncrasies of sexual subjectivities, desires, and behaviors. This circumscription of sexual self within culturally contingent and hegemonic sexual identity categories must be resisted.

Sample Mixed Methods Table

Table 3

Integrated Results Matrix for the Effect of Topic Familiarity on Reliance on Author Expertise

Quantitative results	Qualitative results	Example quote
When the topic was more familiar (climate change) and cards were more relevant, participants placed less value on author expertise.	When an assertion was considered to be more familiar and considered to be general knowledge, participants perceived less need to rely on author expertise.	Participant 144: "I feel that I know more about climate and there are several things on the climate cards that are obvious, and that if I sort of know it already, then the source is not so critical ... whereas with nuclear energy, I don't know so much so then I'm maybe more interested in who says what."
When the topic was less familiar (nuclear power) and cards were more relevant, participants placed more value on authors with higher expertise.	When an assertion was considered to be less familiar and not general knowledge, participants perceived more need to rely on author expertise.	Participant 3: "[Nuclear power], which I know much, much less about, I would back up my arguments more with what I trust from the professors."

Note. We integrated quantitative data (whether students selected a card about nuclear power or about climate change) and qualitative data (interviews with students) to provide a more comprehensive description of students' card selections between the two topics.

Sample Figures

The figures in this document demonstrate APA Style formatting for figures as described in the *Publication Manual of the American Psychological Association* (7th ed.).

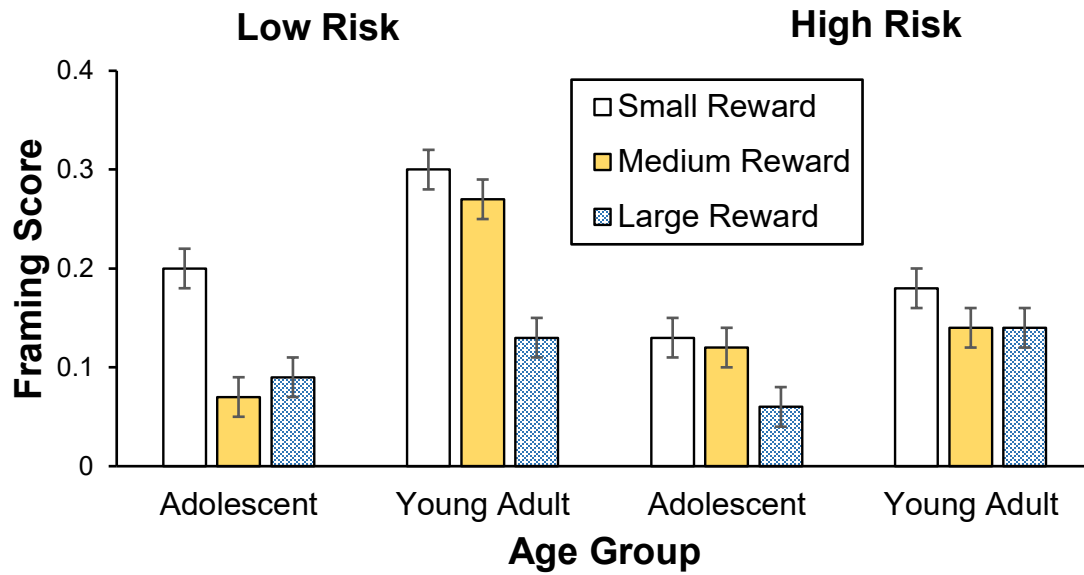
The figures are labeled (e.g., sample bar graph) to assist users in understanding the formats. These labels would not appear in an actual paper.

For more information on tables, please see the [APA Style website](#).

