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| Datokarama English Education Journal | |
| Vol. 4 No. 1 (2023) XX-XX | E-ISSN: 2723-4967 |

**The Title Must Be Concise, No More Than 15 Words**

(Center, Cambria 14, Bold)

**First Author1, Second Author2, Third Author3** without degree(s)

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*Correspondent* e*-mail:* [*username@domain.com*](mailto:username@domain.com)(Center, Cambria 10)

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**ABSTRACT**

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A well-prepared abstract enables the reader to identify the basic content of a document quickly and accurately, to determine its relevance to their interests, and thus to decide whether to read the document in its entirety. The Abstract should be informative and completely self-explanatory, provide a clear statement of the problems/points/topic of discussion, the theory, approach/research method, and point out the (expected) findings/results. The Abstract should be **150 to 200** words in length. The abstract should be typed in one space with **1.00 cm left and right indent** and written in the past tense. Standard nomenclature should be used and abbreviations should be avoided. No literature should be cited. The keyword list provides the opportunity to add keywords, used by the indexing and abstracting services, in addition to those already present in the title. Judicious use of keywords may increase the ease with which interested parties can locate our article. (Cambria 12)

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**INTRODUCTION** (Cambria 12, Bold, Uppercase)

(Cambria 12) The main concerns of the article covered different fields of English Language Education and Teaching, Linguistics, and Literature. The text format consists of a flat left-right columns on **A4 paper (quarto)**. The margin text from the **left, right, top,** and **bottom 2.5 cm**. The manuscript is written in Microsoft Word, single space, **minimum** **7 pages** and **maximum 15 pages**. The paragraph is indented first line 1.00 cm, and leave a space between paragraphs.

**The title of the article** should be clear and appropriate for the content of the manuscript. It should be the fewest possible words that accurately describe the content of the paper (max 12 words). Omit all waste words (especially for Qualitative Research) such as "*A Study of ...*", "*Investigations of ...*", "*Implementation of ...*”, "*Observations on ...*", "*Effect of.....*", “*An* *Analysis of …*”, “*Design of*…” etc. Indexing and abstracting services depend on the accuracy of the title, extracting from the keywords useful in cross-referencing and computer searching. An improperly titled paper may never reach the audience for which it was intended, so please be specific. References of the bibliography are made in **APA (**[**American Psychological Association**](https://www.verywellmind.com/what-is-the-american-psychological-association-2795602)**) 7th Ed Format**. The terms in foreign languages are written italics. Authors are suggested to present their articles in the section structure: **Introduction - Literature Review - Method - Findings and Discussion - Conclusion - Acknowledgements (if any) - References.**

**Introduction** should provide meaningful purpose(s) to the manuscript. It should provide a clear background, a clear statement of the problem, and the new value of research, which constitutes innovation. The author(s) has to explain the arguments why phenomenon being discussed is worth studying. It should be understandable to colleagues from a broad range of scientific disciplines. References related to the topic should be included, more suggested taken from international or national journals.

This part also presents the review of previous studies discussing similar topic, approach, or object of study. DEE Journal encourages the authors to review at least four journal articles published in the past five years.

In the end of the introduction part, the author(s) has to emphasize how the present study is different from the previous studies and present the research gap it fulfills. The research objective(s) should be clearly stated in this part.

The whole article has to be written in **3500 to 5000 words** and saved as .doc/.docx or .rtf file. Header and footer and paragraph style refer to this template. The whole article is written in one-column layout, in Cambria 12 font, and is single spaced.

**LITERATURE REVIEW** (Cambria 12, Bold, Uppercase)

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It is highly recommended that authors use citation software such as Mendeley or Zotero. All citations should be cited in-note e.g. (Ruslin, 2017); (Fatima et al., 2020); (Rengur, 2022:34); (Syam, n.d.).

**METHOD** (Cambria 12, Bold, Uppercase)

(Cambria 12) **Method** provides the proposed approach or solution, and describes the steps of the research, and the method used to support the analysis. The techniques used are appropriate for the collection and analysis of the data. The research method should be set systematically. It explains research chronological, including research design, research procedure (in the form of algorithms, Pseudocode or other), how to test and data acquisition. The description of the course of research should be supported by references so that the explanation can be accepted scientifically.

The method explains in detail how the research was carried out. The type of research used will determine the method used in the study. The method in the quantitative approach contains a description of the identification of variables; population, sample, and sampling techniques; data collection methods and tools; instrument validation; and data analysis methods.

Furthermore, the method in a qualitative approach includes several related matters: an explanation of the form of the qualitative approach taken; research participants; data collection methods and tools; reflexivity; and data analysis methods. The method is written descriptively in the form of paragraphs.

**FINDINGS AND DISCUSSION** (Cambria 12, Bold, Uppercase)

(Cambria 12) The content of the **findings and discussion** is an explanation of the research findings that are deeply conducted, clearly presented, and critically analyzed based on the latest relevant literature. The discussion is intended to interpret the findings in accordance with the theory applied and does not merely describe the findings. It should be enriched by referring to the related references. The discussion can be presented in sub-sections.

