



**Kampus
Merdeka**
INDONESIA JAYA

THESIS COMPLETION BOOK

A HANDBOOK FOR SUPERVISORS AND STUDENTS



**UNDERGRADUATE RESEARCH BOARDS
ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATIONAL SCIENCES AND TEACHERS' TRAINING
UNIVERSITAS SILIWANGI
2026**

**THESIS COMPLETION BOOK:
A HANDBOOK FOR SUPERVISORS AND STUDENTS**

COMPILATION TEAM

This Thesis Completion Book is compiled by:

Advisors	: Dr. Ir. Nundang Busaeri, M.T. Prof. Dr. Dedi Kusmayadi, S.E., M.Si. Dr. Nani Ratnaningsih, M.Pd. Dr. Diana Hernawati, M.Pd.
Coordinator	: Dr. Yusup Supriyono, M.Pd.
Person in Chair	: Dr. Melisa Sri, M.Pd.
Secretary	: Dr. Aldha Williyen, M.Pd.
Members	: Dr. Asri Siti Fatimah, M.Pd. Nita Sari Narulita Dewi, M.Pd. Neni Marlina, M.Pd. Dea Silvani, M.Pd.
Layout	: Muhammad Adlan Faishal, S.Pd.

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PREFACE

Assalamu 'Alaikum Warahmatullahi Wabarakatuh,

In the name of Allah, the Most Gracious, the Most Merciful.

All praise be to Allah, the Lord of all worlds, who has bestowed upon us the guidance and wisdom to embark on the journey of knowledge and learning. It is with gratitude and humility that we commence this endeavour, seeking His blessings and guidance throughout.

This handbook serves as a comprehensive guide for supervisors and students venturing into the realm of academic research and thesis writing. Designed primarily for those undertaking undergraduate studies, it aims to provide invaluable insights, strategies, and practical tips to navigate the intricate process of crafting a research proposal and thesis.

Research is not merely an academic pursuit; it is a journey of exploration, discovery, and growth. Whether you are delving into the sciences, humanities, or any other field of study, this handbook endeavours to equip you with the necessary tools and methodologies to articulate your ideas effectively, conduct rigorous research, and present your findings with clarity and coherence.

We extend our heartfelt gratitude to all those who have contributed to the creation of this handbook. To our esteemed educators and mentors, whose wisdom and guidance have shaped our understanding of research methodology and scholarly inquiry, we express our deepest appreciation. Additionally, we acknowledge the invaluable feedback and support from our peers and colleagues, whose insights have enriched the content of this handbook.

As you embark on your research journey, may this handbook serve as a steadfast companion, guiding you through the challenges and triumphs that lie ahead. May Allah grant you success in your endeavours and illuminate your path with knowledge and wisdom.

Tasikmalaya, Agustus 2026

Undergraduate Research Board Team

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CHAPTER 1

INTRODUCTION

A. Rationale

The undergraduate thesis is a significant turning point in the process of academic inquiry. It is the result of years of education, intellectual development, and critical thinking. Students have a rare opportunity to delve deeply into a subject of their choosing, to pose questions that pique their interest, and to add to the body of knowledge in their profession through this attempt. Navigating the thesis writing process, though, may be a difficult undertaking that is frequently clouded in doubt and fear. Here is where our instruction manual is useful.

It is impossible to exaggerate the significance of a well-written undergraduate thesis. It not only demonstrates a student's academic prowess but also gets them ready for the challenges of research and critical thinking they might face in the future. The thesis also plays a significant part in forming a student's academic identity because for many, it is their first venture into the realm of intellectual dialogue and publishing.

Even yet, a lot of students find the process of writing a thesis to be intimidating. They struggle with issues related to choosing a subject, performing research, organizing their work, and following accepted academic practices. This how-to guide tries to demystify these difficulties and offer undergraduate students starting their thesis writing journeys a thorough road map.

Through this book, we hope to give students the information, resources, and methods they need to successfully complete their thesis projects. Our reasoning is based on the conviction that, given the proper direction and tools, every student is capable of writing a thesis of a high calibre. We also acknowledge that the thesis-writing process fosters not only academic success but also personal development and the acquisition of important skills like research, effective communication, and critical thinking.

We strive to provide students with the knowledge and excitement they need to approach the thesis writing process with confidence by providing step-by-step

instructions, useful advice, and actual examples. The ultimate goal of this book is to serve as a reliable guide for students as they work toward writing a thesis that not only adheres to academic standards but also captures their individual passions and interests.

B. Objectives

This handbook serves as a reference for students and faculty members of the English Education program in the execution and writing of the thesis, starting from the proposal stage, research, report preparation, examination, and assessment. This guide regulates substantive and technical aspects, with the possibility of further development and adaptation, in line with the diversity of topics, approaches, processes, and types of research.

C. Terminologies

This handbook includes several nomenclatures that have been agreed upon as references for providing identities to the roles involved in the student's thesis completion process, as follows:

1. **Undergraduate Research Boards** which are furtherly mentioned in DBS is responsible for the completion of students' final assignments in the English Education program
2. **Supervisors** are faculty member of the English Education program, holding a position of at least *Assistant Ahli*, assigned with the task of guiding students through the completion of their final assignments. This includes determining the research topic, formulating research questions, conducting literature reviews, selecting research methods, preparing research reports, and gathering references according to the citation style agreed upon in the English Language Education program
3. **Examiners** are faculty member of the English Education program, holding a position of at least *Assistant Ahli*. Their task includes providing advice to students participating in the proposal seminar if there are any aspects that need improvement in the prepared proposal. Additionally, they are responsible for evaluating the originality of the thesis/final assignment, the writing style, the

ability to explain the thesis/final assignment, mastery of the subject matter, and the academic weight of the thesis/final assignment

4. **Moderator** is one of the DBS (Thesis Guidance Board) members assigned to each assembly based on the agreement and approval of the DBS chairperson. The Moderator's role is to ensure the smooth running of the proposal seminar, thesis result seminar, and thesis defence.
5. **Students** are active students in the English Education program who have signed up for thesis work and are entitled to receive thesis guidance services.

CHAPTER 2

REQUIREMENTS

A. Student

English Education program students are able to sign for thesis work if:

1. They have completed at least 115 credits of the courses registered with GPA no less than 2.00.
2. They have been assigned with 2 supervisors by head of English education department.

B. Supervisors

Two supervisors will be assigned for student who has signed for thesis work. The supervisors are English education department lecturer, holding the following requirements:

1. The first supervisor holds at least *Lektor* and has NIDN.
2. The second supervisor holds at least *Asisten Ahli* and has NIDN.
3. The supervisors have relevant competence with the student's research topic.
4. The supervisors are assigned by head of English education department and approved by the dean of the faculty.

C. Examiners

The examiners assigned should hold the following requirements:

1. The examiners hold at least *Asisten Ahli* and has NIDN.
2. The examiners have relevant competence with the student's research topic.
3. The examiners are assigned by head of English education department and approved by the dean of the faculty.

D. Validators of Instrument/Media

To validate instrument/media used in conducting the research can be done by the supervisors.

CHAPTER 3

RIGHTS AND OBLIGATION

A. Rights and Obligations of Students

1. Rights

- a. Receiving academic support from the thesis supervisor (according to a predetermined schedule) regularly and engaging in direct interactions in a respectful manner, without demeaning anyone, and within an academic atmosphere based on scholarly ethics and human rights
- b. Receiving administrative services in accordance with the applicable regulations in a courteous manner and without demeaning anyone in accordance with human rights
- c. Expressing opinions in the thesis guidance process that are grounded in theoretical argumentation and scholarly principles
- d. Requesting a change of thesis supervisor when meeting the requirements
- e. Filling out a complaint form in case of experiencing unpleasant treatment from the thesis supervisor or thesis examiner, such as insults, harassment, and defamation, to be subsequently reported to the Head of the Study Program through DBS.

2. Obligation

- a. Must adhere to the rules and all academic and administrative regulations in force
- b. Act in accordance with ethical and legal norms
- c. Show respect and courtesy towards the professors, especially thesis supervisors and thesis examiners
- d. Engage in academic activities in accordance with established academic ethics
- e. Personally take responsibility for all scholarly speech and writing in accordance with intellectual maturity, and must uphold the good name of the English Education Program at Universitas Siliwangi in words and actions both within and outside the campus

- f. It is prohibited to spread falsehoods, engage in defamation, or harm the reputation of students, faculty members, thesis supervisors in the English Education Program, or any other parties.
- g. It is required to do the consultation with the supervisors in a minimum of 12 times from tentative to thesis.

B. Rights and Obligations of Supervisors

As professional educators in higher education, thesis supervisors are expected to consistently demonstrate high academic and professional conduct and always uphold their rights and responsibilities as follows:

1. Rights

- a. Have academic freedom, which includes the freedom to learn and develop knowledge in accordance with scholarly principles
- b. Have the freedom to express and publish scientific ideas and findings in the public domain in accordance with scholarly principles
- c. Carry out academic activities and assigned tasks as long as they do not contradict existing regulations and provisions
- d. Receive respect and courtesy from students and fellow faculty members
- e. Receive incentives and honors for their work and efforts in accordance with existing regulations
- f. Resign as a thesis supervisor if:
 - a) There are differences in views with students regarding the completion of the final assignment that cannot be reconciled or resolved
 - b) Students engage in reprehensible academic behavior
 - c) Students request a change of thesis supervisor for specific reasons related to administration, morality, ethics, and human rights
- g. For thesis supervisors who resign, they are entitled to the incentives as thesis supervisors that have already been received.

