

PREFACE

Academic writing has increasingly become a vital competence for students and lecturers in higher education, particularly in an era where scholarly publication is a key benchmark of academic achievement. Despite its importance, many learners still encounter significant challenges in transforming their initial ideas into publishable works, ranging from conceptualizing research problems, structuring arguments, to meeting the standards of reputable journals.

This book, *From Ideas to Publication: Enhancing Academic Writing Competence with the QuiryThink Learning Model*, is designed to address these challenges by providing a comprehensive framework that integrates inquiry-based learning and design thinking. The QuiryThink model—standing for Question, Interview, Recognize, Yield, Transform, Hone, Improve, Nurture, and Keep—offers a structured yet flexible approach to guide learners through each stage of the academic writing process. By combining reflective practice, collaborative learning, and digital multimodal composing, this model equips students with the necessary skills to produce scholarly articles with confidence and rigor.

The book not only introduces the theoretical foundation of the QuiryThink Learning Model but also provides practical worksheets, activities, and examples to scaffold the learning journey. It is intended for students, lecturers, and researchers who seek to enhance their writing competence and to move systematically from the germination of ideas to the successful publication of academic work.

I sincerely hope that this book serves as both a guide and an inspiration for learners and educators alike, contributing to the cultivation of critical thinking, creativity, and scholarly contribution in academic communities.

Cimahi, October 2025

Authors

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SECTION 1

QUESTION STAGE

The *Question Stage* is regarded as the starting point of the QuiryThink learning process, where curiosity and critical awareness about academic writing are developed. At this stage, problems, issues, or gaps related to writing experience, research topics, or academic challenges are identified. By means of relevant and thought-provoking questions, areas that require further exploration are recognized. Through this process, critical thinking is nurtured, and a solid foundation for deeper inquiry is established.

In practice, the *Question Stage* is implemented through brainstorming activities, reflective prompts, and guided discussions by which questions are raised both individually and collaboratively. These activities ensure that questions are gradually refined to become more focused, researchable, and connected to academic writing contexts. This stage is considered crucial, as well-formulated questions not only guide the overall direction of learning but also shape engagement, motivation, and readiness to move forward into the subsequent phases of the QuiryThink learning model.

UNIT 1. WHAT MAKES AN ACADEMIC ARTICLE SUITABLE FOR JOURNAL PUBLICATION?

Learning Objectives:

After completing this session, students are expected to be able to:

1. identify and select relevant and credible academic sources that align with the research topic
2. analyze and compare the structure and writing style of multiple journal articles on a certain topic to identify similarities and differences.
3. Formulate critical interview questions about what makes writing acceptable for publication

BRAINSTORMING

1. Academic Writing

Academic writing is an essential requirement for any college student, particularly in Indonesia, where writing and publishing scientific articles have become prerequisites for obtaining academic degrees. The mandate for academic publications was specified in Circular Letter No. 152/E/T/2012 from the Director General of Higher Education, highlighting the need for bachelor, master, and doctoral students to publish their research as part of their graduation requirements. This emphasis on publication is reinforced by policies such as Permenristekdikti No. 20 Tahun 2017, where the Indonesian government encourages universities to increase both the quantity and quality of scientific publications. These policies aim to elevate both the quantity and quality of research publications, contributing to global knowledge and enhancing Indonesia's academic reputation. Additionally, academics in Indonesian higher education must conduct research and publish their findings in national and international journals, as these outputs are often used to measure institutional quality and academic reputation. This indicates that academic writing is inevitable for tertiary education students as they have to make research papers which require them to integrate other people's works as references into their own papers. Therefore, some basic rules are used as a guideline to produce a good product of

academic writing. At the tertiary education level, students' success in academic writing is determined by their ability to comprehend and use others' ideas to voice their own opinion.

However, even though academic writing is important it poses challenges. Several studies have explored the challenges and pedagogical approaches related to academic writing in Indonesian higher education. Bram and Angelina (2022) investigated the difficulties faced by tertiary education students in academic writing and proposed solutions to overcome them. Their study, which surveyed 26 students from Sanata Dharma University, revealed common setbacks such as issues with parts of speech, tenses, vocabulary, cohesion, and referencing. They suggested that lecturers should be equipped with various writing strategies, and students should enhance their organizational skills, critical thinking, and referencing abilities. Similarly, Aunurrahman et. al. (2017) investigated the academic writing competencies of first-year tertiary EFL students, particularly focusing on critical thinking. The study analyzed students' argumentative writing using functional grammar based on systemic functional linguistics. Findings revealed that students across different proficiency levels struggled with schematic structure and linguistic features of academic writing, with limited critical thinking capacity. The research suggested that explicit teaching and cooperative learning activities should be incorporated to enhance students' academic writing and critical thinking skills.

These challenges are often caused by traditional teaching approaches that fail to engage students or adequately support their skill development (Nugrahini & Rakhmawati, 2022). One such approach that has received considerable criticism is the product approach. This approach has several limitations. First, it can hinder creativity because it relies heavily on imitating model texts. Critics argue that this method prevents students from thinking critically and writing creatively, as they mainly replicate and reproduce existing texts (Li, 2007). This indicates that the instructional models commonly used in higher education have not always effectively addressed the challenges students face.

Therefore, there is a need for innovative teaching approaches that not only engage students but also enhance their writing skills.

2. QuiryThink Learning Model: An Innovative Solution for Academic Writing Challenges

In most Indonesian universities, academic writing has traditionally been taught using a lecture based approach, product approach and process approach. These models frequently fail to engage students in critical thinking and creativity, which are essential for effective academic writing. In the realm of academic writing instruction, existing models have been critiqued for various limitations. While traditional approaches to writing instruction vary, lecture-based models remain dominant in Indonesian higher education. These courses primarily focus on theoretical explanations of grammar, sentence structure, and paragraph organization, with minimal opportunities for students to apply their knowledge through iterative feedback (Hyland, 2003). As a result, students often become passive recipients rather than active participants in their learning. This suggests that many existing models lack contextual relevance and fail to engage students in meaningful learning experiences. Thus, the need for innovative and effective teaching models are required to enhance students' learning experiences. This necessity highlights the urgency of developing instructional models that help students improve their writing proficiency and their critical thinking. Addressing this gap, Inquiry-Based Learning (IBL) emerges as a promising framework, as it actively engages students in exploration, investigation, and critical reflection. Unlike conventional teaching approaches, IBL places students at the center of learning by encouraging them to develop questions, gather information, and construct knowledge through analysis and synthesis.

IBL is one of the most effective models for implementation in teaching, particularly in fostering student engagement, problem-solving abilities, and higher-order thinking skills. (Avsec & Kocijancic, 2014; Gholam, 2019). According to Ghufon and Ermawati (2018), IBL trains students' thinking skills in solving problems and directs them to become independent learners through a series of activities. The activities include five stages proposed by Marshal (2013) such as engagement, exploration, explanation, elaboration, and assessment. This process aligns closely with the cognitive demands of academic writing, which involves higher-order thinking, iterative feedback, and reflective learning. Research has shown that IBL not only improves students' writing outcomes but also fosters critical thinking and independent learning (Adhami & Taghizadeh, 2024; Wale & Bogale, 2021; Wale & Bishaw, 2020).

