

THESIS WRITING GUIDELINES FKIP UNS



**TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA
2021**

THESIS WRITING GUIDELINES FKIP UNS

AUTHORS

Prof. Dr. Slamet Subiyantoro, M.Si.

Dr. Sumarwati, M.Pd.

Dr. Musa Pelu, M.Pd.

Ellisa Indriyani Putri Handayani, S. Pd., M.Hum.

PREFACE

Praise and gratitude, Alhamdulillah, we pray to Allah Subhanahu wa taala, for His abundance grace and guidance, the Thesis Writing Guidelines of Teacher Training and Education Faculty (FKIP) of Sebelas Maret University (UNS) in 2021 can be completed. This guidelines book is the result of revision and a replacement for the 2019 Thesis Writing Guidelines.

This 2021 FKIP Thesis Writing Guidelines has accommodated the provisions in the UNS Rector's Decree Number 787/UN27/HK/2019 regarding academic awards for UNS student reasoning activities and UNS Rector Regulation Number 31 year 2020 regarding the implementation and management of undergraduate programs. This guidelines book is also prepared based on input and support from various parties with the aim of improving the quality of thesis writing by students and the process of thesis supervising by lecturers. Therefore, this manual is structured, systematic, and detailed which contains general provisions, content structure, writing procedures, and thesis examination procedures.

FKIP UNS students who are preparing their thesis and their supervisors can use this 2021 Thesis Writing Guidelines as a technical reference in writing and guiding theses. This guidelines book becomes a technical standardization and thesis framework or becomes a style within Teacher Training and Education Faculty.

It is realized that the 2021 FKIP Thesis Writing Guidelines is still far from perfect and there are still many shortcomings. Therefore, the authors are very open to receiving suggestions, criticisms, and input from various parties in order to improve the quality of this guidebook in supporting the acceleration of thesis writing which has been one of the

reasons why students cannot complete their studies on time due to difficulties in writing theses.

Finally, we would like to express our gratitude to all parties who in their respective ways have helped in the smooth completion of the revision of this manual. Without the help and support of various parties, the preparation of this manual would be difficult to implement. Nevertheless, the entire process of compiling this manual until it is completed is the responsibility of the 2021 FKIP UNS Thesis Writing Guidelines authors.

Surakarta, July 2021

Authors

DEAN'S FOREWORD

Assalaamualaikum warahmatullahi wabarakatuh

Praise and gratitude we pray to God Almighty, for His blessings to us, so that we still have the opportunity to carry out our duties of service in our respective fields. Hopefully in the future we will always be given ease and smoothness in advancing FKIP in particular and UNS in general towards the vision that we have set, which is to **become a center for the development of science, technology, and art in the field of teaching and education with an international reputation based on noble value of national culture through the *Tri Dharma* (Education, Research, Community Service) of Higher Education.**

We also express our gratitude because the 2021 FKIP Document Compilation Team has completed the revision of the FKIP UNS Thesis Writing Guidelines for the 2020/2021 Academic Year. This revision is required to adapt to the new policies implemented in UNS, namely the UNS Rector's Decree Number 787/UN27/HK/2019 and the UNS Rector's Regulation Number 31 year 2020. In addition, it is also to accommodate input from various parties.

This guidelines book should be used by FKIP students in preparing theses and used by lecturers in guiding theses. In addition, it is hoped that the guidelines book which contains the provisions for the preparation of theses in detail accompanied by examples of its application makes it easier for students in the process of compiling theses so that they can graduate on time. In addition, it is also hoped that there will be a common perception between students and supervisors regarding the guidance procedure, format and writing procedure of the thesis, as well as the substance in the thesis so as to minimize misconceptions.

To make it more accessible to the academic community of FKIP UNS (students, lecturers, and employees) as well as other stakeholders from anywhere, Thesis Writing Guidelines for the 2020/2021 Academic Year are also available in the form of soft files that can be downloaded

from <http://akademik.fkip.uns.ac.id>. Hopefully these guidebooks can provide benefits for various parties to support the smooth teaching and learning process at FKIP UNS.

Hopefully the students and lecturers of FKIP UNS will always be given the strength in carrying out academic and non-academic activities. In addition, our greatest hope is that all FKIP UNS students can follow the entire educational process smoothly and successfully, finish on time, which is 8 semesters, graduate with an optimal achievement index, and get a decent job as soon as possible as expected.

Wassalaamualaikum Wr. Wb.



TABLE OF CONTENTS

COVER	i
AUTHORS.....	ii
PREFACE	iii
DEAN’S FOREWORD	v
TABLE OF CONTENTS	vii
LIST OF APPENDIXES	viii
CHAPTER I INTRODUCTION	1
CHAPTER II GENERAL GUIDELINES	2
A. Thesis Limitation	2
B. Supervisor Appointment	2
C. Supervising Procedures	3
D. Thesis Preparation and Examination Procedures	3
CHAPTER III PROCEDURES FOR IMPLEMENTING SEMINARS AND THESIS EXAM	6
A. Implementation of the Proposal Seminar	6
B. Implementation of the Exam	6
C. Scoring	7
D. Revision	8
CHAPTER IV STRUCTURE OF THE CONTENTS OF THE PROPOSAL AND THE THESIS REPORT	9
A. Thesis Proposal Structure	9
B. Thesis Report Structure	12
C. Final Part of Thesis	39
CHAPTER V THESIS WRITING SYSTEM	41
A. Typing System	41
B. Writing Quotation Source	47
C. Bibliography Writing	61
BIBLIOGRAPHY	74
APPENDIXES	75

LIST OF APPENDIXES

Appendix	1 :	The Example of Cover	75
Appendix	2 :	Pronouncement Example	82
Appendix	3 :	Submission Page Example	83
Appendix	4 :	Approval Page Example	84
Appendix	5 :	Leagalization Page Example	85
Appendix	6 :	Abstract Example	86
Appendix	7 :	Motto Page Example	87
Appendix	8 :	Dedication Page Example.....	88
Appendix	9 :	Acknowledgement Example	89
Appendix	10 :	Table of Contents Example	91
Appendix	11 :	List of Tables Example	93
Appendix	12 :	List of Figures Example	94
Appendix	13 :	Appendix Examples	95
Appendix	14 :	Thesis Permission Letter Example	96
Appendix	15 :	Dean's Decree regarding Permission to Write Thesis Example	97
Appendix	16 :	Research Permit Application Letter Example	98
Appendix	17 :	Research Certificate Example	99
Appendix	18 :	Invitation Example	100
Appendix	19 :	Receipt for Thesis Submission Example	101
Appendix	20 :	Thesis Score	102
Appendix	21 :	Bibliography Example	104
Appendix	22 :	Literature Review Example	106
Appendix	23 :	Discussion Example	113
Appendix	24 :	Sample Photos of Action Implementation ..	114

CHAPTER I INTRODUCTION

The thesis prepared by undergraduate students at the Faculty of Teacher Training and Education (FKIP) is a written work based on the results of research conducted as one of the requirements for obtaining a bachelor's degree in education (S.Pd.). The scientific work is used to evaluate students' ability to identify and solve problems scientifically and their skills in conducting research. In addition, as a final project, the thesis is a student scientific work that not only describes the process of expressing ideas or ideas in writing, but describes the entire event 'all activities' of the research process carried out by taking into account scientific principles, namely rational, factual, systematic, and objective in the procedure of proof and inference.

Based on the Circular Letter of the Chancellor of UNS No. 2570/H27/PP/2009, it is determined that in writing theses for undergraduates, theses for masters, and dissertations for doctoral degrees, students are required to use international journals published in the last 3 (three) years as a reference source. For S1 students, at least 2 international journals are used, S2 at least 5 international journals, and S3 are at least 10 international journals. Therefore, in the undergraduate thesis of FKIP students, at least 2 reputable international journal articles must be used, in addition to national journal articles that are relevant to the research topic as references.

Based on the Letter of the Director General of Higher Education Number 152/E/T/2012 concerning the Publication of Scientific Work, undergraduate/S2/S3 students are required to write articles to be published in scientific journals. Thus, in addition to compiling research reports (thesis), undergraduate students must also compile scientific articles to be published in journals that have at least ISSN.

This manual is intended to provide an overview, instructions, and information for students regarding the writing of each section in the thesis. In addition, the preparation of this book also aims to provide guidance for lecturers in conducting thesis guidance. Thus, there will be a common perception between students and supervisors in terms of format (framework), content (substance), and thesis writing rules. The procedure for citing and writing a bibliography in this guide follows the system contained in the Publication Manual of the American Psychological Association (APA).

CHAPTER II GENERAL REQUIREMENTS

A. Thesis Limitation

1. Thesis is a scientific work that must be prepared by students as part of the academic requirements aimed at training students to apply knowledge through problem solving according to their field of science.
2. The thesis prepared must be relevant to the scope of education and teaching in each study program within the FKIP environment. Examples of thesis titles on education and teaching from several study programs can be read in Appendix 1 (pp. 75-81).
3. Thesis prepared as a research report must use scientific methods, namely quantitative, qualitative, or classroom action research (CAR) methods.
4. Thesis is prepared to answer problems that must be carried out through assessment, both theoretically and empirically.
5. Student thesis manuscripts use at least 30 libraries and 80% are in the form of journal articles. Reference sources should be relevant to the problem being written and a maximum of the last 10 years publication.
6. Thesis is given a weight of 6 credits.

B. Supervisor Appointment

1. At the beginning of semester 6, the study program assigns a supervisor for students who have fulfilled 100 credits
2. The head of the study program issues a supervisor's assignment letter.
3. Students are accompanied by two supervisors who are appointed by the Head of the Study Program together with the Study Program Thesis Coordinator.
4. Supervisor Qualifications:
 - a. Supervisor I: Doctoral or Masters with a minimum functional position of Lecturer.
 - b. Supervisor II: Doctoral or Masters without functional limitations with a minimum of 3 years of service.
5. Taking thesis courses in study plan card (KRS) is carried out in semester 7

6. The replacement of the supervising lecturer is the authority of the head of the study program, solely for the good so as not to harm the student and must be communicated to the supervisor and the student concerned.
7. If the supervising lecturer retires before completing the mentoring process, the lecturer must be replaced by another lecturer determined by the Head of the Study Program by proposing to the Faculty Leader for the issuance of a new decree.

C. Supervising Procedures

1. Each supervising lecturer is obliged to make a mentoring schedule agreed with students with a frequency of at least 3 (three) times a month as evidenced by the minutes in the consultation book. Guidance. Mentoring can be done online.
2. If within the first 2 (two) months since the stipulation of the Thesis Advisory Decree, the thesis guidance process has not progressed, the Head of the Study Program is obliged to conduct an evaluation in order to find the best solution.
3. Based on the results of the evaluation in the first 2 (two) months, the Head of the Study Program has the right to make decisions, including the possibility of changing supervisors. It is possible to do this if the mentoring obstacle comes from the supervisor, for example due to limitations or other reasons.
4. The Head of the Study Program is responsible for the smooth running of students in completing their studies on time.
5. Students who have not been able to complete the thesis exam at the end of semester VIII need to get special attention and guidance from the Thesis Advisory Lecturer and the Head of the Study Program.

D. Thesis Preparation and Examination Procedures

1. Students receive supervisors I and II who are determined by the Head of the Study Program and Thesis Coordinator.
2. Students download the thesis consultation book on the page <http://akademik.fkip.uns.ac.id/form>

3. Students consult to prepare thesis proposals to supervisors until they get approval for seminars.
4. Students conduct thesis proposal seminars if they have received approval from both supervisors. The technical implementation of the seminar is regulated by the Study Program.
The thesis proposal which has been revised and approved by the supervisor and the Head of the Study Program is reproduced in 4 (four) copies, for:
 - a. The student concerned
 - b. Supervisor I
 - c. Supervisor II
 - d. Study Program (Study Program Thesis Coordinator)
5. Students apply for permission to write a thesis which is accompanied by one copy of the proposal to the Faculty Leader. The proposal is known by the Head of Study Program and Study Program Coordinator (download form at <http://akademik.fkip.uns.ac.id/form>)
6. Students apply for research permits/data collection if necessary because their research involves other institutions/institutions.
7. Students carry out research.
8. Students compile research reports (applying the signs in the FKIP Thesis Writing Guidelines) and scientific articles (applying the article guideline and template in the intended journal). Articles must contain the names of students and the two supervisors and include Sebelas Maret University as the author's institution.
9. Students take the Turnitin test with a maximum limit of 30% similarity index (direct quotes, bibliography, and sentence similarity <3% are excluded).
10. Students register the exam with the Study Program Thesis Coordinator if their thesis has been approved by two supervisors.
11. Students carry out thesis exams.
Graduation time is based on the date of the thesis exam. Graduation date is the date when the student finishes taking the thesis exam and is declared passed by the thesis examiner board.
12. Students revise the thesis script according to feedback and suggestions from the Examiner Team (if any).
13. Students register for graduation after their thesis is approved by the Dean.

The procedure for the preparation and examination of the thesis which consists of the 13 stages above can be read in Figure 1

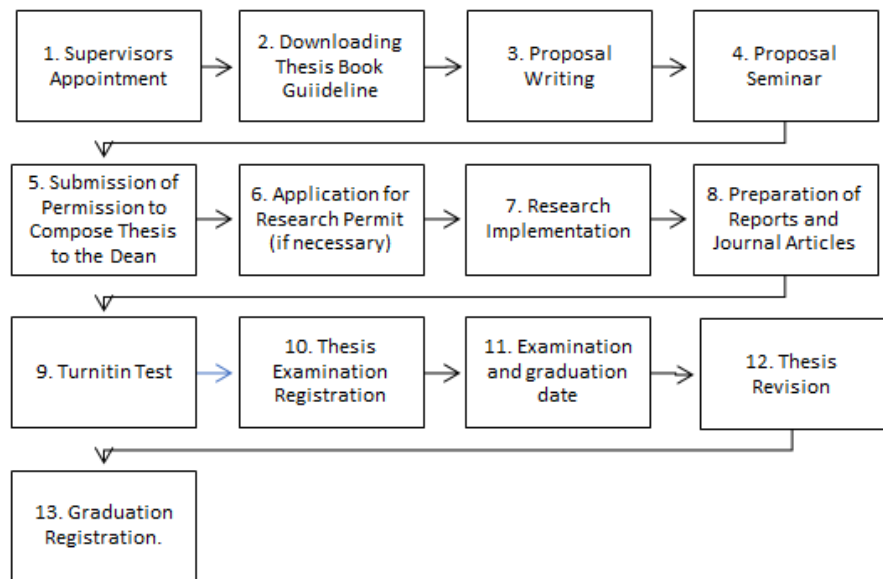


Figure 1 Thesis Preparation and Examination Procedures

CHAPTER III

PROCEDURES FOR IMPLEMENTING SEMINARS AND THESIS EXAM

A. Implementation of the Proposal Seminar

1. The thesis proposal seminar is held at the end of semester 6 (six) or the beginning of semester 7 (seven).
2. The proposal seminar is attended by at least 2 (two) supervisors.
3. The proposal seminar is held openly with a minimum of 5 students attending.
4. If there is a revision of the proposal, the main authority in approving the substance of the revision is the Thesis Supervisor. The Head of the Study Program and other examiners play more of a role as a provider of input and consideration.

B. Implementation of the Exam

The administrative mechanisms and arrangements for administering the exam are carried out by the Study Program.

1. The examination can be carried out if attended by at least 2 (two) examiners, provided that the 2 (two) persons are 1 supervisor and 1 non-supervisor examiner.
2. Students wear white tops (for men with ties) and dark bottoms.
3. Thesis Examiner Team consists of:
 - a. The chairman is the Head of the Study Program or a lecturer appointed according to the SOP for the Study Program thesis exam.
 - b. Secretary is a lecturer who is appointed according to the SOP for the Study Program thesis exam.
 - c. Member I is Supervisor I.
 - d. Member II is Supervisor II.
4. The Head of the Study Program is not required to be the head examiner or participate in the thesis testing, for example because he is a supervisor for students taking exams, and can delegate his authority to other lecturers in accordance with the thesis theme.
5. Thesis examiner who cannot be present at the time of the examination is obliged to test at another time according to the agreement with the student.

6. The maximum length of the exam is two hours with the division of time for each examiner regulated by the Head of the Examiner Team.
7. The order of the thesis examination is as follows:
 - a. The exam is opened by the Chair.
 - b. Students present the main points of the thesis content in a maximum of 15 minutes
 - c. Each examiner asks questions and or suggestions for improvement.
 - d. Exam time suspended.
 - e. The examiner team held a meeting to determine the results of the evaluation and the predicate of graduation.
 - f. The announcement of the results of the exam is carried out in front of the examiner team by the chairman.
 - g. The exam ends with closing.
8. If there is a revision, the main authority to approve the substance of the revision is the thesis supervisor. The head of the study program and other examiners are more responsible for providing input and consideration
9. The post-test revision period is no longer than 1 (one) month for minor repairs and 3 (three) months for major repairs. During the repair period, students are required to consult with their supervisors and thesis examiners at least once a week. If within the specified time period the student has not completed the revision due to negligence, the study program may ask the student concerned for a re-examination. If the delay is caused by the supervisor or examiner, the study program may consider not needing a re-examination.
10. Students who produce articles from their thesis and the articles are published in reputable international journals/non-predatory international journals/accredited national journals Sinta 1/accredited national journals Sinta 2 are exempted from thesis examinations, but must first verify the validity of publications. The student can be declared to have passed the thesis with an A grade.
11. For students whose PKM proposals or the Student Creativity Program are funded and pass the PIMNAS, the achievement is given recognition by being exempt from the preparation and examination of the thesis. However, the PKM topic must be relevant to the study program field so that the activity report needs to be verified. As for students whose PKM was funded, but did not pass the PIMNAS, their PKM reports were still tested and assessed according to the quality of the reports and exams. The

PKM program includes the Research Student Creativity Program (PKMP), Community Service Student Creativity Program (PKMM), Creative Student Creativity Program (PKMKC), Technology Application Student Creativity Program (PKMT), and Entrepreneurship Student Creativity Program (PKMK).

12. **Verification is carried out by the thesis examiner team and the implementation time is set as the graduation date.**
13. Students who have passed the verification test will get an A.

C. Scoring

In relation to the assessment of the thesis exam, it is regulated as follows:

1. The elements assessed include 9 kinds, each of which is given its own weight, which is mentioned in the Appendix 20 (pp. 102-103)
2. Assessment is used standard 100 (0 to 100)
3. The score conversion can be read in Appendix 20.
4. The test results are stated by:
 - a. Passed, without revision
 - b. Passed, with a maximum revision of 3 months
 - c. Did not pass, did not repeat the study, had to be revised, and tested again
 - d. Did not pass and had to redo his research (meaning he had to follow the procedure from the beginning).
5. The value of the thesis is given by the study program to students after the revision results are approved by the Examiner Team.

D. Revision

1. Revisions are made based on feedback from the examiner team at the time of the exam.
2. For the completion of the revision, the student must consult with all examiners.
3. After the revision is complete, the manuscript is neatly bound as many as 5 copies with a black cover. The writing on the cover is golden yellow.
4. Students submit 4 copies of the thesis and/or a CD containing a softcopy of the thesis in PDF format. Each to be submitted to the Faculty Library, Study Program Library, Supervisor I, and Supervisor II.

CHAPTER IV

STRUCTURE OF THE CONTENTS OF THE PROPOSAL AND THE THESIS REPORT

A. Thesis Proposal Structure

The following is a thesis proposal format with quantitative, qualitative and classroom action research methods. The description of each component in the proposal can be referred to from the explanation of the main part of the thesis report.