Sample Bar Graph

Figure 1

Framing Scores for Different Reward Sizes

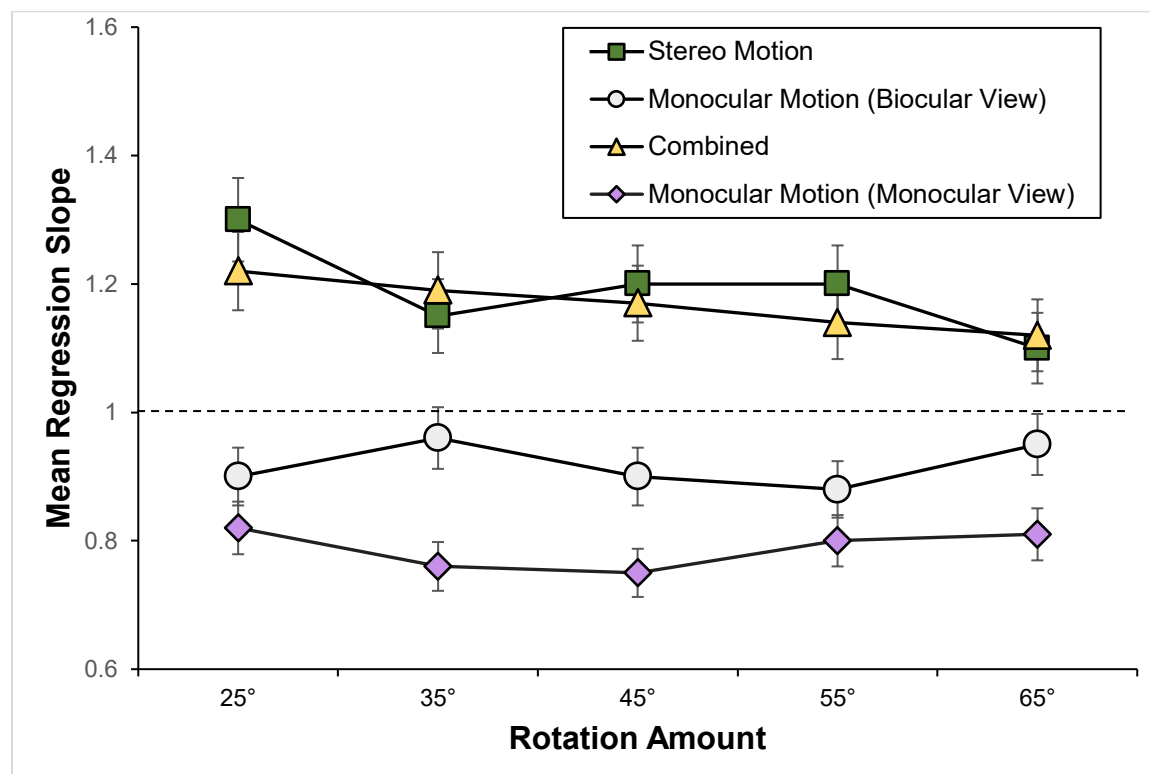


Note. Framing scores of adolescents and young adults are shown for low and high risks and for small, medium, and large rewards (error bars show standard errors).