2. Obligations

- a. The supervisors are obligated to guide and mentor students without discrimination, exploitation, intimidation, or intervention.

- b. The supervisors are responsible for providing a schedule or time for guidance to the student at least once a week, and the guidance process should be conducted in a minimum of 16 times from tentative to thesis.
- c. The supervisors can conduct the guidance process through face-to-face meetings or online.
- d. The supervisors' roles are to provide guidance, engage in discussions with the supervised student regarding their research, and check the thesis writing mechanism from start to finish according to the thesis writing guidelines in an atmosphere that upholds human rights.
- e. The supervisor 1 has greater responsibility in the supervising process, and the supervisor 2 provides additional input and suggestions.
- f. If a student does not understand the content being guided, the supervisors may guide the student and, if necessary, may suggest a new title towards a more understandable issue.
- g. Supervisor 1 signs the student's research proposal and thesis first.
- h. Supervisor 2 signs the student's proposal and thesis, which is eligible for examination, after it has been approved and signed by supervisor 1.

CHAPTER 4

PROCEDURES OF THESIS COMPLETION

A. Research Topic Proposal

Proposing research topic is conducted through the following steps:

1. English Education program secretary and DBS identifies eligible students to propose research topic.
2. The students participate in orientation organized by DBS.
3. DBS forms the team of supervisors and examiners for each eligible student, which is then coordinated with the head of the study program.
4. English Education program secretary proposes the thesis supervisor, as prepared by DBS, to the Dean for the issuance of an Official Decision Letter.
5. English Education program and DBS announce the eligible students, supervisors, and examiners.
6. Students fill out the research tentative form.
7. Students contact or confirm with the supervisors assigned and determined by head of English education department.
8. Students and supervisors agree on the supervision process and technicalities.
9. Students consult the research tentative with supervisors 1 and 2.
10. Once supervisor 1 and 2 approve the tentative research form, students meet with one of the DBS teams to validate the submission of the tentative research.

B. The Supervision Process

1. Students begin to write the thesis proposal according to the approved research tentative by supervisors 1, supervisors 2, and DBS, either online or offline, as agreed upon by the supervisors and students.
2. Students inform the DBS if there are substantial changes from the previously approved research tentative.
3. The completed proposal, with the approval of supervisor 1 and 2, can then be submitted for the proposal seminar examination, following other required document submission guidelines.

4. Students who have successfully passed the research proposal seminar can proceed with the thesis writing process, beginning with revisions based on the feedback provided by the examiners during the proposal seminar, with the assistance and guidance of supervisor 1 and 2.
5. Students create and discuss the research scheme, consult, and confirm data collection techniques and instrument legalization with their supervisors.
6. Once approved by the supervisors, students begin data collection, research analysis, and the writing of the final report or thesis.
7. Students consult the completed final report or thesis with their supervisors, addressing content, style, grammatical elements, and formatting according to the guidelines.
8. The thesis, once completed, is marked with the approval of supervisor 1 and 2 and can then be submitted for the thesis results seminar examination, following other required document submission.
9. Students who have successfully passed the thesis results seminar perform revisions based on the feedback provided by the examiners, with the assistance and guidance of supervisor 1 and 2.
10. Students consult the revised results, addressing content, style, grammatical elements, and formatting, with their supervisors.
11. The completed revised thesis, marked with the approval of supervisors 1 and 2, can then be submitted for the thesis examination, following other required document submission.

C. Examination

1. Research Proposal Seminar

a. Before the Proposal Seminar

1. Participants in the thesis proposal seminar obtain approval from Supervisor 1 and 2, fulfil the requirements as stipulated, and commit to attending the thesis proposal seminar.
2. Participants in the thesis proposal seminar register through the link provided and upload the complete proposal file (Word and PDF) and PowerPoint presentation file via the Google Drive link provided.

3. The DBS schedules the date of the thesis proposal seminar and creates the seminar schedule. The scheduled date is communicated to the supervisors, examiners, and participants after approval by the department chair.
4. Prior to the thesis proposal seminar, the examiners **MUST** provide notes, suggestions, and corrections on the research proposal using Microsoft Word Review, based on the draft research proposal file previously downloaded.
5. Supervisors and examiners who are unable to attend must seek permission for their absence from the DBS chair and department chair no later than one day before the Thesis Proposal Seminar.
6. Participants in the thesis proposal seminar are **REQUIRED** to attend the pre-seminar meeting.

b. During the Proposal Seminar

1. Participants in the thesis proposal seminar wear white shirts and university blazers; female students who wear headscarves suit the color.
2. Examiners wear formal attire (suit or batik).
3. Participants in the thesis proposal seminar and examiners should be ready 30 minutes before the start.
4. The moderator opens the thesis proposal seminar and leads its proceedings.
5. The moderator of the thesis proposal seminar invites participants to present for a maximum of 5 minutes, after which the examiners take turns to ask questions to the participants, with a maximum of 10 minutes allocated to each examiner.
6. The examiners ask questions to the participants to explore information and academic values related to the participant's research.
7. Supervisors are given a maximum of 5 minutes to provide additional suggestions and/or corrections to the participants with the moderator's permission.
8. During the thesis proposal seminar, the moderator documents the proceedings for the purpose of reporting the seminar to relevant parties.
9. The assessment forms should be sent to the responsible moderator on the same day as the proposal seminar.

10. The moderator concludes the thesis proposal seminar after suggestions and/or corrections on the draft research proposal from the examiners and the assessment results are accepted by the DBS.
11. If technical issues arise during the thesis proposal seminar, DBS members make a joint decision on continuing the seminar through alternative means as agreed upon.

c. After the Proposal Seminar

1. The announcement of the thesis proposal seminar results is sent to each participant's google drive by their respective room moderators.
2. Suggestions and/or corrections to the participants' proposal files are re-uploaded by the examiners on the same Google Drive page for participants of the thesis proposal seminar.
3. The examiners fill the assessment form through the link provided immediately after the seminar.
4. The seminar participants are required to recap the examiners' suggestions using the provided template.
5. If the students do not pass the proposal seminar, they are **REQUIRED** to retake the seminar after consulting and revising the proposal with the supervisors.
6. The students who pass the seminar are **REQUIRED** to meet the supervisors to consult the revision/suggestions given during the proposal seminar.
7. After consulting with the supervisors, the students are required to consult with the examiners and to approve the revision.
8. The students are allowed to proceed to the next writing thesis process (e.g. collecting the data) after having been approved by the supervisors and examiners.

2. Thesis Result Seminar

a. Before the Thesis Result Seminar

1. Thesis seminar participants have obtained approval from supervisor 1 and 2 and have met the requirements in accordance with the regulations and are willing to participate in the thesis result seminar.

2. Thesis seminar participants must register through link provided.
3. Thesis result seminar participants create a 5-minutes video presentation, and must wear shirts, completed with a black suit and tie (for men); for female students who wear headscarves suit the color.
4. Thesis result seminar participants need to upload the complete thesis document in both doc and PDF formats, video presentation (max. 5 minutes), and the presentation materials in PowerPoint format.
5. The examiners consist of 3 (three) lecturers from the English Education Study Program, at least holding the academic rank of *asisten ahli*, who are assigned to provide advice to participants in the thesis result seminar if there are things that need to be improved.
6. DBS will determine the date of the thesis seminar and prepare the schedule for the thesis seminar.
7. The schedule for the thesis seminar will be shared to the examiners and participants after it has been approved by the department head.

b. During the Thesis Result Seminar

1. The representative of the DBS team assigned for each participant is responsible for the overall technical aspects of the thesis result seminar.
2. The examiners review and give suggestion on the participants' thesis files to explore scholar values aligned with the research findings, thereby enhancing the competence and performance of the participants in their field of expertise.
3. The examiners provide assessments for participants based on the format provided and send the results back to the responsible person for each participant to the responsible moderator.

c. After the Thesis Result Seminar

1. The examiners are REQUIRED to send their suggestions and/or corrections given through google doc suggestion/Microsoft word review within a maximum three days after the thesis seminar has taken place through the Google Drive page that has been provided.

2. The seminar participants are required to recap the examiners' suggestions using the provided template.
3. The announcement of the thesis seminar results will be uploaded to the participants' google drive by the responsible person within a maximum of 1 week after the thesis seminar has taken place.
4. The examiners fill the assessment form through the link provided immediately after the seminar.
5. If the students do not pass the thesis result seminar, they are **REQUIRED** to retake the seminar after consulting and revising the thesis with the supervisors.
6. The students who pass the seminar are **REQUIRED** to meet the supervisors to consult the revision/suggestions given during the seminar.
7. After consulting with the supervisors, the students are required to consult with the examiners and to approve the revision.
8. The students have maximum **ONE MONTH** to revise for minor revision and **TWO MONTHS** for major revisions. If not fulfilled, the students must retake the thesis result seminar.
9. The students are allowed to proceed to the thesis defence examination after having been approved by the supervisors and examiners.

3. Thesis Examination

a. Before the Thesis Examination

1. Thesis defence participants have obtained approval from Supervisor 1 and 2, and have met the requirements (Lembar pengesahan Skripsi yang telah disetujui pembimbing 1 dan 2, SKL Seminar Hasil Skripsi, Kartu Bimbingan, Berita Acara Unggah Jurnal, Transkrip Nilai Sementara, Sertifikat TELP, OMBUS) as stipulated, and are willing to participate in the thesis defence examination.
2. Thesis defence participants must register with the department and upload the complete thesis document along with the PowerPoint presentation materials through the Google Drive.
3. The DBS will determine the date of the thesis defence and prepare the thesis defence schedule.