1. Quantitative Research

TITLE PAGE

LEGALIZATION PAGE

TABLE OF CONTENTS

CHAPTER I INTRODUCTION

- A. Background of the Study
- B. Problem Identification
- C. Problem Limitation
- D. Problem Statement
- E. Research Objectives
- F. Research Benefits

CHAPTER II LITERATURE REVIEW, THINKING FRAMEWORK, AND
HYPOTHESES

- A. Literature Review
- B. Thinking Framework
- C. Hypothesis (if any)

CHAPTER III RESEARCH METHODS

- A. Place and Time of Research
- B. Research Design
- C. Population and Sample
- D. Sampling Technique
- E. Data Collection Techniques
- F. Research Instrument Validation Technique
- G. Data Analysis Techniques
- H. Research Procedure

BIBLIOGRAPHY

APPENDIX (eg data collection instrument)

2. Qualitative Research

TITLE PAGE

LEGALIZATION PAGE

TABLE OF CONTENTS

CHAPTER I INTRODUCTION

- A. Background of the Study
- B. Problem Statement
- C. Research Objectives
- D. Research Benefits

CHAPTER II LITERATURE REVIEW, THINKING FRAMEWORK, AND HYPOTHESES

- A. Literature Review
- B. Thinking Framework
- C. Hypothesis (if any)

CHAPTER III RESEARCH METHODS

- A. Place and Time of Research
- B. Research Approach
- C. Data and Data Sources
- D. Sampling Technique
- E. Data Collection Techniques
- F. Data Validity Test Techniques
- G. Data Analysis Techniques
- H. Research Procedure

BIBLIOGRAPHY

3. Classroom Action Research (CAR)

TITLE PAGE

TABLE OF CONTENTS

CHAPTER I INTRODUCTION

- A. Background of the Study
- B. Problem Statement
- C. Research Objectives
- D. Research Benefits

CHAPTER II LITERATURE REVIEW, THINKING FRAMEWORK, AND HYPOTHESES

- A. Literature Review
- B. Thinking Framework
- C. Hypothesis (if any)

CHAPTER III RESEARCH METHODS

- A. Place and Time
- B. Research Approach
- C. Research Subject
- D. Data and Data Sources
- E. Data Collection Techniques
- F. Data Validity Test Techniques
- G. Data Analysis Techniques
- H. Research Achievement Indicators
- I. Research Procedure

BIBLIOGRAPHY

APPENDIX (e.g. Lesson Plan)

Note:

The format and components of a qualitative research proposal may vary depending on the type of study and the approach used. The format presented above is commonly used in case study research.

B. Thesis Report Structure

In general, the content of the thesis includes three parts, namely the beginning or opening, the main, and the end. The elements contained in the beginning and the end are the same for all types of research (quantitative, qualitative, and classroom action research), while the main part is different. Therefore, an explanation of the structure of the main part of the thesis needs to be divided into several sub-chapters, namely the main part of quantitative, qualitative, and classroom action research, while the structure of the beginning and the end of the three types of research does not make any difference. The explanation of each section can be detailed as follows.

1. The Beginning

a. Format

The elements contained at the beginning of the thesis and their order are as follows:

Cover Page

Pronouncement Page

Submission Page

Supervisors Approval Page

Legalization Page

Motto Page (if necessary)

Dedication Page (if necessary)

Abstract

Acknowledgement

Table of contents

List of Tables (if any)

List of Figure (if any)

List of Appendix

b. Explanation

1) Cover Page

The cover page contains (1) complete title, (2) logo or symbol of Sebelas Maret University with a diameter of 3 cm, (3) thesis word, (4) student name and identification number, (5) full name (not abbreviated) major, faculty, and university, and **(6) the month and year the thesis revision results were approved by the Examiner Team (not the date of passing the exam or graduation)**. The cover page is printed on a hard cover and is printed on the back. An example of a cover page can be seen in Appendix 1 (pp. 75 – 81).

All letters on the cover page are printed in capital letters with font sizes between 12 – 16. The composition of the letters and the layout of each element are arranged symmetrically, neatly, and harmoniously. However, the line break in the title must still pay attention to the meaning of the word group (phrase) that is cut off, for example:

KEEFEKTIFAN PENDEKATAN *FOCUS ON FORM*
TERHADAP PENINGKATAN PENGUASAAN TATA BAHASA INDONESIA
SISWA KELAS VII SMP DIPONEGORO SURAKARTA

Examples of word-cutting that **do not** pay attention to the meaning of the phrase:

KEEFEKTIFAN PENDEKATAN *FOCUS ON FORM* TERHADAP
PENINGKATAN PENGUASAAN TATA BAHASA INDONESIA SISWA
KELAS VII SMP DIPONEGORO SURAKARTA

2) Pronouncement

The pronouncement page which is stamped with 10,000 rupiahs contains an affirmation that the thesis written by the student is an original work that is free from plagiarism. In addition, it also contains a statement that all references or quotes have been sourced. An example of a statement page can be seen in Appendix 2 (p. 82).

3) Submission

The submission page contains the following elements: (1) the title is typed in capital letters, (2) the name and student identification number is typed in capital letters, (3) *the text of "Thesis is submitted as one of the requirements for obtaining a Bachelor of Education Degree in Education Program. ..., Department" / "Skripsi diajukan sebagai salah satu persyaratan mendapatkan gelar Sarjana Pendidikan Program Pendidikan..., Jurusan"* (4) the full name of the faculty and university is typed in capital letters, and (5) the month written in lowercase and the year of passing the exam. An example of a submission page can be seen in Appendix 3 (p. 83).

4) Supervisor's Approval

The approval page contains the approval of the supervisors. The things listed are (1) the title of the thesis, (2) the name and NIM of the student, (3) the text of *"This thesis has been approved to be defended before the Thesis Examining Team of the Faculty of Teacher Training and Education, Sebelas Maret University, Surakarta" / "Skripsi ini telah disetujui untuk dipertahankan di hadapan Tim Penguji Skripsi Fakultas Keguruan dan Ilmu Pendidikan Universitas Sebelas Maret Surakarta"*, (4) the day and date of approval, and (5) signature, full name, and employee identification number (NIP) of Supervisors I and II (seen Appendix 4, p. 84).

5) Legalization

This legalization is given after the student completes his thesis based on the suggestions and input given by the examiners during the exam. The validation page contains (1) **the name and NIM of the student**, (2) **the title of the thesis**, (3) **the text of "This thesis has been defended before the Thesis Examining Team of the Faculty of Teacher Training and Education, Sebelas Maret University, Surakarta on the day..., the date... with the result The thesis has been revised and approved by the Examining Team on the date, month, and year of the approval of the revised results" / "Skripsi ini telah dipertahankan di hadapan Tim Penguji Skripsi Fakultas Keguruan dan Ilmu Pendidikan Universitas Sebelas Maret Surakarta pada hari..., tanggal... dengan hasil Skripsi telah direvisi dan disetujui oleh Tim Penguji, pada tanggal, bulan, dan tahun disetujuinya hasil revisi"**, (4) full name, NIP, and signature of the Examining Team, and (5) signature, full name, and the Dean's NIP. An example of the approval page can be seen in Appendix 5 (p. 85).

6) Abstract (summary)

Abstract is a brief description of why the research was conducted, how the research was carried out, and what are the important results of the research. Therefore, in the abstract, the essence of the thesis is presented in a concise manner which includes the objectives, methods used, results obtained, conclusions, and suggestions.

Abstract text is written in Indonesian and English. Typing is done in single space (one space). Abstract length is no more than two pages. At the very top is written the word ABSTRACT with a capital letter placed in the middle and without a dot.

The elements contained in the abstract include several parts. The first part contains (1) the name of the student is typed on the left edge in lowercase, except for the first letter of each part of the name, which ends with a period, (2) the title in capital letters and in bold type ending in a period, (3) the word thesis in lowercase, except the first letter followed by a comma, (4) the full name of the faculty and university in lowercase, except for the first letter of each word, which ends in a period, and (5) the month in lowercase, except for the first letter, and the year of the examination which ends in a period. The second part is the research objective. The third section contains research methods. The fourth section contains important research results. The fifth section presents conclusions and suggestions (if necessary). The sixth section contains keywords (can be single words or groups of words) ranging from three to five. These keywords are required for computerized scientific information systems. An example of an abstract can be seen in Appendix 6 (p. 86).

7) Motto

The motto page contains words of wisdom or statements that describe motivation/spirit or ideals that are relevant to the vision/mission of the faculty, study program, or the purpose of selecting a thesis topic using standard Indonesian. An example of a motto page can be seen in Appendix 7 (p. 87).

8) Dedication

This page contains statements to whom students present their work, namely parties who have made a major contribution to their lives by using standard Indonesian. An example of an offering page can be seen in Appendix 8 (p. 88).

9) Acknowledgement

Basically, the acknowledgement contains an acknowledgment of gratitude addressed to people, institutions, organizations, or other parties who have assisted in the preparation, implementation, and completion of thesis writing. The length of the text is no more than two pages. At the top of the text is given the INTRODUCTION with a capital letter placed in the middle and without a period. At the end of the text (in the lower-right corner) write the word Author or Researcher without the name followed. An example of an introduction can be seen in Appendix 9 (p.89).

10) Table of Contents

The table of contents contains the title of the chapter, the title of the sub-chapter, and the title of the sub-chapter accompanied by the page number where the text is loaded. All chapter titles are typed in capital letters. For sub-section titles and sub-sections, only the first letter of each word is typed in capital letters, except for the task words (prepositions and conjunctions). At the top of the text is written TABLE OF CONTENTS with capital letters placed in the middle, in bold, and without periods. The word Page is typed two spaces below the word TABLE OF CONTENTS and placed in the right corner. An example of a table of contents can be found in Appendix 10 (p. 91).

11) List of Tables

The table list contains the table number, table title, and page number where it is loaded in the text. The table title must be the same as the table title contained in the text. Table titles that require more than one line are single-spaced. Between the title of the table with one another typed with a distance of two spaces. Only the first letter of each word in the table title is typed in capital letters, except for assignment words (prepositions and conjunctions). At the top of the text is written LIST OF TABLES with capital letters placed in the middle, in bold, and without periods. The word Page is typed two spaces below the word LIST OF TABLE and placed in the right corner. An example of a table listing page can be found in Appendix 11 (p. 93).

12) List of Figure

On the image list page, the image number, image title, and page number are listed in the text. Image titles that require more than one line are single-spaced. Between one image title to another typed with a distance of two

spaces. Only the first letter of each word in the image title is typed in capital letters, except for the task words (prepositions and conjunctions). At the top of the text is written LIST OF FIGURES with capital letters placed in the middle, bold print, and without periods. The word Page is typed two spaces below the word LIST OF FIGURES and placed in the right corner. An example of a list of images can be found in Appendix 12 (p. 94).

13) List of Appendix

The list of appendix contains the attachment number, the title of the attachment, and the page number where it appears in the text. Attachment titles that require more than one line are single-spaced. Between the titles of one attachment to another, it is typed with a distance of two spaces. Only the first letter of each word in the appendix title is typed in capital letters, except for assignment words (prepositions and conjunctions). At the top of the text is written LIST OF APPENDIX with capital letters placed in the middle and without a period. The word Page is typed two spaces below the words LIST OF APPENDIX and placed in the right corner. An example of an attachment list page can be found in Appendix 13 (p. 95).

2. Thesis Main Section with Quantitative Method

a. Format

CHAPTER I INTRODUCTION

- A. Background of the Study
- B. Problem Identification
- C. Problem Limitation
- D. Problem Statement
- E. Research Objectives
- F. Research Benefits

CHAPTER II LITERATURE REVIEW, THINKING FRAMEWORK, AND HYPOTHESES

- C. Literature Review
- D. Thinking Framework
- E. Hypothesis (if any)

CHAPTER III RESEARCH METHODS

- A. Place and Time of Research

- B. Research Design
- C. Population and Sample
- D. Sampling Technique
- E. Data Collection Techniques
- F. Instrument Validity and Reliability Test Techniques
- G. Data Analysis Techniques

CHAPTER IV RESEARCH RESULTS AND DISCUSSION

- A. Research Results
 - 1. Data Description
 - 2. Requirements Test Results
 - 3. Hypothesis Test Results
- B. Discussion

CHAPTER V CONCLUSION, IMPLICATION, AND SUGGESTIONS

- A. Conclusion
- B. Implications
- C. Suggestions

b. Explanation

1) Background of the Study

The background of the study begins with a general picture of the research dependent variable. Furthermore, the identification of the gap between the expected conditions and the actual conditions and the impacts based on the research results. Various alternatives to overcome these gaps are presented along with identification of the inhibiting and supporting factors and the alternatives offered as problem solvers and their rationale. Then convey the urgency of doing the research and the novelty of the research at the end of the background of the problem.

In summary, the background elements of the problem include (1) research problems (gap between expectations and reality) supported by empirical data from research results, (2) the importance of the problem being researched; and (3) the novelty of the research compared to existing research.

2) Problem identification

Based on the exposure to the background of the problem, various problems that arise are identified. The problem in question here is the gap between expectations and reality. *Example: The reading ability of most junior high school students in Surakarta is still below average/ Kemampuan membaca sebagian besar siswa SMP di Surakarta masih di bawah rata-rata*

3) Problem Limitation

Various problems raised in problem identification are then selected to determine the problems that need and are important to study. This is done with the aim that the problem can be answered and studied in depth. With clear limitations, researchers can direct their attention more carefully and can formulate the problem more specifically.

4) Problem Statement

Problem statement is an attempt to state explicitly the questions to be answered through empirical testing. Therefore, the statement is in the form of a complete and detailed question sentence regarding the scope of the problem to be studied and is based on the identification and limitation of the problem. Problem Statement must reveal the variables studied, the nature of the relationship between these variables, and the research subject. *Example: Is there any effect of applying the concept map method on increasing the intensive reading ability of seventh grade students of SMP in Surakarta?/ Apakah terdapat pengaruh penerapan metode peta konsep terhadap peningkatan kemampuan membaca intensif siswa kelas VII SMP di Surakarta?*

5) Research Objectives

Research objectives reveal the goals to be achieved. The content and formulation of research objectives refers to the formulation of the problem. The purpose of the research is conveyed in the form of a statement sentence. *Example: The purpose of this study is to examine whether there is an effect of the application of the concept map method on increasing the intensive reading ability of seventh grade junior high school students in Surakarta/ Tujuan penelitian ini adalah untuk menguji ada tidaknya pengaruh penerapan metode peta konsep terhadap peningkatan kemampuan membaca intensif siswa kelas VII SMP di Surakarta*

6) Research Benefits

This section shows the usefulness or importance of research, especially for the development of science/implementation of development in the field of education. In other words, the benefits of research state that research on the chosen problem is indeed feasible. The benefits of research can be related to things that are theoretical in nature, namely regarding the development of science and practical ones, namely with regard to solving actual problems.

7) Literature Review

Literature review includes a study of theories and research results that are relevant to the problem under study. Literature review materials can be taken from various sources such as journal articles, textbooks, papers, seminar reports, official government publications and other institutions.

Literature review of research results does not need to be presented separately with theoretical studies in a separate sub-chapter (see example in Appendix 22, pp. 106-112). This study is needed to see the possibility of elements that can support the research being carried out.

Theoretical studies and research results must be relevant to the research variables. The study of research variables was carried out one by one according to the formulated problem.

8) Thinking Framework

The framework of thinking is basically a logical argument to arrive at finding temporary answers to the formulated problems. The framework of thinking is useful for integrating separate theories and research results into a whole series using deductive logic that leads to the discovery of temporary answers called hypotheses. The framework of thinking is presented in the form of descriptions (narratives) and pictures (charts).

9) Hypothesis

Hypothesis is a temporary answer to the problem being studied and presented in a statement sentence. Hypotheses are prepared based on the theories that have been studied, with a certain framework of thinking. Example: (Ho) *There is no effect of applying the concept map method on increasing the intensive reading ability of seventh grade students of SMP in Surakarta.* / *Tidak ada pengaruh penerapan metode peta konsep terhadap peningkatan kemampuan membaca intensif siswa kelas VII SMP di Surakarta.*

10) Research Place and Time

The place of research is specifically disclosed. Research time is calculated starting from the consultation on the submission of titles and proposals until the writing of the research report is completed (minimum 6 months). The research time in the proposal is presented in a narrative manner and in the form of a Gantt chart (a type of bar chart), while the report is presented in a narrative manner. An example of a Gantt chart is presented in Table 1.

Table 1 Example of a Quantitative Research Schedule

Type of activity	Month									
	Jan	Feb	Mar	Apr	May	Jun	Jul	Agt	Sep	Oct
1. Research preparation										
a. Manage permits										
b. Coordination with school principals and teachers										
c. Prepare questionnaires and reading tests										
d. Conducting test questionnaires and tests										
e. Analyze test results and revise questionnaires and tests										
f. Finalization and duplicating of questionnaires and tests										
2. Research implementation										
a. Implementation of reading pretest and reading interest measurement										
b. Experimental implementation										
c. Implementation of posttest										
d. Experimental data analysis										
3. Preparation of reports/thesis										
a. Drafting										
b. Script typing										
4. Implementation of thesis and revision exams										

11) Population and Sample

The population and its characteristics must be stated. The sampling technique used must be in accordance with the characteristics of the research population. The population and sampling technique written in the report are only the population and sampling technique that was actually applied in the study. If it is necessary to determine a sampling technique, the reasons are given.

12) Research Design

In the research design, it is necessary to describe the relationship between the variables to be studied. This presentation is used to show the design of the research implementation, especially for experimental research, for example pretest post-test non-equivalent control group design. In experimental research, the type of research design chosen is the one that most allows the researcher to control for other variables that are thought to have an effect on the dependent variable. In non-experimental research, the description in the research design contains an explanation of the type of research conducted in terms of its purpose and nature, for example correlational survey research or causal comparison. In addition, this section also explains the variables involved in the study and the types of data. Example: *The dependent variable in this study is the ability to read intensively with interval data types/ Variabel terikat dalam penelitian ini adalah kemampuan membaca intensif dengan jenis data interval.*

13) Data Collection

In data collection, techniques/methods of obtaining data and instruments used to obtain data on dependent and independent variables were presented. If the instrument is made in-house, the development procedure should be described, including the instrument grid (see attachment). If the manufacture of the instrument requires statistical tests -for example, tests of validity, reliability, or items - the results must be included (the statistical calculation process is placed in the appendix). This is intended to show that the measuring instrument developed is valid for retrieving research data. The results of the instrument testing are presented in this subchapter.

14) Data Analysis Techniques

In the data analysis, the analytical techniques used to process the data that have been collected are presented. This data analysis technique is closely related to research design and hypotheses. In this section the statistical formulas used, both for testing requirements analysis and testing hypotheses, must be written (can be placed in the appendix). In addition to an explanation of the types or techniques of data analysis, it is necessary to explain the reasons for their selection. If a computer is used in data analysis, it is necessary to mention the program, for example SPSS version 25.

15) Research Procedure

The procedure describes the research implementation process from preliminary research, instrument development, data collection, to report writing. Presentation of research procedures in the form of narratives and charts

16) Research Results and Discussion

In quantitative research, **the research results** include data description exposure, analysis requirements test, and hypothesis testing (including post-Anava follow-up test and effect size test).

a) Data Description

At the beginning of the presentation of the research results, the results of data processing for each variable with descriptive statistical techniques such as frequency distribution, mean value (mean), standard deviation (standard deviation), and others are presented. The frequency distribution can be presented in the form of tables and figures (bar, line, or circle graph). Details of data are contained in the appendix.

b) Requirements Analysis Test

After the data is presented descriptively, then the results of the requirements test are submitted because quantitative research generally uses inferential statistical analysis techniques. The analysis requirements test is divided into two, namely (1) for comparative research, the minimum requirements testing includes normality and homogeneity tests and (2) for correlational research, at least includes normality and linearity tests.

c) Hypothesis Test

After exposure to the results of the requirements test, the research results subsection conveys the results of hypothesis testing. Hypothesis testing is basically a step to test whether or not the statement put forward (in the hypothesis) is accepted. The hypothesis put forward is accepted if the empirical data supports the statement. On the other hand, the hypothesis is rejected if the empirical data does not support it.

Empirical data analysis in testing quantitative research hypotheses is based on inductive reasoning. This means that the results of data analysis on sample members are used to obtain conclusions that apply to all members of the population. The presentation of the results of data analysis to test the hypothesis is only in the form of a summary of the results, for example in the analysis with Anova, which is presented is a summary of the results of Anova.

The discussion of the results of data analysis contains an explanation of (1) research findings based on the results of hypothesis testing, (2) interpretation of the findings, (3) integration of findings into established theories (acknowledged as true), (4) and explains other implications of the results research, including the limitations of the study. The integration of research findings allows to be followed up by modifying an already established theory or developing a new theory. Points (2) – (4) should be supported by relevant research results from recent journal articles (see Appendix 23, p. 113).

17) Conclusion

The conclusion of the study is a summary of the results of hypothesis testing. Research conclusions must be accounted for within the framework of scientific theory supported by empirical data.

18) Implications of Research Results

Based on the conclusions of the study, the implications/impacts that can be generated are studied. The implications contain an explanation of the development of science and the practical application of research results in problem solving and the implementation of related policies. The study of the implications of the research results that have been carried out can be further developed based on arguments that refer to existing scientific theories or other relevant research findings.

