
Author Guidelines

A. General Requirements

1. Manuscripts submitted to JEFL should be research-based papers which have not been published or are under consideration elsewhere.
2. Manuscripts must be in English. It should be typed in MS Word doc. format; using 12-pt Palatino Linotype font; left, right, top, and bottom margins are 3 cm; single-spaced on A4-sized paper; length: between 5,000 and 6,000 words (excluding abstract, references, and appendices).
3. The manuscript will be reviewed by subject reviewers, while the editors reserve the right to edit the manuscript for format consistency without altering the substance.
4. Make sure that the manuscript is prepared using the Article Template and has been carefully checked by referring to the Author Guidelines.
5. The citations and references should follow the style of the American Psychological Association (APA) 7th Edition and use *Reference Management Software* such as Zotero (<http://www.zotero.org>), Mendeley (<https://www.mendeley.com>), etc.
6. The manuscript has been written in good English and is free of grammatical errors. It has been checked with a proofreading tool (e.g., Grammarly (<http://app.grammarly.com>) and, if possible, proofread by a language editor.
7. Submit the required documents: **Submission file** (*main manuscript or original file*): The article itself without the author name; without the author affiliation; and without email address of corresponding author. This document will be used for double-blind peer review. **Supplementary files**: title page (article title; author name; author affiliation; email address of corresponding author; and author note), cover letter, submission checklist, statement of originality, all the authors' bio-data of 50 words (narrative), and other files such as research data, instruments, similarity report, etc.

B. Structure of the Manuscript

1. The article structure contains (a) **Title**; (b) **Author(s) name, affiliation, and email address of the corresponding author**; (c) **Abstract**; (d) **Keywords**; (e) **Introduction**; (f) **Method**; (g) **Findings**; (h) **Discussion**; (i) **Conclusion**; (j) **Acknowledgements**; (k) **Funding**; (l) **ORCID**; (m) **References**, and (n) **Appendices** (if any).
2. **Title**: The paper title should indicate the novelty of the research. It should be concise and informative. It does not contain infrequently-used abbreviations. The main idea should be first written and followed by its explanation. Use bold

for your article title, with an initial capital letter for any proper nouns with 13-pt Palatino Linotype.

3. **Author(s) name, affiliation, and email address of the corresponding author:** The full name of the author(s) must be written without academic title(s) in 11-pt Palatino Linotype Bold. The affiliation (including department, faculty, university, city/province, and country) should be written below the name in 11-pt Palatino Linotype Italics. The email address of the Corresponding Author should be written below the affiliation in 11-pt Palatino Linotype. (*The corresponding author will handle correspondence at all stages of refereeing and publication, also post-publication; this responsibility includes answering any future queries about the Methodology and Materials of the paper*). Ensure that the e-mail address is given and that contact details are kept up to date by the Corresponding Author.
4. **Abstract:** The abstract (not exceed 200 words) should be clear and informative. The abstract should succinctly describe your entire paper. It contains the **introduction indicating the research gap, purpose, methodology, findings, and research implication**. The abstract should tell the prospective reader what you did and highlight the key findings. Avoid using technical jargon and uncommon abbreviations. The abstract should be in one paragraph, in 12-pt Palatino Linotype, and with a single space. It must appear on the top of the first page after the title, author(s) name and affiliation, and email address of the corresponding author.
5. **Keywords:** Keywords are the labels of your manuscript and critical to correct indexing and searching. Therefore, they should be well selected and closely related to the topic to facilitate the reader's search, and they should represent the content and highlight of your article. Use only those abbreviations that are firmly established in the field. There must be 3-7 keywords [*phrases*]. Each phrase in Keywords should be separated by a semicolon (;). (*Keywords help readers find your article, so are vital for discoverability. They should be written in lower case except proper nouns and should be alphabetically arranged*)
6. **Introduction:** An introduction of the paper (with a proportion of 15-20% of the whole article length) should clearly state the purpose of the paper. It includes a review of related literature and research purpose in essay style. The introduction should include key references to appropriate work. It states the significant contribution of the research. The introduction should consist of the background of the study, research contexts, literary review, and research objective (at the end of the introduction). **The introduction should explicitly state the research gap and show the novelty of the research.** All introductions should be presented in the form of paragraphs, not pointers.
7. **Literature review:** This section consists of several subsections regarding the literature review as the theory of the recent study's issue. It deals with reviewing the key concept used in the present study and providing previous relevant studies/investigations relevant to the article. It also includes the

current knowledge including substantive findings, as well as theoretical and methodological contributions to your topic. The proportion of the **Introduction** and the **Literature review** sections is 15-20% of the total article length