The weaknesses of research in this journal can be included at the end of the discussion with suggestions to improve it in future studies. Tables/charts/figures can be displayed. Tables/charts/figures contain exposure to the results of the analysis which are already meaningful and easily understood quickly. The contents of the table are explained first before presenting it, as well as pictures and charts.

**Table 3. Hypothesis test results**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No | Variable | | *t statistic* | *p* | Explanation |
| Exogenous | Endogenous |
| 1 | Motivation | Perception | 0,067 | 0,984 | Not significant |
| 2 | Motivation | Attitude | 7,454 | 0,000 | Significant |
| 3 | Motivation | Interest | 4,098 | 0,000 | Significant |

(Rasmi, 2019:12-if any)

The table must be numbered and titled with Cambria 12 and bold fonts. Note the placement of the table title is above the table. The font for the contents and the citation of the table is Cambria 10. The presentation of the table should be in 1 column as in the example. The table does not cut to the next page.

The position of the title of the figure or chart is typed below. The figure or chart must be numbered and titled with Cambria 12 font and bold.

**Figure 1. Social media used by Indonesian teenagers**

**CONCLUSION** (Cambria 12, Bold, Uppercase)

(Cambria 12) The contents of the **conclusions** are the answers to the research objectives and **not a summary of the results** of the study. Conclusions are **concise, clear, and compact**. Conclusions are made in the form of paragraphs, and further highlight new things that contribute to the development of English Language Education and Teaching, Linguistics, and Literature. The implications of the research are to provide better and well-designed English Language Teaching.

**ACKNOWLEDGMENTS “if any”** (Cambria 12, Bold, Uppercase)

(Cambria 12) Indicate helps received in carrying out your research, such as funding/ financial supporters, advisors, proofreaders, typists, etc.

**REFERENCES** (Cambria 12, Bold, Uppercase)

The reference list contains everything referenced in the text that comes from sources that; (a) relevant, (b) a minimum number of 20 source references with 80% coming from journal articles in the last 10 years. Reference format refers to the American Psychological Association (APA) 7th Ed style. Write References using reference managers such as Mendeley, Endnotes, Jabref, Zotero, and others.

1. **Journal article with a DOI**

McCauley, S. M., & Christiansen, M. H. (2019). Language learning as language use: A cross-linguistic model of child language development. Psychological Review, 126(1), 1–51. https://doi.org/10.1037/rev0000126

1. **Journal** **article without a DOI, with a nondatabase URL**

Ahmann, E., Tuttle, L. J., Saviet, M., & Wright, S. D. (2018). A descriptive review of ADHD coaching research: Implications for college students. Journal of Postsecondary Education and Disability, 31(1), 17–39. https://www.ahead.org/professionalresources/publications/jped/archived-jped/jped-volume-31

1. **Journal, magazine, or newspaper article without a DOI, from print version**

Anderson, M. (2018). Getting consistent with consequences. Educational Leadership, 76(1), 26–33.

1. **Journal article with a DOI, 21 or more authors**

Kalnay, E., Kanamitsu, M., Kistler, R., Collins, W., Deaven, D., Gandin, L., Iredell, M., Saha, S., White, G., Woollen, J., Zhu, Y., Chelliah, M., Ebisuzaki, W., Higgins, W., Janowiak, J., Mo, K. C., Ropelewski, C., Wang, J., Leetmaa, A., ... Joseph, D. (1996). The NCEP/NCAR 40-year reanalysis project. Bulletin of the American Meteorological Society, 77(3), 437–471. <http://doi.org/fg6rf9>

1. **Journal article with a DOI, combination of individual and group authors**

De Vries, R., Nieuwenhuijze, M., Buitendijk, S. E., & the members of Midwifery Science Work Group. (2013). What does it take to have a strong and independent profession of midwifery? Lessons from the Netherlands. Midwifery, 29(10), 1122–1128.https://doi.org/10.1016/j.midw.2013.07.007

1. **Journal article, in press**

Pachur, T., & Scheibehenne, B. (in press). Unpacking buyer–seller differences in valuation from experience: A cognitive modeling approach. Psychonomic Bulletin & Review.

1. **Journal article, republished in translation**

Piaget, J. (1972). Intellectual evolution from adolescence to adulthood (J. Bliss & H. Furth, Trans.). Human Development, 15(1), 1–12. https://doi.org/10.1159/000271225 (Original work published 1970)

1. **Authored book with a DOI**

Brown, L. S. (2018). Feminist therapy (2nd ed.). American Psychological Association. https://doi.org/10.1037/0000092000

1. **Authored** **book without a DOI in print version**

Burgess, R. (2019). Rethinking global health: Frameworks of power. Routledge.

1. **Dissertation or thesis from a database**

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1. **Dissertation or thesis published online (not in a database)**

Hutcheson, V. H. (2012). Dealing with dual differences: Social coping strategies of gifted and lesbian, gay, bisexual, transgender, and queer adolescents [Master’s thesis, The College of William & Mary]. William & Mary Digital Archive. https://digitalarchive.wm.edu/bitstream/handle/10288/16594/HutchesonVirginia2012.pdf