4. The schedule for the thesis defence will be communicated to the examiners and participants after being approved by the department head.
5. The examiners are **REQUIRED** to provide notes, suggestions, and/or corrections on the thesis document.
6. Examiners who are unable to attend must seek permission from the chair of the DBS and the head of English education department at least one day before the thesis defence, and the examination process can be substituted with other examiners appointed by the Chair of the DBS and approved by the Program Head.
7. Thesis examinee **MUST** attend the pre-defence thesis examination meeting on time, or the participation will be rescheduled if not/late to attend.

b. During the Thesis Examination

1. Thesis examinee wear shirts, complete with a suit and tie (for men); for female students who wear headscarves suit the color.
2. Examiners wear formal attire (for women, a blazer, and for men, a suit with a dress shirt and tie).
3. All parties involved (thesis examinee, the moderator, and examiners) in the thesis defence must be ready 30 minutes before the examination start.
4. The head of the English education department officially opens the thesis examination, attended by the thesis examinee, DBS, and the examiners.
5. The thesis examination moderator invites participants to present for a maximum of 5 minutes, after which the examiners take turns asking questions directly to the examinee, with each examiner having a maximum of 10 minutes.
6. The moderator provides an opportunity for examiners to ask questions in order to explore scholarly values aligned with the research findings already conducted, thereby enhancing the competence and performance of the thesis defence participants in their field of expertise.
7. During the thesis examination, all parties are required to uphold the prevailing norms. In case of violations, the moderator, as the head of the examination, is responsible for imposing sanctions on the parties involved.

8. The examiners provide assessments for participants based on the format provided.
9. If any issues arise during the thesis examination, the moderator will decide to proceed with the examination according to the agreed-upon procedure.

c. After the Thesis Examination

1. The head of English education department officially closes the thesis examination, attended by the examinee, DBS and the examiners, and simultaneously announces the results of the thesis defence.
2. Suggestions and/or corrections on the thesis documents by the participants are re-uploaded by the examiners to the same Google Drive page.
3. Examiners are **REQUIRED** to send their suggestions and/or corrections for the thesis documents of the participants on the same day through the Google Drive page that has been provided.
4. If the students do not pass the thesis examination, they are **REQUIRED** to retake the thesis examination after consulting and revising the thesis with the supervisors.
5. The students who pass the thesis examination are **REQUIRED** to meet the supervisors to consult the revision/suggestions given during the examination.
6. After consulting with the supervisors, the students are required to consult with the examiners and to approve the revision.
7. The students have maximum **ONE MONTH** to revise for minor revision and **TWO MONTHS** for major revisions. If not fulfilled, the students must retake the thesis result examination.

D. Scoring Rubrics

1. Research Proposal Seminar

No	Kriteria	Indikator Penilaian	Nilai (0 – 100)
1	Latar Belakang/ Pendahuluan	- Fenomena/ isu penelitian - Rumusan masalah/ pertanyaan penelitian - Tujuan penelitian, dan - Kesesuaian topik dengan isi	
2	Kajian Teori	- Kesesuaian topik dengan tinjauan pustaka - Kesesuaian tinjauan pustaka dengan referensi - Kemampuan menyusun konsep berdasarkan teori - Terkait, dan penggunaan penelitian yang relevan	
3	Metodologi Penelitian	- Kesesuaian metode penelitian yang digunakan - Sampel/setting, partisipan - Teknik pengumpulan data - Teknik analisis data	
4	Daftar Pustaka	- Menyertakan referensi terkait (artikel dan jurnal minimal 5 tahun terakhir) - Kesesuaian penulisan dengan referensi yang dikutip sesuai dengan gaya selingkung yang ditetapkan	
5	Penguasaan Materi	- Kemampuan menjelaskan proposal penelitian - Kemampuan menjawab pertanyaan terkait penelitian yang akan dilakukan	
TOTAL (N/5)			

Penilaian:

0 – 50	Perbaikan proposal dan seminar ulang
51 – 65	Perbaikan proposal tanpa seminar ulang (Major Revision)
66 – 80	Perbaikan proposal tanpa seminar ulang (Minor Revision)
81 – 100	Layak ke lapangan

2. Thesis Result Seminar and Thesis Examination

No	Kriteria	Indikator Penilaian	Nilai (0 – 100)
1	Latar Belakang/ Pendahuluan	- Fenomena/ isu penelitian - Rumusan masalah/ pertanyaan penelitian - Tujuan penelitian, dan - Kesesuaian topik dengan isi	
2	Kajian Teori	- Kesesuaian topik dengan tinjauan pustaka - Kesesuaian tinjauan pustaka dengan referensi - Kemampuan menyusun konsep berdasarkan teori - Terkait, dan penggunaan penelitian yang relevan	
3	Metodologi Penelitian	- Kesesuaian metode penelitian yang digunakan - Sampel/setting, partisipan - Teknik pengumpulan data - Teknik analisis data	
4	Hasil Penelitian dan Kesimpulan	- Kesesuaian hasil penelitian dengan pertanyaan penelitian - Kemampuan memaparkan hasil penelitian secara terperinci - Kesesuaian referensi acuan dalam mendiskusikan hasil penelitian	
5	Daftar Pustaka	- Menyertakan referensi terkait (artikel dan jurnal minimal 5 tahun terakhir) - Kesesuaian penulisan dengan referensi yang dikutip sesuai dengan gaya selingkung yang ditetapkan	
6	Penguasaan Materi	- Kemampuan melakukan presentasi	
TOTAL (N/6)			

Penilaian:

0 – 50	Perbaiki skripsi dan seminar/sidang ulang
51 – 65	Perbaiki skripsi tanpa seminar/sidang ulang (Major Revision)
66 – 80	Perbaiki skripsi tanpa seminar/sidang ulang (Minor Revision)
81 – 100	Layak maju ke sidang skripsi/lulus tanpa perbaikan

CHAPTER 5

THESIS ORGANIZATION

A. Part 1 – The Beginning

OUTER COVER

The outer cover of the thesis contains the title, type of scientific work, the purpose of writing the thesis, the university logo, the author's name, the student's number, the name of the study program/ department, the name of the faculty, the name of the university, and the year of writing ([See enclosure 1](#)).

1. The title is written in capital letters, preferably not using abbreviations. Subtitles (if any) are written in capital letters at the beginning of each word, except for conjunctions or conjunctions.
2. The type of scientific work is written in capital letters, for example, THESIS.
3. The purpose of writing a thesis is written in small letters at the beginning of each word, except for the word title or activity name, for example... Seminar Proposal or... Bachelor of Education.
4. The author's name is written in capital letters.
5. The layout of the letters on the outer volume uses a symmetrical writing system.
6. The color of cover for English Education Department is RED.
7. Hard cover (delaminating) type.

INNER COVER

The cover contains the title of the research proposal/ thesis, the words "RESEARCH PROPOSAL/THESIS", the Universitas Siliwangi logo, the name of the student, the student's number, the name of the institution, and the year of the proposal seminar/ thesis examination. ([See enclosure 2](#)).

TITLE PAGE

Title page contains the same structure as the cover. However, in the title page, the author starts the page number with roman numerals (i).

APPROVAL SHEET

The approval sheet contains the words "APPROVAL SHEET", the title, the student's name, the student's number, the date of the seminar proposal/ thesis examination, the approval column for supervisors I and II, especially for the thesis approval sheet, it contains a column of endorsement for the head of the Department and the Dean of the Teaching and Education Faculty ([see enclosure 3](#)).

EXAMINER PAGE

This page contains evidence of student thesis testing by examiners in the following order ([See enclosure 4](#)):

Examiner 1 (supervisor 1)

Examiner 2 (supervisor 2)

Examiner 3

Examiner 4

Examiner 5

LEMBAR PERNYATAAN

This part consists of the research title and the statement of the student recognizing the originality of the research; free from plagiarism and irrelevant mechanical issues. The student needs to put Rp. 10.000, 00 stamp in the right bottom corner along with the date of the research, name of the student and student's number. The signature of the student must touch the stamp. This page is written in Bahasa Indonesia (written *italic*) ([see enclosure 5](#)).

PERSONAL PAGE (MOTTO) - OPTIONAL

Personal pages contain personal offerings and mottos. The content contained on personal pages should notice academic ethics, do not contain the issues of ethnicity, religion, race and inter-group relations and be contained in one page (this page may or may not exist).

ABSTRAK

Abstrak is a brief description of the background, objectives, methodology, research findings, and conclusion. The maximum number of words are written in no more than 250 words. Abstract is written in Indonesian. It is accompanied by 3-5 keywords (alphabetically) placed at the bottom of the paragraph. It is written in one paragraph with a single space and must be *italic* ([See enclosure 6](#)).

ABSTRACT

Abstract is the English version of the '*Abstrak*'.

PREFACE

The preface contains a brief description of the purpose of preparing a research proposal/ thesis, and the main contents of the research proposal/ thesis based on the components in the research proposal/ thesis. At the end of the preface, there should be a statement of openness to receiving criticism and suggestions for limitations in the preparation of a research proposal/ thesis. In the lower right corner of the foreword paragraph, the name of the city where the institution is written, the month and year of preparation of the research/ thesis proposal. Also, underneath them, it is written "compiled by" the name of the student and the student's number.