Sample Line Graph

Figure 3

Mean Regression Slopes in Experiment 1

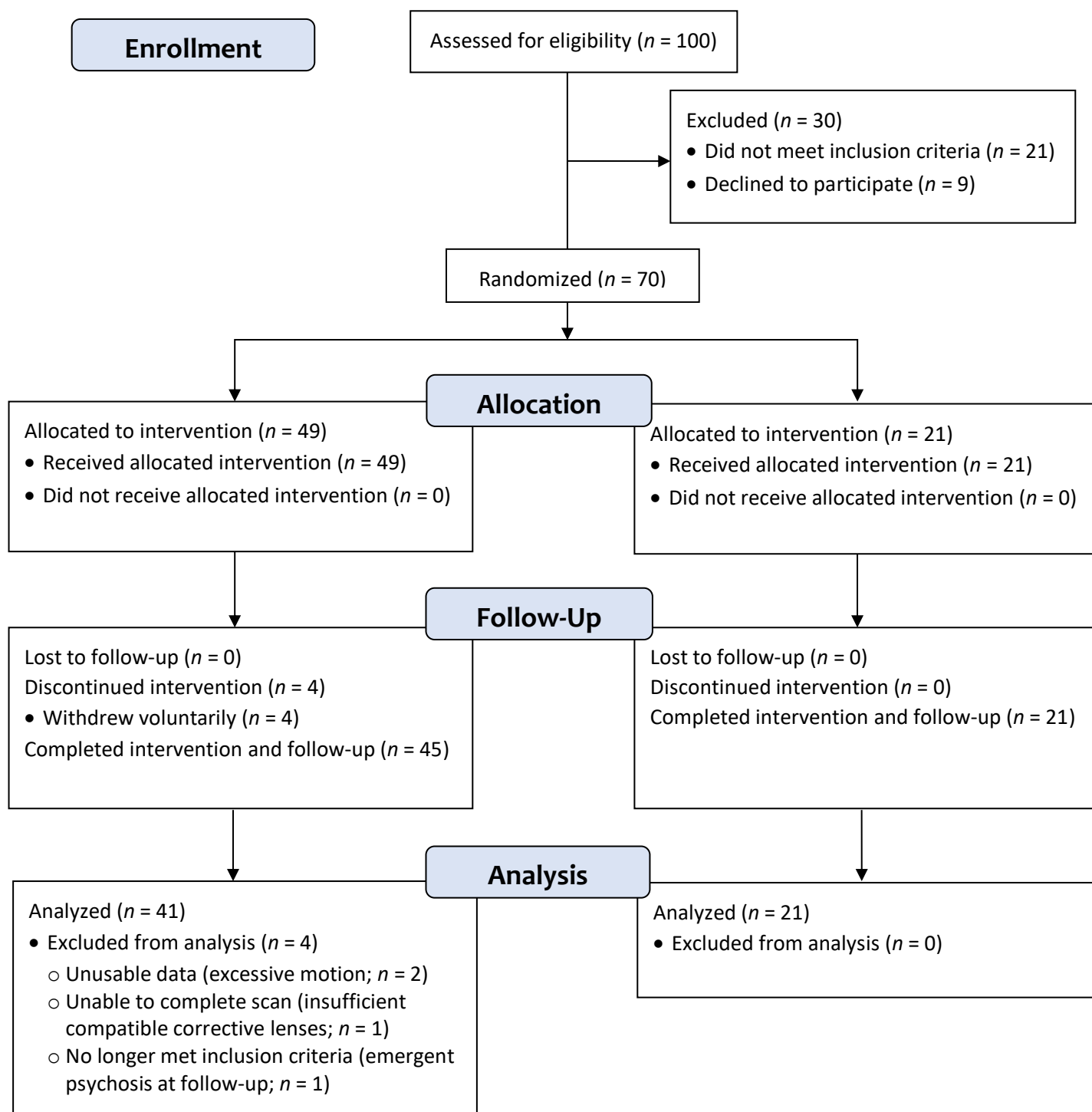


Note. Mean regression slopes in Experiment 1 are shown for the stereo motion, biocularly viewed monocular motion, combined, and monocularly viewed monocular motion conditions, plotted by rotation amount. Error bars represent standard errors. From “Large Continuous Perspective Change With Noncoplanar Points Enables Accurate Slant Perception,” by X. M. Wang, M. Lind, and G. P. Bingham, 2018, *Journal of Experimental Psychology: Human Perception and Performance*, 44(10), p. 1513 (<https://doi.org/10.1037/xhp0000553>). Copyright 2018 by the American Psychological Association.

Sample CONSORT Flowchart

Figure 2

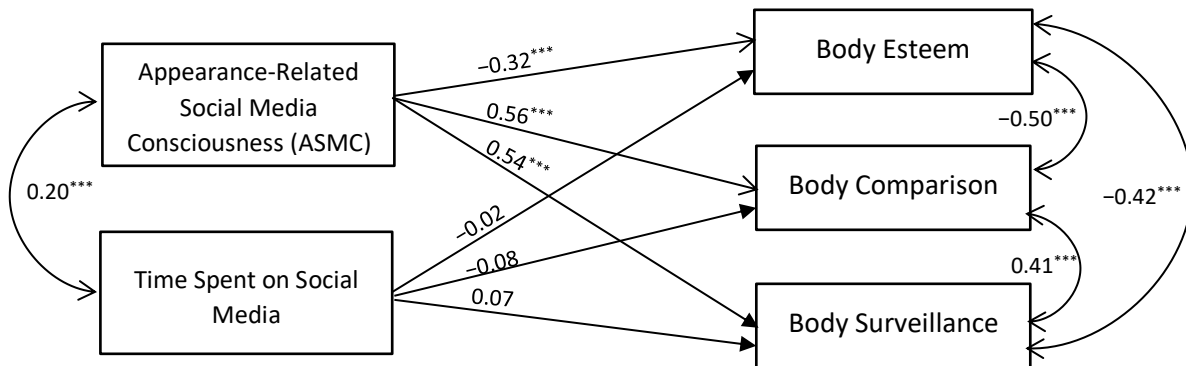
CONSORT Flowchart of Participants



Sample Path Model

Figure 1

Path Analysis Model of Associations Between ASMC and Body-Related Constructs



Note. The path analysis shows associations between ASMC and endogenous body-related variables (body esteem, body comparison, and body surveillance), controlling for time spent on social media.