However, despite its strengths in promoting inquiry and deeper understanding, IBL alone may not address the need for creativity and innovation in academic writing, which is essential for producing original and strong arguments (Zheng, 2019). The effectiveness of this approach to developing writing abilities is limited by its reliance on strong instructional support and the fact that not all students are ready for independent study (Sam, 2024; Milatasari, 2012). As stated by Krajcik et al. (1998) that the necessity of accessible tools that accommodate students' varying abilities and experiences. Without proper guidance and support, students may find it challenging to navigate the inquiry process, ultimately hindering their ability to critically analyze and construct well-structured academic writing. Thus, IBL may not be appropriate for unmotivated students and can be challenging to implement in short period of time (Milatasari, 2012).

These limitations indicate that while IBL is effective in promoting critical thinking and active learning, but it does not entirely accommodate the sequential and cyclical nature of academic writing. Several studies have highlighted the limitations of Inquiry-Based Learning (IBL) in providing a structured and iterative process that helps students systematically refine and

develop their ideas. As classified by Kirschner et al. (2006), IBL is considered a form of minimally guided instruction. It is in line with the findings of Lazonder and Harmsen (2016) criticized inquiry-based learning for lacking clarity on the teacher's role in guiding students throughout the learning process. Similarly, Krajcik and Blumenfeld (2006) reveal that IBL presents challenges in terms of structure, as students must independently discover solutions without clear guidance on how to develop and iterate their ideas. This lack of explicit scaffolding can hinder students' ability to refine their arguments and improve their academic writing skills effectively. Furthermore, Sam (2024) asserts that IBL has a positive impact on students' critical thinking, motivation, and academic performance, though its success largely depends on supportive learning environments and effective technological integration. These challenges indicate the need for a complementary approach that provides a structured yet flexible framework to enhance students' creative and problem-solving abilities in academic writing. To address these limitations, a more iterative model like Design Thinking is needed. This approach emphasizes a cyclical process of ideation, prototyping, feedback, and revision.

Design thinking approach ensures that students not only engage in exploration but also systematically enhance the quality of their academic output (Plattner et al., 2009). This approach consists of five stages such as empathize, define, ideate, prototype, and test (Goldman et al., 2010; Plattner et al., 2009). These stages provide a systematic framework that not only helps students develop solutions to complex academic writing challenges but also fosters creativity through iterative exploration. Design Thinking fosters a problem-solving mindset by emphasizing empathy, ideation, and prototyping, which are essential for addressing challenges in writing tasks (Fan & Ye, 2022). The iterative nature of this framework enables students to break down complex writing problems into manageable steps, guiding them through brainstorming, drafting, and revising.

Additionally, Goldman et al. (2009) highlight that Design Thinking strengthens students' problem-solving skills through project-based learning, encouraging them to take action, experiment with ideas, and refine their arguments systematically. This structured process ensures that students not only generate ideas but also assess and improve them, thereby bridging the gap between conceptual exploration and effective written communication. Furthermore, the Empathize and Define stages help students identify their audience and clarify research questions, two of the most challenging aspects of academic writing. Beyond problem-solving, Design Thinking also nurtures creativity by promoting experimentation and iterative refinement of ideas. Rauth et al. (2010) describe Design Thinking as a meta-disciplinary approach that enhances creative confidence and competence through project- and process-based learning. This approach encourages students to engage in active learning and collaboration, which are key to developing innovative writing strategies.

Design Thinking complements Inquiry-Based Learning (IBL) by providing a structured, iterative framework that guides students in refining ideas and developing high-quality academic writing. Integrating digital tools further enhances engagement, collaboration, and metacognitive skills (Koh et al., 2015; Utami et al., 2023). The QuiryThink Learning Model builds on this integration, combining IBL, Design Thinking, and Digital Multimodal Composing (DMC) to foster creativity, reflective thinking, and learner autonomy, offering an innovative approach that addresses the demands of academic writing in EFL higher education contexts.

3. Scientific Article Writing and the QuiryThink Learning Model

One important form of academic writing is the scientific article. Writing a scientific article is not only about following rules of structure and language, but also about presenting research so that it can be shared with a wider academic community. For students in higher education Education, learning how to write

scientific articles is very important. It allows them to publish their work, contribute to the improvement of language teaching, and connect with other researchers around the world. In this way, scientific article writing becomes more than just a classroom task; it is also a step toward professional development and participation in global academic discussions. To support students in mastering this complex process, the QuiryThink Learning Model provides a structured, step-by-step framework. It guides students through nine systematic stage to develop publishable academic writing:

- a. **Question (Q):** Students raise critical questions about what makes a high-quality, publishable article.
- b. **Interview (I):** Students seek answers and insights from journal editors, reviewers, and practitioners to deepen their understanding.
- c. **Recognize (R):** Students identify key patterns, findings, and issues from the collected information.
- d. **Yield (Y):** Students create an initial outline and draft their writing, organizing ideas logically.
- e. **Transform (T) & Hone (H):** Students revise their drafts by incorporating feedback to improve clarity, structure, and argumentation.
- f. **Improve (I):** Students evaluate their work using journal rubrics and digital tools, refining content and language.
- g. **Nurture (N):** Students perform final revisions, addressing remaining weaknesses to produce polished, rigorous manuscripts.
- h. **Keep (K):** Students finalize the manuscript for journal submission, ensuring formatting, references, and compliance with guidelines.

This Q-I-R-Y-T-H-I-N-K sequence provides a step-by-step, integrated framework combining Inquiry-Based Learning, Design Thinking, and Digital Multimodal Composing (DMC) to foster creativity, reflection, and autonomy in academic writing. Throughout these stages, students will be guided step by step: from asking questions, gathering information, analyzing, drafting,

revising, and finally preparing your article for submission and publication. In this first session, we will focus on the Question stage: reflecting on your journal reading experiences, identifying the most challenging aspects, and raising critical questions about how scientific articles are structured and written.

In this section, students begin by reflecting on their own experiences in reading and writing academic texts. This reflection is important because their past experiences can serve as a foundation for understanding the challenges, needs, and expectations in learning how to write scientific articles. Just like learning to listen before speaking, engaging with journal articles through reading is an essential first step before producing effective academic writing.

Worksheet 1.1 – Personal Reflection

Please write about ONE of your most memorable experiences in reading a journal article. Then, answer the questions below:

1. Briefly describe your experience in reading the article (What was the topic? When did you read it? How did you access it? What did you feel while reading it?).
2. In your opinion, what made the experience memorable or challenging (e.g., the topic, the structure, the language, or the argumentation)?
3. (To be discussed in class) From your story and your classmates' experiences, what can you conclude about the common challenges students face when reading journal articles?