ACKNOWLEDGMENT

This is a gratitude page aimed at expressing appreciations all people who have given contribution during your study in Universitas Siliwangi.

TABLE OF CONTENTS

Table of contents consists of comprehensive information regarding the contents of the research proposal/ thesis, starting from the approval sheet to enclosures. In particular, the content of the thesis only encompasses chapters, sections, and sub-sections.

LIST OF TABLE(S)

List of tables contains the order of the tables contained in the research proposal/ thesis text. Table numbers are made sequentially in relation to the order of the chapters in the main section. After the table is numbered, the table title is written. The table list is also equipped with a page where the table is located

LIST OF FIGURE(S)

List of pictures contains the sequential images contained in the research proposal/ thesis. Each picture serial number in the list of figures is given a page number illustrating the location of the images on the thesis. Pictures in this case consist of images, namely photos, maps, charts, graphs, histograms, charts, illustrations, and so on.

LIST OF ENCLOSURE(S)

List of enclosures contains the ordered attachments contained in the thesis. The enclosures list contains the serial number attachment, the title attachment, and a page indicating where the attachments are located. Thesis attachments cover learning tools, research instruments, research data, data analysis results, pictures, photos, supervisor's decree, research permit, curriculum vitae (CV), and others required to attach.

B. Part 2 – The Body

1. Qualitative Research Framework

CHAPTER 1 INTRODUCTION

A. Background of the Study

Background of the study is started by introducing the broad research topic or area of the study to provide sufficient knowledge about the topic. The author explains why the topic you are investigating is of interest to researchers and practitioners in the field.

It is also important for you to justify problematic issue, facts, case or phenomenon in general leading to specific problems that happens/happened at the research site or in other supportive places. You need to justify your selection of the particular case(s) for your study. Discuss this case(s) are relevant and significant within the context of identified problems. If your case(s) have unique characteristics or offer an opportunity for valuable information and insight, emphasize these aspects.

The author also needs to present preliminary studies/ other people's empirical results/ journals relevant to the investigative problem(s). In this section, the author discusses the key findings from previous research related to the topic studied. In addition, it is important to identify any gaps, contradiction, or unresolved questions/problems in the current literature discussed previously and explain why this/these gap(s) or issue(s) are significant.

B. Formulation of the Problem(s)

Formulation of the problem(s) contains a brief statement of the problem under study in the form of an interrogative sentence. It must be articulated in the form of operational (measurable) questions and should be a concise statement that encapsulates the focus of your study.

C. Operational Definition(s)

Operational definitions consist of contextual explanations of the research variables to be studied. An operational definition is not an explanation of every

word in the title. In the operational definitions, the characteristics of measurable research variables should be explained. Also, their formulation (s) must be based on the understanding or explanation of scientific references referring to the theoretical study section (the statement or formulation of the expert's opinions quoted is not included).

D. Aim(s) of the Study

Aim(s) of the research must explain the purpose of your research and what you hope to achieve through the proposed study in accordance with the formulation of the problem posed which is formulated/stated in a statement. The number of aims of the research is in accordance with the number of formulations of the problems.

E. Significance(s) of the Study

Significance of the study encompass theoretical, practical, and empirical contributions from the results of the research conducted. These significances are not necessarily all stated. You need to adjust which significance(s) is more adaptable to your research finding later.

1. Theoretical Significance

Theoretical significance discusses why your research is important and the potential contributions it can make to the field. A study may advance, challenge, clarify, or develop theories in a certain discipline or field. Theoretical significance frequently entails advancing our understanding of fundamental concepts or principles.

2. Practical Significance

Practical significance relates to its applications and ramifications in the actual world. It responds to the question of how the findings can be applied to resolve real-world issues, improve practice, or inform decision-making in a specific context.

3. Empirical Significance

Empirical Significance concerns on first-time accounts of a phenomenon or new information about a phenomenon. It could open future possibilities for

other researchers or practitioners to lead to opportunities for a rich understanding of a novel phenomenon or case, and to against their own practices.

CHAPTER 2

LITERATURE REVIEW

A. Theoretical Review

In the theoretical review section of your qualitative study, your goal is to demonstrate a clear alignment between the chosen theoretical perspective and your research objectives. You should also show how the framework will guide your data collection, analysis, and interpretation processes. Emphasize that the theoretical framework serves as a lens through which you will analyze and make sense of your findings. Show the relationship between your chosen theoretical framework and existing literature in your field. You may cite relevant studies or authors who have used this framework to investigate similar topics.

B. Study of Relevant Research

This section contains key findings and trends in the field of the investigative topic. It involves a systematic and comprehensive examination of existing scholarly literature and research studies (e.g., academic articles) that are relevant to the topic of your own research. Bridge your research background section with the literature review by explaining how the existing literature supports your research.

This is necessary to avoid repetition of research on the same subject matter. Knowing what has already been done can help you design your study to build upon existing knowledge rather than repeating it. Relevant research in this study is also meaningful as a current reference related to the research to be discussed.

CHAPTER 3

RESEARCH METHODOLOGY

A. Research Design

Begin by explaining the overarching qualitative research design you are employing (e.g., ethnography, grounded theory, phenomenology, case study,

content analysis, narrative analysis, etc.). Provide a rationale for your choice, explaining how this approach aligns with your research objectives, questions, and the nature of the phenomenon you're investigating. Discuss any key characteristics of the chosen approach that make it suitable for your study.

B. Research Setting and Participant or Research Object

In the "Setting and Participants" section of your qualitative research study, you need to provide detailed information about where your study will take place (the setting) and who will be involved in your research (the participants). This section clearly and comprehensively helps the reader understand the context in which your research will take place and who will be involved. It establishes the foundation for the subsequent sections of your research proposal or report, providing the rationale for your choices and their relevance to your study.

For setting, begin by describing the setting or context in which your research will be conducted. This includes the physical location, organizational environment, or broader social context relevant to your study, and it is important to provide details about the setting characteristics or any unique features that are pertinent to your research. In addition, explain why you have selected this specific setting for your study. Discuss how the setting aligns with your research objectives and the nature of the phenomenon you are investigating. Clarify any distinctive aspects of the setting that make it suitable for your research.

For participant(s), begin with describing the participants who will be involved in your study and how many. This includes both the criteria for participant selection and their demographic characteristics (e.g. age, gender, ethnicity, occupation, or any other relevant information). Specify any inclusion or exclusion criteria that guided your participant selection. Explain why these characteristics are pertinent to your study.

If you are using a research object (also known as a study subject or research target) as the focus of your qualitative study and do not directly involve human participants or a specific setting, your "Setting and Participants" section may be quite different. In this case, you would typically use Research Object and provide information about the research object itself.

Begin your research object description by providing a detailed description of the research object. Explain what it is, its nature, characteristics, and any relevant background information. Discuss why you have chosen this specific research object for your study, and its significance in relation to your research questions or objectives. Clarify any distinctive features or aspects of the research object that make it a suitable subject of inquiry.

C. Data Collection

As a follow-up to selecting methods, you must detail the data collection methods (e.g. interviews, observations, document analysis, content analysis, focus group, survey or questionnaires, etc.) you will use that align with your chosen qualitative research design and research participant/object.

For each data collection method, you plan to use, provide a detailed description of the procedures, including how you will approach participants, obtain informed consent, and gather data (whether they will be interviewed, observed, or engaged in other research activities). Remember to write this section with clarity and precision, providing a comprehensive understanding of your data collection process to ensure the reader can visualize how you will gather the qualitative data needed for your study.

D. Data Analysis

All the data obtained are analyzed through a technique in accordance with the characteristics of the data and research design. Begin by introducing the data analysis method (e.g. thematic analysis, content analysis, narrative analysis, theory driven, etc.) and its importance in your qualitative study. Explain that this is where you will derive meaning from your data and uncover patterns, themes, or insights. Address any ethical considerations related to data analysis. Explain how you will protect the confidentiality and privacy of participants during the analysis process.

If your study incorporates multiple data sources or methods (e.g., interviews, observations, documents), explain how you will triangulate the data to enhance the validity and reliability of your findings. Discuss how different data sources will be integrated and compared.

As for data validation and credibility, discuss strategies you will employ to ensure the credibility and trustworthiness of your data analysis. This may include techniques such as member checking (participants reviewing and confirming findings), peer debriefing (consulting with colleagues), or prolonged engagement with the data.

E. Research Schedules

The research time in question is the time span for the implementation of the research as outlined in the form of a table, as follows:

Description	Month/ Year	Month/ Year	Month/ Year	Month/ Year	Month/ Year	Month/ Year	Month/ Year
Research Proposal writing							
Research Proposal examination							
Data Collection							
Data Analysis							
Report							
Thesis Result Seminar							
Thesis Examination							

CHAPTER 4 FINDINGS AND DISCUSSION

A. Findings

This section contains research findings where you describe the data you've collected through qualitative methods such as interviews, observations, or content analysis. Start by presenting the raw data. This could include quotes from interviews, excerpts from observations, or examples of content from your analysis.

Write a narrative description of the key findings. This should be a coherent and logical story that emerges from the data. Explain the context, circumstances, and background of the participants and the situations you studied. If you used coding or thematic analysis, discuss the codes or themes that you identified in the data. Provide examples and explanations for each code or theme and how they relate to your research questions or objectives.

