**TEMPLATE OF 5th ICOLLATE 2023 ARTICLE**

Article title is written briefly and condensed in line with content substance (Centred, Bold, Time News Roman 14, Maximum 14 words)

First writer1\*, Second writer2, Third writer3(complete name without titles)

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**Abstract**: This consists of statements of research background and objectives, research method, research findings, and conclusion or implications. The abstract is written in one paragraph, one line space, and within 100-150 words for proceedings article and 150-200 words for journal article.

**Keywords**:*containing important terms from the contents of the article, providing reference guides for readers to locate the article, 3-5 terms (words or phrases), and written under the abstract, bold and italized.*

**INTRODUCTION (Including theoretical framework)**

Containing, among others, the background of conducting the research, the existing problem(s), explication of the problem(s), and the gap between the ideal and the factual conditions supported by relevant theories and recent research results, new values or usefulness of the study, and finally the objectives of the study. This section is written more or less 20% of the body of the article including the title and abstract. The article is between 3,500 and 5,000 words in length for proceedings article and 5,000 and 8,000 words for journal article, including the title, abstract, tables or figures, and references.

**METHOD**

This section is written concisely and clearly as well as sufficiently that it can be replicated. It covers the research approach or design, participants or objects of the study, source(s) of data, instruments, and data collection technique and analysis. If needed, attachments can be appended concerning specifications of the research instruments and materials. This section covers at the maximum of 15% (for quantitative research) of the article body.

**FINDINGS AND DISCUSSION**

In order to accommodate easy reading and understanding, the research results are presented first and then followed by the discussion. The findings and discussion sections must be presented in two separate sections. This will be the longest section (50- 60%) of the whole article.

**Findings**

 Research results can be presented in the forms of tables, graphs, verbal descriptions, or any combinations of these three formats. The writing of tables is shown in Table 1. The font of the table title is TNR 12 and its contents is TNR 10.

**Table 1. Weightings of the Lengths of the Article Sections**

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Section | Length in Percentage | Notes |
| 1. | Introduction | 20-30 | Maximum (including title and abstract) |
| 2. | Method | 10 | For quantitative research up to 15%. |
| 3. | Findings and Discussions | 50-60 | Minimum |
| 5. | Conclusion and References | 10 | Approximate |

 Results of qualitative research resourced from interviews, observation, text interpretation, and others are synthesized, condensed, or abstracted into a substantial summary. These substantial findings are presented in descriptive tables to make it easy for the reader to understand. Interview excerpts, observation descriptions, text quotations, and others are presented in the discussion section as authentic examples. An example of a figure presentation is shown in Figure 1.

**Figure 1.** **Comparison between the manual and systemic condensation procedures**

**Discussion**

Discussion is meant to give interpretation and meaning to the research findings in line with the used theories; not merely a description of findings. It must be supported by references from previous research results published in reputable international or nationally accredited journals. It is suggested that discussion also integrate research results into an established theory or knowledge, formulate a new theory, or modify existing theories. Discussion also includes possible implications of the research findings.

***Quotation***

Use the right referencing techniques in the journal***.*** References in thearticle body are written using brackets (...). For one author, the example is: (Andriyanti, 2019); for two authors: (Nurgiyantoro & Efendi, 2017). For three authors, the first mention is written in full (Nursanti, Andriyanti, & Wijaya, 2023) and the ensuing mentions use the first author (Nursanti *et al*., 2023). For more than three authors, only the first author is written: (Ciptaningrum *et al*., 2021). Referencing can also put authors outside the brackets: Nurgiyantoro and Efendi (2017) state that …. In the case of direct quotations or facts, years of publication must be mentioned: (Nurgiyantoro & Efendi, 2017, p. 144) for one page, (Nurgiyantoro & Efendi, 2017, pp. 144-146) for more than one page.

It is strongly suggested not to include too many direct quotations. For direct quotations no longer than 40 words, the writing is inserted into a regular paragraph (not separated) by using quotation marks in brackets (“...”). For direct quotations longer than 40 words, the writing is in a block, outside the paragraph, indented a half inch from the left margin, with no quotation marks, and followed by the reference (name, year, p. page).

If the question essence is taken from some references, all of the sources are written by describing all of the alphabetical, full stops, references’ sequences, and also semicolons (;) to divide references; e.g. (Shahlberg, 2012; Scunk, 2012; Nursanti, Andriyanti, & Wijaya, 2023). For the translation resource, it refers to the original writer, years of the translation book, and the book’s original Title. If there are two references with the same writer name and publication years, the publication years must be added with alphabets, for example (Schunk, 2012a) and Schunck (2012b).

# CONCLUSION

The conclusion is not merely a repetition of data description, but it must be a substantiation of meaning. It can represent an expectation that is mentioned in the “Introduction” section and produces discussion in the “Findings and Discussion” section such that there is thought compatibility. Furthermore, a statement can be added that proposes prospects of future development and application of further research as based on the findings and discussion of the study.

**ACKNOWLEDGEMENTS**

This section contains acknowledgements to the sponsors, fund providers, resource persons, and parties and persons who have given important participations in the conduct of the study. No mention is needed for the editors of this journal.

# REFERENCES

Listed entries are only references that are mentioned in the body of the article. On the other hand, all names mentioned in the article body must be listed as references. Most of references must be recent (maximally the last 10 years). The writing of the references adopts the APA Guide Version 7. Examples of referencing are given subsequently.