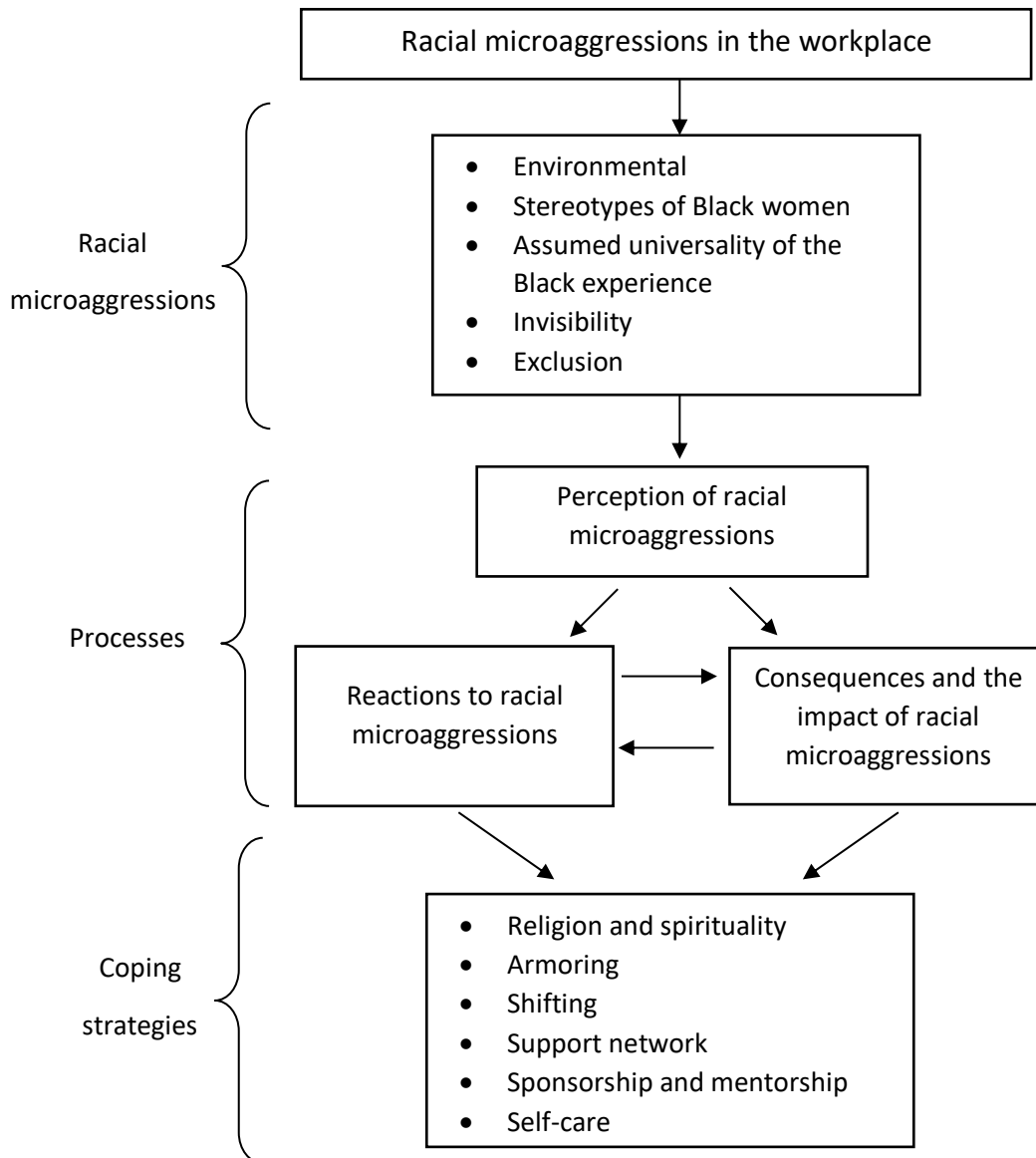
Coefficients presented are standardized linear regression coefficients.