19) Suggestions

Basically, suggestions must be formulated based on research results and implications. Suggestions contain solutions to the researched problem or follow-up of the research results. Good advice is operational in a specific and applicable sense. Specific advice is to clearly state the intended party, for example the manager of a junior high school library in Surakarta, while the less specific, such as the government. Applicative verbs are clearly conveying how to do what is suggested Example: *Because concept maps can improve students' understanding of reading content, teachers should often train students to make concept maps in pre-reading activities/ Karena pembuatan peta konsep dapat meningkatkan pemahaman siswa terhadap isi bacaan, sebaiknya guru sering melatih siswa untuk membuat peta konsep dalam kegiatan prabaca.*

3. Thesis Main Section with Qualitative Method

a. Format

CHAPTER I INTRODUCTION

- A. Background of the Study
- B. Problem Statement
- C. Research Objectives
- D. Research Benefits

CHAPTER II LITERATURE REVIEW, THINKING FRAMEWORK, AND HYPOTHESES

- A. Literature Review
- B. Thinking Framework
- C. Hypothesis (if necessary)

CHAPTER III RESEARCH METHODS

- A. Place and Time of Research
- B. Research Approach
- C. Data and Data Sources
- D. Sampling Technique
- E. Data Collection Techniques
- F. Data Validity Test Techniques
- G. Data Analysis Techniques
- H. Research Procedure

CHAPTER IV RESEARCH RESULTS AND DISCUSSION

- A. Research Results
 - 1. Data Description 1
 - 2. Description of Data 2. etc
- B. Discussion

CHAPTER V CONCLUSION, IMPLICATION, AND SUGGESTIONS

- A. Conclusion
- B. Implications
- C. Suggestions

b. Explanation

1) Problem Background

In this subchapter, the researcher presents (1) the research problem (gap between expectations and reality) supported by empirical data from the research results, (2) the importance of the problem being researched; and (3) the novelty of the research compared to existing research.

2) Problem Statement

Problem statement in qualitative research serves as the focus of research which contains questions that will be answered through research activities. These questions were asked after a preliminary field study was conducted. There are three things that need to be considered in the formulation of the problem, namely: (1) the research question uses the question words what, why, or how, (2) is current (up-to-date), (3) shows the applied research model, namely the exploratory model, descriptive, or explanative.

3) Research Objectives

The research objectives are the results to be achieved in the research. The statement stated in the research objectives relates to the formulation of the problem that has been written down.

4) Literature Review

There are several things that the researcher should pay attention to in describing this section. *First*, literature review in the form of an assessment of existing scientific knowledge, both in the form of theory and relevant research results (see Appendix 22, pp. 106-112). *Second*, literature review must have something to do with the phenomena studied, expressed in a holistic, and integrated way. *Third*, literature review as a conceptual and theoretical framework, which is the basis for collecting data, analyzing data, and concluding research results. *Fourth*, the literature review takes the form of assumptions, concepts, and propositions within the scope of the study to be investigated. The forms of assumptions, concepts, and propositions are hypotheses or tentative answers that are tested and explained in the study questions. Propositions provide a more centralized direction for finding data. *Fifth*, do not look at theory apriori, meaning that the theory presented in the

proposal may differ from the theory presented in the research report. This happens because the essence of qualitative is a theory based on field data.

5) Thinking Framework

The framework of thinking is a line of reasoning based on a research problem presented in a narrative (in the form of a description) and described by a holistic and systematic schema.

6) Hypothesis (not required)

A hypothesis is a tentative answer to the problem being studied. Hypotheses are prepared based on theories that have been studied with a certain framework of thinking. The hypothesis is stated in a statement sentence.

7) Research Place and Time

Things that need to be stated in this subsection are the place where the research was conducted, the reason for the place being chosen (characteristics), and the time the research was conducted (from proposal preparation to reporting).

8) Approach and Type of Research

In this section the researcher needs to explain that the approach used is a qualitative approach and include a brief reason for using this approach. Researchers also need to state the type of research used, for example case studies, historical, or content analysis.

9) Data and Data Sources

This section reports the types of data and their data sources with adequate information. Sources of data in qualitative research can be taken from (1) informants, (2) places and events, and (3) archives or documents related to research problems. In this case, it is necessary to explain what data is collected, what are its characteristics, who is used as an informant, what are the characteristics of informants, and how the data is collected so that its credibility can be guaranteed.

10) Sampling Technique

The sampling or sample used follows a qualitative research paradigm which basically has three ways. *First*, it is carried out selectively or what is

commonly called purposive sampling or internal sampling, namely sampling due to certain considerations (it is necessary to explain the basis for these considerations). *Second*, without making a selection or often called snow ball sampling or snowball technique, the researcher does not limit or select the number of informants. *Third*, by applying time sampling, which considers the time and place in data collection.

11) Data Collection Techniques

In qualitative research, data can be obtained through: (1) in-depth interviews, (2) observation, and (3) archive or document analysis. There should be an explanation in the development of the questionnaire instrument which includes the definition of concepts, indicators, items that represent indicators, and the scale used.

12) Data Validity Test

Data validity, among others, can be done through: (1) triangulation (data triangulation, researcher triangulation, theory triangulation, and method triangulation), (2) key informant reviews, and (3) developing member checks. The explanation of the data validity test should be accompanied by examples of its implementation, for example the application of source triangulation by checking the correctness of data from students to teachers.

From the steps taken to obtain data validity, researchers can reduce bias in the study. Even to obtain reliability, researchers can do it by developing a data base.

13) Data Analysis Techniques

In qualitative research, data analysis is concerned with classifying and interpreting data. Several data analysis techniques in qualitative research include interactive analysis and flow analysis (Miles & Huberman, 2014); domain, taxonomy, and componential analysis (Spradley, 1997); and inductive analysis, typological analysis, and constant comparison (Cohen, Manion, & Morrison, 2007).

14) Research Procedure

This section describes the research implementation process from preliminary research, design development, actual research, to report writing. Presentation of research procedures in the form of narratives and charts .

15) Research Results and Discussion

In the results of the study, a description of the data relevant to the research question is presented. Data descriptions are based on patterns, themes, or trends that emerge from the overall data presented based on categories, classification systems, and typologies that make it easier for researchers to understand.

The discussion of the results of data analysis includes explanations of (1) research findings, (2) interpretation of the findings, (3) integration of findings into established theories, both findings that are consistent and different, and (4) explaining other implications of the results. research, including the limitations of the study. The integration of research findings allows it to be followed up by modifying an already established theory or developing a new theory. Points (2) – (4) should be supported by relevant research results from recent journal articles (see Appendix 23, p.113)

16) Conclusions, Implications, and Suggestions

Conclusions contain answers to questions/problem formulations according to the results of the study. Implications are theoretical and or practical implications of research findings/conclusions. Suggestions include operational proposals as a follow-up to the research results. Suggestions should be specific (addressed to whom) and applicable (how to implement).

4. The Main Part of Thesis with Classroom Action Research Methods

a. Format

CHAPTER I INTRODUCTION

- A. Background of the Study
- B. Problem Statement
- C. Research Objectives
- D. Benefits of Research Results

CHAPTER II LITERATURE REVIEW, THINKING FRAMEWORK, AND HYPOTHESES

- A. Literature Review
- B. Thinking Framework
- C. Action Hypothesis (if necessary)

CHAPTER III RESEARCH METHODS

- A. Place and Time of Research
- B. Research Approach
- C. Research Subject
- D. Data and Data Sources
- E. Data Collection Techniques
- F. Data Validity Test Techniques
- G. Data Analysis Techniques
- H. Research Performance Indicators
- I. Research Procedure

CHAPTER IV RESULTS OF ACTIONS AND DISCUSSION

- A. Research Results
 - 1. Pre-action Data
 - 2. Action Results 1st Cycle
 - 3. Action Results 2nd Cycle
 - 4. Action Results n Cycle
 - 5. Comparison of Action Results
- B. Discussion

CHAPTER V CONCLUSION, IMPLICATION, AND SUGGESTIONS

- A. Conclusion
- B. Implications
- C. Suggestions

b. Explanation

1) Research Title

The title of the research should describe 3 components, namely:

- 1) the problem to be researched
- 2) action to solve the problem
- 3) subject-specific (stating class and school).

2) Problem Background

On the background of the problem, what is conveyed at a minimum includes:

- 1) real problems faced by teachers and/or students accompanied by relevant supporting data, for example the percentage of students who are passive and do not reach the limit of mastery learning. In this section, it is also necessary to present the learning situation, including the procedures (learning steps) that are usually taken by the teacher.
- 2) problem analysis to determine the root cause
- 3) identification of actions to solve problems that are relevant to the cause of the problem accompanied by logical arguments against the choice of action, for example: because of its suitability with the characteristics of students or class situations, up-to-date, success in similar research
- 4) sufficient explanation of the actions to be implemented with the support of the literature

3) Problem Statement

The research problem is presented in the problem statement of a classroom action research problem with a question sentence (what or how) that is relevant to the title. Example: *How to apply a jigsaw type cooperative method that can increase interest in reading short stories for class VIII C students of SMP Negeri 1 Mojogedang, Karanganyar Regency?/Bagaimanakah cara menerapkan metode kooperatif tipe jigsaw yang dapat meningkatkan minat membaca cerpen siswa kelas VIII C SMP Negeri 1 Mojogedang, Kabupaten Karanganyar?*

In order for the problem to be easily understood, it is necessary to have an operational definition and a conceptual definition of the problem of learning and action. In addition, it is necessary to define the scope of the research.

4) Research Objectives

The research objectives are formulated briefly and clearly based on the problems and ways of solving the problems raised. Example: *To describe how to apply a jigsaw type cooperative method that can increase interest in reading short stories for class VIII C students of SMP Negeri 1 Mojogedang, Karanganyar Regency/Untuk mendeskripsikan cara menerapkan metode kooperatif tipe jigsaw yang dapat meningkatkan minat membaca cerpen siswa kelas VIII C SMP Negeri 1 Mojogedang, Kabupaten Karanganyar.*

5) Benefits of Research Results

The benefits of research results, especially for improving the quality of the process and educational/learning outcomes are clearly described. What needs to be stated is the benefits for students, teachers, and schools.

6) Literature Review

Theoretical and empirical studies (relevant previous research results) must at least include problem and action variables. This description is used as the basis for developing a framework of thinking that shows the relationship between the problem, theory, relevant research results, and choice of action. The framework of thinking can be conveyed in an argumentative description and in the form of a chart or diagram. Action hypotheses are put forward when necessary.

The literature review of research results does not need to be presented separately from the theoretical study in a separate sub-chapter (see examples in Appendix 22, pp. 106-112). This study seeks to provide guidance for researchers to implement innovative actions in learning, including assessment procedures and learning steps with selected innovative actions.

7) Research Place and Time

The place of research is stated clearly and in detail, which includes the address and location of the school. The location description needs to be accompanied by directions and distances from the school to the city/district center, for example, SMP Negeri 1 Mojogedang is located ± 18 km north of Karanganyar City/ *Negeri 1 Mojogedang terletak ± 18 km sebelah utara Kota Karanganyar*. In addition, it is also necessary to convey school facilities and infrastructure related to research, for example the condition of the library.

The time and duration of the action is stated in detail. The number of cycles set is adjusted to the complexity of the problems to be solved and the time available (agreement with the teacher or school), but a minimum of 2 cycles. The action of one cycle is not synonymous with the notion of one meeting or one time face-to-face, but it can be several times. The research time in the proposal is presented in a narrative and in the form of a Gantt chart (a type of bar chart), **while the report is presented only in a narrative form**. An example of a Gantt chart is presented in Table 2.

Table 2 Example Classroom Action Research Schedule

Research Activities	Month							
	Jan	Feb	Mar	Apr	May	June	July	Agt
1. Research Preparation								
a. Coordination of researchers with school principals and Indonesian teachers								
b. Discussions with teachers to identify learning problems and design actions								
c. Prepare research proposals								
d. Prepare learning tools and research instruments (observation sheets)								
e. Conducting a simulation of the implementation of the action								
2. Action Implementation								
a. Cycle I								
- planning								
- execution of actions								
- observation								
- reflection								
b. Cycle II								
- planning								
- execution of actions								
- observation								
- reflection								
c. Cycle III								
- planning								
- execution of actions								
- observation								
- reflection								
3. Data Analysis and Reporting								
a. Data analysis (
b. Compile reports/thesis								
c. Exams and revisions								
d. Duplication and collection of reports								

8) Research Subject

Research subjects are students who become participants in the implementation of the action, which in this case includes all students in one class. In this section, it is necessary to explain the characteristics of students that are relevant to the research problem. Example: *The subjects of the research are class VIII C students of SMP Negeri 1 Mojogedang, the majority of whom come from farming families. Therefore, they have less time to study at home, including to read literature, because they have to help their parents work in the fields/Yang menjadi subjek penelitian adalah siswa kelas VIII C SMP Negeri 1 Mojogedang yang mayoritas dari keluarga petani. Oleh karenanya, waktu*

belajar di rumah, termasuk untuk membaca karya sastra, kurang karena mereka harus membantu orang tuanya bekerja di sawah.

9) Data and Data Sources

This section reports the types of data and their data sources with adequate information. The type of data refers to what data is the focus of the research, while the data source refers to where the data is obtained. The types of data, for example, are in the form of motivation to explore the environment and critical thinking skills. Sources of data can be taken from (1) informants, namely students and teachers, (2) places, such as drama studios, (3) events, such as project work processes, and (4) documents, such as project reports.

10) Data Collection Techniques

This section describes the techniques or methods used to obtain data. The techniques used must be relevant to the type and source of data, namely (1) in-depth interviews to obtain data from informants, (2) observations to obtain data from sources in the form of places, events, or behavior, and (3) document analysis to obtain data from archives and documents.

11) Data Validity Test Techniques

The technique of testing the validity of the data can be done by triangulation, which includes triangulation of data, methods, theories, or researchers. Every mention of the validity test technique needs to be given an example of its application that is relevant to the research title.

12) Data Analysis Techniques

Classroom action research data can be in the form of quantitative and qualitative data. Quantitative data were analyzed by comparative descriptive statistical techniques, namely comparing the results of the calculation of descriptive statistics, such as mean, median, frequency, or percentage in one cycle with the next cycle. Qualitative data were analyzed using critical analysis techniques, namely identifying the weaknesses and strengths of students and teachers' performance during the process of implementing the action. The results of the analysis become material for developing plans to improve the implementation of the next cycle of actions.

13) Research Performance Indicators

To determine the achievement of goals, it is necessary to formulate indicators of success of actions that are prepared realistically (considering the conditions before the action is given and the number of cycles of action to be taken) and can be measured (clearly how to assess it). An example of indicator formulation can be seen in Table 3.

Table 3 Examples of Research Performance Indicators

Measured Aspect	Target Percentage of Students	How to measure
Student reading motivation	75%	Observed during learning and calculated from the number of students who showed attention and seriousness during the reading learning process.
Students' ability to understand the content of reading	75%	Measured from the results of the reading test and calculated from the number of students who can answer correctly at least 70% of the questions on the reading test

14) Research Procedure

The procedures/steps of classroom action research are described in details which include activities in planning, implementing actions, observing, and reflecting on each cycle. Actions can be carried out online or offline.

- a. The action plan describes in detail the things that need to be done before the implementation of the action, for example:
 - 1) compiling learning tools, including lesson plans
 - 2) procurement of media, materials and tools
 - 3) development of assessment instruments.
- b. The implementation of the action contains a description of the stages of action taken by the teacher and students according to the learning scenario in a clear and detailed manner (relevant to the action).
- c. Observation and interpretation contains an explanation of the object of observation (eg student participation in groups in making a semantic map) and the method of observation.

- d. The analysis and reflection stage describes the assessment method used to identify weaknesses in the results of the action, identify the causes, and design corrective actions.

15) Research Results and Discussion

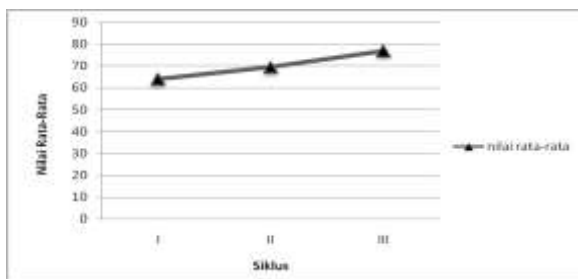
In the research results section, what is presented is a description of the methods and procedures for achieving the indicators for each cycle, followed by a description of the comparison of the results of the inter-cycle actions.

a) Description of Action Results of Each Cycle

In this section, what is presented is the researcher describing the results of the actions of each cycle with complete data containing an explanation of the aspects of success and weakness that occurred. It is necessary to add basic things, namely a description of changes in student learning behavior, the classroom environment, and learning outcomes. Graphs, tables, or photos can be used optimally to present the results of data analysis that shows the changes that have occurred.

b) Comparison of Action Results

After the description of each cycle, a comparison of the developments between cycles was carried out to describe the improvement achieved from one cycle to the next, both qualitatively and quantitatively. To clarify the description of its development, it is necessary to convey the results in the form of tables or figures such as Graph 2.



Graph 2. Increasing the Average Score of Reading Ability

In **this discussion**, the researcher confirms what his findings are by linking the findings and actions, indicators of success, as well as theoretical and empirical studies. In general what is conveyed includes: (1) answers to research questions, (2) "important" research findings, (3) explanation of the logic of obtaining the findings, (4) interpretation of findings, and (5) the relationship between findings with theory and relevant research results (see Appendix 23, p. 113)

c) The Role of Students in CAR

The implementation of CAR begins with the concern of students as researchers with teachers to problems that occur in learning. In this case, students act as collaborators. Students and teachers are committed to overcoming the situation, identify the causes, and together try to identify actions to overcome them. In other words, students and teachers determine their innovative actions and formulate lesson plans. Then, the teacher carries out the action, while the students make observations. Furthermore, students and teachers reflect on the results of the action. Based on the results of these reflections, students and teachers plan further actions. An overview of the process can be seen in Figure 3.

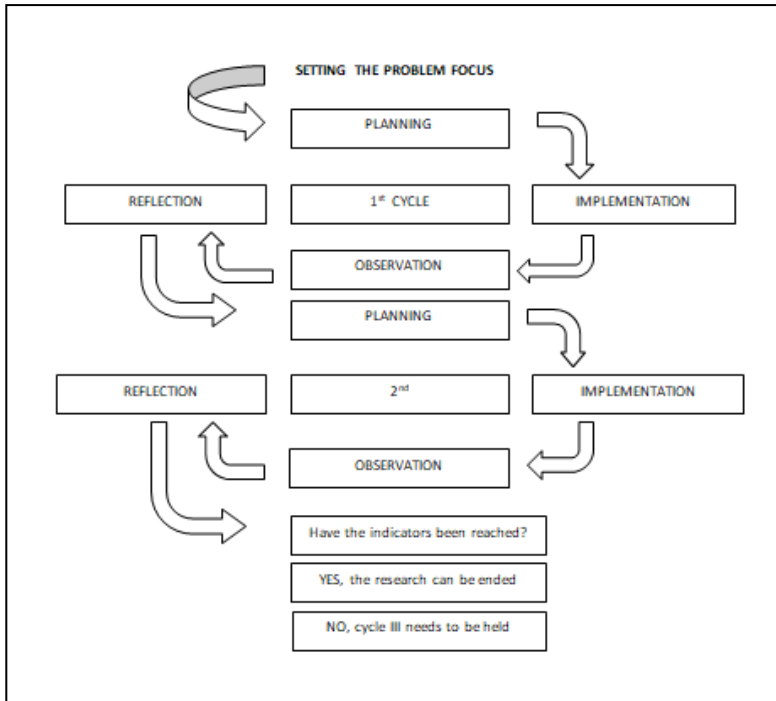


Figure 3. Classroom Action Research Procedure

Image Explanation

a. Action Planning

Based on the results of the agreement on the initial data and combined with the availability of resources, **students and teachers develop an action plan**. The action plan needs to be accompanied by a statement about the improvement indicators to be achieved. For example, an indicator in increasing reading motivation is an increase in the number/percentage of students whose attention is focused on the text they read. In addition, it also develops clear and detailed learning scenarios, prepares media, evaluation tools, conducts simulations (if needed), and others.

b. Action Execution

The action referred to here is a certain treatment in learning that has been determined and must be **carried out by the teacher**. The action should be based on the plan that has been made, although it is not absolutely controlled by the plan, given the dynamics of the learning process in the classroom that demands adjustments. Therefore, the teacher can be flexible and ready to change the action plan according to the existing circumstances. All changes/adjustments that occur need to be recorded because they will be reported.

c. Action Observation

Implementers of observations of actions are **students** (can be assisted by other teachers). Observations were made to document the effect of the action on the learning process. What was observed were (1) the action process, (2) the effect of the action, (3) the constraints on the implementation of the action, (4) the identification of the causes of the action constraint, and (5) other problems.

d. Action Reflection

What is meant by reflection is remembering and reflecting on an action as recorded in the observation. In doing reflection, students discuss with the teacher to produce a reconstruction of the meaning of the implementation of learning and provide a basis for improvement in the next cycle plan. Reflection has an evaluative aspect; so students and teachers should assess the implementation of the action by comparing what has been achieved with the established indicators, evaluating which parts need to be improved, and identifying how to improve the parts that are lacking to be implemented in the next cycle. In other words, in this reflection activity, **students and teachers discuss**: (1) the performance of students and teachers during the learning process, (2) the obstacles faced in taking actions in class, and (3) what actions are possible to take in the cycle. the next step so that learning improvement goals can be achieved.