INDIVIDUAL EXPLORATION

1. The Importance of Journal Article Publication

In Indonesia writing and publishing scientific article become one of the prerequisites to get an academic degree. As specified in a circular letter from the Director General of Higher Education issued a circular letter No. 152/E/T/2012 regarding academic publications in obtaining bachelor, master and doctoral degrees. The importance of research articles has grown since they are crucial in fostering innovation, solving social problems, and

contributing to national development (Iskandar, 2020). The Indonesian government has further emphasized the need for quality research output, which is being standardized in all the educational institutions (Widodo, 2019). The increasing focus on academic publications not only contributes to global knowledge but also raises the reputation of Indonesia in terms of academics internationally (Suryani & Ahmad, 2021). In line with this, the Indonesian government has made efforts to increase the productivity and relevance of research both in universities and research institutions (Ristekbrin, 2021). It is known that academics in higher education in Indonesia have the obligation to carry out research and their research results must be published in scientific journals, both national and international (Jannah, 2018; Subekti, 2018; Sugilar et al., 2017; Susanti, 2020). So that academics must have the ability to research and then writing research articles.

In the past five years, universities and other higher education institutions have become the main contributors to research in Indonesia because they have the largest number of experts in science and technology. Based on data from Forlap PDDikti in 2020, there were more than 4,600 higher education institutions, including academies, polytechnics, colleges, institutes, and universities, all of which played an important role in increasing national research output (Dikbud, 2020). However, the quality of research outputs in Indonesia still needs to be improved. The results of previous studies show the importance of the support of private university owners in improving the quality of research (Javed et al., 2020).

Several previous studies have informed a lot about scientific publication solutions carried out by higher education. Among other things, researchers emphasize budgeting for scientific publications of research results (Subekti, 2018; Sugilar et al., 2017). Other researchers emphasize the importance of policy direction and management of scientific publication of research results (Priatna et al., 2020; Sugilar et al., 2017). Some researchers emphasize the importance of cooperation, partnership and collaboration in research and scientific publications (López Pellisa

et al., 2020; Maryono & Surajiman, 2017; McMillan et al., 2020;). Some other researchers emphasize the importance of disseminating article writing policies (Triyanto et al., 2020), conducting academic writing workshops (Fadhilaturrahmi et al., 2020; Putra & Saputra, 2019) and article writing training for lecturers and students (Falah, 2019; Fernandez et al., 2020).

In addition, several researchers highlight the importance of writing centers, which are widely established in many leading universities abroad (Bhakta, 2019; Fischer, 2003; Fowler-Amato, 2020; King et al., 2018; North, 1984). These centers are designed to support students in developing their academic writing skills (Tamboli, 2020). They are usually managed by professional staff (Siemann, 2020) and involve academic writing experts who act as coaches (Anderson, 2020; McMurray, 2020). Writing centers also provide practical guides and references to assist students during the learning process (Coit, 2004; Org, 2019). Students can schedule sessions with a coach (Wilder, 2020), where they receive continuous guidance and constructive feedback (Williams, 2004; Bakla, 2020). This feedback process is essential to improving the quality of students' writing (Bakla, 2020; López-Pellisa et al., 2020; Org, 2019; Samyoun et al., 2020). Moreover, training is delivered through various creative activities (Tremblay-Wragg et al., 2020), helping students not only to practice but also to develop a genuine interest in academic writing (Hayot, 2014; Kiriakos & Tienari, 2018).

2. Exploring Reputable Journals through Journal Finder Tools

In line with this growing emphasis on research quality, Indonesia has implemented a journal classification system known as SINTA, which ranks journals from SINTA 1, the highest, to SINTA 6, the lowest. The Science and Technology Index (SINTA) assess journal performance based on accreditation and citation standards, indexing national journals accredited by the National Journal Accreditation (ARJUNA-Akreditasi Jurnal Nasional) (Ahmadi, 2019). Reputable journals are those ranked between SINTA 1 and SINTA 3, which generally serve as platforms for

high-quality research, while SINTA 4-6 journals are newer publications. This system is intended to maintain research quality while providing a wide range of publication opportunities [Wibisono, 2022]. The increase in quality publications, especially in fields like English Language Teaching (ELT), reflects Indonesia's progress in academic research.

In this section, you are expected to explore the significance of journal article publication in the academic community. Publishing in reputable journals is not only a way to share research findings but also a means of contributing to the advancement of knowledge, gaining recognition, and building academic credibility. By understanding the importance of publication, you will become more aware of the expectations and standards required in academic writing.

Through individual exploration, you will use journal finder tools (such as Elsevier Journal Finder or Taylor & Francis Journal Suggester) to identify journals relevant to your area of interest. This activity will help you understand how to match your research topic with suitable journals, analyze different article structures, and reflect on how published works can guide you in writing your own academic papers.

This task is designed to encourage independent learning, critical observation, and self-reflection before engaging in collaborative discussion with peers.

Worksheet 1.2 – Exploring Journal Articles through Journal Finders

Answer the questions below based on your own experience in finding and reading journal articles.

1. Why do you think writing a scientific article is important for English education students?
2. Which journal finder did you use?
3. Find five journal articles on the same topic? Compare and find what similarities or differences did you notice in their structure or style?
4. Which part of a journal article do you usually find the most difficult to understand (e.g., abstract, introduction, methodology, discussion, references)? Why?

5. In your opinion, how does reading journal articles help you improve your own academic writing skills?

SHARING AND DISCUSSION

Scientific article writing is a process that involves many stages, from developing an idea to submitting a manuscript for publication. Each stage requires specific knowledge, skills, and awareness of the expectations set by journals and reviewers. For many students, understanding these stages can be difficult without real-life insights from experienced scholars or journal editors. Therefore, discussing and preparing questions as a group will help students clarify their understanding and focus on what they really want to know about the publication process.

Through group discussion, students have the opportunity to reflect on their own experiences with academic writing and connect them with the challenges of publishing in journals. By working collaboratively, they can generate meaningful questions that not only reflect their curiosity but also guide them toward a deeper understanding of what makes an article publishable. This process also encourages students to think critically, compare perspectives, and learn how to formulate academic inquiries.

The questions developed in this session will serve as the foundation for the upcoming interview with journal editors, reviewers, or lecturers with strong publication experience. This means that the quality of the questions created here will directly influence the depth of insights students can gain in the next stage. Therefore, it is important for each group to take the discussion seriously, explore different angles, and prepare clear and focused questions. This way, the interview will become a valuable learning experience about the realities of scientific publishing.

Worksheet 1.3 - Generating Questions on Academic Writing and Journal Publication

Instructions

1. Form groups of 3–4 students.

2. Discuss your experiences and knowledge about academic writing and journal article publication.
3. Together, create a list of at least 3 questions for each of the following categories.
4. Remember: The questions you create here will be used in the next meeting for an interview session with journal editors or reviewers, who will share their real experiences about why articles are accepted or rejected.