Remember to use clear and concise language and provide ample evidence from your data to support your findings. The research findings section should offer a comprehensive understanding of the data and how it answers your research questions.

B. Discussion

In the discussion part, you should analyze and interpret the research findings you presented in the previous section. This is where you explore the implications of your findings, relate them to existing literature, and offer insights into the broader context of your study. Start by restating the key findings in a concise manner. Discuss what these findings mean and why they are significant. Connect your findings to relevant existing literature and research. Explain how your results align with or diverge from what other researchers have found. This can help establish the uniqueness of your study. Consider the broader context in which your study takes place. Discuss how cultural, social, or environmental factors may have influenced your findings. This can help provide a deeper understanding of your results.

In the discussion section, it's essential to provide a clear, coherent, and well-structured argument that guides the reader through your interpretation of the findings and their implications. Use evidence from your data and the existing literature to support your claims and avoid introducing new findings that were not discussed in the earlier research findings section. Furthermore, in discussing the data, the writer of a thesis, thesis or dissertation should ask in what ways or to what extent the research findings are compatible with, or support, or oppose the findings of other studies. Where appropriate, in exactly what way, and if not, why and what aspects might be investigated further to improve existing knowledge.

CHAPTER 5

CONCLUSION

A. Conclusion

This section contains conclusions about the research findings, suggestions, and pedagogical implications based on the research findings. This chapter also contains conclusions, implications, and recommendations, presenting the researchers' interpretations and the investigative results. There are two alternative ways of writing conclusions, namely by means of item by item or by means of solid descriptions.

For scientific papers such as a thesis, writing conclusions by means of a solid description is better than by point by point. The conclusion must answer the research question or problem formulation. In addition, the conclusion does not include the statistical figures from the statistical test results.

B. Suggestion

Based on the results of the research, suggestions are made for practical purposes aimed at policy makers, users, and for future researchers interested in conducting further research. In this section, the implications of the research are discussed. The research implications are a direct impact or consequence of research findings that contribute to the advancement of science.

2. Quantitative Research Framework

CHAPTER 1 INTRODUCTION

A. Background of the Study

Background of the study is started by introducing the broad research topic or area of the study to provide sufficient knowledge about the topic. The author explains why the topic is important to study and relevant by suggesting problematic issue/facts in general leading to specific problems that happens/happened at the research site or in other supportive places.

The author also needs to present other people's empirical results/ journals relevant to the investigative problem(s). In addition, this section also has to state reasons or arguments for the importance of research and the reasons for the treatment selected. In this section, the author discusses the key findings from previous research related to the topic studied. It is important to identify any gaps, contradiction, or unresolved questions/problems in the current literature discussed previously and explain why this/these gap(s) or issue(s) are significant.

B. Formulation of the Problem(s)

Formulation of the problem(s) contains a brief statement of the problem under study in the form of an interrogative sentence. It must be articulated in the form of operational (measurable) questions and should be a concise statement that encapsulates the focus of your study.

C. Operational Definition(s)

Operational definitions consist of contextual explanations of the research variables to be studied. An operational definition is not an explanation of every word in the title. In the operational definitions, the characteristics of measurable research variables should be explained. Also, their formulation(s) must be based on the understanding or explanation of scientific references referring to the theoretical study section (the statement or formulation of the expert's opinions quoted is not included).

D. Aim(s) of the Study

Aim(s) of the research must explain the purpose of your research and what you hope to achieve through the proposed study in accordance with the formulation of the problem posed which is formulated/stated in a statement. The number of aims of the research is in accordance with the number of formulations of the problems.

E. Significance(s) of the Study

Significance of the study encompass theoretical, practical, and empirical contributions from the results of the research conducted. These significances are not necessarily all stated. You need to adjust which significance(s) is more adaptable to your research finding later.

1. Theoretical Significance

Theoretical significance discusses why your research is important and the potential contributions it can make to the field. A study may advance, challenge, clarify, or develop theories in a certain discipline or field. Theoretical significance frequently entails advancing our understanding of fundamental concepts or principles.

2. Practical Significance

Practical significance relates to its applications and ramifications in the actual world. It responds to the question of how the findings can be applied to resolve real-world issues, improve practice, or inform decision-making in a specific context.

3. Empirical Significance

Empirical Significance concerns on first-time accounts of a phenomenon or new information about a phenomenon. It could open future possibilities for other researchers or practitioners to lead to opportunities for a rich understanding of a novel phenomenon or case, and to against their own practices.

CHAPTER 2

LITERATURE REVIEW

A. Theoretical Review

Theoretical framework contains theories and concepts related to the topic to be studied as a basis for stepping into the next stage of research. The theories and concepts are exerted to clarify and sharpen the scope and constructs of the variables to be studied as a basis for the formulation of hypotheses and the preparation of designing research instruments. Theoretical framework is also employed as a basis for discussing research results to provide suggestions in an effort to solve research problems.

B. Study of Relevant Research

This section contains key findings and trends in the field of the investigative topic. It involves a systematic and comprehensive examination of existing scholarly literature and research studies that are relevant to the topic of your own research. This is necessary to avoid repetition of research on the same subject matter. Knowing what has already been done can help you design your study to build upon existing knowledge rather than repeating it. Relevant research in this study is also meaningful as a current reference related to the research to be discussed.

C. Research Hypothesis

Hypotheses are temporary answers to formulations of the problem or temporary conclusions requiring the empirical verification. These should align with the research problem and objectives of the study.

CHAPTER 3

RESEARCH METHODOLOGY

A. Research Design

In research design, begin by explaining the overall research design you have chosen (e.g., experimental, correlational, survey, etc.). Justify your choice based on the nature of your research questions and objectives.

B. Research Variables

This section delineates the research variables, their positions, and the relationship between the variables in accordance with your topic and your research design. The research variable in question is the point of attention of a study which consists of the independent variable and/ or the dependent variable. You must clearly define the independent and dependent variables in your study. Operationalize these variables to explain how they will be measured or manipulated.

The independent variable is the factor or condition that researchers manipulate or control in an experiment or study. It is the presumed cause or predictor of an outcome. For example, in a study examining the effect of different study methods on test scores, the independent variable might be the type of study method (e.g., reading, flashcards, group discussion).

The dependent variable is the outcome or response that researchers measure or observe. It is the variable that is expected to change as a result of variations in the independent variable. For example, in the same study on study methods and test scores, the dependent variable would be the test scores of the participants.

C. Population and Sample

This section describes the target population from which you will draw your sample. It includes relevant demographics (e.g., age, gender, location). You should also explain the reasons for selecting this population. In addition, if it is not possible to conduct research on all members of the population, the researcher can determine a study sample that is truly representative of the population (e.g., random sampling, stratified sampling, cluster sampling, purposive sampling, etc.). The sampling technique should be adapted to justify how it represents the population.

D. Data Collection/Instruments

As a follow-up to selecting methods, you must detail the data collection methods (e.g. questionnaires, pre-test and/or post-test, or scales) you will use, and their validity and reliability in this section. Also, discuss the steps you will take to

ensure the validity and reliability of your research. Explain how you will control for potential sources of bias or error.

Next, you must outline the step-by-step procedures for data collection, including how you will approach participants, obtain informed consent, and gather data. For example, in the experimental design, to gather the data, you need to explain how you will conduct the pre-test, treatment, and the post-test. In addition, ensure ethical considerations are addressed.

E. Data Analysis

All the data obtained are analyzed through a technique in accordance with the characteristics of the data. This section explains the statistical or analytical methods you will use to analyze the data. Specify the software (e.g., SPSS, R) you plan to use (if any) and statistical tests or techniques (e.g., regression analysis, content analysis) that are appropriate for your research. In addition, explain the reasons for choosing the data analysis techniques, and the criteria.

F. Research Schedules

The research time in question is the time span for the implementation of the research as outlined in the form of a table, as follows:

Description	Month/ Year	Month/ Year	Month/ Year	Month/ Year	Month/ Year	Month/ Year	Month/ Year
Research Proposal writing							
Research Proposal examination							
Data Collection							
Data Analysis							
Report							
Thesis Result Seminar							
Thesis Examination							

CHAPTER 4

RESULTS AND DISCUSSION

A. Results

In the research findings section, you will present the results of your research based on numerical data and statistical analysis. This section is where you report your findings, describe the patterns and relationships in your data, and present your statistical analysis.

Begin your findings by presenting the data you collected. This can include tables, charts, graphs, and descriptive statistics that summarize your data to illustrate key findings in a visually comprehensible manner. Provide descriptive statistics such as means, standard deviations, frequencies, and percentages to describe your data. This offers a basic overview of your data. Interpret the quantitative findings by explaining the meaning of your results. Discuss why the findings are important and what they imply regarding your research questions or objectives.

In a quantitative research findings section, precision and clarity are crucial. Use a straightforward and organized approach to presenting your data, results, and interpretations. Ensure that your presentation aligns with the objectives and research questions of your study.

B. Discussion

In the discussion part, you should interpret the research findings you presented in the previous section, analyze their significance, and relate them to existing literature and theory. Begin by restating the key findings in a clear and concise manner. Explain what these findings mean and their significance in the context of your research. Connect your findings to relevant existing literature. Discuss how your results align with or diverge from what other researchers have found. This step helps establish the context for your findings. Discuss whether your findings confirm or reject the research hypotheses or research questions that you initially posed. Explain how the data supports or refutes these expectations. Consider and discuss alternative explanations for your findings. Are there other factors or variables that

could have influenced the results? This demonstrates a thorough understanding of the data.