C. Final Part of Thesis

The elements that need to be included in the final part of the thesis include all things that support or are closely related to the description in the main part, namely the bibliography and appendices.

1. Bibliography

The definition of the term bibliography is different from the reference list (Universitas Negeri Malang, 2007). The term bibliography is used to refer to a list that contains reference used by the author, either referenced or not referenced in the text. That is, all references mentioned in the text and reference that are only read even though they are not referenced (cited) in the text are included in the bibliography. The term list of references is used if the only reference that are included in the list are those that have been mentioned in the text. This means that reference that are only used as reading material, but are not referred to in the text are not included. Therefore, in the preparation of the thesis it is possible to use reference in the conduct of research, but are not referred to, the correct term to use is bibliography. An explanation of the procedure for writing a bibliography is contained in Chapter IV section C. An example of a bibliography can be seen in Appendix 21 (pp. 103-104).

2. Attachments

The attachments that are included should contain information that is considered important according to the research method used as follows.

- a. Quantitative research, including research instruments, the results of the final instrument validity and reliability test, raw data, statistical formulas used (if necessary), calculation results (data analysis output), research implementation documentation (photos), research permits, statement letter.
- b. Qualitative research, including instruments, field notes from observations or interviews, evidence of expert validity tests (if any), documentation (photos).
- c. Classroom action research, minimal attachments include:
 - learning tools: for example syllabus, lesson plans (each cycle), materials
 - research instruments, such as observation sheets and questionnaires

- student attendance in each cycle (what needs to be considered is the suitability of the number of students described in the research results and the attendance list)
- research data, for example test scores or questionnaire scores for each cycle for each student whose data recapitulation is presented in the main part of the thesis (in the form of tables or pictures)
- examples of student work, such as student work or essays, discussion notes
- documentation (photos) of evidence of action implementation, namely photos of student and teacher activities in carrying out actions so that photos must really express learning activities in each cycle. Each photo is adequately explained. An example can be seen in Appendix 24 (pp. 114-117)

CHAPTER V THESIS WRITING SYSTEM

A. Typing System

1. Format

The research report is typed (by computer) on HVS paper (70 – 80 grams) in quarto size (21.5 cm x 28 cm) and uses clear black letters with the same thickness from the first page to the last page.

2. Typing

- a. The research report is typed 1.5 spaces using the passive voice.
- b. The font used is Times New Roman 12 point or its equivalent.
- c. Manuscript typing must use the same font (shape) throughout the text.

3. Edge Distance

- a. Upper border 4 cm (from the top edge of the paper).
- b. Lower border 3 cm (from the bottom edge of the paper).
- c. Left border 4 cm (from the left edge of the paper).
- d. Right border 3 cm (from the right edge of the paper).
- e. Each new paragraph, starting at a distance of 1.5 cm from the left margin.

4. Page Number

- a. Starting from Chapter I to the end of the research report, the pages are numbered sequentially with Arabic numerals starting with the number 1.
- b. The page number in the attachment, even though it is a continuation of the previous page number, but the original page (if any) of the attached manuscript must not be omitted.
- c. All page numbers are typed on the top right, with a distance of 3 cm from the right and top edges of the paper, **except for the chapter title pages written in the bottom center 2 cm from the bottom edge of the paper.**
- d. Introductory items on the front page (before Chapter I) are numbered with lowercase Roman numerals, such as i, ii, iii, and so on.

5. Numbering System in Report Content

Numbering uses the following order:

First degree, using large Roman numerals, such as I, II

Second level, using uppercase Latin letters, such as A, B

The third level, using Arabic numerals, such as 1, 2

Fourth level, using lowercase Latin letters, such as a, b

Fifth level, using Arabic numerals with one parenthesis: 1), 2)

Sixth level, using lowercase Latin letters with one parenthesis, such as a), b)

The seventh level, using Arabic numerals with two brackets: (1), (2)

Eighth degree, in lowercase Latin letters with two brackets: (a), (b)

6. Thesis Thickness

The maximum thickness of the thesis is **75 pages** (1.5 spacing) which is calculated from page 1 (one) in the Introduction Chapter to the last page in the Bibliography Section.

7. Table Presentation

Presentation of data in tables can be seen as one way to facilitate the reader's understanding of quantitative information. Through tables, readers can interpret data more quickly, as well as find relationships. Therefore, tables should be kept simple and focused on the most important ideas. Inserting too much data into a table can reduce its presentation value. It is better to use a lot of simple tables than a few too many and complex tables.

The presentation of tables in scientific works, including theses, has its own procedure, namely:

- a. All tables are numbered sequentially with Arabic numerals, such as: 1, 2, 3 or numbered with a chapter designation, such as 4.1, which means the table is in Chapter IV and appears first in that chapter. So, for each chapter, the serial number of the table starts from number 1.
- b. The title of the table is placed above the table with a capital letter at the beginning of each word, except for the task words (conjunctions and prepositions).
- c. The table does not use vertical (vertical) lines, but only uses flat (horizontal) lines.

- d. The title of the table with more than one line, the second line and so on are written parallel to the initial letter of the title and written with a single space. The table title does not end with a period.
- e. Between the text before the table and the text after the table are spaced 3 spaces.
- f. The data in the table is written with single spaces.
- g. Tables quoted from other sources must be provided with an explanation of the author's last name, year of publication, and page numbers below the table.
- h. If a table is large enough (more than half a page), the table should be placed on a separate page. If the table is quite short (less than half a page), it should be integrated with the text.
- i. The tables and figures presented must be interpreted in the form of conclusions about the patterns or trends seen in the data, not in the form of statements that repeat the contents of the table.

Example:

Table 4.1 Frequency Distribution of Physics Pretest Results on Students

Interval	Median	f	%	
			Relative	Cumulative
42 – 50	46	2	5,71	5,71
51 – 59	55	6	17,14	22,85
60 – 68	64	12	34,29	57,14
69 – 77	73	11	31,43	88,57
78 – 86	82	3	8,57	97,14
87 – 95	91	1	2,86	100,00
Total		35	100,00	

(Source: Fitriana, 2011: 57)

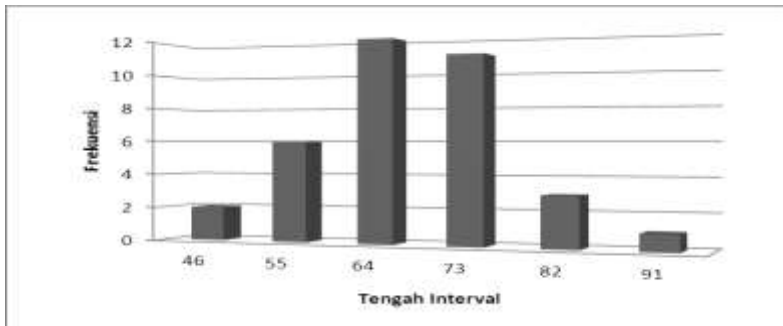
8. Image Presentation

The term drawing refers to graphs, diagrams, charts, photos, maps, charts, floor plans, and other images. Through images, data can be presented visually that can be easily understood and attract the attention of readers.

Presentation of images in the thesis should follow the following guidelines:

- a. All pictures are numbered with Arabic numerals as in the table
- b. The title of the image is written below the image, not above it. The way of writing image titles is the same as table titles.
- c. Pictures should be simple so that they can convey ideas clearly and easily understood even without textual explanations. However, the author still needs to provide an explanation/interpretation of each image he presents.
- d. Images should be used sparingly because too much text accompanied by images can reduce the value of data presentation.
- e. Images that take up more than half the page should be placed on a separate page
- f. The designation of the image in the text must state the number, not using the words of the image below or the image above/ *gambar di bawah ini* atau *gambar di atas*. For example: Based on Figure 1 it can be stated that/ *Berdasarkan gambar 1 dapat dinyatakan bahwa*

Example:



Graph 4.1. Histogram of Physics Pretest Data in the Control Group
(Source: Fitriana, 2011: 57)

9. Application of Spelling and Word Writing Rules

For Indonesian-language manuscripts, the procedures for using punctuation marks, writing letters, and writing words must be adjusted to the signs contained in the Enhanced Indonesian Spelling Guidelines and

the Big Indonesian Dictionary published by Balai Pustaka. Some spelling and word writing rules that need to be considered include:

- a. The dot is not used at the end of the title, subtitle, or sub-heading
- b. A comma is used to separate the clauses that precede the main clause, but if the clauses follow the main clause, do not use a comma.
- c. Capital letters are used as the first letters of the names of nations, ethnic groups, and languages, but are not used in the formed words. For example: Indonesian, Sundanese, English, Indonesian.
- d. Capital letters are used as the first letter of each element of a personal name, but not for non-personal names, for example: SD Negeri Jetis 1, SMP Negeri 1, Biology Study Program, Department of Language and Arts Education, at that high school, a study program.
- e. Capital letters are used as the first letter of each word element in the names of agencies, government and state administration institutions, and official documents. For example: United Nations, Pertiwi Kindergarten, Foundation for Social Sciences, Constitution of the Republic of Indonesia/ *Perserikatan Bangsa-Bangsa*, *Taman Kanak-Kanak Pertiwi*, *Yayasan Ilmu-Ilmu Sosial*, *Undang-Undang Dasar Republik Indonesia*
- f. Italics are used to write the titles of books, magazines, and newspapers quoted in writing. For example: Prapanca's *Negarakertagama* book, *Suara Karya* newspaper/ buku *Negarakertagama* karangan Prapanca, surat kabar *Suara Karya*.
- g. Italics are used to emphasize or specify letters, parts of words, words, or groups of words. For example:
 - The first letter of the word century is a.
 - This chapter does not talk about capitalization.
- h. Italics in print are used to write scientific names or foreign expressions unless the spelling has been adjusted. For example:
 - The scientific name of the mangosteen fruit is *Garcinia mangostana*.
 - *Weltanschauung* translates to 'worldview'.
- i. Affixes (prefixes and or suffixes) are written in series with the root word. For example: publishing, socializing, coordinating, producing, classifying, programming, neutralizing.
- j. The prefixes and suffixes of compound words are written in series. For example: multiplied, underlined, accounted for

- k. Combinations of words whose one element is only used as a combination are written in series, but not for combinations of words that are not combinations. For example: international, electromagnetic, international, postharvest, semiconductor, non-collaboration, thank you, responsibility, cultivation
- l. The prepositions in, to, and from are written separately from the words that follow them. For example: inside, where, to where, in between, besides, from where, from whom
- m. Chemical symbols, abbreviations for units of measure, measure, scales, and currency are not followed by a period. For example: Cu (cuprum), kVA (kilovolt ampere), l (liter), kg (kilogram, Rp (rupiah).
- n. The number symbol at the beginning of the sentence is written in letters. If necessary, the sentence structure is changed so that numbers that cannot be expressed in one or two words do not appear at the beginning of the sentence. For example:
 - Forty-five percent of students/ *Empat puluh lima persen* are less active in discussions.
 - There are 45% of students who are not active during Biology learning.
- o. An acronym is not a personal name in the form of a combination of letters, syllables, or a combination of letters and syllables from a word series written entirely in lowercase. For example: elections (general elections).
- p. The writing of loanwords is adjusted to the Indonesian spelling. For example: practice (not practice), object (not object), subject (not subject), survey (not survey), damp (not moist) analysis (not analysis), breath (not breath).

10. Writing Chapter Titles, Sub-Chapters, and Sub-Subchapters

- a. Chapter Title
Chapter titles are typed in capital letters on a new page at a distance of 4 cm from the top edge of the paper, bold, and placed in the middle.
- b. Sub-chapter Title
The first letter of each word, except the word assignment, is written in capital letters, bold, and placed in the middle.
- c. Sub-Subchapter Title

The first letter of each word, except for the word assignment, is written in capital letters, bold, and placed on the left edge.

- d. If there is a lower title level, the first letter, except for the word assignment, is capitalized, bold, and placed on the left edge.
- e. If there is a lower level, the first letter is written in capital letters, bold, and placed on the left edge.

Examples of placement of chapter titles, sub-chapters, and sub-subchapters:

BAB II
KAJIAN PUSTAKA

.....

.....

A. Pembelajaran Membaca di SMP

.....

.....

1. Jenis Kegiatan Membaca di SMP

.....

.....

a. Membaca Tak Bersuara

.....

.....

1) Membaca Intensif

.....

.....

B. Writing Quotation Source

1. Quotation Limit

Quotations are copies of ideas/concepts/findings of people into our writings. Making citations is not wrong; it should even be done in scientific writing. However, the impression that the study of theory is only a collection of quotations should be avoided. For this reason, the quotations made must be alternated with interpretations and arguments

from the author. Thus, it appears that the author has a certain opinion or view on what is quoted, in relation to the problem under study.

Complete information about the sources of citations is written in a list called the Reference List or Bibliography. The format for writing citations must be the same as the format used in writing a bibliography. Therefore, if citations are written using the American Psychological Association (APA) system, which is commonly called the 'author-year' author-date system, the bibliography must also use that system.

2. Quote Type Jenis

a. Indirect quote

Indirect quotation is reproducing parts of another author's manuscript in their own words so that they are easy to understand and in harmony with the context. The sources quoted are indirect, for example, expert opinions or research findings that allow the essence to be extracted.

b. Direct quote

Direct quotations are exact copies of other people's ideas/concepts/findings word for word, including punctuation marks like the original text. Sources cited include definitions or research findings that are copied word for word because the author is worried about misinterpreting, parts of literary texts, formulas, parts of scripture texts, and official state documents such as articles and verses in the law.

3. Procedure for Writing Quotation Sources with the APA System Sistem

a. Indirect Quotation Writing

In the APA system, writing an indirect quote that is a certain part of a book/article must include the page number of the quoted section. However, writing indirect quotations which are the essence of the overall results of a study does not need to include page numbers. The writing is enough to include the name of the author and the year of publication of the literature. An example of writing is as follows.

1) Indirect quotation from a certain part of a piece of writing

Programmed and well-designed learning can certainly improve student learning outcomes. In relation to the understanding of learning outcomes, Sudiarto (2004, 72) gives limits as the level of mastery achieved by students after participating in the learning program.

(Pembelajaran yang terprogram dan dirancang dengan baik tentu dapat meningkatkan hasil belajar peserta didik. Berkaitan dengan pengertian hasil belajar, Sudiarto (2004, 72) memberikan batasan sebagai tingkat penguasaan yang dicapai oleh pelajar setelah mengikuti program pembelajaran)

2) Indirect quotation in the form of the essence of a written work karya

Character education is proven to have a major contribution to educational outcomes. This can be related to the conclusion of Hollingshead's research (2009) that students who receive character education programs get internships faster than students who do not.

(Pendidikan karakter terbukti memiliki kontribusi besar terhadap luaran pendidikan.

Hal itu dapat dikaitkan dengan simpulan penelitian Hollingshead (2009) bahwa siswa yang mendapat program pendidikan karakter lebih cepat mendapat tempat magang daripada siswa yang tidak mengikutinya).

Direct Quote Writing

Direct quotations in the APA system are written by mentioning the author's name, year of publication, and the page number of the sentence/text quoted. Direct quotations are divided into two types, namely short direct quotations and long direct quotations.

1. Short direct quote

Short direct quotations are sentences that are quoted as less or equal to 40 words. Short direct quotations are written in the text by putting double quotation marks at the beginning and end of the quotation. An example of writing is as follows.

a) The author's name is mentioned in the sentence

Regarding the causes of students' difficulties in working on math story problems, Budiyo (2004, 131) argues, "The first step in solving story problems is to write math sentences and students often make mistakes in this step because they don't understand the meaning of the questions".

(Mengenai penyebab kesulitan siswa dalam mengerjakan soal cerita matematika, Budiyo (2004, 131) berpendapat, "Langkah pertama dalam penyelesaian soal cerita adalah menuliskan kalimat matematika dan siswa sering melakukan kesalahan pada langkah ini karena tidak memahami maksud soal").

b) The author's name is not mentioned in the sentence

One important component in learning activities is the goal. This can be related to the conclusion of a researcher who states, "Activities or activities carried out by individuals are always goal-oriented so that individuals are motivated to move if there is a clear goal that leads them to act" (Siskandar, 2009, 184). Therefore, in reading activities, the purpose of reading must be owned so that the reader can regulate the portion of his attention to certain parts of the reading.

(Salah satu komponen penting dalam aktivitas belajar adalah tujuan. Hal ini dapat dikaitkan dengan kesimpulan seorang peneliti yang menyatakan, "Aktivitas atau kegiatan yang dilakukan oleh individu selalu berorientasi pada tujuan sehingga individu termotivasi beraktivitas apabila ada tujuan jelas yang menuntunnya untuk bertindak" (Siskandar, 2009, 184). Oleh karena itu, dalam aktivitas membaca, tujuan membaca harus dimiliki supaya pembaca dapat mengatur porsi perhatiannya terhadap bagian tertentu dalam bacaan.)

2. Long direct quote

A long direct quote is a quoted sentence of more than 40 words. Long direct quotes are written in separate paragraphs, with a distance of 5 tabs/spaces from the left margin, and 1 space between lines. The quoted text does not need to be put in quotation marks at the opening and closing. An example of writing is as follows.

a) The author's name is mentioned in the sentence

In order for English language learning to reach a communicative level, Waluyo (2004: 96) provides recommendations,

In connection with efforts to improve the performance of teachers and students in the classroom, it is recommended that the number of students in each English classroom is not too many, which is only between 20 to 25 students. It is important that each student has a turn to do the task and receive adequate feedback from the teacher. In addition, small classes make it easier for teachers to manage classes, especially in controlling students' English behavior.

(Agar pembelajaran bahasa Inggris mencapai tingkat komunikatif, Waluyo (2004: 96) memberi rekomendasi,

Berkaitan dengan upaya meningkatkan kinerja guru dan siswa di dalam kelas disarankan agar jumlah siswa dalam setiap ruang kelas bahasa Inggris tidak terlalu banyak, yaitu hanya antara 20 hingga 25 siswa. Hal ini penting agar setiap siswa memperoleh giliran melakukan tugas dan menerima balikan yang memadai dari guru. Di samping itu, kelas yang kecil memudahkan guru mengelola kelas, khususnya dalam mengontrol perilaku berbahasa Inggris siswa.)

b) The author's name is not mentioned in the sentence

An education expert in detail formulates the notion of interest in three terms as follows:

First, as a permanent attitude that binds the individual's attention to certain objects selectively; secondly, feelings that are meaningful to individuals towards activities, work or objects faced by each individual; and thirdly, individual readiness that regulates or controls behavior in the direction of certain goals (Chapin, 2000: 255).

Seorang pakar pendidikan secara rinci merumuskan pengertian minat dalam tiga batasan sebagai berikut:

Pertama, sebagai suatu sikap yang menetap yang mengikat perhatian individu ke arah objek-objek tertentu secara selektif; kedua perasaan yang berarti bagi individu terhadap kegiatan, pekerjaan atau objek-objek yang dihadapi oleh setiap individu; dan ketiga kesiapan individu yang mengatur atau mengendalikan perilaku dalam arah tujuan tertentu (Chapin, 2000: 255).

4. Writing the Author's Name in the Quotation Source

a. Writing Author's Name by Country

Based on the country, the author's name in the source of the citation is written in the manner as contained in table 1.