<p>Category 1 – Process <i>Steps in writing a scientific article</i></p> <p>Write down your group’s questions:</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p>Category 2 – Quality <i>Characteristics of a high-quality scientific article</i></p> <p>Write down your group’s questions:</p> <p>1.</p> <p>2.</p> <p>3.</p>
<p>Category 3 – Challenges <i>Common obstacles faced by writers and their solutions</i></p> <p>Write down your group’s questions:</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p>Category 4 – Resources <i>Support, media, or tools needed for writing</i></p> <p>Write down your group’s questions:</p> <p>1.</p> <p>2.</p> <p>3.</p>
<p>Category 5 – Structure & Content <i>Main components of a Research Article (RA) in English Language Education</i></p> <p>Write down your group’s questions:</p> <p>1.</p> <p>2.</p> <p>3.</p>	

DRAFTING AND REFINING

After completing the group discussion and compiling a list of questions, the next step is to refine and improve these questions so that they are ready to be used in a real interview setting. Since not all questions may be clear, focused, or relevant to the goals of scientific article writing and publication. Therefore, it is important to review,

discuss, and polish the questions collaboratively before moving forward.

In this stage, each group representative presents their list of questions to the class. Together with the lecturer, the class engages in an open discussion to examine the wording, clarity, and focus of each question. Suggestions for improvement are recorded directly in the worksheet table. After the refinement process, the final version of each question is marked with a ✓ to indicate that it is ready for use in the upcoming Interview stage with editors or reviewers. This activity ensures that all questions are clear, practical, and aligned with real academic writing and publishing challenges, making them effective tools for further exploration.

Worksheet 1.4 - Refining and Finalizing Interview Questions

Instructions

1. After completing Worksheet 1.3, bring your group's draft questions to this worksheet.
2. Review each question for clarity, focus, and relevance to scientific article writing and journal publication.
3. Present your draft questions to the class. During the open discussion, note suggestions for improvement in the table.
4. Revise your questions based on feedback. Mark the final version with a ✓ once it is ready to be used in the upcoming Interview session with journal editors or reviewers.

Refinement Table

Draft Questions	Suggestions for Improvement	Final Version (✓)
Example: What makes a good research article?	Be more specific: “What qualities do editors look for in the introduction of a research article?”	What qualities do editors look for in the introduction of a research article?

ASSIGNMENT

In this assignment, each group will conduct a field interview with a journal editor, reviewer, or lecturer who has extensive publication experience.

Purpose

The purpose of this activity is to help students gain deeper understanding of the publication process by exploring the expectations, challenges, resources, and evaluation criteria that are commonly applied in reviewing scientific articles.

Instructions

1. Prepare a set of interview questions based on the following categories:
 - a. **Process:** Steps in writing and submitting a scientific article.
 - b. **Quality:** Characteristics of a high-quality scientific article.
 - c. **Challenges:** Common obstacles faced by authors during writing and submission.
 - d. **Resources:** Support, tools, or resources needed for writing.

- e. **Structure & Content:** Main components that must be included in a research article.
2. Arrange a schedule and conduct the interview in a professional manner.
 3. Take detailed notes during the interview, highlighting important advice, suggestions, and observations.
 4. Summarize the findings by identifying patterns, recurring feedback, and practical recommendations.

Assignment Report

Each group submits a written report that includes:

1. Key insights from a journal editor, reviewer, or lecturer who has extensive publication experience.
2. Frequent challenges faced by authors.
3. Recommended resources and support for improving scientific writing.
4. Suggestions for improving manuscript clarity, structure, and content.

SECTION 2

INTERVIEW STAGE

The *Interview Stage* is regarded as a crucial phase in the QuiryThink learning model, where the practices and conventions of scientific article writing are explored through direct inquiry. Unlike the *Question Stage*, which emphasizes curiosity and problem identification, this stage is extended into deeper investigation by engaging with the real experiences of authors, reviewers, and journal editors. Through interviews, first-hand insights are obtained regarding the process of writing, submitting, and publishing scientific articles in reputable journals.

At this stage, important aspects of academic writing are identified, such as the steps involved in preparing a manuscript, the characteristics of a high-quality article, and the challenges frequently encountered during the publication process. Authentic perspectives are provided through interviews, which cannot always be gained from textbooks or guidelines alone. For instance, strategies for overcoming rejection, responding to reviewer feedback, or aligning manuscripts with journal requirements may be revealed by respondents, offering a realistic picture of what it takes to succeed in academic writing.

Collaboration and reflection are also emphasized in this stage. After interviews are conducted, findings are presented and discussed in groups, allowing common patterns, recurring challenges, and shared solutions to be identified. Through this process, understanding is deepened, analytical skills are sharpened, and connections are established between interview data and the needs of novice writers. In this way, individual insights are transformed into collective knowledge.

The *Interview Stage* additionally incorporates authentic academic resources, such as journal author guidelines and sample articles from reputable publications. While lived experiences are revealed through interviews, journal guidelines highlight formal standards, and published articles illustrate how those standards are realized in practice. By connecting these three sources—personal testimony, formal rules, and real examples—a holistic understanding

of scientific article writing is fostered, emphasizing that successful publication requires both theoretical knowledge and practical awareness.

Ultimately, the *Interview Stage* is recognized as playing a vital role in preparing novice authors for academic writing and publishing. Investigative skills, critical thinking, and collaborative learning are cultivated, while confidence in navigating the academic publishing landscape is enhanced. By linking interview findings with journal standards and sample articles, this stage equips writers with the knowledge and tools necessary to recognize the characteristics of a publishable scientific article and to apply these insights in their own writing practice.

UNIT 2 INVESTIGATING PRACTICES AND CONVENTIONS IN SCIENTIFIC ARTICLE WRITING

Learning Objectives

After completing this course session, students are expected to be able to:

1. Explain and discuss students' interview findings
2. Analyze journal writing guidelines and compare them with insights from interviews
3. Identify the characteristics of a high-quality scientific article based on interview and guideline insights

BRAINSTORMING

In the previous meeting, you conducted interviews with journal editors, reviewers, or experienced authors to explore their perspectives on scientific article writing. Now, in this session, students are asked to share your group's findings with the class. To make your presentation clear and effective, follow these steps with your group:

Step 1: Share

Present the key insights from your interview (e.g., process, challenges, article quality, or resources).

Step 2: Explain

Tell the class why these insights are important for understanding the practices and conventions of scientific article writing.

Step 3: Connect

Relate your findings to your own needs as a student writer, and suggest questions or ideas to explore in the next activity.

At this stage, you will reflect on and explore the insights gained after listening to other groups' presentations of their interview findings. The goal is to deepen your understanding of scientific writing practices and identify patterns across different groups' experiences.

Worksheet 2.1 – Insight from interview data

After reviewing and comparing your findings with those of other groups, discuss the following questions:

1. What are your findings about the *process* of writing and submitting a scientific article?
2. Based on your interview results, what are the *characteristics of a high-quality scientific article* and the *challenges* authors often face?
3. From your experience interviewing the respondent, what understanding did you gain about the *resources, support, or structural components* that are important in writing a scientific article?