*** $p < .001$.

Sample Qualitative Research Figure

Figure 1

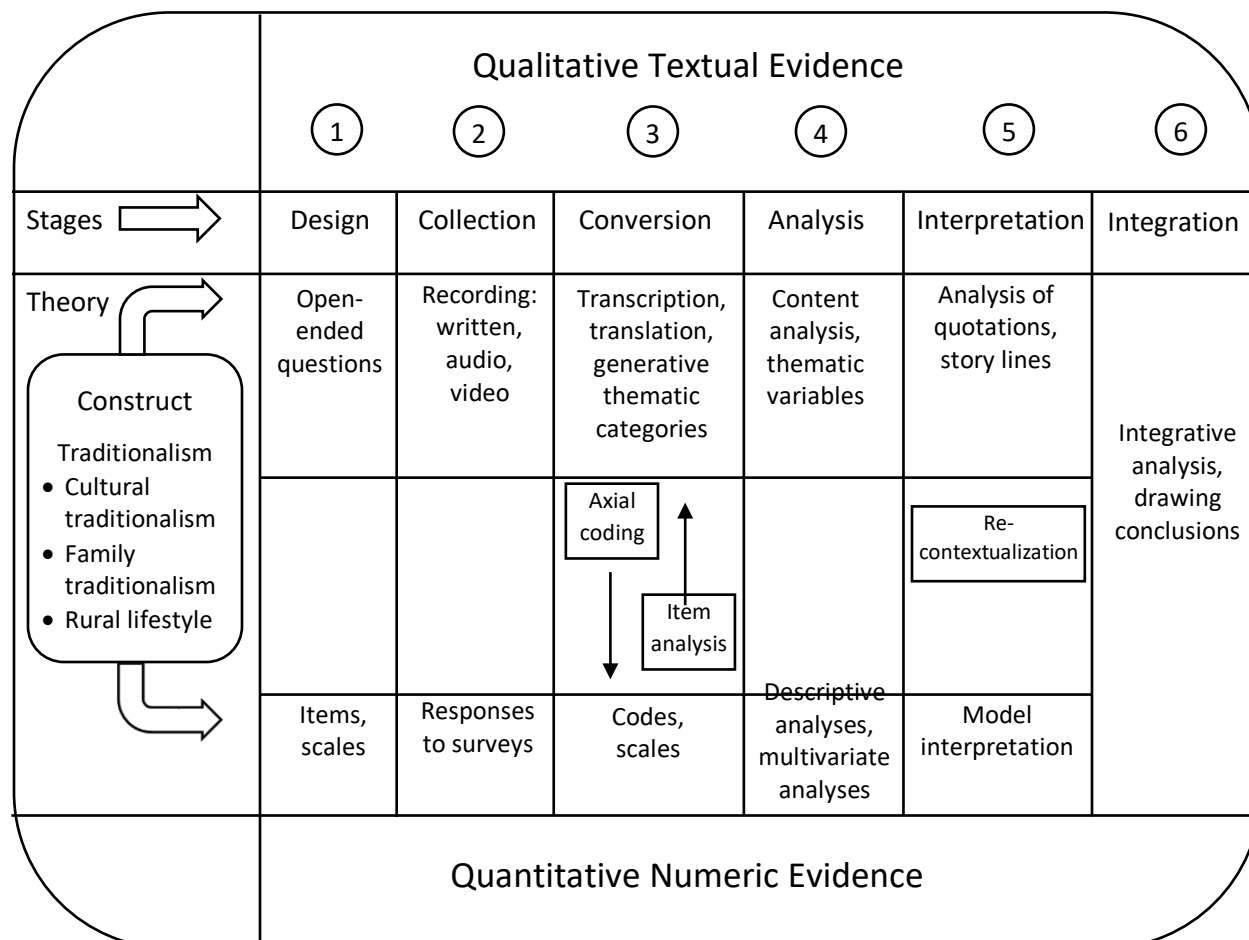
Organizational Framework for Racial Microaggressions in the Workplace



Sample Mixed Methods Research Figure

Figure 1

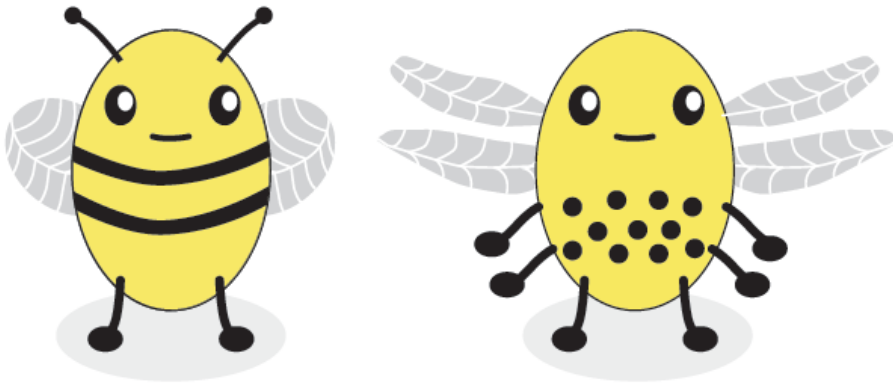
A Multistage Paradigm for Integrative Mixed Methods Research