Table 1. Procedure for Writing Author Names by Country

Author Name by Country	Writer's Name	Writing in Quotation Source
Western writer's name	Constantine J. Alexopoulos	Alexopoulos
Indonesian name followed by family name	Andi Hakim Nasoetion Agustin Widya Gunawan	Nasoetion Gunawan
Indonesian name followed by husband's name	Yayah Koswara	Koswara
Indonesian name consisting of one word	Karsono Sugiyarti	Karsono Sugiyarti
Indonesian name with more than one word	Slamet Subiyantoro Winda Dwi Lestari	Subiyantoro Lestari
Japanese and Korean names	Hiroko Yakamoto Taka-Yoshi Makino	Yakamoto Makino
Dutch names with de, van, vanden, vander and von in German names	Kees de Vries Guus van der Haar	De Vries Van der Haar

b. Writing Author's Name Based on Number of the Authors

Based on the number, the author's name in the source of the citation is written in the manner as contained in table 2.

Table 2. Procedure for Writing Author Names Based on the Number of the Authors

Number of Authors	Cara Penulisan Sumber Kutipan
One author	Smith (2007) <i>or</i> (Smith, 2007)
Two authors	Smith dan Thomas, (2008) <i>or</i>
First and next quote	(Smith & Thomas, 2008)

Ngatoilah dan Harmini (2010) *or*
(Ngatoilah & Harmini, 2010)

Three authors

First quote Smith, Thomas, dan Jones (2010) *or*
 (Smith, Thomas & Jones, 2010)
 Budiati, Setyawan, dan Yamin. (2009) *or* (Budiati,
 Setyawan & Yamin, 2009)

Next quote Smith, et al. (2010) *or* (Smith, et al., 2010)
 Budiati, dkk. (2009) *or* (Budiati, dkk., 2009)

Four or more authors

First quote Smith, Thomas, Jones et al. (2009) *or* (Smith,
 Thomas, Jones et al., 2009)
 Sanusi, Sayekti, Lestari dkk. (2010) *or* (Sanusi,
 Sayekti, Lestari dkk., 2010)

Next Quote Smith, et al. (2009) *or* (Smith, et al., 2009)
 Sanusi, dkk. (2010) *or* (Sanusi, dkk., 2010)

Institution/organization

First quote *Program for International Student Assessment*
 (PISA, 2016)
 Kementrian Pendidikan Nasional (Kemdikbud,
 2019)

Next quote PISA (2016) *or* (PISA, 2016)
 Kemdikbud (2019) *or* (Kemdikbud, 2019)

c. Quotation from Second Source

In writing scientific papers, it is better if the cited literature is the first source or the original source. However, sometimes this is difficult to do because the original book is in a foreign language or difficult to obtain. Therefore, the second source can be used and the source of the citation is written by mentioning the original author, while in the bibliography the identity of the second source is written. Example:

1) Quote:

This is in accordance with the conclusion of Keuss and Sloth (Hollingshead, 2009, 171) that the main obstacle in implementing character education is that teachers have never attended character education so that students can easily identify teacher behavior that is out of sync.

Hal tersebut sesuai dengan simpulan Keuss dan Sloth (Hollingshead, 2009, 171) bahwa hambatan utama dalam implementasi pendidikan karakter adalah para guru tidak pernah mengikuti pendidikan karakter sehingga siswa dengan mudah dapat mengidentifikasi perilaku guru yang tidak sinkron.

or

This is in accordance with the conclusion of Keuss and Sloth (Hollingshead, 2009, 171) that the main obstacle in implementing character education is that teachers have never attended character education so that students can easily identify teacher behavior that is out of sync.

Hal tersebut sesuai dengan pernyataan Hollingshead (2009, 171) yang mengutip simpulan Keuss dan Sloth bahwa hambatan utama dalam implementasi pendidikan karakter adalah para guru tidak pernah mengikuti pendidikan karakter sehingga siswa dengan mudah dapat mengidentifikasi perilaku guru yang tidak sinkron.

2) References:

Hollingshead, B. (2009). The Concerns-Based Adoption Model: A Framework for Examining Implementation of a Character Education Program. *NASSP Bulletin*, 93, 166-184.

d. Quoting from several works of different authors in one sentence (quotes taken from different sources)

Different sources can be cited in one to support an opinion or finding. The mention is done in alphabetical order and the writing of each source is separated by a semicolon. Example:

Jamarah and Aswan (2005, 12); Ridhani (2004, 7); and Zubaidi and Mawarni (2010, 87) provide limits on learning outcomes as changes in a person's behavior and personality after the learning process takes place

Jamarah dan Aswan (2005, 12); Ridhani (2004, 7); serta Zubaidi dan Mawarni (2010, 87) memberikan batasan hasil belajar sebagai perubahan perilaku dan pribadi seseorang setelah proses pembelajaran berlangsung

or

Some authors provide limits on learning outcomes as changes in one's behavior and personality after the learning process takes place (Jamarah & Aswan, 2005, 12; Ridhani, 2004, 7; Zubaidi & Mawarni, 2010, 87).

Beberapa penulis memberikan batasan hasil belajar sebagai perubahan perilaku dan pribadi seseorang setelah proses pembelajaran berlangsung (Jamarah & Aswan, 2005, 12; Ridhani, 2004, 7; Zubaidi & Mawarni, 2010, 87).

e. Works with the same author's last name

If quoting from a work with the same author's last name as the previous citation, the author's first name needs to be included in the citation. Example:

Tarigan, J. (2004) states that writing skills (productive) are influenced by reading skills (receptive). This is relevant to the conclusion of Tarigan, H.G. (2004) that the pattern of sentences written by students is a reflection of the results of reading them

Tarigan, J. (2004) menyatakan bahwa keterampilan menulis (produktif) dipengaruhi oleh keterampilan membaca (reseptif). Hal tersebut relevan dengan simpulan Tarigan, H.G. (2004) bahwa pola kalimat yang ditulis siswa merupakan refleksi dari hasil membacanya.

or

Tarigan, J. (2004) and Tarigan, H.G. (2005) stated that there is a positive correlation between reading and writing skills

Tarigan, J. (2004) dan Tarigan, H.G. (2005) menyatakan bahwa ada korelasi positif antara kemampuan membaca dan menulis.

f. No author's name

If there is no author's name, the first 1 or 2 words of the title and year can be written in the source of the citation. Excerpts from articles or chapters, titles are written in upright letters and are in quotation marks. Quotations from books, brochures, reports or periodicals (magazines/newspapers), the title is written in italics. Example:

Story problems are discourses with language containing symbols to convey problems and their solutions using mathematical concepts ("Study of Difficulties," 2004).

Soal cerita adalah wacana dengan bahasa yang mengandung simbol untuk menyampaikan masalah dan pemecahannya menggunakan konsep matematika ("Studi Kesulitan," 2004).

For Mathematics, Indonesian students are ranked 36 out of 48 countries or below the international average (TIMMS Report, 2009

Untuk bidang Matematika, siswa Indonesia berada pada peringkat 36 dari 48 negara atau di bawah rata-rata internasional (Laporan TIMMS, 2009).

If there is no author's name, the source of the citation can also be mentioned using the word Anonymous followed by a comma and the year, for example:

This is very reasonable considering that in certain parts; the language used in story problems is not "normal language" or language that is known in everyday life (Anonymous, 2010).

Hal itu sangat beralasan mengingat pada bagian tertentu, bahasa yang digunakan dalam soal cerita bukanlah "bahasa normal" atau bahasa yang dikenal dalam kehidupan sehari-hari (Anonim, 2010).

5. Cutting quotes

If the direct quote is not copied in one sentence in its entirety, the writing must be given three dots. Example:

Saka (2010, 41) states, "Cooperation within groups and between groups can improve student achievement...".

Saka (2010, 41) menyatakan, "Kerja sama dalam kelompok dan antarkelompok dapat meningkatkan prestasi siswa...".

or

The definition of method triangulation is the use of various methods for the same data as explained by Sutopo (2011, 95), "... with different data collection techniques from the same source, researchers can draw conclusions".

Pengertian triangulasi metode adalah penggunaan berbagai metode untuk data yang sama seperti yang dijelaskan Sutopo (2011, 95), "...dengan teknik pengumpulan data yang berbeda pada sumber yang sama tersebut, peneliti bisa menarik simpulan".

6. Quoting from Website

Basically quoting from websites or electronic sources is the same as quoting from printed sources. Include the author's name, year of publication, page number (for direct quotations) or if there is no page number, state the chapter number, figure, and table or paragraph number. So, the website address does not need to be written in the source of the quote. Website addresses and other information are listed in the Bibliography. Example:

a. Quote:

The reading readiness test is different from the advanced reading test. This refers to the opinion of Basuki (2013, 202), "The reading readiness test emphasizes the skills necessary for early childhood reading levels which include: vocabulary, lining up or matching words, matching pictures, letters, or words visually, or calling out words. names of letters and reads words.

Tes kesiapan membaca berbeda dengan tes membaca lanjut. Hal tersebut mengacu pada pendapat Basuki (2013, 202), "Tes kesiapan membaca menekankan keterampilan yang perlu untuk tingkat membaca usia dini yang mencakup: perbendaharaan kata, menderetkan atau mencocokkan kata-kata, mencocokkan gambar, huruf, atau kata secara visual, atau menyebut nama huruf-huruf dan membaca kata".

or

Reading readiness test according to Basuki (2013, 202) is a test for early childhood to measure vocabulary, match words, match pictures, letters or call letters and read words.

Tes kesiapan membaca menurut Basuki (2013, 202) adalah tes untuk anak uisa dini untuk mengukur perbendaharaan kata, mencocokkan kata, mencocokkan gambar, huruf atau menyebut huruf-huruf dan membaca kata.

b. Reference:

Basuki. (2013). Pengembangan Model Pembelajaran Membaca dengan Pelabelan Objek Sekitar (POS) bagi Murid Taman kanak-kanak. *Jurnal Litera*, 12 (02), 197-208. Diperoleh 25 Mei 2015 dari <http://journal.uny.ac.id/index.php/litera/article/view/1579/107>

C. Bibliography (*Daftar Pustaka*) Writing

As explained earlier, the term used in this manual is BIBLIOGRAPHY (*DAFTAR PUSTAKA*), not REFERENCES (*DAFTAR RUJUKAN*). Therefore, it includes information about reference used in research and thesis writing or not only reference contained in the body of the thesis, but also those that are used as reading material (see Appendix 21, pp. 104-105)

The order of the bibliography in the bibliography is based on the alphabetical order of the first letter of the author's name. The identity of each reference must be stated completely and correctly to make it easier for readers to trace back. Therefore, reference should be selected with complete identity. The identity of the wrong or incomplete reference will not be of much use and indirectly indicates the quality of the author.

1. Procedure for writing the author's name

For the purpose of consistency with the APA system and uniformity, the writing of the author's name is arranged as in Table 3.

Table 3. Procedure for writing the author's name in the bibliography

Author Name by Country	Author Name	Writing in the Bibliography
Western writer's name	Constantine J. Alexopoulos	Alexopoulos, C.J.
Indonesian name followed by family name	Andi Hakim Nasoetion Agustin Widya Gunawan	Nasoetion, A.H. Gunawan, A.W.
Indonesian name followed by husband's name	Yayah Koswara	Koswara, Y.
Indonesian name consists of one word	Sumardi Laksana	Sumardi Laksana
Indonesian names consist of more than one word	Nur Haidar Mohammad Sofwan Efendi	Haidar, N. Efendi, M.S.
Japanese and Korean names	Hiroko Yakamoto	Yakamoto, H.
Dutch names with the words de, van, vanden, vander, and von in German names	Kees de Vries Guus vander Haar	De Vries, K. Vander Haar, G.

The author's name is included in the bibliography by writing the surname or last name followed by the initials (abbreviation) of the first name or

first name (see Table 3). If the number of authors is seven or more, only up to the sixth author is written, while the rest are represented by et al. or et al. A comma is used to separate surname/last name and initials and to separate names between authors. The impression sign (&) is used to separate the names if there are two authors and before the last name if there are more than two authors. Example:

Reference with one author

Anugrahana, A. (2020). Hambatan, solusi dan harapan: Pembelajaran daring selama masa pandemi covid-19 di sekolah dasar. *Scholaria: Jurnal Pendidikan dan Kebudayaan*, 10(3), 282-289.

Reference with two authors

Chaer, A. & Agustina, L. (2004). *Sosiolinguistik: Perkenalan Awal*. Jakarta: Rineka Cipta

Reference with three authors

Wahyuningsih, F., Saputro, S., & Mulyani, S. (2014). Pengembangan LKS berbasis inkuiri terbimbing pada materi pokok hidrolis garam untuk siswa sekolah menengah atas. *Paedagogia: Jurnal Penelitian Pendidikan*, 17 (1), 94 – 103.

Reference with four authors

Waluyo, H.J., Sujoko, Nurkamto, J., & Kunardi. (2004). Kemampuan guru mengimplementasikan pendekatan komunikatif dalam pengajaran Bahasa Inggris di SMA dan SMK Kota Surakarta. *Paedagogia: Jurnal Penelitian Pendidikan*, 7 (2) 87 – 98.

Reference with six authors

Capps, R., Fix, M., Murray, J., Ost, J., Passel, J., & Herwanto, S. (2005). *The New Demography of America's Schools: Immigration and the No Child Left Behind Act*. Washington, DC: Urban Institute.

Reference with more than six authors

Abedi, J., Plummer, J. R., Albus, D., Thurlow, M., Liu, K., Bielinski, J. et al. (2005). Reading test performance of English-language learners

using an English dictionary. *The Journal of Educational Research*, 98, 245-256.

Reference with the name of the institution as the author

The name of the institution is written first, followed by the year, the title of the reference in italics, the place of publication, and the name of the publisher or institution responsible for the reference. Example:

Badan Penelitian dan Pengembangan Pusat Kurikulum, Kementerian Pendidikan Nasional. (2010). *Pengembangan Pendidikan Budaya dan Karakter Bangsa*. Jakarta : Kementerian Pendidikan Nasional.

Pusat Bahasa, Departemen Pendidikan Nasional. (2008). *Kamus Besar Bahasa Indonesia: Edisi Keempat*. Jakarta: Balai Pustaka

Reference with authors as editors

If the author is the editor, then the name is written (Ed.) if there is one editor. If there is more than one editor after the name, it is written (Ed.) for Indonesian authors and (Eds.) for foreign authors (English speaker), between the author's name and the year of publication.

Example:

Widarti, P. (Ed). (2005). *Menuju Budaya Menulis: Bunga Rampai dalam Pertemuan Ilmiah Bahasa dan Sastra Indonesia XXVII*. Yogyakarta: Tiara Wacana.

McMillan, J.H. (Ed.). (2007). *Formative Classroom Assessment: Theory into Practice*. New York: Teachers College Press.

Ismawati, E., Setiyadi, P., Pranawa, E., & Santosa G.B. (Ed.). (2010). Optimalisasi pemanfaatan potensi bahasa dalam pembelajaran bahasa, sastra, dan kebudayaan Indonesia. *Proceeding Seminar Nasional Pertemuan Ilmiah Bahasa dan Sastra Indonesia (PIBSI) XXXII*. Yogyakarta: Kepel Pres

Reigeluth, C.M. & Carr-Chellman, A.A. (Eds.). (2009). *Instructional-Design Theories and Models Volume III: Building a Common Knowledge Base*. New York: Routledge.

Reference without author's name

If the author's name or editor's name is not included in the reference ID, place the title of the reference in the position of the author before the year of publication. The order of the bibliography in the bibliography refers to the first letter in the title.

Example:

Nonton Wayang dari Berbagai Pakeliran. (2004). Yogyakarta: PT BP Kedaualatan Rakyat.

If the reference is an article from a newspaper, the name of the newspaper is used in the position of the author.

Example:

KOMPAS. (2011, 15 Oktober). Penuntasan Buta Aksara melalui Keterampilan, hlm. 12.

Multiple references with the same author and year

If there are several books that are used as sources written by the same person and published in the same year, the data for the year of publication is followed by the symbols a, b, and so on. The order of placement is determined chronologically or alphabetically by the title of the book.

Example:

Abedi, J., Courtney, M., & Leon, S. (2003a). *Effectiveness and Validity of Accommodations for English Language Learners in Large-scale Assessments (CSE Technical Report 608)*. Los Angeles: National Center for Research on Evaluation, Standards, and Student Testing.

Abedi, J., Courtney, M., & Leon, S. (2003b). *Research-supported Accommodation for English Language Learners in NAEP (CSE Technical Report 586)*. Los Angeles: National Center for Research on Evaluation, Standards, and Student Testing.

Abedi, J., Courtney, M., & Leon, S. (2003c). Accommodations for Students with Limited English Proficiency in the National Assessment of Educational Progress. *Applied Measurement in Education*, 17, 371–392.

2. Writing Elements of Reference Identity

In general, elements in the identity of a reference include the author's name, year of publication, title of the reference, place of publication, and name of the publisher. This information must be correctly spelled and correctly copied to the original source. Libraries in the form of periodicals need to be written in volume, number, and pages. Names are written without titles. Names that consist of more than one element are written with the most recent element in the front, followed by the next name, which is abbreviated. The separation between the author's name, year, title, and city of publisher is punctuated with a period (.), while the city of publishers and publisher's name is with a colon (:). Examples are as follows.

a. Periodic Published Reference

PATTERN:

Author A, A., Author B, B., & Author C, C.(Year). Article Title.
Reference title, xx, xx – xx

Periodic reference in the form of journal articles

The author's name is written first followed by the year. The title of the article is written in upright letters. Capital letters are used at the beginning of first words, personal names, and geographical names, while second words and other words are in lowercase. Journal names are written in italics and the beginning of each word is written in capital letters except for conjunctions. The last part is written the volume, number (in brackets), page number, and DOI (Digital Object Identifier) address of the article (if any).

Example:

Noh, M. A. C., Hussein, A., Ghani, O., & Suhid, A. (2013). The study of Quranic teaching and learning: A review in Malaysia and United Kingdom. *Middle-East Journal of Scientific Research*, 15(10), 1338–1344. <https://doi.org/10.5829/idosi.mejsr.2013.15.10.11509>

Ratminingsih, N. M., Budasi, I. G., & Kurnia, W. D. A. (2020). Local culture-based storybook and its effect on reading competence. *International Journal of Instruction*, 13(2), 253-268. <https://doi.org/10.29333/iji.2020.13218a>.

Periodic reference in the form of magazine articles

The author's name is written first, followed by the date, month, and year (if any). The title of the article is written in plain print and capital letters at the beginning of each word, except for conjunctions. The name of the magazine/newspaper is written with a capital letter at the beginning of each word except for conjunctions and is italicized. Page numbers are mentioned at the end.

Example:

Mahendra, M. (2008). Sulawesi laboratorium geo-biodiversity dunia. *National Geographic Indonesia*, 4 (12).

Taufik, A. (2009, 9-15 Februari). Bahasa: Mencari habib sejati. *TEMPO*, 3751, 64.

Periodic reference in the form of newspaper articles

In general, popular scientific articles or other articles in newspapers with the author's name listed, the author's name is placed first, followed by the year, date, month. The title of the article is written in upright letters and every letter at the beginning of the word is written in capital letters, except for the word assignment, while the name of the newspaper is written in italics. Page numbers are listed at the end.

Somantri, G.R. (2011, 15 Oktober). Menyoal Otonomi Perguruan Tinggi, *KOMPAS*, hlm. 7.

b. Non Periodic Published Reference

PATTERN:

Author A, A., Author B, B., & Author C, C. (Year). *Reference Title*.
Publishing Place: Publisher Name.

Reference in the form of books:

The year of publication is written after the author's name ends with a period. The title of the book is written in italics and capital letters at the beginning of each word except for conjunctions (word assignments). Place of publication and publisher name are separated by a colon (:).

Example:

Sumarwati. (2019). *Menulis Karya Ilmiah, Teori dan Aplikasi*. Surakarta: UNS Press.

Bogdan, R.C. & Biklen, S.K. (2007). *Qualitative Research for Education: An Introduction to Theories and Methods (Fifth Edition)*. Boston: Pearson Education Inc.

A reference of translated works

The original author's name is written in front followed by the year of publication of the translation reference, the title of the translation, the name of the translator, the place of the publisher, and the name of the publisher of the translation. At the end, write the year of publication of the original literature (placed in brackets) if the information is listed in the translated reference.