INDIVIDUAL EXPLORATION

At this stage, students are encouraged to explore new materials that can deepen their understanding of scientific writing practices. The focus is on connecting their previous interview findings with authentic resources from reputable journals. Two key resources are provided: **Journal Guidelines** and **Sample Articles**. Both of these resources serve as practical tools to help students see the expectations of academic publishing and how those expectations are realized in real publications.

The transition from interview results to written guidelines and published articles is important. Interviews provide insights into the experiences of editors, reviewers, and published authors, while guidelines and articles show how those insights are applied in practice. By combining both, students will be able to understand the process of writing and publishing not only from theory and opinion but also from actual evidence.

1. Journal Guidelines

Journal guidelines are official instructions issued by publishers to ensure that all submitted articles meet professional and academic standards. These guidelines usually include details about article length, required structure (such as title, abstract, introduction, methods, results, discussion, and conclusion), citation and referencing style, formatting rules, and ethical considerations like plagiarism and originality.

For students, studying journal guidelines provides a clear picture of what editors and reviewers expect from a manuscript. It also emphasizes that successful publication is not only about having strong research ideas but also about presenting them in a way that matches the journal's standards.

In this subsection, students will:

- a. Review *Author Guidelines* from reputable journals in English Language Education.
- b. Identify similarities and differences in structure, formatting, and referencing style.
- c. Discuss why following journal guidelines is essential for publication success.

To illustrate this more concretely, below is an excerpt from the Author Guidelines of two respected journals

- a. **Indonesian Journal of Applied Linguistics (IJAL)**, a Q2-ranked journal in the field of linguistics and language education (IJAL Author Guidelines). It can be accessed in the following link: https://ejournal.upi.edu/index.php/IJAL/about/submissions?utm_source=chatgpt.com#authorGuidelines
- b. Meanwhile, **Cakrawala Pendidikan**, an international education journal indexed in **Scopus Q3**, presents its Author Guidelines in two parts: a **Journal Template** and a **Prior Submission Checklist**, both of which guide authors in preparing manuscripts that meet the journal's requirements (Cakrawala Pendidikan Author Guidelines). It can be accessed in the following link: https://journal.uny.ac.id/index.php/cp/author-guidelines?utm_source=chatgpt.com

a. Author guidelines of IJAL Journal:

- 1) Prior to submission, register and login as an author to the system.
- 2) Manuscript must be submitted through the system of the journal. Manuscript submissions through email will not be considered.
- 3) The manuscript should contain between 5,000 to 7,000 words with single space (excluding Abstract and Reference section) and in one column style.
- 4) The submitted manuscript is in English with doc., docx., or rtf. formats, single space, 12 font size, *Times New Roman*, A4 paper with 2.54 cm margins.
- 5) No header or footer is required. If needed, the author may use an endnote instead of footnote.
- 6) The main headings include ABSTRACT, INTRODUCTION, METHOD, FINDINGS, DISCUSSION, CONCLUSION, and REFERENCES. Authors are allowed to use subheadings under the main headings. If necessary, ACKNOWLEDGEMENT and APPENDIX may be included.
- 7) The title should be no more than 15 words, in sentence case, centered, 14 font size.
- 8) The abstract must be between 200-250 words, consisting of the background of the study, the purpose of the paper, research methodology, and main findings/results, and conclusion. Following the abstract, write three to five keywords.
- 9) The introduction should consist of the background of the study, research contexts, literature review, and research objectives.
- 10) Introduction should be presented in the forms of paragraphs with the proportion of 15-20% of the whole article length.
- 11) The method section consists of description concerning the research design, research site and participants or documents, data collection, and data analysis with the proportion of 10-15% of the total article length.

- 12) The method section can be in a unified form or using subheadings.
- 13) The findings and discussion section consist of description of the results of the data analysis to answer the research question(s) and their meanings seen from current theories and references of the area addressed. The proportion of this section is 40-60% of the total article length.
- 14) The conclusion section consists of the summary and restatement of the main findings.
- 15) Quotation, citations, tables, figures, and references must comply with the APA 7th edition citation style.
- 16) Every source cited in the body of the article should appear in the reference, and all sources appearing in the reference should be cited in the body of the article.
- 17) The sources cited should at least 80% come from those published in the last 5 years. The sources cited are primary sources in the forms of reputable journal articles (strongly recommended), books, and research reports, including theses and dissertations. Citations from journal should be at least 80% of the total references cited.
- 18) Citation is done using bracket (last name and year of publication). When the sources are cited verbatim, page number is included (p. 78 or pp. 78-89).
- 19) All forms of communication between the authors and the journal is via managingeditor.ijal@upi.edu or +62 81 321 028 274 (WhatsApp). Communication to other emails will not be considered.

b. IJAL Journal Template

Title – not more than 15 words times new roman font size 14, bold, centred, sentence case

Author's Name, times new roman, Sentence Case, Font Size 12, Centered

Affiliation (Study program, Faculty, Institution, Institution Address) times new roman font size 10 in italics, centred

Author(s) email times new roman, font size 10, centred, single spacing

First Received: (the date you send the manuscript)

Final Proof Received: (the date you send the final version)

Abstract

The abstract should be written in one paragraph and must be between 200-250 words, consisting of the background of the study, the purpose of the paper, research methodology, and main findings/results, and conclusion. Following the abstract, write three to five keywords. TNR, font size 9, single spacing.

Keywords: Keyword one; keyword two; keyword three; keyword four; keyword five - TNR, 11, single spacing (no more than two lines)

MAIN HEADINGS – FONT SIZE 12, BOLD, CAPITALISED

Subheadings – Font size 12, Bold, Sentence case

Subheadings – Font size 12, Bold, Italic, Sentence case

INTRODUCTION

The article should be between 15-20 pages (not more than 7000 words), single-spaced, 10 point Times New Roman font, excluding references and appendices. Use no indent for the first paragraphs and do not leave a space between paragraphs.

The following paragraphs is indented first line 0.75cm. The introduction should consist of the background of the study, research contexts, literature review, and research objectives.

Review of literature can be merged into INTRODUCTION

subheading

METHOD

The method section consists of description concerning the research design, research site and participants or documents, data collection, and data analysis with the proportion of 10-15% of the total article length.

Respondents

Subheading

Instruments

Procedures

Data analysis

etc.

FINDINGS AND DISCUSSION

The findings and discussion section consist of description of the results of the data analysis to answer the research question(s) and their meanings seen from current theories and references of the area addressed. The proportion of this section is 40-60% of the total article length.

Subheading 1 (research question 1)

Subheading

Subheading 2 (research question 2)

Subheading

Subheading 3 (research question 3)

Subheading

Etc.

CONCLUSION

The conclusion section consists of the summary and restatement of the main findings.

CITATION:

Use APA 7 edition for in-text citations and the reference list.

FIGURE AND TABLES

Place titles of Figures after the figures and Tables preceding them using Times New Roman font size 10 for the title.