Remember to use clear and precise language in the discussion section and support your claims with data and statistical evidence. Avoid introducing new findings that were not discussed in the research findings section and ensure that your discussion directly addresses the research questions or objectives of your study.

CHAPTER 5

CONCLUSION

A. Conclusion

In this part, summarize the main points of your discussion, emphasizing the significance of your research and the contributions it makes to the field.

B. Suggestion

Suggestions are put forward for practical purposes aimed at policy makers, users, and for future researchers who are interested in undertaking further research. Also, in this section, the implications of the research are discussed. Pedagogical implications are direct impacts or consequences of research findings contributing to the advancement of science.

C. Part 3 – The Closing

REFERENCES

References contain all written sources (books, journal articles, papers, official documents, or other sources from the internet) deployed as references in thesis writing and arranged alphabetically in order. Non-cited sources do not need to be included in this part. References and citations in the body of proposal are compiled according to APA 7th edition, and you are suggested to use Mendeley

ENCLOSURES

The enclosures contain all the documents used in research and thesis writing. Each enclosure is numbered according to the order in which it is used.

CURRICULUM VITAE (CV)

CVs are made briefly and only convey matters relevant to scientific activities. Its scope includes full name, place and date of birth, educational history, work history (if the author has worked), achievements, and scientific works that have been produced or published. Curriculum vitae can be compiled in the form of details of each component one by one with a solid essay form.

CHAPTER 6

WRITING MECHANISM

A. Paper

The paper used is white blank paper with the size of A4 (21cm x 29.7cm – 80 grams). Especially for the approval sheet in the thesis (after the thesis is approved by the supervisors, the head of study program, and the dean of FKIP), use a special paper (*Karton yang bertekstur kasar*).

B. Typing

1. Use 1.5 spacing, times new roman size 12
2. Space after punctuation is written as follows:
 - a) After period (.), comma (,), semicolon (;), colon (:), exclamation mark (!), and question mark (?) is one space, followed by the word in front of it.
 - b) Parentheses (...) are written without spaces with the text/numbers inside.
 - c) Slash (/) is written without spaces with the words before and after it.
 - d) Writing the title, foreword, table of contents, list of tables, list of figures, list of attachments, chapter titles, references and *curriculum vitae (CV)*, using the format:
 - 1) capital letters (all caps), bold (bold), without underscores;
 - 2) without a point;
 - 3) written in the middle (centre alignment);
 - 4) 12pt distance to next paragraph.
 - e) Writing the titles of the following sections and sections using the following format:
 - 1) Capital letters at the beginning of each word, except for conjunctions or prepositions that are located in the middle of a section title;
 - 2) without a point;
 - 3) written just left (left alignment)
 - f) References:
 - 1) The line spacing within each reference is single spacing.

- 2) The space between references is 1.5 spacing with additional vertical space after before the next reference.

C. Margin

The top margin is 4 cm; the left margin is 4 cm; the right margin is 3 cm; the bottom margin is 3 cm.

D. New Paragraph

A new paragraph begins with an indentation of one tab, with a 5 cm margin from the left edge of the paragraph. Each paragraph should consist of a minimum of two sentences.

E. Heading and Subheading

1. Chapter numbers and chapter titles are typed in the center, aligned between the right and left margins. The chapter number is written in Hindu-Arabic numerals, the chapter title is in capital letters, and it is bold, according to the format in **CHAPTER 5 THESIS ORGANIZATION**.
2. In research proposal, the typing of subchapter titles and subchapter numbers begins at the left margin. The initial letter of each word in the subchapter title is written in capital letters except for prepositions (and, in, to, from, for, that) that are not at the beginning of the title. Subchapter numbering uses Hindu-Arabic numerals, and the subchapter title is in bold as follows:

A. Heading 1

1. Heading 2

a. Heading 3

1) Heading 4

a) Heading 5

3. The numbering of chapters and subchapters in writing a research report (thesis) uses Hindu-Arabic numerals as follows:

CHAPTER 1

(CHAPTER SECTION) HEADING 1

A. Heading 1

1. Heading 2

a. Heading 3

1) Heading 4

a) Heading 5

4. Writing paragraphs after the session in points 2 and 3 always starts as in point D with an indentation of one tab, with a 3 cm margin from the left edge of the paragraph.

F. Numbering

1. Numbering for the listed paragraphs (list paragraph, not heading), in the proposal/thesis using the format:
 1. List paragraph
 - a. Sublist paragraph
 - 1) Sub-sublist paragraph
 2. The page numbering is calculated from the inner volume, but the page number is displayed from the PREFACE sheet until the end of the proposal/thesis.
 3. Page numbering for the foreword section, preface, acknowledgement, table of contents, table list, list of figures, and list of attachments using the format:
 - a. Roman numerals, not capitals (eg i, ii, iii, iv, and so on); and
 - b. Center alignment on the footer.
 4. The page numbering from CHAPTER I to the end of the proposal / thesis uses the format:
 - a. Using Hindu-Arabic numerals (1, 2, 3, 4, and so on);
 - b. Right aligns on the header;
 - c. If there is a chapter title, the page number is written centerwise in the footer.

G. Italicized Words

The use of italics letters in the content of a thesis/proposal follows the rules of APA 7th edition. Italics in a thesis/proposal are used to write words or sentences in foreign languages or regional languages. However, the following criteria are not italicized:

1. Names and Titles

In APA style, names and titles are usually not italicized. This means that no need to use italics or additional capital letters to emphasize someone's name or title.

2. Academic Titles

Academic titles such as "S.Pd., S.S." or "M.Pd., M.Hum., etc." are typically not italicized or given additional capital letters.

3. Organization or Institution Names

Names of organizations or institutions, such as universities or research institutions, are not usually italicized or given additional capital letters in the text. For example: "This research was funded by ABC University."

H. Capitalized Words

In APA (American Psychological Association) style, specific rules apply to capitalization. The detail formats are follows:

1. Title Case for Heading and Titles

When creating headings, titles, and subheadings for paper or sections within the paper, use title case. This means capitalizing the first letter of the first word, as well as the first letter of all major words (nouns, pronouns, verbs, adjectives, and adverbs). Articles (a, an, the), conjunctions, and prepositions of three letters or fewer should be in lowercase unless they are the first word of the title or heading.

2. Sentence Case for Text

For the body of text, use sentence case, which means only the first word of a sentence and proper nouns should be capitalized.

3. Proper Nouns

Always capitalize proper nouns, including names of people, places, organizations, and specific terms.

4. Capitalization of Statistical Abbreviation

Common statistical abbreviations like "ANOVA," "t-test," and "p-value" should be capitalized. However, generic terms like "correlation" or "regression" should not be capitalized.

I. Table and Figure

Tables should be used to present numerical, categorical, or textual information in a structured format that facilitates comparison and interpretation. Every table must be numbered consecutively (e.g., *Table 1*, *Table 2*) and accompanied by a concise, italicized title placed above the table. The table should contain only essential horizontal lines and avoid vertical lines to maintain readability. Column and row headings should clearly identify the information presented, and numerical values should be aligned consistently. When necessary, explanatory notes, definitions of abbreviations, statistical significance indicators, or source information should be provided below the table using the APA note format. Tables should be understandable as standalone elements without requiring readers to refer extensively to the main text.

Figures should be used to present information visually, including graphs, charts, diagrams, flowcharts, conceptual frameworks, maps, illustrations, or photographs that enhance readers' understanding of the findings. Each figure must be numbered consecutively (e.g., *Figure 1*, *Figure 2*) and accompanied by a brief, descriptive title placed above the figure. All labels, legends, axis titles, and symbols should be clear, legible, and consistent throughout the document. A note beneath the figure should be included whenever additional explanation, abbreviation definitions, copyright acknowledgments, or source attribution is required. Figures should be of high visual quality and designed so that readers can interpret them independently of the surrounding text while avoiding unnecessary decorative elements.

J. Citation

1. Direct Citation

When including direct citations in your paper, follow these guidelines:

- a. Whenever you include a direct quotation from a source, you must provide an in-text citation. The in-text citation includes the author's last name, the publication year, and the page number (if available).
- b. The length of a direct quotation determines how it is formatted. For shorter quotations (fewer than 40 words), incorporate the quote into your text using double quotation marks (" "). For example:
- c. Interpreting these results, Robbins et al. (2003) suggested that the “therapists in dropout cases may have inadvertently validated parental negativity about the adolescent without adequately responding to the adolescent’ needs or

concerns" (p. 541).

- d. For longer quotations (40 words or more), present them in a block format without quotation marks. Indent the entire quotation from the left margin (3 cm) with a single space, and do not use quotation marks. The citation should come after the final punctuation of the quote, within parentheses. For example:
Tannen (2007) states that discourse analysis requires the ability to combine various theoretical understandings into one study. He said that
"Discourse analysis is uniquely heterogeneous among the many subdisciplines of linguistics. In comparison to other subdisciplines, it may seem almost

dismayingly diverse. Thus, the term “variation theory” refers to a particular combination of theory and method employed in studying a particular kind of data.” (p.33)

- e. If you omit any part of a direct quotation, indicate the omission with an ellipsis (three dots: ...). If you add your own words within a quotation, enclose them in square brackets [].
- f. When citing from a source with multiple authors (more than two), use the first author's last name followed by "et al." and the publication year.
- g. Remember that while direct quotations can enhance the credibility and precision of your writing, it's important not to overuse them. Use quotes selectively and ensure that the quoted material supports your own ideas and analysis. Always provide proper attribution to the original source through in-text citations and references in your reference list.