8. **Method:** The method section (with the proportion is 10-15% of the total article length) consists of a description concerning the research design, participants of the research, data sources, data collection (the real procedures of collecting data), and data analysis (the real procedures of analyzing data).
9. **Findings:** The findings obtained from the research have to be supported by sufficient data. The research results and the discovery must be the answers, or the research hypothesis stated previously in the introduction part. The findings section consists of a description of the results of the data analysis to answer the research question(s). The findings should summarize (scientific) findings rather than providing data in great detail. Please highlight the differences between your results or findings and the previous publications by other researchers. This section should be explained in several subsections with a detailed explanation of the findings.
10. **Discussion:** The discussion should explore the significance of the results of the work, not repeat them. In the discussion, it is the most important section of your article. Here you get the chance to sell your data. Make the discussion corresponding to the results, but do not reiterate the results. Often should begin with a brief summary of the main scientific findings. The meanings of the findings should be shown from current theories and references of the area addressed. In the discussion section, you are comparing and contrasting the findings of the current research with those from the previous research or the supporting theories. There should be a similarity and contrast analysis. **The following components should be covered in the discussion: (a) How do your results relate to the original question or objectives outlined in the Introduction section? What is your finding of research? (what/how)? (b) Do you provide interpretation scientifically for each of your results or findings presented (why)? This scientific interpretation must be supported by valid analysis and characterization (why)? (c) Are your results consistent with what other investigators have reported (what else)? Or are there any differences?** (The proportion of the **Findings** and the **Discussion** sections is 40-60% of the total article length).
11. **Conclusion:** The conclusion section (only one paragraph) consists of the summary, restatement of the main findings. It should state concisely the most important propositions of the paper as well as the author's views of the practical implications of the result. Tell how your work advances the field from the present state of knowledge. Without a clear conclusion, reviewers and readers will find it difficult to judge the work, and whether or not it merits publication in the journal. Do not repeat the Abstract, or just list experimental results. Provide a clear scientific justification for your work, and indicate

possible applications and extensions. You can also suggest future research and point out those that are underway.

12. **Acknowledgements:** Recognize those who helped in the research. They include individuals who have assisted you in your study: advisors or other supporters, e.g.: proofreaders, typists, and suppliers, who may have given materials. Do not acknowledge or mention the names of your co-authors.
13. **Funding:** Recognize the funding supporters of your research.
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20. The citations and references should follow the style of APA 7th Edition.

In-text Citations:

Author: one person

Richards (2001) states

The curriculum in language teaching should (Richards, 2001).

Authors: two people

Taylor and Bogdan (1984) suggest

Qualitative research methods should..... (Taylor & Bogdan, 1984).

Authors: three people more

Davies et al. (2011) state

A needs analysis from (Davies et al., 2011).

References

Journal article (online) with a DOI:

Adinolou, N. A., & Far, L. M. (2014). The relationship of self-efficacy beliefs, writing strategies, and the correct use of conjunctions in Iranian EFL learners. *International Journal of Applied Linguistics & English Literature*, 3(4), 221-227. <http://dx.doi.org/10.7575/aiac.ijalel.v.3n.4p.221>

Çelik, S., Aytin, K., & Bayram, E. (2013). Implementing cooperative learning in the language classroom: opinions of Turkish teachers of English. *Procedia – Social and Behavioural Science*, 70, 1852-1859. <https://doi.org/10.1016/j.sbspro.2013.01.263>

Journal article (online) without a DOI, with a URL:

Brecht, H. D. (2012). Learning from online video lectures. *Journal of Information Technology Education: Innovations in Practice*, 11, 227–250. <https://eric.ed.gov/?id=EJ990981>

Elder, L., & Paul, R. (2013). Critical thinking: intellectual standards essential to reasoning well within every domain of human thought. *Journal of Developmental Education*, 36(3), 34–35. <https://files.eric.ed.gov/fulltext/EJ1067273.pdf>

Journal article (print) without a DOI, without a URL:

Davies, Y., Mishima, T., Yokomuro, S., Arima, Y., Kawahigashi, Y., Shigehara, K., ... Takizawa, T. (2011). Developing health information literacy: a needs analysis from the perspective of preprofessional health students. *Journal of the Medical Library Association*. 100(4), 277–283.