Sample Illustration of Experimental Stimuli

Figure 4

Examples of Stimuli Used in Experiment 1

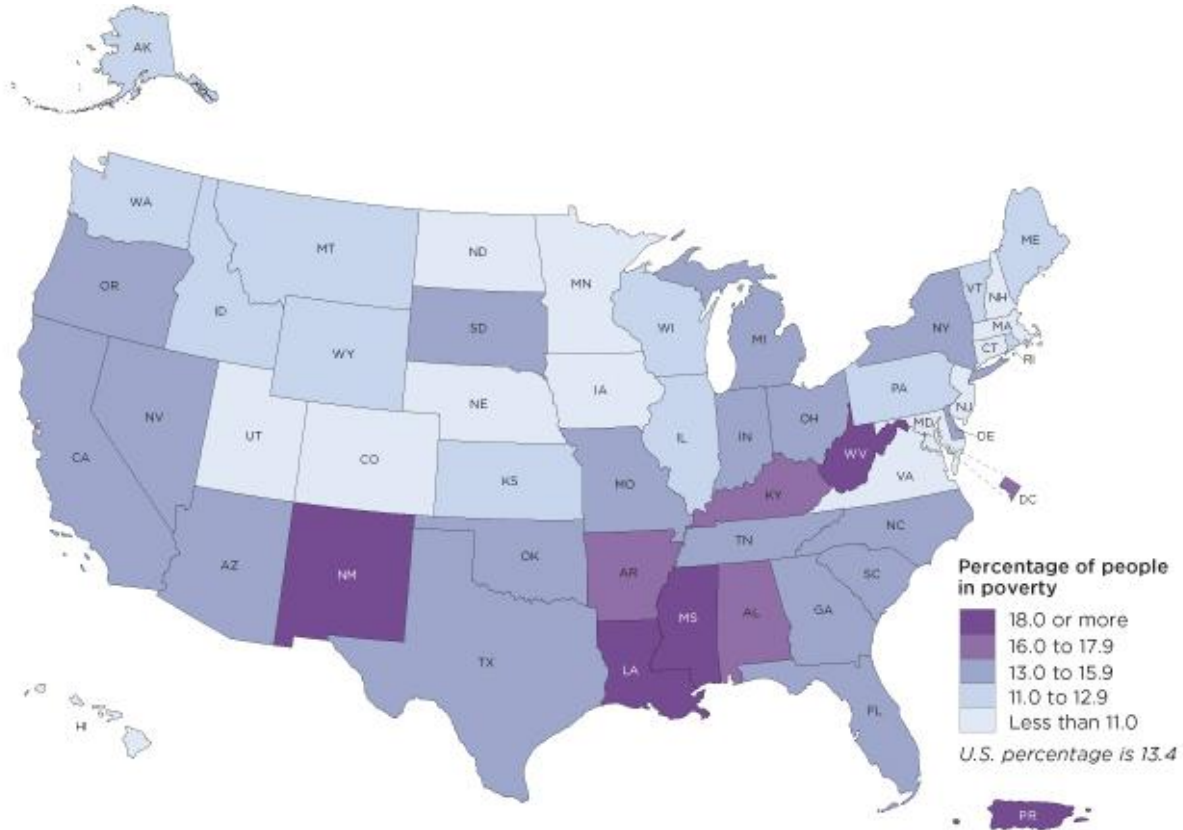


Note. Stimuli were computer-generated cartoon bees that varied on four binary dimensions, for a total of 16 unique stimuli. They had two or six legs, a striped or spotted body, single or double wings, and antennae or no antennae. The two stimuli shown here demonstrate the use of opposite values on all four binary dimensions.

Sample Map

Figure 1

Poverty Rate in the United States, 2017



Note. The map does not include data for Puerto Rico. Adapted from *2017 Poverty Rate in the United States*, by U.S. Census Bureau, 2017 (<https://www.census.gov/library/visualizations/2018/comm/acs-poverty-map.html>). In the public domain.