Table 1

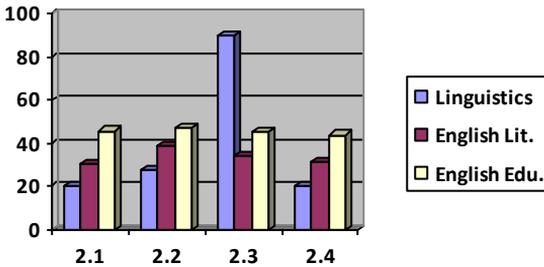
Number of Articles Published in LJAL from 2011 to 2016

Year	No	
2005	1	The font of the table is Times New Roman (font size 9)
2006	3	
2007	3	
2008	6	
2009	6	
Total	29	

Activate Windows
Go to Settings to activate

Figure 1

Number of Subtheme Published in IJAL



ACKNOWLEDGEMENTS

Indicate sources of funding or help received in carrying out your study and/or preparing the manuscript if any before the **references**.

REFERENCES (Examples)

- Angeli, E., Wagner, J., Lawrick, E., Moore, K., Anderson, M., Soderland, L., & Brizee, A. (2010, May 5). *General format*. Retrieved February 9, 2013, from <http://owl.english.purdue.edu/owl/resource/560/01/>.
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- Chambers, E., & Gregory, M. (2006). *Teaching and learning English Literature*. Sage Ltd.
- Choo, S. (2004). Investigating Ideology in the Literature curriculum in Singapore. Unpublished master's thesis. Department of English Language and Literature: National University of Singapore.
- Choo, S. (2011). On literature's use(ful/less)ness: Reconceptualising the literature curriculum in the age of globalisation. *Journal of Curriculum Studies*, 43(1), 47-67.
- Curriculum Planning and Development Division. (2007). *Literature in English, teaching syllabus*. Ministry of Education: Singapore.



Title of article, brief and concise, articulating contents (center, bold, Times New Roman 14, maximum of 13 words)

First Writer^{1*}, Second Writer¹, Third Writer² (Full names without titles, Bold, TNR 11)

¹University/Institution of First and Second Writer, Country

²University/Institution of Third Writer, Country

*Corresponding Author: writer@gmail.ac.id

c. Cakrawala Journal Template

ABSTRACT (Bold, TNR 10)			
Reflecting the substance of the whole contents of the article and enabling readers to determine relevance with their interest and decide whether or not to read the full document. The abstract consists of a statement about the background, objective of the study or focus of discussion, method or necessary research steps, findings and discussion, and conclusion. The title and abstract are in English, in a single paragraph, single spacing, Times New Roman 10, and about 200 words maximum.			
Keywords: listing important terms, enabling readers to find articles, 3-5 terms, TNR 10, written below abstract			
Article history			
<i>Received:</i> <i>date</i>	<i>Revised:</i> <i>date</i>	<i>Accepted:</i> <i>date</i>	<i>Published:</i> <i>date</i>
Citation (APA Style): To be added by editorial staff during production			
INTRODUCTION (BOLD, TNR 12)			
It contains backgrounds of the problem, depiction, and further scrutiny of the problem or the gap between what is idealized and reality, supported by relevant theories, recent research, and the study's objective. The problem should offer a new research value or benefit as an innovative endeavor, written 20% of the whole body, including the title and abstract. Use Times New Roman 11. Cakrawala Pendidikan use Mendeley with APA style 7 ed. to write down the citation.			
METHOD (BOLD, TNR 12)			
Write out briefly, concisely, clearly, and adequately so it can be replicated. This section explains the research approach, study subjects, conduct of the research procedure, use of materials and instruments, data collection, and analysis techniques. These are not theories. Generally known formulas should not be written down for statistical use. Any specific criteria used by the researcher in collecting and analyzing the research data should be thoroughly described, including the quality of the instruments, the research material, and the data collection procedure. This section should be written about 10% (for qualitative research) or 15% (for quantitative research) of the body.			

FINDINGS AND DISCUSSION (BOLD, TNR 12)

For ease of reading and comprehension, findings are presented first, followed by discussion. It should provide a concise and precise description of the experimental results, the interpretation, and the conclusions that can be drawn. The Findings subtitle and Discussion subtitle are presented separately. This section should occupy a minimum of 60% of the whole body of the article.

Findings (Bold, TNR 11)

The results of data analyses can be presented in tables, graphs, figures, or any combination of the three. Tables, graphs, or figures should not be too long, too large, or too many. The writer is advised to use decent variation in presenting tables, graphs, or verbal descriptions. All displayed tables and graphs should be referred to in the text. The format of the tables is shown in Table 1. Tables do not use column (vertical) lines, and row (horizontal) lines are used only for the head and tail of the table. The font of the table entry may be reduced. Figures in the table should not be over-repeated in the narration before or after the table. All figures and tables should be cited in the main text, such as Figure 1, Table 1, etc.

Table 1. Length-weight of sections

Name	Length in percent	Notes
Introduction	20	Maximum (include title and abstract)
Method	10	Up to 15% for quantitative research
Findings and discussion	60	Minimum
Conclusion and references	10	Approx. ¹

Note: Tables may have a footer if needed in TNR 9



Figure 1. This is a Figure. Schemes Follow the Same Formatting

Formatting of mathematical components (Italic, bold, TNR 11)

This is example 1 of an equation:

$$a = 1 \dots\dots\dots (1)$$

The text following an equation should not be in a new paragraph. Please punctuate equations as regular text.

This is example 2 of an equation:

$$a = b + c + d + e + f \dots\dots\dots (2)$$

The text following an equation should not be in a new paragraph. Please punctuate equations as regular text.

The thousands are marked using commas; e.g., 1200300 is written as 1,200,300. Decimal points are marked with a period followed by two number digits, e.g., 12.34. For figures lower than 1, the zero is unnecessary, e.g., .12.

The alphabet is italicized for mathematical symbols or notations, but Greek letters are written upright using the correct symbols. The equal sign is given a punch space before and after, e.g. (English format): $r = 456$, $p = .008$. For statistical values with degrees of freedom such as t , F , atau Z , the degree of freedom is written in braces such as $t(52) = 1.234$; $F(1, 34) = 4.567$. Statistical calculation for hypothesis testing should be completed with effect sizes; for example, the t -test using Cohen's d , the F -test using partial eta squared, or other posthoc tests in line with the references under consideration.

For qualitative research, findings should substantially be presented in a condensed report based on results from rigorous qualitative data analysis. Tables, diagrams, charts, or other data visualizations may be presented to facilitate ease of reading. Authentic evidence from empirical data (e.g., excerpts from interview transcripts, field notes, documents) should be presented in a reasonable amount of texts that do not surpass the authors' statements on their findings.

Discussion

The author should discuss the results and how they can be interpreted from the perspective of previous studies and the working hypotheses. The findings and their implications should be discussed in the broadest context possible. Future research directions may also be highlighted.

Referencing in the body of the article uses braces (...); an example with one author: (Shin et al., 2022); two authors: (Wardhaugh & Fuller, 2023), and three to five authors: (Couper & Watkins, 2016; Lindahl & Watkins, 2015; Michaleva & Regnier, 2014; Tajeddin, 2012).