Example:

Spradley, J.P. (2007). *Metode Etnografi*. Terj. M.Z. Elisabeth. Yogyakarta: PT Tiara Wacana. (Buku asli diterbitkan 1979)

Freire, P. & Illich, I. (2004). *Mengganggu Pendidikan*. Terj. Omi Intan Naomi. Yogyakarta: Pustaka Pelajar.

A reference of articles in a book collection of articles (there is an editor).

The name of the author of the article is written first followed by the year of publication. The title of the article is written without italics and is in

quotation marks. The name of the editor is written in the order of the original name, labeled (Ed.) if there is only one editor and (Eds.) if there is more than one editor. The title of the collection of books is written in italics and the page numbers are written.

Example:

Gibbons, A.S., McConkie, Seo, K.K., & Miley, D.A.. (2009). simulation approach to instruction. Dalam C.M. Reigeluth & A.A. Carr-Chellman (Eds.), *Instructional-Design Theories and Models Volume III: Building a Common Knowledge Base*. (hlm. 167-193). New York: Routledge.

Kridalaksana, H. & Sutami, H. (2005). Aksara dan ejaan. Dalam Kushartanti, U. Yuwono, & M.R.M.T. Lauder (Ed). *Pesona Bahasa: Langkah Awal Memahami Linguistik*. (hlm. 65 – 87). Jakarta: PT Gramedia Pustaka Prima.

Reference in the form of meeting or symposium proceedings proceed

If a collection of articles or papers presented in a seminar, upgrading, workshop symposium is published and there is an editor, the name of the editor is written in front followed by the year, the title of the proceedings (if any), and the name of the meeting. If the literature is in the form of articles/papers that are part of the proceedings, the author's name is placed at the front followed by the year, title of the article/paper, name of the editor, title of the meeting, and page number. At the end, the place and name of the publisher or the name of the university hosting the meeting is written.

Example:

Sajidan, Sukarmin, & Sugiharto, B. (Ed.). (2011). *Proceeding Seminar Nasional Internalisasi Pendidikan Karakter untuk Meningkatkan Kompetensi Kerpibadian Pendidikan dan Peserta Didik*. Surakarta: FKIP Universitas Sebelas Maret.

Mubarok, A. (2011). Pendidikan karakter dalam membangun peradaban bangsa. Dalam Sajidan, Sukarmin, & B. Sugiharto (Ed.). *Proceeding Seminar Nasional Internalisasi Pendidikan Karakter untuk Meningkatkan Kompetensi Kerpibadian Pendidikan dan*

Peserta Didik, hlm. 1 – 9. Surakarta: FKIP Universitas Sebelas Maret.

The reference in the form of papers in scientific meetings is not published

The author's name is placed at the front followed by the year, the title of the paper is written in vertical print, then followed by the statement "The paper is presented at ..." the name of the meeting. At the end, the name of the organizing institution/organization, the place, and the date of the event shall be written.

Example:

Sumarwati & Anindyarini. (2020). Khazanah pengetahuan ekologi tradisional di Tawangmangu: Semua tentang pemertahanan pangan non-beras. Makalah disajikan pada *Webinar Asosiasi Tradisi Lisan ke-3 "Kearifan Lokal Nusantara"*. Asosiasi Tradisi Lisan Jawa Timur dan Universitas Trunojoyo Madura, 22 Agustus 2020.

References in the form of theses, theses, dissertations, and research results that are not published

The author's name is placed on the front followed by the year, the title of the reference in italics, the statement "Thesis / Thesis / Dissertation / Research report is not published". At the end, write the name of the college and the name of the city.

Example:

Pertiwi, N.S. (2020). *Motivasi dan Faktor yang Mempengaruhi Pembelajaran Daring terhadap Hasil Belajar Bahasa Jawa Siswa Kelas VIII SMP Negeri 2 Mojosongo Boyolali*. (Skripsi, Universitas Sebelas Maret).

Sumarwati, Anindyarini, A. Suryanto, E., Lestari, W.D., & Slamet. (2021). *Literasi Pengetahuan Ekologi Tradisional melalui Field Trip dalam Pembelajaran di Sekolah Dasar Pedesaan pada Masa Pandemi COVID-19*. (Laporan Penelitian, FKIP Universitas Sebelas Maret).

The reference is a collection of published abstracts of theses, theses, dissertations, and research results

The author's name is placed first, followed by the year and the title of the abstract (upright print) in which the first letter of each word is written in capital letters, except for the word assignment. Next, write the title of the abstract collection, the name of the institution/university, the volume, the abstract collection number (in brackets), and the page number.

Example:

Sumardiningsih, S., Mulyani, E., & Supardi. (2011). Pengembangan Model Pengintegrasian Pendidikan Karakter dan Pendidikan Kewirausahaan dalam Pembelajaran di SMK Daerah Istimewa Yogyakarta. *Kumpulan Abstrak Hasil Penelitian Universitas Negeri Yogyakarta Tahun 2009-2010*, Hlm. 7. LPPM Universitas Negeri Yogyakarta.

c. Periodic Published Reference from the Internet

PATTERN:

Author A, A., Author B, B., & Author C, C. (Year). Article Title. *Periodic Published Name*, xx, xx- xx. Retrieved date, month, year, from online sources.

Reference in the form of Online Journal Articles

Recently, in addition to hardcopy versions, some journal articles can be obtained through online publications. For this reason, the author's name is placed first, followed by the year, the title of the article, the statement "(Electronic version)", the name of the journal, the volume, the periodical number (in brackets), and the page number. At the end added the date accessed and the web address (printed in black and without underline).

Example:

Utami, S. (2010). Konteks, Acuan, dan Partisipasi Disfemisme pada Ujaran Siswa SMP Negeri 3 Ungaran (Versi elektronik). *Jurnal Penelitian Humaniora*, 11 (1), 1-17. Diperoleh 26 Maret 2011, dari <http://docs.ums.ac.id/1718/1/1>.

Reardon, S.F. & Galindo, C. (2009). The Hispanic-White Achievement Gap in Math and Reading in the Elementary Grades. *American Educational Research Journal*, 46 (3), 853 – 891. Diperoleh 13 April 2011, dari <http://aerj.aera.net>.

If the journal is not published in hardcopy, the statement “(Electronic version)” is not required.

Example:

Fredrickson, B.L. (2000, 7 Maret). Cultivating Positive Emotions to Optimize Health and Well-being. *Prevention & Treatment*, 3, Artikel 0001a. Diperoleh 25 November 2000, dari <http://jaournals.apa.org/prevention/volume3/pre0030001a.html>

Reference in the form of Online Newspaper Articles

If the reference is an article and there is an author's name, the author's name is placed first, followed by the year and date of publication, the title of the article, the name of the newspaper (*italics*), the date accessed, and the web address. If the article does not have an author's name, the name of the newspaper is placed at the front.

Example:

Rizal, S. (2011, 4 Desember). Nasib Profesor dan Program Doktor di Indonesia. *KOMPAS*. Diperoleh 4 Desember 2011, dari <http://digital.kompas.com>

TEMPO Interaktif. (2011, 17 Oktober). Belajar Mendongeng bagi Calon Guru. Diperoleh 18 Oktober 2011, dari <http://www.tempointeraktif.com/hg/pendidikan/2011/10/17/brk,20111017-361691,id.html>.

d. Online Non Periodic Published Reference

PATTERN :

Author A, A., Author B, B., & Author C, C.(Year). *Reference Title*. Retrieved date, month, year, from internet sources.

Example:

Sudrajat, A. (2008). *Pengertian Pendekatan, Strategi, Metode, Teknik, dan Model Pembelajaran*. Diperoleh 25 Mei 2011, dari <http://akhmadsudrajat.wordpress.com/2008/09/12/pendekatan-strategi-metode-teknik-dan-model-pembelajaran/>

If the reference from the internet does not have the author's name, the title of the reference is placed in the position of the author before the year.

Example:

Todler Teachers' Use of Teaching Pyramid Practices. (2011). Diperoleh 13 April 2011, dari <http://www.sagepub.com/journals/edu.permissions>

BIBLIOGRAPHY

- American Psychological Association. (2020). *Publication Manual of the American Psychological Association Seventh Edition*. Washington, DC.
- Cohen, L., Manion, L., Morrison, K. (2007). *Research Methods in Education*. London: Routledge.
- Gall, M.D., Gall, J.P. & Borg, W.R. (2003). *Educational Research an Introduction* (7th ed.). Boston : Allyn & Bacon.
- Gunawan, A.W., Achmadi, S.S., & Arianti, L. (2008). *Pedoman Penyajian Karya Ilmiah (Edisi ke-2)*. Bogor: IPB Press.
- Miles, M.B., Huberman, A.M.& Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook*. Arizona State University
- Sagor, R., (2000). *Guiding School Improvement with Action Research*. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- Spradley, J.P. (1997). *Metode Etnografi*. Translated by Misbah Yulfa Elisabeth. Yogyakarta: PT Tiara Wacana.
- Universitas Negeri Malang. (2007). *Pedoman Penulisan Karya Ilmiah: Skripsi, Tesis, Disertasi, Makalah, Laporan Penelitian (Edisi Ke-4)*. Malang.

Appendix 1: The Example of Cover
Biology Education Study Program

**PEMANFAATAN TAHURA KGPA MANGKUNAGORO 1
MELALUI PENGEMBANGAN EML (*ENVIRONMENT MOBILE LEARNING*)
UNTUK KELAS X PADA MATERI PERUBAHAN LINGKUNGAN**



SKRIPSI

Oleh:

**SITI WULANDARI
K4316061**

**PROGRAM STUDI PENDIDIKAN BIOLOGI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS SEBELAS MARET
SURAKARTA
Juli 2021**

Education of Mathematics Study Program

**ANALISIS KEMAMPUAN KOMUNIKASI MATEMATIKA
SISWA TUNA DAKSA TANGAN DALAM MENYELESAIKAN
SOAL GRAFIK FUNGSI DI SMA NEGERI 8 SURAKARTA
DAN SMK NEGERI 9 SURAKARTA**



SKRIPSI

Oleh:

FATIMAH AZ ZAHRA

K1316020

**PROGRAM STUDI PENDIDIKAN MATEMATIKA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

UNIVERSITAS SEBELAS MARET

SURAKARTA

Desember 2020

Indonesian Language and Literature Education Study Program

**PEMANFAATAN TEKNOLOGI INFORMASI DAN KOMUNIKASI
DALAM PEMBELAJARAN BAHASA INDONESIA DENGAN SISTEM JARAK JAUH
(STUDI KASUS DI SMA NEGERI 1 PURWOREJO)**



SKRIPSI

Oleh:

NURUL SARDIYAH

K1217058

**PROGRAM STUDI PENDIDIKAN BAHASA DAN SASTRA INDONESIA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS SEBELAS MARET
SURAKARTA
JULI 2021**

English Education Study Program

**A Study of Students' Self-Regulation Capability and
Experience in Extensive Reading Activities:
A Narrative Inquiry**



THESIS

Bimo Teguh Prasetyanto

K2216014

**Submitted to the Teacher Training and Education Faculty
of Sebelas Maret University to Fulfill One of the Requirements for Obtaining
the Undergraduate Degree in English Education Department**

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITAS SEBELAS MARET
SURAKARTA
January 2021**

Economics Education Study Program

**PENGARUH KECERDASAN EMOSIONAL
DAN EFIKASI DIRI TERHADAP KEMATANGAN KARIER
MAHASISWA PENDIDIKAN EKONOMI UNS**



SKRIPSI

Oleh:

YUSTIKA BELLA PRATIWI

K7616073

**PROGRAM STUDI PENDIDIKAN EKONOMI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS SEBELAS MARET**

SURAKARTA

Februari 2021

History Education Study Program

**PENERAPAN MODEL PEMBELAJARAN *NUMBERED HEADS TOGETHER*
DAN MEDIA *HISTORICAL COMIC* UNTUK MENINGKATKAN
MINAT DAN HASIL BELAJAR SEJARAH KELAS XI IS 1
SMA NEGERI 8 SURAKARTA**



SKRIPSI

Oleh :

AIRLANGGA RAHMADAN NURBIANTO PUTRA

K4414003

**PROGRAM STUDI PENDIDIKAN SEJARAH
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS SEBELAS MARET
SURAKARTA
Januari 2021**

Elementary School Teacher Education Study Program

**PENGARUH MODEL PEMBELAJARAN *SCRAMBLE*
TERHADAP MINAT BELAJAR IPS SISWA KELAS IV SD NEGERI
SEKECAMATAN PEJAGOAN KABUPATEN KEBUMEN**



SKRIPSI

Oleh:

**LUTFIANA RAHMAYANTI
K7116105**

**PROGRAM STUDI PENDIDIKAN GURU SEKOLAH DASAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS SEBELAS MARET
SURAKARTA
Februari 2021**

Appendix 2: Pronouncement Example

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini:

Nama : Anggita Rahmawati Kusuma
 NIM : K1217007
 Program Studi : Pendidikan Bahasa Indonesia

Menyatakan bahwa skripsi saya berjudul **"ALIH KODE DAN CAMPUR KODE DALAM INTERAKSI PEMBELAJARAN DARING BAHASA INDONESIA: STUDI KASUS DI MADRASAH ALIYAH NEGERI 1 KARANGANYAR"** ini benar-benar merupakan hasil karya saya sendiri. Selain itu, sumber informasi yang dikutip dari penulis lain telah disebut dalam teks dan dicantumkan dalam daftar pustaka.

Apabila pada kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, saya bersedia menerima sanksi atas perbuatan saya.

Surakarta, 4 Juni 2021

Yang membuat pernyataan


 2786EAJX205579946

Anggita Rahmawati kusuma

Appendix 3: Submission Page Example**PENGAJUAN SKRIPSI****CERITA RAKYAT DI JAWA TENGAH: ANALISIS UNSUR INTRINSIK
DAN NILAI PENDIDIKAN KARAKTER SERTA PEMANFATANNYA
DALAM PEMBELAJARAN BAHASA INDONESIA DI SMP**

Oleh:

**WIWIK SUSANTI
K1216071**

Skripsi

**Diajukan untuk memenuhi salah satu persyaratan mendapatkan gelar
Sarjana Pendidikan Program Studi Pendidikan Bahasa Indonesia**

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS SEBELAS MARET
SURAKARTA
Juni 2020**

Appendix 4: Approval Page Example

PERSETUJUAN

Nama : Airlangga Rahmadan Nurbianto Putra
NIM : K4414003
Judul Skripsi : Penerapan Model Pembelajaran *Numbered Heads Together* dan Media *Historical Comic* untuk Meningkatkan Minat dan Hasil Belajar Sejarah Siswa Kelas XI IS 1 SMA Negeri 8 Surakarta

Skripsi ini telah disetujui untuk dipertahankan di hadapan Tim Penguji Skripsi Program Studi Pendidikan Sejarah Fakultas Keguruan dan Ilmu Pendidikan Universitas Sebelas Maret Surakarta.

Surakarta, Januari 2021

Persetujuan Pembimbing

Pembimbing I

Pembimbing II

Prof. Dr. Leo Agung, S.M.Pd
 NIP. 195605151982031005

Dr. Hieronymus Purwanta, M.A
 NIP. 1962061320180801

Appendix 5: Leagalization Page Example

PENGESAHAN SKRIPSI

Nama : Cahya Sariasih
 NIM : K4416012
 Judul Skripsi : Museum Dayu Sebagai Sumber Belajar Mata Pelajaran
 Sejarah SMA Di Kabupaten Karanganyar

Skripsi ini telah dipertahankan di hadapan Tim Penguji Skripsi Fakultas
 Keguruan dan Ilmu Pendidikan Universitas Sebelas Maret Surakarta pada
 hari..... tanggal..... dengan hasil..... dan revisi maksimal..... bulan
 Skripsi telah direvisi dan mendapat persetujuan dari Tim Penguji.

Persetujuan hasil revisi oleh Tim Penguji

	Nama Penguji	Tanda Tangan	Tanggal
Ketua	: Dr. Musa Pelu, S.Pd., M.Pd.
Sekretaris	: Drs. Tri Yuniyanto, M.Hum
Anggota I	: Prof. Dr. Leo Agung S., M.Pd.
Anggota II	: Dadan Adi Kumiawan, S.Pd., M.A

Skripsi disahkan oleh Kepala Program Studi Pendidikan Sejarah pada
 Hari :
 Tanggal :

Mengesahkan

Dekan Fakultas Keguruan dan Ilmu Pendidikan	Kepala Program Studi
Universitas Sebelas Maret	Pendidikan Sejarah

Dr. Mardiyana, M.Si.
 NIP. 196602251993021002

Dr. Sutiyah, M.Pd., M.Hum
 NIP. 195907081986012001

Appendix 6: Abstract Example

ABSTRAK

Septirini Sekar Nusantara. K1216064. **ANALISIS KENDALA DAN SOLUSI PEMBELAJARAN BAHASA INDONESIA SECARA DARING PADA MASA PANDEMI COVID-19 DI SMA ISLAM TERPADU NUR HIDAYAH SUKOHARJO**. Skripsi, Surakarta: Fakultas Keguruan dan Ilmu Pendidikan Universitas Sebelas Maret Surakarta, Oktober 2020.

Penelitian ini bertujuan untuk (1) mendeskripsikan pelaksanaan pembelajaran Bahasa Indonesia secara daring pada masa pandemic COVID-19 di SMAIT Nur Hidayah Sukoharjo, (2) mengidentifikasi kendalanya, serta (3) mengidentifikasi upaya yang dilakukan guru dan siswa untuk mengatasi kendala. Penelitian ini merupakan penelitian deskriptif kualitatif dengan pendekatan studi kasus. Sumber data penelitian ini meliputi peristiwa pembelajaran secara daring (membaca dan menulismteks biografi), informan (guru Bahasa Indonesia kelas X IPS, 6 rombel siswa kelas X IPS, dan dokumen (silabus, RPP, rekaman pembelajaran daring, dan rekaman komunikasi pada Whatts App). Teknik pengambilan sampel dilakukan dengan *purposive sampling*. Pengumpulan data dilakukan dengan teknik observasi partisipatif pasif, analisis dokumen, dan wawancara mendalam secara virtual. Teknik *uji validitas* yang digunakan adalah triangulasi metode dan sumber data. Analisis data dengan menggunakan teknik analisis interaktif. Hasil penelitian ini adalah sebagai berikut. *Pertama*, pelaksanaan pembelajaran bahasa Indonesia secara daring dalam materi teks biografi dilaksanakan dengan menggunakan media schoology dan grup WA. Guru juga menggunakan media sosial seperti FB dan instgram sebagai media dan sumber belajar. Media grup WA digunakan guru untuk mengirim link materi teks biografi dan memberi petunjuk kepada siswa untuk membaca teks sehari sebelumnya. Pada kegiatan menulis siswa ditugasi membaca profil olahragawan atau ilmuwan pada media sosial tokoh tersebut. *Kedua*, kendala yang dihadapi dalam pelaksanaan pembelajaran membaca ialah kesulitan memantau keaktifan setiap siswa karena beberapa siswa tidak menjawab pertanyaan tentang bacaan yang diajukan guru dengan alasan tidak ada sinyal. Materi bacaan biografi yang cukup panjang sulit diakses siswa yang menggunakan *handphone* bukan laptop. Oleh karenanya guru kesulitan mengaktifasi siswa untuk mengembangkan kemampuan berpikir tingkat tinggi. Selain itu, siswa terkendala penggunaan media pembelajaran, yaitu kesulitan untuk menjaga fokus dan konsentrasi terkendala fasilitas belajar dan gangguan pada server yang mengakibatkan tidak dapat login ke schoology. *Ketiga*, upaya yang dilakukan untuk mengatasi kendala dari guru yaitu dengan memaksimalkan penggunaan WhatsApp untuk berinteraksi dan memantau keadaan siswa, guru juga mengikuti bimbingan dan bertukar pendapat dengan guru lain untuk mengoptimalkan penggunaan media pembelajaran. Upaya untuk mengatasi kendala dari siswa yaitu siswa menjaga fokus dengan menutup akses ke media sosial lain, memberikan toleransi bagi siswa, dan mengikuti kelas online susulan.

Kata kunci : Pembelajaran daring, bahasa Indonesia, kendala dan solusi, teks biografi.

Appendix 7: Motto Page Example**MOTTO**

Jalan yang mulus tidak akan melahirkan sopir yang andal
Langit yang terang tidak akan melahirkan pilot yang gesit
Laut yang tenang tidak akan melahirkan pelaut yang tangguh
Maka, jadilah orang yang kuat dan cerdas dalam menghadapi hambatan.