(Source: Book, *author* is the same as *publisher*)

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Author.

(Source: E-book)

Lantz-Deaton, C., & Golubeva, I. (2020). *Intercultural competence for college and university students. A global guide for employability and social change*. Springer. <https://doi.org/10.1007/978-3-030-57446-8>

(Source: Edited book*,* with two editors or more)

Tobias, S., & Duffy, T. M. (Eds.). (2009). *Constructivist instruction: Success or failure?* Routledge.

(Source: Book section)

Sahlberg, P. (2012). The most wanted: Teachers and teacher education in Finland. In L. Darling-Hammond & A. Lieberman (Eds.), *Teacher education around the world: Changing policies and practices* (pp. 22-44). Routledge.

(Source: Book with one author)

Schunk, D. H. (2012a). *Learning theories an educational perspective*. Pearson Education.

(Source: Book, translated, English into Indonesian, original title retained)

Schunk, D. H. (2012b). *Learning theories: An educational perspective* (Trans: E. Hamdiah & R. Fajar). Pustaka Pelajar. (Original work published 2012).

(Source: Book, translated, Indonesian into English, original and translated titles)

Nurgiyantoro, B., Gunawan, G., & Marzuki, M. (2017). *Statistik terapan untuk penelitian ilmu sosial.* [Applied statistics for social science research]. UGM Press.

(Source: Book with two authors)

Tabachnick, B. G., & Fidell, L. S. (2007). *Using multivariate statistics* (5th ed.). Allyn & Bacon.

(Source: Printed journal article)

Kusuma, F. I., Sutadji, E., & Tuwoso. (2014). Kontribusi dukungan orang tua, penguasaan pengetahuan dasar, dan motivasi berprestasi terhadap pencapaian kompetensi kejuruan. [Contribution of parents’ supports, basic knowledge mastery, and motivation towards achievement on vocational competencies]. *Jurnal Kependidikan, 44*(1)*,* 1-14.

(Source: Online journal article with single author)

Andriyanti, E. (2019). Language Shift among Javanese Youth and Their Perception of Local and National Identities. *GEMA Online Journal of Language Studies*, *19*(3). http://doi.org/10.17576/gema-2019-1903-07

(Source: Online journal article with two authors)

Nurgiyantoro, B. & Efendi, A. (2017). Re-actualization of puppet characters in modern Indonesian fictions of the 21st century. *3L: The Southeast Asian Journal of English Language Studies*, *23*(2), 141-153. doi: 10.17576/3L-2017-2302-11.

(Source: Online Journal article with three writers)

Nursanti, E., Andriyanti, E., & Wijaya, I. A. (2023). (Im) politeness employed by multilingual Indonesian EFL learners in argumentative conversations. *Studies in English Language and Education*, 10(2), 1000-1021. https://doi.org/10.24815/siele.v10i2.26033

(Source: Journal article with 3-7 writers)

Ciptaningrum, D. S., Putro, N. H. P. S., Sari, N. K., & Hasanuddin, N. (2021). Evaluation of learning process: Knowledge of ICT integration among pre-service English language teachers. *REID (Research and Evaluation in Education)*, *7*(1), 46-56. doi: 10.21831/reid.v7i1.30521

(Source: Proceedings)

Tran, T. Q., & Seepho, S. (2016). An intercultural communicative language teaching model for EFL students. In *the 4th TESOL Conference Proceedings 2016: Teaching Methodologies and Learning Outcomes in Ho Chi Minh City (pp. 27-42).* Ho Chi Minh City: House of Economics.

(Source: Document; manual guide/government/institutional report)

UNESCO. (2013). *Intercultural competences*. *Conceptual and operational framework*. Paris: UNESCO. <https://www.gvsu.edu/cms4/asset/7D7DCFF8-C4AD-66A3-6344C7E690C4BFD9/unesco-intercultural-competences-doc.pdf>

(Source: Document; legal law, act, constitution)

Permendiknas RI 2009 No. 22. *Kompetensi dasar pendidikan pancasila dan kewarganegaraan Sekolah Dasar Kelas I-VI*. [Basic competence for Pancasila and civil education Primary School Grade I-VI].

(Source: Newspaper/magazine)

Suryaningsih, A. (2013, 10 Desember). Tiga pilar pendidikan. [The three pillars of education]. *Sinar Harapan*, *4*.

(For *online* publication, include the *website* address).

(Source: Seminar paper)

Wilujeng, I., Masruri, M. S., & Wangid, M. N. (2016, April). *Pengembangan subject specific pedagogy tematik untuk mengembangkan karakter siswa sekolah dasar*. [Development of thematic specific pedagogy subject in developing elementary student’s characters]. Paper presented in the seminar Research and Community Services in the Attempt to Produce Excellent Person, Yogyakarta. (For *online* publication, include the *website* address).

(Source: Thesis/Dissertation)

Orafi, S. M. S. (2008). *Investigating teachers' practices and beliefs in relation to curriculum innovation in English language teaching in Libya* (Doctoral dissertation, University of Leeds).

**Appendix**

 Appendixes (attachments) are not compulsory.

Taken from a primary source (journal/scientific magazine, scientific report). Recent (maximally the last 10 years).