Authors' names can also be mentioned outside the braces, e.g., Yang & Li (2021), following the writing style. For direct quotations or particular facts, the page number (numbers) is needed, e.g. (Couper & Watkins, 2016, p. 45) or (Benahmia & Brown, 2022, pp. 44-46).

It is advised not to use too many direct quotations. One should be used, however, and it should be written in the "..." format in the paragraph for a quotation of fewer than 40 words. For a direct quotation of more than 40 words, it is written in a separate block (outside the paragraph), half an inch indented from the left margin, with no quotation marks, and followed by (name of the author, year, page number)

CONCLUSION

Intended not only to repeat findings. The conclusion contains substantialization of meaning. It can present a statement of what is expected as proposed in the "Introduction" and what has happened as reported in the "Findings and Discussion" so that compatibility exists. An addition can be made concerning the prospects of enriching the research findings and developing the potential for future research.

ACKNOWLEDGMENT

Intended to pay gratitude to sponsors, fund bearers, resource persons, and other parties with essential roles in the study. The writer needs permission from persons or institutions to mention them in the acknowledgments. Editors need not be acknowledged in writing.

REFERENCES

The reference entry is arranged in alphabetical order. All that is referred to in the text must be listed in the reference list, and all written in the reference list must be referred to in the text. Using current articles from Web of Science/Scopus-indexed journals as reference sources is advisable, rather than books or proceedings. The writer is obliged to list all the references validly according to the sources and URL (https of the DOI (*digital object identifier*) when available), particularly for entries from journals. In the case of cities of publication, differences should be made between writing cities in the USA and cities outside the USA, for example.

Abidasari, E., Sabgini, K. N. W., & Inayati, N. (2021). Bright English textbook development for primary school grade 6 in Batu city. *PIONEER: Journal of Language and Literature*, 13(1).

While journal guidelines provide a theoretical framework of what editors expect, published articles show how those guidelines are applied in real writing. To gain a more practical understanding, students need to analyze sample articles from reputable journals.

2. Sample Journal Articles

Sample articles from peer-reviewed, high-quality journals offer students concrete examples of publishable work. By studying them, students can observe how authors organize their articles, develop arguments, use evidence, and follow the journal's specific requirements. These articles also serve as models of clarity, coherence, and academic style that students can learn from and adapt to their own writing.

Reading sample articles also helps students make connections between the written guidelines and actual practice. For instance, if a guideline specifies that the abstract must summarize objectives, methods, results, and implications, students can look at how each published article structures its abstract accordingly.

In this subsection, students will:

- a. Read selected articles from reputable journals in English Language Education.
- b. Observe how each section of the article (abstract, introduction, methods, results, discussion) is written.
- c. Compare published articles with journal guidelines to identify consistency and differences.

To illustrate this more clearly, the following is an excerpt from a published article in a reputable journal.

- a. The article *"BIPA teachers' perspectives on Digital Game-Based Language Learning (DGBLL): Attitudes, benefits and challenges in teaching Indonesian as a foreign language."* by Laily Rahmatika, Yanti Sariasih, M Monjurul Islam, Tri Agustini Solihati, and Sigit Haryanto.

, published in the Indonesian Journal of Applied Linguistics (IJAL), can be accessed in full at [this link](#)

<https://ejournal.upi.edu/index.php/IJAL/article/view/75959/32634>

- b. The article “*Weblog-Based Learning in an EFL Young Learners' Context*” by I. S. Sadikin, available as a preprint on SSRN, can be accessed in full at this link:

https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2822966

By analyzing both journal guidelines and sample articles, students gain a comprehensive understanding of scientific writing expectations. Guidelines provide the rules, while sample articles provide real applications. Together, these resources equip students with the knowledge they need to prepare their own manuscripts that meet academic publishing standards.

Worksheet 2.2- Comparing Interview Insights with Journal Guidelines

1. Review the provided materials carefully.
2. Compare the content with the insights you gained from your interviews. Consider:
 - a. How do your interview findings align or differ from the journal guidelines?
 - b. What practices or standards in the sample articles reflect (or contrast with) what you observed during interviews?
 - c. Are there any challenges or strategies mentioned in your interviews that are addressed in the materials?
3. Identify key similarities, differences, and patterns that indicate key characteristics of high-quality scientific writing?

This activity helps you connect real-world experiences from interviews with formal standards and best practices in scientific publishing, enhancing your critical thinking and understanding of high-quality scientific writing.

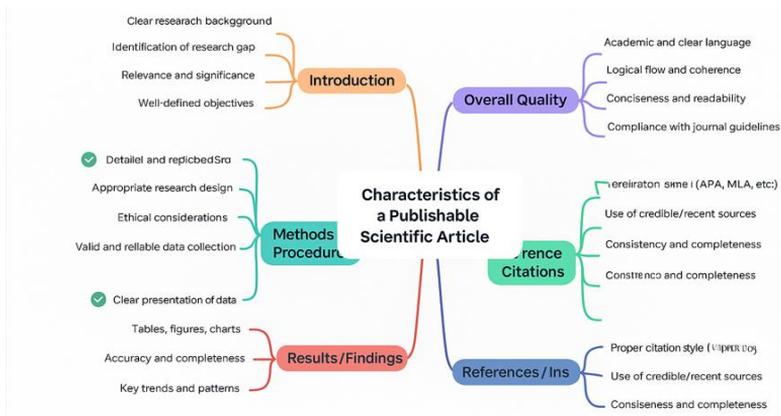
SHARING AND DISCUSSION

In this section you are required to organize and visualize the key characteristics of a high-quality scientific article that can be published in reputable journals, based on your interview insights and the provided materials (author guidelines and sample articles).

Worksheet 2.3 - Creating a Mind Map of a Publishable Scientific Article

Create a mind map on Canva with the central topic “Characteristics of a Publishable Scientific Article.” Develop main branches for the key sections of a scientific article, such as Introduction, Methods/Procedures, Results/Findings, Discussion/Analysis, and References/Citations. For each branch, add general sub-branches highlighting important elements, best practices, or common challenges based on three sources of information: your interviews with authors, reviewers, or journal editors; author guidelines from reputable journals; and sample articles from high-quality, peer-reviewed journals. Organize your mind map clearly, using colors, icons, or other visual elements to enhance readability and structure.

To better understand the essential elements of a publishable scientific article, it is helpful to visualize its main characteristics in a structured way. A mind map can provide a clear overview by organizing the core aspects of academic writing into key categories. These include the introduction, methods, results, overall quality, citations, and references. Each category highlights important components, such as clarity of research background, appropriate research design, logical flow of arguments, and adherence to citation standards. By reviewing this mind map, students can see how different parts of a scientific article are interconnected and contribute to the overall quality of a manuscript. It also serves as a guide to ensure that important details—such as methodological accuracy, clarity of results, and consistency with journal guidelines—are not overlooked. Below is an example of a mind map that illustrates the characteristics of a publishable scientific article:

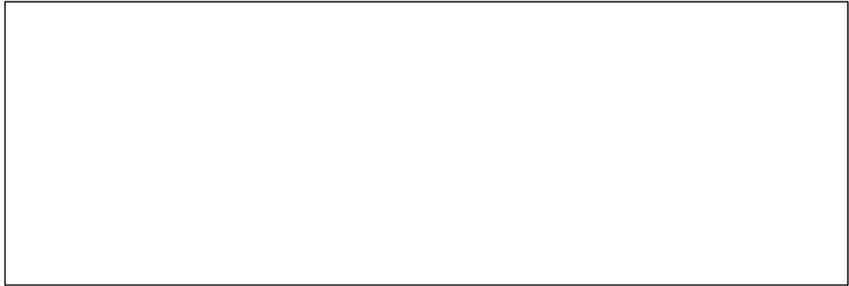


DRAFTING AND REFINING

Choose one mind map created by another group and compare it with your own. Identify at least three similarities, three differences, and two new insights you gained from the comparison. Summarize your findings in a short-written report (about 300–400 words) and be ready to share them in class discussion.