Pada saat sebuah pintu sukses tertutup,
pintu sukses yang lain akan segera terbuka.
Maka, janganlah terlampau lama terpaku di depan pintu yang tertutup
sehingga lupa melihat pintu sukses yang telah terbuka

Man Jadda Wa Jadda, siapa bersungguh-sungguh pasti berhasil
Man Yazra' Yahshud, siapa yang menanam ia akan menuai
Man Shabara Zhafira, siapa yang bersabar pasti beruntung
(Ukasyah Habibu Ahmad)

Appendix 8: Dedication Page Example**PERSEMBAHAN**

Skripsi ini saya persembahkan untuk :

Bapak dan Ibu

”Doamu yang tiada terputus, kerja keras tiada henti, pengorbanan yang tak terbatas dan kasih sayang tidak terbatas pula. Semuanya membuatku bangga memiliki kalian. Tiada kasih sayang yang seindah dan seabadi kasih sayangmu.”

Astri Astuti dan Burhan Assidiq

“Terima kasih karena senantiasa mendorong langkahku dengan perhatian dan semangat dan selalu ada di sampingku baik di saat kutegar berdiri maupun saat kujatuh dan terluka.”

Mbak Sri Nur, Ana Soraya, Dik Heliyah

”Terima kasih atas semangat, perjuangan dan kerjasamanya.”

Appendix 9: Acknowledgement Example

PRAKATA

Segala puji bagi Allah SWT yang telah melimpahkan rahmat dan karunia-Nya, sehingga peneliti dapat menyelesaikan skripsi dengan judul **“MUSEUM DAYU SEBAGAI SUMBER BELAJAR MATA PELAJARAN SEJARAH SMA DI KABUPATEN KARANGANYAR”**.

Skripsi ini disusun untuk memenuhi sebagian dari persyaratan untuk mendapatkan gelar Sarjana pada Program Studi Pendidikan Sejarah, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sebelas Maret Surakarta. Peneliti menyadari bahwa skripsi ini dapat selesai dengan bantuan, dukungan, bimbingan dan pengarahan dari berbagai pihak. Oleh karena itu, peneliti menyampaikan terima kasih kepada:

1. Rektor Universitas Sebelas Maret Surakarta.
2. Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Sebelas Maret.
3. Kepala Program Studi Pendidikan Sejarah, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sebelas Maret.
4. Prof. Dr. Leo Agung S., M.Pd., selaku Pembimbing I yang selalu memberikan pengarahan dan bimbingan dalam penyusunan skripsi ini.
5. Dadan Adi Kurniawan S.Pd., M.A., selaku Pembimbing II yang selalu memberikan motivasi dan bimbingan dalam penyusunan skripsi ini.
6. Bapak Setiawan Bimas, S.S., selaku Kepala Seksi Pemanfaatan BPSMP Sangiran dan Bapak Haris Rahmanendra, S.S., selaku Kepala Unit Dayu yang telah memberikan bantuan dan informasi dalam penelitian ini.
7. Bapak Hasto Tyas Harjadi, S.Pd., M.Pd., selaku Kepala SMA Negeri Gondangrejo yang telah memberikan izin dan tempat untuk pengambilan data penelitian.
8. Ibu Windrati, M.Pd., selaku Kepala MAN 2 Karanganyar yang telah memberikan kesempatan dan tempat guna pengambilan data penelitian.
9. Bapak Jumari, S.Pd. dan Ibu Aghniyani Zakiah, M.Pd., selaku guru sejarah kelas X SMA Negeri Gondangrejo yang telah memberikan bantuan dan bimbingan dalam penelitian ini.

10. Ibu Lestari, S. Sos., selaku guru sejarah kelas X MAN 2 Karanganyar yang telah memberikan bantuan dan bimbingan dalam penelitian ini.
11. Para siswa kelas XI SMA Negeri Gondangrejo dan MAN 2 Karanganyar yang telah bersedia menjadi narasumber dan memberikan informasi yang dibutuhkan oleh peneliti.
12. Semua pihak yang turut membantu dan memberikan dukungan dalam penyusunan skripsi ini yang tidak dapat disebutkan satu persatu oleh peneliti.

Peneliti menyadari bahwa skripsi ini masih jauh dari kesempurnaan karena keterbatasan peneliti. Meskipun demikian, peneliti berharap semoga skripsi ini bermanfaat bagi pembaca dan pengembangan ilmu pengetahuan.

Surakarta, Januari 2021

Peneliti

Appendix 10: Table of Contents Example**DAFTAR ISI**

	Halaman
HALAMAN JUDUL	i
HALAMAN PERNYATAAN	ii
HALAMAN PENGAJUAN	iii
HALAMAN PERSETUJUAN	iv
HALAMAN PENGESAHAN	v
HALAMAN ABSTRAK	vi
HALAMAN MOTTO	viii
HALAMAN PERSEMBAHAN	ix
KATA PENGANTAR	x
DAFTAR ISI	xi
DAFTAR GAMBAR	xiii
DAFTAR TABEL	xiv
DAFTAR LAMPIRAN	xv
 BAB I PENDAHULUAN	
A. Latar Belakang Masalah	1
B. Perumusan Masalah	3
C. Tujuan Penelitian	3
D. Manfaat Penelitian	4
 BAB II LANDASAN TEORI	
A. Tinjauan Pustaka	5
B. Kerangka Berpikir	12
C. Hipotesis	14

BAB III METODOLOGI PENELITIAN

A. Tempat dan Waktu Penelitian	15
B. Bentuk dan Strategi Penelitian	15
C. Sumber Data	15
D. Teknik Pengumpulan Data	16
E. Validitas Data	17
F. Teknik Analisis Data	18
G. Prosedur Penelitian	19

BAB IV HASIL PENELITIAN DAN PEMBAHASAN

A. Deskripsi Pratindakan	21
B. Deskripsi Hasil Penelitian	24
1. Siklus I	26
2. Siklus II	31
3. Antarsiklus	34
C. Pembahasan	36

BAB V SIMPULAN, IMPLIKASI, DAN SARAN

A. Kesimpulan	44
B. Implikasi	44
C. Saran	44

DAFTAR PUSTAKA	46
----------------------	----

LAMPIRAN	50
----------------	----

Appendix 11: List of Tables Example**DAFTAR TABEL**

Tabel	Halaman
1 Hasil Observasi Aktivitas Oral Siswa Pratindakan	25
2 Hasil Observasi Kemandirian Belajar Siswa Pratindakan.....	25
3 Hasil Observasi Aktivitas Oral Siswa Siklus I.....	28
4 Hasil Observasi Kemandirian Belajar Siswa Siklus I	28
5 Hasil Angket Aktivitas Oral Siswa Siklus I.....	23
6 Hasil Angket Kemandirian Belajar Siswa Siklus I	23
7 Hasil Observasi Aktivitas Oral Siswa Siklus II	23
8 Hasil Observasi Kemandirian Belajar Siswa Siklus II.....	23
9 Hasil Angket Aktivitas Oral Siswa Siklus II.....	23
10 Hasil Angket Kemandirian Belajar Siswa Siklus II	23


Appendix 12: List of Figures Example**DAFTAR GAMBAR**

Gambar	Halaman
1 Skema Kerangka Berpikir	14
2 Skema Triangulasi Metode	18
3 Komponen-komponen Analisis Data Model Interaktif	19
4 Skema Prosedur Penelitian Tindakan Kelas	21
5 Diagram Hasil Observasi Aktivitas Oral	29
6 Diagram Hasil Observasi Kemandirian Belajar	30
7 Diagram Perbandingan Hasil Observasi Aktivitas Oral	35
8 Diagram Perbandingan Hasil Observasi Kemandirian Belajar.....	36

Appendix 13: Appendixes Examples**DAFTAR LAMPIRAN**

Lampiran	Halaman
1 Silabus Pembelajaran	50
2 Lembar Observasi Aktivitas Oral Siswa.....	57
3 Lembar Observasi Kemandirian Siswa.....	57
4 Pedoman Wawancara (Daftar Pertanyaan)	59
5 Lembar Observasi Keterlaksanaan Sintak (Guru).....	61
6 Lembar Observasi Keterlaksanaan Sintak (Siswa)	63
7 Rencana Pelaksanaan Pembelajaran Siklus I	72
8 Rencana Pelaksanaan Pembelajaran Siklus II.....	72
9 Daftar Presensi Siklus I	75
10 Daftar Presensi Siklus II.....	77
11 Contoh Catatan Hasil Diskusi Siklus I.....	79
12 Contoh Catatan Hasil Diskusi Siklus II	80
13 Data Hasil Tes Biologi Siklus I	83
14 Data Hasil Tes Biologi Siklus II.....	89
15 Foto Pembelajaran pada Pratindakan	91
16 Foto Pembelajaran pada Siklus I.....	92
17 Foto Pembelajaran pada Siklus II.....	94
18 Surat Permohonan Izin Penyusunan Skripsi	96
19 Surat Keputusan Dekan FKIP tentang Izin Penyusunan Skripsi	97
20 Surat Permohonan Izin Observasi.....	98
21 Surat Permohonan Izin Penelitian.....	99

Appendix 14: Thesis Permission Letter Example



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS SEBELAS MARET
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Ir. Sutarni 36 A Surakarta, Telp/Fax (0271) 648939, Email fkkip@fkip.uns.ac.id,
Website <http://fkip.uns.ac.id>

Hal : Permohonan Izin Menyusun Skripsi

Kepada : Yth. Dekan
c.q. Wakil Dekan I
FKIP Universitas Sebelas Maret
di Surakarta

Dengan hormat,
Yang bertanda tangan di bawah ini

Nama : Nora Septiani
NIM : K4216051
Program Studi : Pendidikan Bahasa Jawa
Tempat/Tanggal Lahir : Ngawi, 07 September 1997
Alamat : Dsn. Ngariboyo, RT 003/RW 003, Ds. Manisharjo,
Kec. Ngrambe, Kab. Ngawi

Dengan ini saya mengajukan permohonan izin menyusun skripsi kepada Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Sebelas Maret Surakarta dengan judul:

**PROSESI DAN MAKNA SIMBOLIK PELAKSANAAN TRADISI TIRAKATAN
MALEM PITULASAN DI KABUPATEN NGAWI SERTA PEMANFAATANNYA
DALAM PEMBELAJARAN BAHASA JAWA DI SEKOLAH MENENGAH ATAS**

Pembimbing skripsi saya adalah sebagai berikut:

Nama Pembimbing	Tanda Tangan
1. Dr. Dra. Raheni Subita, M.Hum (Pembimbing I)
2. Favorita Kurwidaria, S.S., S.Hum (Pembimbing II)

Terlampir 1 (satu) berkas proposal sebagai persyaratan yang diperlukan sesuai ketentuan. Atas perhatian dan terpenuhinya permohonan izin ini, saya mengucapkan terima kasih.

Mengetahui
Koordinator Skripsi,

Hormat saya
Permohon,

Dr. Sumarwati, M. Pd.
NIP. 196004131987022001

Nora Septiani
NIM. K4216051

Menyetujui
Kepala Program Studi Pendidikan Bahasa Jawa,

Dr. Djoko Sulaksono, S.Pd., M.Pd.
NIP. 1982103120130201

Appendix 15: Dean's Decree regarding Permission to Write Thesis Example



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS SEBELAS MARET
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Ir. Sutarni 36 A Surakarta, Telp./Fax (0271) 648939, Email fkkip@fkip.uns.ac.id,
Website <http://fkip.uns.ac.id>

KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS SEBELAS MARET
Nomor: /UN27.02/DP/
Tentang
IZIN MENYUSUN SKRIPSI

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Sebelas Maret setelah menimbang ketentuan Pedoman Penyusunan Skripsi Fakultas Keguruan dan Ilmu Pendidikan Universitas Sebelas Maret Tahun 2016 dalam keputusan Nomor: 008/UN27.02/HK/2016 Tanggal 04 Januari 2016, dan persetujuan Tim Pembimbing Skripsi tanggal, Desember 2019

MEMUTUSKAN

Menetapkan mahasiswa tersebut di bawah ini:

Nama : Nora Septiani
NIM : K4216051
Program Studi : Pendidikan Bahasa Jawa
Tempat & Tanggal Lahir : Ngawi, 07 September 1997
Alamat : Dan Ngariyo, RT 003/RW 003, Ds. Manisbarjo,
Kec. Ngarab, Kab. Ngawi

Diizinkan memulai menyusun skripsi dengan judul sebagai berikut:

**PROSESI DAN MAKNA SIMBOLIK PELAKSANAAN TRADISI TIRAKATAN MALEM
PITULASAN DI KABUPATEN NGAWI SERTA PEMANFAATAANNYA DALAM
PEMBELAJARAN BAHASA JAWA DI SEKOLAH MENENGAH ATAS**

Dosen Pembimbing:

1. Dr. Dra Raheni Suhita, M.Hum NIP. 196303091988032001 (Pembimbing I)
2. Ewora Kucwidaria, S.S., S.Hum NIP. 198603032015042002 (Pembimbing II)

Keputusan ini mulai berlaku sejak tanggal ditetapkan dan akan ditinjau kembali jika dikemudian hari ternyata terdapat kekeliruan.

Ditetapkan di: Surakarta
Pada tanggal:
a.n. Dekan
Wakil Dekan Bidang Akademik,

Prof. Dr. Slamet Subiyantoro, M. Si.
NIP. 196505211990031003

Tembusan Yth.:
Pembimbing I dan II

Appendix 16: Research Permit Application Letter Example



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS SEBELAS MARET
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Ir. Sutami 36 A Surakarta, Telp/Fax (0271) 648939,
Website <http://fkip.uns.ac.id>, Email fkip@fkip.uns.ac.id

Lampiran : 1 (Satu) Berkas Proposal
Hal : Permohonan Izin Penelitian

Yth. Dekan
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Sebelas Maret
di Surakarta

Untuk mendapatkan data penelitian dalam rangka menyusun skripsi, dengan ini saya ajukan permohonan izin penelitian ke institusi/lembaga tujuan, yaitu:

Nama : Haralda Raras Asih Endah Wardani
NIM : K1217030
Program Studi : Pendidikan Bahasa Indonesia
Tempat/ Tanggal lahir : Surakarta, 27 Juni 1999
Alamat : Griya Yasa, RT 02/RW 09, Gentan, Baki, Sukoharjo
Judul Skripsi : KONSTRUKSI PERSUASIIKLAN LAYANAN
MASYARAKAT DI MEDIA ONLINE PADA MASA PANDEMI
COVID-19 DAN IMPLIKASINYA TERHADAP MATERI AJAR
TEKS IKLAN DI SMP

Nama Instansi/ : SMP Pangudi Luhur Bintang Laut Surakarta
Lembaga :
Alamat : Jl. Slamet Riyadi No. 94, Banjarsari, Keprabon, Surakarta
Waktu penelitian : Februari 2021 – selesai

Sehubungan dengan hal tersebut, saya mohon pengantar izin penelitian kepada Rektor, Gubernur/c.q. BAPPEDA Provinsi Jawa Tengah di kota Semarang, dan institusi tujuan sesuai ketentuan. Terlampir berkas persyaratan yang diperlukan sebagai bahan pertimbangan lebih lanjut.

Atas perhatian dan terpenuhinya permohonan ini, saya mengucapkan terima kasih.

Surakarta, 01 Januari 2021

Mengetahui :
Koordinator Skripsi

Hormat kami,
Pemohon,

Dr. Sumarwati, MPd
NIP 196004131987022001

Haralda Raras A.E.W
NIMK1217030

Menyetujui
Kepala Program Studi,

Dr. Budhi Setiawan MPd.
NIP 196105241989011001

Appendix 17: Research Certificate Example



**PEMERINTAH KOTA SURAKARTA
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA
SMA NEGERI I SURAKARTA
Jl. Monginsidi No. 40 Telp. (0271) 625975 Surakarta 57134**

SURAT KETERANGAN

No. 074 / 226/2011

Yang bertanda tangan di bawah ini, Kepala SMA Negeri 1 Kartasura, Kabupaten Sukoharjo menerangkan bahwa:

Nama : Ani Sugiharti
NIM : K4303065
Jurusan : PMIPA
Prgoram Studi : Pendidikan Biologi
Fakultas : Pendidikan dan Ilmu Keguruan
Universitas : Universitas Sebelas Maret

benar-benar telah mengadakan penelitian dalam rangka menyusun skripsi yang dilaksanakan tanggal 10 Januari s.d. 28 Februari 2011 di SMA Negeri 1 Kartasura, Kabupaten Sukoharjo dengan judul :

**PENERAPAN DISKUSI KELOMPOK DISERTAI *TALKING STICK* UNTUK
MENINGKATKAN AKTIVITAS ORAL DAN KEMANDIRIAN BELAJAR BIOLOGI
SISWA KELAS X-J SMA NEGERI I KARTASURA**




Demikian surat keterangan ini, semoga dapat digunakan sebagaimana mestinya.

Sukoharjo, 5 Juli 2011

Kepala SMA Negeri 1 Kartasura,

Drs. H. Widodo, M.M.
NIP: 19540812 198003 1 007

Appendix 18: Invitation Example

 <p>KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN UNIVERSITAS SEBELAS MARET SURAKARTA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN Alamat: Jl. Ir. Sutami 36 A Kentingan Surakarta Telp/Fax (0271) 648939 Email : fkip@fkip.uns.ac.id, Website : http://fkip.uns.ac.id</p>	
Nomor	: 744/UN27.02.7.1/SKRIPSI/PP/2021
Lampiran	: 1 (Satu) Skripsi
Hal	: UNDANGAN UJIAN SKRIPSI
Kepada	: Yth. Bp/Ibu Moh Salimi, S.Pd., M.Pd. Dosen Penguji Skripsi FKIP-UNS Di Surakarta
Dengan Hormat,	
Mengharap dengan hormat kehadiran Bp/Ibu besok pada :	
Hari / Tanggal	: Senin / 19 Juli 2021
Ujian dimulai Jam	: 08.00 WIB - Selesai
Tempat	: Ruang Ujian Jurusan Ilmu Pendidikan
Keperluan	: Ujian Skripsi
Nama	: USVAH ISTIKOMAH
NIM	: K7117228
Judul Skripsi	: HUBUNGAN ANTARA KEMAMPUAN KOMUNIKASI MATEMATIS DAN HASIL BELAJAR MATEMATIKA TENTANG MATERI BANGUN RUANG KELAS V SDN SEKECAMATAN ALIAN TAHUN AJARAN 2020/2021
Panitia penguji	:
Ketua Penguji	: Dra. Tri Saptuti Susiani, M.Pd
Sekretaris Penguji	: Kartika Chrysti Suryandari, M.Si.
Penguji Satu	: Drs. Wahyudi, M.Pd
Penguji Dua	: Moh Salimi, S.Pd., M.Pd.
Bersama ini kami sampaikan pula skripsi yang akan diujikan. Kemudian atas kehadiran Bp/Ibu, kami ucapkan banyak terimakasih	
 Surakarta, 15 Juli 2021 Kepala Prodi PGSD Kebumen  Dr. Suhartono, M. Pd. NIP. 19620520 198803 1 003	

Appendix 20: Thesis Score



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
 UNIVERSITAS SEBELAS MARET SURAKARTA
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Alamat: Jl. Ir. Sutami 36 A Kentingan Surakarta Telp/Fax (0271) 648939
 Email : fkip@fkip.uns.ac.id, Website : http://fkip.uns.ac.id

PENILAIAN UJIAN SKRIPSI

Nama : USVAH ISTIKOMAH
 NIM : K7117228
 Program Studi : Pend. Guru Sekolah Dasar Kebumen
 Jurusan : Ilmu Pendidikan

No	Unsur yang di Nilai	Bobot	NILAI	N X B
1	Struktur dan logika penulisan	1,0		
2	Kedalaman dan keluasan Teori	1,5		
3	Argumentasi Teori menyusun kerangka pemikiran dan menarik kesimpulan	1,5		
4	Orisinalitas	0,5		
5	Kebenaran Teori dengan Bidang Studi	1,0		
6	Kebenaran penggunaan Teknik pengumpulan dan Analisa Data	1,5		
7	Pembahasan kesimpulan Analisa Data dan Pengajuan Saran	1,0		
8	Kebenaran Pengajuan Bahasa dan Tata Tulis	1,0		
9	Penampilan dan Ujian	1,0		
	Jumlah	10,0		

Nilai Ujian = $(N \times B) / 10 = (X) / 10 =$ _____

Standart penilaian = 0 sampai dengan 100, boleh dengan pecahan satu angka dibelakang koma