2. Indirect Citations

Indirect citation in APA style, also known as paraphrasing, involves restating the ideas, information, or arguments from a source in your own words. When paraphrasing, you must still give credit to the original source by citing it properly. Here's how to do it:

- a. Read and understand the content from the source you want to cite. Then, rephrase the information, ideas, or concepts in your own words. Ensure that you maintain the original meaning and context as closely as possible.
- b. After paraphrasing a source, you should provide an in-text citation to indicate the source of the information. The in-text citation should include the author's last name and the publication year. Place this citation at the end of the paraphrased material or within the sentence where you discuss the source's content. For example: (Smith, 2020) or Smith (2020) stated that...
- c. If you paraphrase from a source with specific page numbers, you do not need to include the page numbers in your in-text citation for paraphrased material unless you are referring to a specific section or quotation within the source. In that case, include the relevant page number(s).

- d. When paraphrasing from a source with multiple authors (more than two), follow the same format as for direct quotations. Use the first author's last name followed by "et al." and the publication year.

3. Citing Secondary Sources

Based on APA 7th edition format, secondary sources should be sparingly, such as when an original work is out of print. In these instances, you may want to quote or paraphrase sources (A) that is referred to within another sources (B). You should not cite source A as though you read the original work. You must cite sources (A) through the secondary source (B) which you actually read. For example, the book you are reading is written by Smith who quotes another author called Jones. In your essay you wish to use Jones' idea. In-text you should acknowledge both primary source (Jones) and secondary source (Smith). In the text citation you write:

Jones (1990, as cited in Smith, 2009) agreed that the experiment failed to ...

Or

The experiment failed to confirm this hypothesis (Jones, 1990, as cited in Smith, 2009)

K. Citation Style Guide

1. In in-text citations, use an ampersand (&) to join authors' names when citing within parentheses. Use "and" when authors' names are part of your sentence. For example, "Smith and Jones (2020) found..." or "(Smith & Jones, 2020)."
2. Citing Secondary Sources

Based on APA 7th edition format, secondary sources should be sparingly, such as when an original work is out of print. In these instances, you may want to quote or paraphrase sources (A) that is referred to within another sources (B). You should not cite source A as though you read the original work. You must cite sources (A) through the secondary source (B) which you actually read. For example, the book you are reading is written by Smith who quotes another author called Jones. In your essay you wish to use Jones' idea. In-text you should acknowledge both primary source (Jones) and secondary source (Smith). In the text citation you write:

Jones (1990, as cited in Smith, 2009) agreed that the experiment failed to confirm this hypothesis.
or
The experiment failed to confirm this hypothesis (Jones, 1990, as cited in Smith, 2009).

The publication date of the primary source is left out if it is not known:

Jacob's diary (as cited in Cohen, 2015) agreed ...
or
The letter succeeded in confirming this action (Jacob, as cited in Cohen, 2015).

Provide only the details of the secondary source in your reference list:

Smith, J. (2009). *Hypotheses*. Western Sydney University.

3. Different Works of the Same Author Surname

If you have references for multiple works by the same author surname, each of the works with the same authors sure name is listed alphabetically in the reference list by the initials of first author, irrespective of the name of the other author or the years. For example:

In-text citation	J. M. Goldberg and Neff (1961) and M. E. Goldberg and Wurtz (1972) studied ...
------------------	--

4. Different Works of the Same Author(s)

For different works by exactly the same author(s), published in the same year, you should differentiate the works by including 'a', 'b', 'c' etc. after the year when citing and in the reference list. For example:

In-text citation	Jones (1999a) stated ... Jones (1999b) stated ... Jones (1999a, 1999b) stated ... Jones (2008) stated ...
------------------	--

5. Single Author

In-text citation	Andreasen (2001) stated that ... or It is suggested that ... (Andreasen, 2001).
------------------	---

6. Two Authors

In-text citation	Copstead and Banasik (2005) stated that... or It is suggested that... (Copstead & Banasik, 2005).
------------------	--

7. Three to Twenty Authors

In-text citation	<i>Note: Give the name of the first author and abbreviate the others to et al. ("and others").</i> Schneider et al. (2007) showed that... or ... is demonstrated (Schneider et al., 2007).
------------------	---

8. Twenty-One or More Authors

In-text citation	<i>Note: Give the name of the first author and abbreviate the others to et al. ("and others").</i> Quliyev et al. (2020) found... or This has indicated... (Quliyev et al., 2020).
------------------	---

9. Group Author

In-text citation	<i>A group author with a long name can be abbreviated in text, if it is well known or will be cited more than three times. Use the full name on the first occasion followed by the abbreviation.</i> <u>First entry:</u> Narunga Aboriginal Progress Association (NAPA, 2006) documents... or Information is... (Narunga Aboriginal Progress Association [NAPA], 2006). <u>Second and subsequent entries:</u> NAPA (2006) shows that... or A dictionary that... (NAPA, 2006)
------------------	---

10. No Author

In-text citation	<i>When citing or referring to a title in text, capitalise all major words. If the title is long, it can be shortened for the in-text citation.</i> <i>HIV/AIDs Resources</i> (2004) states that ... or This directory shows ... (<i>HIV/AIDs Resources</i>, 2004). Computer and network security ... (Anonymous, 2002). <i>Note: When giving a title in the text, capitalise all major words. If the title is long, it can be shortened for the in-text citation.</i>
------------------	--

L. Referencing Style Guide

- References contain all written sources (books, journal articles, papers, official documents, or other sources from the internet) deployed as references in thesis writing and arranged alphabetically in order. Non-cited sources do not need to be included in this part. References and citations in the body of proposal are compiled according to APA 7th edition, and you are suggested to use Mendeley. The detail formats are follows:

a. Book

Lastname, A. (year). *Title of the book in sentence case* (edition, Volume). Publisher. <https://doi.org/00000000000000000000> (If any)

Shotton, M. A. (1989). *Computer addiction? A study of computer dependency*. Taylor & Francis.

b. Chapter in Book

Lastname, A. (year). Title of the chapter in sentence case. In B. Lastname, C. Lastname, & D. Lastname (Eds.), *Title of the book in sentence case* (Volume, pp. firstpage-lastpage). Publisher. <https://doi.org/00000000000000000000> (If any)

Bergquist, J. M. (1992). German Americans. In J. D. Buenker & L. A. Ratner (Eds.), *Multiculturalism in the United States: A comparative guide to acculturation and ethnicity* (Vol. 3, pp. 53–76). Greenwood. <https://doi.org/00000000000000000000> (If any)

c. Book Review

Lastname, A. (year). Title of the book review in sentence case [Review of the book *Title of the book in sentence case*, by A. Author]. *Journal*,

Volume(Issue), Firstpage-Lastpage.

Dent-Read, C., & Zukow-Goldring, P. (2001). Is modeling knowing? [Review of the book *Models of cognitive development*, by K. Richardson]. *American Journal of Psychology*, 114, 126–133.

d. Journal Article

Lastname, A., & Lastname, B. (year). Title of the article in sentence case. *Journal in Title Case, Volume(Issue), Firstpage-Lastpage.*
<https://doi.org/000000000000000000>

Frischlich, L., Hahn, L., & Rieger, D. (2021). The promises and pitfalls of inspirational media: What do we know, and where do we go from here? *Media and Communication*, 9(2), 162–166.
<https://doi.org/10.17645/mac.v9i2.4271>

e. Conference Proceeding

Lastname, A. B. (Year). Title of paper. In A. Lastname (Ed./Eds.), *Proceedings book title in sentence case* (pp. firstpage-lastpage). Publisher.

Cismas, S. C. (2010). Educating academic writing skills in engineering. In P. Dondon & O. Martin (Eds.), *Latest trends on engineering education* (pp. 225-247). WSEAS Press.

f. Conference paper, keynote address, poster presentation, etc. (unpublished)

Lastname, A. (Year, Month Day-Day). *Title of paper in sentence case* [Type of material]. Name of Conference, City, Country.

Whipple, S. (2018, March 6-9). *Control beliefs as a moderator of stress on anxiety* [Paper presentation]. Southeastern Psychological Association 64th Annual Meeting, Charleston, SC, United States.

g. Website

Lastname, A. (year). *Title of the website article in sentence case.* Name of the Website in Title Case. www.website.com

Cain, K. (2012). *The negative effects of Facebook on communication.* Social Media Today. <http://socialmediatoday.com>

h. Published Thesis/Dissertation

Lastname, A. A. (year). *Title of thesis in sentence case* [Doctoral or Master's thesis or dissertation, Name of the Institution]. Repository. www.website.com

Kelly, C. B. D. (2018). *The art of coffee roasting* [Doctoral thesis, The University of Waikato]. The University of Waikato Research Commons. <https://hdl.handle.net/10289/11614>.

i. Unpublished Thesis/Dissertation

Lastname, A. A. (year). *Title of thesis in sentence case* [Unpublished doctoral or Master's thesis or dissertation]. University.

Imber, A. (2003). *Applicant reactions to graduate recruitment and selection* [Unpublished doctoral dissertation]. Monash University.