Hashemnejad, F., Zoghi, M., & Amini, D. (2014). The relationship between self-efficacy and writing performance across genders. *Theory and Practice in Language Studies*, 4(5), 1045-1052.

Encyclopedia article:

Brislin, R. W. (1984). Cross-cultural psychology. In R. J. Corsini (Ed.), *Encyclopedia of Psychology* (Vol. 1, pp. 319-327). New York: Wiley.

Rezaei, S. (2017). Researching identity in language and education. In K. A. King, Y-J. Lai, & S. May (Eds.), *Encyclopedia of Language and Education: Research Methods in Language and Education* (Vol. 10, pp. 171–182). Dordrecht: Springer.

Unpublished dissertation or thesis:

- Harris, L. (2014). *Instructional leadership perceptions and practices of elementary school leaders* [Unpublished doctoral dissertation]. University of Virginia.
- Chiu, C. (2005). *Writing in English: perspectives of an ethnic Chinese teacher and her students* [Unpublished master's thesis]. The University of New Mexico.

Dissertation or thesis from a database:

- Hollander, M. M. (2017). *Resistance to authority: methodological innovations and new lessons from the Milgram experiment* (Publication No. 10289373) [Doctoral dissertation, University of Wisconsin–Madison]. ProQuest Dissertations and Theses Global.

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>

Dissertation or thesis published online from repository:

- Hardini, S. R. (2013). *Developing character values in the teaching of narrative texts using genre-based approach: a case study at a senior high school in Bandung* [Master's thesis, Universitas Pendidikan Indonesia]. <http://repository.upi.edu/2181>

Proceedings with a DOI:

- Aunurrahman, Hamied, F., & Emilia, E. (2017). Realizing a good education in an Indonesian university context. In A. G. Abdullah, I. Hamidah, S. Aisyah, A. A. Danuwijaya, G. Yuliani, & H. S. H. Munawaroh (Eds.), *Ideas for 21st Century Education: Proceedings of the Asian Education Symposium (AES 2016)* (pp. 297–300). London: Routledge. <https://doi.org/10.1201/9781315166575>

Book (print):

- Arabski, J., & Wojtaszek, A. (Eds.), (2011). *Aspects of culture in second language acquisition and foreign language learning*. Berlin: Springer.
- Richards, J. C. (2001). *Curriculum development in language teaching*. New York: Cambridge.

Book in Bahasa Indonesia (print):

- Atmazaki, Ali, N. B. V., Muldian, W., Miftahussururi, Hanifah, N., Nento, M. N., & Akbari, Q. S. (2017). *Panduan gerakan literasi nasional [National literacy movement guidelines]*. Jakarta: Kementerian Pendidikan dan Kebudayaan Republik Indonesia
- Emilia, E. (2012). *Pendekatan genre-based dalam pengajaran bahasa Inggris: petunjuk untuk guru [Genre-based approach in English language teaching: instructions for teachers]* (2nd ed.). Bandung: Rizqi Press.

Book Chapter:

- Bailey, K. M. (1990). The use of diary studies in teacher education programs. In J. C. Richards & D. Nunan (Eds.), *Second language teacher education* (pp. 215-226). New York: Cambridge University Press.
- Burwitz-Melzer, E. (2001). Teaching intercultural communicative competence through literature. In M. Byram, A. Nicholas, & D. Stevems (Eds.), *Developing intercultural competence in practice* (pp. 29-43). Clevedon: Multilingual Matters.

Book Reviews:

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

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4. **Heading 1: use this style for level one headings.**

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 8. Its abstract, not exceeding 200 words, say:words.
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 11. Methods are practically elaborated in subsections.
 12. Findings are the answers to the research questions presented in subsections.
 13. Discussion compares and contrasts the findings of the current research with those from the previous research.
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