Surakarta, 15 Juli 2021

Penilai,

Drs. Wahyudi, M.Pd
 NIP 196212101988031001

Based on the UNS Rector's Regulation Number 31 of 2020 concerning the Implementation and Management of the Undergraduate Program, the range of thesis scores is as follows:

No.	Score (Scale 100)	Score Range	
		Number	Letter
1	$S \geq 85$	4,00	A
2	$80 \leq S < 85$	3,70	A -
3	$75 \leq S < 80$	3,30	B+
4	$70 \leq S < 75$	3,00	B
5	$65 \leq S < 70$	2,70	C+
6	$60 \leq S < 65$	2,00	C
7	$55 \leq S < 60$	1,00	D
8	< 55	0,00	E

Appendix 21: Bibliography Example

DAFTAR PUSTAKA

- Aswari, D.W. (2014). *Penggunaan Metode Menulis Berantai dan Media Lagu untuk Meningkatkan Minat serta Kemampuan Menulis Puisi pada Siswa Kelas VIII SMP Negeri 2 Weru*. (Skripsi, Universitas Sebelas Maret, Surakarta).
- Atori, A. M., Sunarya, D. T., & Gusrayani, D. (2016). Penerapan Permainan *Estafet Word Writing* untuk Meningkatkan Hasil Belajar Siswa dalam Materi Keterampilan Menulis Puisi Bebas. *Jurnal Pena Ilmiah*, 1 (1), 711-720.
- Bolkan, S., Goodboy, A.K., & Griffin, D.J. (2011). Teacher Leadership and Intellectual Stimulation: Improving Students' Approaches to Studying through Intrinsic Motivation. *Communication Research Reports*, 28 (4), 337-346.
- Citraningrum, D.M. (2016). Menulis Puisi dengan Teknik Pembelajaran yang Kreatif. *Jurnal Belajar Bahasa*, 1 (1), 82-90.
- Despita, R., & Montesori, M. (2015). Peningkatan Motivasi Belajar Siswa Melalui Project "Globalisasi" dalam Pembelajaran IPS. *Jurnal EDUCATO*, 5 (1), 1-6.
- Hanjatiwidjaja, N. (2016). Peningkatan Kemampuan Menulis Eksposis Melalui Model Menulis Cerita Berantai. *Jurnal Metalingua*, 14 (1), 103-116.
- Hulpa, W. N., Djuanda, D., & Hanifah, N. (2016). Penerapan Metode ESCO (*Estafet Writing and Collaborative Writing*) dengan Media Gambar untuk Meningkatkan Kemampuan Melengkapi Cerita Rumpang. *Jurnal Pena Ilmiah*, 1 (1), 741-750.
- Hyland, Ken. (2008). Writing Theories and Writing Pedagogies. *Indonesian Journal of English Language Teaching*, 4 (2), 1-20.
- Iftanti, E. (2016). Improving Students' Writing Skills through Writing Journal Articles. *Lingua Scientia*, 8 (1), 1-22.
- Kusmana, S. (2014). *Kreativitas Menulis*. Yogyakarta: Penerbit Ombak.
- Multaifin. (2015). Kemampuan Menulis Pantun Siswa Kelas VII SMP Negeri 52 Konawe Selatan. *Jurnal Humanika*, 2 (15), 1-12.
- Noor, M. (2016). Improving the Ability in Writing Narrative Text of Junior High School Students through Peer Feedback. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 1 (1), 11-21.
- Piga, G.H. (2017). Improving the Eleventh Grade Students of SMAN 1 Rajua in Writing Narrative Text through Estafet Writing Teaching Model in Academic Year 2016/2017. *International Journal of English and Education*, 6 (4), 34-45.

- Puspita, H. (2016). Peningkatan Kemampuan Menulis Paragraf Deskriptif Siswa Kelas X SMA Negeri 02 Bengkulu Tengah dengan Menggunakan Metode Menulis Berantai (*Estafet Writing*). *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 2 (2), 157-163.
- Rahmawati, N. (2017). Peningkatan Kemampuan Menulis Puisi Bebas Melalui Penggunaan Metode *Estafet Writing* (Penelitian Tindakan Kelas pada Siswa Kelas VIII F SMP Negeri 1 Baregbeg). *Jurnal Diksatrasia*, 1 (2), 115-123.
- Sardiman, A.M. (2012). *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: Rajawali Press.
- Semi, M.A. (1995). *Metode Penelitian Sastra*. Bandung: Angkasa.
- Setiawan, G.K. (2018). Peningkatan Kemampuan Menulis Pantun dengan Menggunakan Metode Menulis Berantai Studi Eksperimen pada Siswa Kelas VII SMPN 1 Kadungora Kabupaten Garut Tahun Pelajaran 2016/2017. *Caraka: Jurnal Pendidikan Bahasa dan Sastra Indonesia serta Bahasa Daerah*, 7 (1), 38-51.
- Sharif, A.M. & Zainuddin, S.T. (2017). Students' Perceptions of Their Reflective Essay Writing Experience and Teacher Feedback Comment. *Indonesian Journal of Applied Linguistics*, 6 (2), 204-212.
- Soetarno. (2008). *Peristiwa Sastra Melayu Lama*. Surakarta: PT Widya Duta Grafika.
- Somekh, B. & Zeichner, K. (2008). Action Research for Educational Reform: Remodelling Action Research Theories and Practices in Local Context. *Educational Action Research*, 17 (1), 5-21.
- Sugiyarto, E. (2012). *Pantun dan Puisi Lama Melayu*. Yogyakarta: Kithah Tarigan, H.G. (2008). *Menulis sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.
- Vinorita, D., & Muhsin. (2018). Pengaruh Perhatian Orang Tua, Komunikasi Guru, Pemberian *Reward*, dan Fasilitas Belajar terhadap Motivasi Belajar. *Economic Education Analysis Journal*, 7 (2), 553-567.
- Widya, W. (2008). *Bedah Puisi Lama*. Klaten: Intan Pariwara.
- Wulandari, T., Fuady, A. & Sumarwati. (2012). Peningkatan Motivasi dan Kemampuan Menulis Puisi melalui Penerapan Metode Menulis Berantai pada Siswa Sekolah Menengah Atas. *Jurnal Penelitian Bahasa, Sastra Indonesia dan Pengajarannya*, 1 (1), 77-92.
- Yusuf, M. Sumarwati, Budiharti, R. (2019). *Pedoman Penulisan Skripsi FKIP Universitas Sebelas Maret*. Surakarta: FKIP UNS.

Appendix 22: Literature Review Example

C. STRATEGI PELAKSANAAN TAHAP PRABACA

Sebagaimana telah diuraikan di depan, prabaca merupakan kegiatan yang dilakukan sebelum aktivitas membaca sesungguhnya (kegiatan inti membaca) dengan tujuan memperoleh gambaran awal guna membangun skemanya tentang isi bacaan. Menurut Porter (Frase, Patrick, & Schumer, 2000:52), melalui prabaca, siswa dapat mengaktivasi *prior knowledge* atau pengetahuan awalnya dalam rangka merekonstruksi pemahaman baru (sejalan dengan prinsip-prinsip dalam pembelajaran konstruktivistis). Karena itu pelaksanaan prabaca penting dilatihkan kepada siswa sebelum mereka diberi tugas membaca agar kemampuannya dalam memahami suatu teks dapat meningkat. Adapun secara rinci strategi dalam prabaca dapat diuraikan sebagai berikut ini.

1. **Pemberian gambaran awal oleh guru**, yakni pemberian informasi yang berkaitan dengan isi teks kepada siswa. Misalnya sebelum siswa mulai membaca sebuah cerpen berjudul "*Pendurhaka*" karya N.H. Dini, guru memberi informasi "*Cerpen ini mengisahkan perjuangan perempuan untuk ikut berjuang mempertahankan bangsa*" atau "*Dalam cerpen ini ada pernyataan 'Aku mau ke surga, ke tempat yang kusuka' nah temukan maksud dari pernyataan itu*" Menurut penelitian Smith Hilton (Bernhardt, 1991: 45) cara ini efektif jika teksnya

memuat ide yang rumit (cerita yang kompleks) atau memuat informasi yang baru. Adapun penelitian Ackersold (Ackersold & Field, 1997: 33) menemukan bahwa dengan memberikan gambaran awal cerita dapat membantu siswa menyimpulkan isi bacaan, namun cara tersebut hanya dilakukan sesekali saja karena tindakan itu akan membuat siswa bergantung pada guru.

2. **Pemetaan semantik**, yaitu kegiatan memperkenalkan kosa kata yang terdapat dalam teks dan dapat menggugah skemata siswa berkaitan dengan topik bacaan. Karenanya guru harus mengidentifikasi kata-kata kunci yang mewakili topik-topik pada teks dan menyampaikan daftar kata tersebut di papan tulis. Selanjutnya dilakukan diskusi pada siswa mengenai hubungan antarkata kunci dengan membuat semacam diagram. Mengenai keefektifan cara ini, penelitian Keally, Bakriwala, & Sheridan (2003) mendapati fakta pada pelaksanaannya pemetaan semantik juga menimbulkan ketergantungan siswa pada peran guru karena diskusi harus dipimpin dan dikontrol oleh guru.
3. **Pengadaan *prequestion* atau pertanyaan pemandu**, yaitu merumuskan pertanyaan-pertanyaan tentang isi teks setelah siswa melakukan survey atau membaca sekilas. Pertanyaan-pertanyaan tersebut untuk membantu pemusatan perhatian siswa pada saat melakukan kegiatan inti membaca. *Prequestion* dapat dibuat dari (1) **hasil membaca judul serta sub-subjudul** dan atau (2) **hasil**

membaca sekilas sebagian atau seluruh teks, yang akan dijawab melalui aktivitas membaca secara intensif (Shanahan, 1997:241). Dengan demikian, pembaca dapat memberikan porsi perhatian yang berbeda pada bagian-bagian teks. Adapun tipe pertanyaan yang biasa digunakan adalah pertanyaan berpola lima W satu H (*what, who, when, where, why*, dan *how*) yang dibuat siswa di bawah bimbingan guru, namun pertanyaan tersebut lebih banyak mengarah pada aspek pemahaman, bukan pengetahuan atau ingatan faktual. Misalnya, pada artikel berjudul *The New Star* karya G. Wells dibuat *prequestion* sebagai berikut: *what made the new star, where that star was heading, dan why the star became brighter and brighter* (Bernhardt, 1991: 62).

4. **Pengadaan dramatisasi atau simulasi**, yaitu guru menggambarkan sebagian aksi dan situasi yang dikembangkan dalam cerita, kemudian dilakukan dramatisasi oleh siswa sesuai kemampuan dan pemahaman mereka. Sesudah itu, guru memberikan kesempatan pada siswa untuk membaca cerita yang sebenarnya. Menurut pendapat Glazer (1992: 64) cara ini memang mampu menarik perhatian siswa, namun penerapannya terbatas untuk teks naratif saja serta membutuhkan waktu yang cukup banyak.

D. PEMILIHAN TEKS DALAM PEMBELAJARAN MEMBACA

Dalam kurikulum Bahasa Indonesia SMP dan SMA dituliskan bahwa aktivitas membaca yang diajarkan pada siswa meliputi membaca intensif, membaca cepat, membaca memindai, dan membaca nyaring. Namun demikian, porsi materi dan kegiatan untuk membaca intensif lebih banyak dan lebih sering diberikan dibandingkan membaca yang lain sehingga perhatian terhadap kegiatan membaca intensif (pemahaman) lebih banyak diberikan. Ini tampak dari kompetensi dasar dalam kurikulum yang antara lain:

1. Mengidentifikasi makna gagasan dalam teks, yang meliputi: gagasan utama, gagasan pendukung, informasi rinci, informasi faktual, masalah untuk diskusi, makna kata, frase, dan kalimat
2. Mengidentifikasi langkah-langkah retorika di dalam teks berita, laporan, biografi, naskah drama, dan ensiklopedi
3. Mengidentifikasi karakteristik, nilai-nilai dan unsur-unsur teks sastra seperti: unsur penokohan, alur, latar, sudut pandang

Mengenai kriteria pemilihan teks yang digunakan dalam pembelajaran membaca, dalam kurikulum (2006) dituliskan bahwa panjang pendeknya teks tidak diatur karena yang menjadi dasar pertimbangan adalah kualitas teks, bukan kuantitasnya. Hal itu dapat dikaitkan dengan pemikiran bahwa sebuah teks yang panjang tetapi mengandung banyak kekurangan atau kelemahan, tidak dianjurkan

dipakai sebagai materi pembelajaran karena tidak memberikan model yang baik bagi siswa. Dengan kata lain, materi bacaan yang dianjurkan adalah teks yang tidak saja sesuai dengan topik yang sedang dibahas, tetapi juga harus merupakan bacaan yang baik dari segi organisasi ide, alur berpikir, struktur teks, serta tata bahasanya. Kesulitan memahami suatu teks bacaan ini tidak hanya disebabkan oleh pola kalimat atau struktur bahasa yang digunakan, tetapi juga oleh organisasi ide yang dilakukan penulis.

Berkaitan dengan hal di atas, hasil penelitian Eskey (2002) menunjukkan bahwa suatu bacaan yang memuat kalimat-kalimat panjang dan kompleks cenderung sulit dipahami, sebaliknya kalimat yang sederhana dan pendek cenderung diasosiasikan dengan pesan yang mudah dipahami. Begitu juga dengan hasil eksperimen Wood (dalam Hosenfeld, Arnold, Kirchofer, Laciura, & Wilson, 2007) yang mendapati bahwa dibandingkan teks yang memuat kalimat-kalimat kompleks, teks dengan pengungkapan ide yang rumit lebih sulit dipahami oleh pembaca. Namun demikian, kesulitan memahami teks bukan hanya dipengaruhi oleh faktor teks tersebut, tetapi juga faktor pembacanya. Berkaitan dengan masalah pemilihan teks, hasil penelitian Hosenfeld, Arnold, Kirchofer, Laciura & Wilson (2007) menemukan bahwa **penggunaan teks autentik seperti brosur, leaflet, cerita pendek atau cerita rakyat dapat menjadikan**

pelajaran lebih menyenangkan, karenanya pemakaian teks seperti itu sangat dianjurkan.

E. PENILAIAN KOMPETENSI MEMBACA

Sama halnya dengan mendengarkan, aktivitas membaca (tak bersuara) siswa tidak dapat diamati. Oleh karena itu, untuk penilaian terhadap tingkat pemahaman dari membaca dapat dilakukan sebagaimana dari kegiatan mendengarkan. Mengenai penilaian terhadap kompetensi membaca, ada beberapa pendapat, yaitu:

1. penilaian pemahaman secara harfiah dalam membaca dapat digunakan pertanyaan mengenai teks (Carrol dalam Ackersold & Field, 1997: 56)
2. selain pertanyaan mengenai teks juga tes penyimpulan isi bacaan karena yang terakhir ini merupakan pusat dari proses pemahaman (Carr dalam Bernhardt, 1991:89).
3. respon pembaca yang dapat mengindikasikan tingkat pemahamannya terhadap suatu teks, yaitu: (1) mengerjakan, yaitu merespon secara fisik suatu petunjuk, (2) memilih, yaitu menyeleksi alternatif (topik, gambar, data, teks) yang relevan dengan bacaan di antara beberapa alternatif yang diberikan, (3) mentransfer, yaitu membuat ringkasan teks yang telah dibaca, (4) menjawab, yaitu menjawab pertanyaan tentang isi teks, (5) meringkas, yaitu membuat outline atau kerangka bacaan, (6)

memperluas, yaitu melanjutkan *ending* bacaan, (7) memeragakan, yaitu mempraktikan untuk memberi contoh, dan (8) bercakap-cakap, yaitu melakukan tanya jawab yang mengindikasikan pemberian informasi tentang isi bacaan (Brown, 2001:300).

Dengan demikian, delapan strategi penilaian yang dinyatakan Brown mencakup dua pendapat sebelumnya yang kesemuanya memungkinkan diterapkan dalam pembelajaran membaca pada siswa SMP maupun SMA. Akan tetapi, yang paling sering diterapkan di sekolah adalah berupa pemberian pertanyaan dengan jawaban pilihan ganda atau uraian karena mudah dalam pemberian skornya, baik secara lisan maupun tertulis. Adapun nilai yang umum dipakai adalah dalam rentangan 1 - 100, yaitu menunjukkan berapa persen jawaban yang benar. Misalnya, siswa yang dapat menjawab 8 dari 10 pertanyaan dengan benar, berarti nilai pemahamannya sebesar 80% atau mendapat nilai 80.

Appendix 23: Discussion Example

B. Pembahasan

Berdasarkan hasil dan fakta penelitian yang diperoleh dapat dinyatakan bahwa dengan menerapkan metode menulis berantai, secara keseluruhan terdapat peningkatan pada semua indikator dari satu siklus ke siklus berikutnya. Temuan penelitian ini sejalan dengan hasil beberapa penelitian sebelumnya (Zahra & Adnan, 2012; Afikah, Budiman, & Riyani, 2015; Nahmar, Gavin, & Roth, 2017). Peningkatan kinerja siswa dimungkinkan terjadi karena beberapa faktor yang merupakan keunggulan metode menulis berantai sebagai berikut ini.

Penerapan metode menulis berantai dalam pembelajaran menulis pantun terbukti dapat lebih memotivasi siswa dalam mengikuti proses pembelajaran sehingga juga meningkatkan kualitas hasil tulisannya. Metode menulis berantai dapat membantu siswa berlatih menulis pantun melalui kegiatan menulis secara bergilir sehingga mampu menulis baris-baris pantun yang kreatif dan imajinatif. Hal tersebut sejalan dengan hasil penelitian Syatariah (2011) dan Hanim, dkk. (2018) bahwa metode menulis berantai merupakan metode inovatif yang membuat siswa aktif mengembangkan daya khayal dan imajinasinya karena apa yang ditulisnya harus memperhatikan tulisan temannya pada giliran sebelumnya.

Metode menulis berantai membuat suasana belajar di kelas menjadi lebih menyenangkan. Temuan ini menegaskan temuan para peneliti sebelumnya. Penelitian Syarafiah (2011) pada siswa SMP di Bandung mendapati penerapan metode menulis berantai pada kegiatan pengasosiasian belajar berhasil membuat kerja kelompok lebih menyenangkan. Hal itu disebabkan setiap siswa diberi kebebasan untuk mengekspresikan imajinasinya dalam bentuk tulisan bersama teman-temannya. Penelitian Sella, Sumarwati, dan Atikah juga menemukan kegiatan menulis berantai membuat siswa serasa bermain sehingga suasana kelas tidak tegang dan menakutkan. Akan tetapi, temuan ini berbeda dengan yang ditemukan Fillman dan Richards (1013) yang mendapati kegiatan menulis berantai membuat kerja kelompok tidak berhalan mengingat kompetensi siswa tidak sama. Namun demikian, hal itu terjadi jika pengelompokan tidak mempertimbangkan karakteristik siswa. Sementara pada penelitian ini, pengelompokan memperhatikan keseimbangan kompetensi siswa.

Appendix 24: Sample Photos of Action Implementation

DOCUMENTATION BEFORE ACTION



Figure 1: Learning Biology with lecture and individual methods



Figure 1: Learning Biology with lecture and individual methods



Figure 3: A small number of students asked



Figure 4: Other students chatting

1st CYCLE DOCUMENTATION



Figure 5: Explanation of the discussion procedure (no one asked)



Figure 6: Students discuss with friends and interact with the material



Figure 7: No one uses the talking stick (ask the teacher) during the discussion



Figure 8: Some did not participate and were passive during the discussion



Figure 9: Students nervous during presentation



Figure 10: Only one student asked during a presentation (using a talking stick)

2nd CYCLE DOCUMENTATION



Figure 11: There are 4 students asking questions (using talking stick) when there is an explanation from the teacher penjelasan



Figure 12: Students discussing in groups



Figure 13: Students presenting the results of the discussion



Figure 14: Some active students ask confidently



Figure 15: Students smoothly respond to their friends' questions



Figure 16: There are students who refuse to help answering questions in their group

3rd CYCLE DOCUMENTATION



Figure 17: Students ask questions (using talking sticks) when the teacher gives an introduction
Figure



Figure 18: Students discuss in groups



Figure 19: Students ask questions (using talking stick) during discussion



Figure 20: Students present the results of the discussion



Figure 21: Students ask questions (using talking sticks) when their friends are presenting



Figure 22: Other students help respond to their friends' questions