CHAPTER 7

RESEARCH RESULT ARTICLES

Articles are scientific papers designed to be published in scientific journals written in a scientific manner and following scientific guidelines or conventions that have been agreed upon or established by the journal manager. Scientific articles written by undergraduate students are based on the thesis they produce as a requirement for completion of studies at the bachelor level. Follow the article template below:

TITLE SHOULD BE LESS THAN 16 WORDS, CAPITALIZED, CENTERED, WITH ARIAL FONT SIZE 14

Author¹ (The student), Author² (The Supervisor 1), Author³ (The Supervisor 2)
Affiliation, Department, Country

Note: The name of the article author is written without an academic or other degree. The order of writing the author's name is based on the contribution to the research, along with the name and address of the institution. The author with the most contributions is written up front. One of the authors' emails was provided for correspondence.

ABSTRACT

Abstract should not more than 300 words containing the importance of the topic, objective, method, findings, and conclusion. It should not contain any undefined abbreviations or unspecified references.

Keywords : keyword 1, keyword 2, keyword 3, keyword 4, keyword 5

INTRODUCTION

Articles submitted to the journal range between 4000-7000 words written in English in single space, using Microsoft Word, font size 11, Arial, top and left margin 3 cm, bottom and right margin 2.54 cm, printed in A4.

Introduction consists of the background of the study, research contexts, literary review (can be separated in different section), and research objective. All introduction should be presented in the forms of paragraphs, not pointers, with the proportion of 15-20% of the whole article length.

METHODS

This section consists of description concerning the research design, setting, participants, data sources, data collection, and data analysis with the proportion of 10-15% of the total article length, all presented in the form of paragraphs.

FINDINGS AND DISCUSSION

This section consists of description of the results of the data analysis to answer the research question(s) and their meanings seen from current theories and references of the area addressed. The proportion of this section is 40-60% of the total article length. In this section the author(s) may also provide some figures or tables to support the data display, for example:

Table 1. (Title)



Figure 1. (Title)
Source (if any)

CONCLUSION

This section consists of the summary, restatement, comment, evaluation, and implication of the main findings.

REFERENCES

Quotation and **reference** follow the latest APA style (7th edition format) and the latter should be included at the end of the article (highly recommended to use reference manager apps, e.g. Mendeley, Zotero). Every source cited in the body of the article should appear in this section, and all sources appearing in the reference should be cited in the body of the article. The sources cited should at least consist of 15 references which 80% of them come from those published in the last 5 years. The sources cited are primary sources in the forms of journal articles, books, and research reports, including theses and dissertations.

CHAPTER 8

CLOSING

This final project guide is prepared to assist students in composing their final projects or theses. This guide is also expected to facilitate the supervisors in guiding students who are working on their final projects. In addition, this guide can also be utilized by the Examining Committee in determining the examination results. For department or program managers and faculty administrators, this guide can be used to determine the students' graduation levels. With this guide, it is hoped that the organization of the Final Project can be carried out effectively and efficiently in terms of both its implementation and quality.

ENCLOSURES

Enclosure 1. Outer Cover of Thesis/Research Proposal

STUDENTS' PERCEPTIONS OF "GOOD" AND "BAD" TEACHERS IN INDONESIAN CONTEXT

A THESIS

Submitted to Fulfill the Requirements for Sarjana Pendidikan Degree at English
Education Department of Faculty of Educational Sciences and Teachers' Training
Universitas Siliwangi



(logo berwarna)

by

FULL NAME

NPM

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATIONAL SCIENCES AND TEACHER'S TRAINING
UNIVERSITAS SILIWANGI TASIKMALAYA**

YEAR

**STUDENTS' PERCEPTIONS OF "GOOD" AND "BAD" TEACHERS IN
INDONESIAN CONTEXT**

A RESEARCH PROPOSAL

Submitted to English Education Department Faculty of Educational Sciences and
Teachers' Training as a Partial Fulfilment to Thesis Writing



(logo berwarna)

By

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FACULTY OF EDUCATIONAL SCIENCES AND TEACHER'S TRAINING
UNIVERSITAS SILIWANGI TASIKMALAYA**

YEAR

Enclosure 3. Approval Sheet

Research Proposal/Thesis (For Thesis Result Seminar and Thesis Examination)

APPROVAL SHEET

**TITLE SHOULD BE LESS THAN 20 WORDS, CAPITALIZED,
CENTERED, WITH TIMES NEW ROMAN FONT SIZE 12**

FULL NAME

NPM

Approved by:

Supervisor I,

Supervisor II,

Full Name with Complete Title

NIP. 000000000000

Full Name with Complete Title

NIP. 000000000000

Note: Cek **NIP** in website english.unsil.ac.id

No need to write the **title** and **NIP** in **italic**

Thesis – After Thesis Examination

APPROVAL SHEET

**TITLE SHOULD BE LESS THAN 20 WORDS, CAPITALIZED,
CENTERED, WITH TIMES NEW ROMAN FONT SIZE 12**

FULL NAME

NPM

Approved by:

Supervisor I,

Supervisor II,

Full Name with Complete Title

NIP. 000000000000

Full Name with Complete Title

NIP. 000000000000

Assigned by:

Dean of FKIP
Universitas Siliwangi
Tasikmalaya,

Head of English Education Department
of FKIP Universitas Siliwangi
Tasikmalaya

Dr. Nani Ratnaningsih, M.Pd.

NIP. 000000000000

Dr. Yusup Supriyono, M.Pd.

NIP. 0404077501

Note: Cek **NIP** in website english.unsil.ac.id

No need to write the **title** and **NIP** in **italic**

Enclosure 4. Examiner Page

**STUDENTS' PERCEPTIONS OF "GOOD" AND "BAD" TEACHERS IN
INDONESIAN CONTEXT**

ADE RIAN TI 142122039

This thesis was examined on (dd-mm-yyyy)

Examiners:

Examiner 1 : Supervisor 1 (.....)

Examiner 2: Supervisor 2 (.....)

Examiner 3: (.....)

Examiner 4: (.....)

Examiner 5: (.....)

Enclosure 5. Lembar Pernyataan

LEMBAR PERNYATAAN

Saya menyatakan dengan sesungguhnya bahwa skripsi yang berjudul THE INFLUENCE OF DIRECTED READING ACTIVITY (DRA) TOWARDS THE STUDENTS'READING COMPREHENSION beserta seluruh isinya adalah sepenuhnya karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan yang berlaku dalam masyarakat keilmuan.

Atas pemyataan ini saya siap menanggung konsekuensi atau sanksi apabila di kemudian hari ditemukan adanya pelanggaran terhadap etika keilmuan atau ada klaim dari pihak lain terhadap keaslian skripsi ini.

*Tasikmalaya, 12 September 2020
Yang membuat pernyataan,*

materai Rp10.000,-

Ade Rianti
142122039

Enclosure 6. *Abstrak*

ABSTRAK

ADE RIAN TI. 2020. "STUDENTS' PERCEPTIONS OF "GOOD" AND "BAD" TEACHERS IN INDONESIAN CONTEXT".

Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Siliwangi, Tasikmalaya.

Tujuan dari penelitian kualitatif ini adalah untuk menyelidiki persepsi siswa tentang guru yang baik dan kurang baik di dalam konteks Indonesia. Berfokus pada 5 siswa, penelitian ini berusaha mendapatkan pemahaman mendalam tentang pengalaman dan persepsi dari 5 siswa di salah satu sekolah menengah kejuruan tentang guru yang baik dan kurang baik di dalam konteks Indonesia. Data dikumpulkan dari hasil wawancara semi-terstruktur dan dianalisis menggunakan analisis tematik, untuk mengungkapkan persepsi siswa tentang guru yang baik dan kurang baik di dalam konteks Indonesia. Temuan penelitian ini dijelaskan lebih lanjut dalam penelitian ini.

Kata kunci: Persepsi Siswa, guru yang baik, dan guru yang kurang baik.

Enclosure 7. The Skeleton of Qualitative Research Proposal

COVER AND TITLE PAGE

APPROVAL SHEET

PREFACE

ACKNOWLEDGEMENTS

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LIST OF FIGURES

LIST OF ENCLOSURES

1. Background of the Study
2. Formulation of the Problem(s)
3. Operational Definition(s)
4. Aim(s) of the Study
5. Significance(s) of the Study
 - 5.1 Theoretical Significance
 - 5.2 Practical Significance
 - 5.3 Empirical Significance
6. Literature Review
 - 6.1 Theoretical Framework
 - 6.2 Study of Relevant Research
7. Research Methodology
 - 7.1 Research Design
 - 7.2 Research Setting and Participant/Research Object
 - 7.3 Data Collection
 - 7.4 Data Analysis
 - 7.5 Research Schedule

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Enclosure 8. The Skeleton of Quantitative Research Proposal

COVER AND TITLE PAGE

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 - 6.1 Theoretical Framework
 - 6.2 Study of Relevant Research
 - 6.3 Research Hypothesis
7. Research Methodology
 - 7.1 Research Design
 - 7.2 Research Variables
 - 7.3 Population and Samples
 - 7.4 Data Collection/Instruments
 - 7.5 Data Analysis
 - 7.6 Research Schedule

REFERENCES

ENCLOSURES



ENGLISH EDUCATION DEPARTMENT
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AND TEACHERS' TRAINING
UNIVERSITAS SILIWANGI

✉ englishfkip@unsil.ac.id
📷 [@official_english_unsil](https://www.instagram.com/official_english_unsil)
🌐 <https://english.unsil.ac.id>