Worksheet 2.4 - Drafting and Refining through Peer Comparison Instructions

1. Select one mind map created by another group and carefully compare it with your own group's mind map.
2. Identify and record the following:
 - a. At least three similarities between the two mind maps.
 - b. At least three differences in structure, content, or emphasis.
 - c. At least two new insights you gained from analyzing the other group's work.
3. Summarize your findings in a short written report (about 300–400 words). Your report should:
 - a. Clearly highlight similarities and differences.
 - b. Explain the significance of the new insights you discovered.
 - c. Reflect on how this comparison helps refine your understanding of the characteristics of a publishable scientific article.
4. Be prepared to share your group's findings in the class discussion for collective feedback and reflection.



Follow-Up Activity: Wordwall Quiz on Components of a Research Article

Platform: Wordwall - "Make a Match: Components of Research Article"

Link to Activity: <https://wordwall.net/resource/13342551>

Activity Type: Match-Up (drag and drop matching)

Description:

Students will complete an interactive Wordwall activity where they match each component of a research article (e.g., Title Page, Abstract, Introduction, Method, Results, Discussion, Conclusion, Acknowledgement) with its correct description or function. The activity provides instant feedback, allowing students to review mistakes and retry.

Instructions for Students:

1. Click the link: **Wordwall Activity**.
2. Once the page opens, press "Start" to begin the quiz.
3. You will see a list of research article components and a list of their descriptions/functions.
4. Drag and drop each component to the correct description.
5. After completing all matches, click "**Submit**" to check your answers.

SECTION 3

RECOGNIZE SECTION

In the *Recognize* stage, the structure and rhetorical patterns of scientific articles are analyzed. The main focus of this stage is to understand how academic papers are systematically organized through the use of rhetorical moves and steps that serve specific communicative purposes. By recognizing these patterns, the functions of each article section – such as abstract, introduction, method, results, discussion, and conclusion – can be distinguished. This understanding provides a strong foundation for producing scientific articles that meet the standards of reputable journals.

The learning process is initiated with a brainstorming activity, in which previous experiences in reading journal articles are recalled and common elements in each section are identified. Through this activity, the distinct purposes of article components, as well as the challenges often encountered in writing them, are recognized. In this way, both theoretical knowledge and prior learning experiences are drawn upon to build critical awareness of academic article structure.

Theories of *move analysis* – such as those developed by Swales (1990, 2004) and further elaborated by Paltridge & Starfield (2019) – are then introduced. These theories explain how rhetorical moves are employed to achieve specific goals within academic texts. For instance, in the introduction, the *Create a Research Space (CARS)* model illustrates a sequence of establishing a territory, identifying a niche, and occupying that niche by presenting the new research. Such analysis allows an understanding not only of *what* is written but also of *why* it is written in a particular way.

To deepen understanding, published research articles are analyzed by identifying and marking rhetorical moves in each section. This practice sharpens the ability to recognize rhetorical structures while also introducing variations across articles, both in writing style and in strategies of argumentation. Through group discussion and comparison, similarities and differences are highlighted, along with their implications for article quality and acceptance in journals.

Finally, the *Recognize* stage emphasizes the application of this knowledge in the preparation of a research outline. An initial outline is drafted, including a title, background, research questions, objectives, methodology, and expected outcomes. By completing this process, the principles of academic writing based on rhetorical moves are internalized and used as a practical guide for developing scientific articles.

Finally, the *Recognize* stage emphasizes applying this knowledge to the preparation of a research outline. Students are asked to draft an initial outline including a title, background, research questions, objectives, methodology, and expected outcomes. In doing so, they begin to internalize the principles of academic writing based on rhetorical moves and use them as a practical guide for developing their own scientific articles.

UNIT 3 ANALYZING THE STRUCTURE OF SCIENTIFIC ARTICLES

Learning Objectives:

After completing this session, students are expected to be able to:

1. Explain the basic concepts and functions of rhetorical and structural moves in scientific articles.
2. Identify the rhetorical and structural moves in all sections of scientific articles (abstract, introduction, methodology, results, discussion, conclusion).
3. Draft a structured research outline including title, background, problem statement, objectives, and methodology

BRAINSTORMING

In this stage, students are encouraged to activate their prior knowledge about the structure of a scientific article. Before learning about Swales' theory of rhetorical moves, students will reflect on what they already know from reading journal articles and from their own writing experience. The brainstorming activity aims to help students recognize the common sections of a scientific article (Abstract, Introduction, Methods, Results, Discussion, and Conclusion) and identify the possible elements, purposes, and challenges in each section. This initial exploration will serve as a foundation for understanding how these elements are systematically organized and explained in Swales' theoretical framework.

Worksheet 3.1 – Brainstorming the Structure of a Scientific Article

Instructions:

Individually, recall and brainstorm what you usually find in each section of a scientific article. Write down key elements, their purpose, and examples if possible. Afterward, discuss with peers to compare and complete the table.

Section	Possible Elements	Purpose	Notes/ Example
Abstract			
Introduction			
Methods			
Results			
Discussion			
Conclusion			

INDIVIDUAL EXPLORATION

Understanding Structural Moves in Scientific Articles

Indonesia has enforced a policy to push Indonesian academics to publish their research papers in reputable international journals to elevate Indonesia's publication quality. As a result, the number of published research articles has increased significantly. International journal articles generally follow a common structure consisting of several sections: title, abstract, introduction, literature review, methodology, findings and discussion, and a conclusion part. Each component serves a specific purpose in explaining the research as a whole. However, many Indonesian researchers still face challenges in meeting these standards. One major difficulty is their limited knowledge of English academic discourse and disciplinary conventions (Kurniawan et al., 2019). Therefore, in order to be able to write articles effectively, authors need to understand structural moves, the rhetorical steps that organize each section of a research article.

Mastering these moves not only helps writers present their research clearly and persuasively but also ensures that their work aligns with international publishing standards.

To address these challenges, it is essential to examine how academic texts are organized through rhetorical move analysis. This approach, widely used in genre studies, helps explain the communicative purposes of different sections and the steps that realize them (Swales, 1990, 2004). Move analysis has been shown to be a valuable tool for novice researchers in understanding disciplinary conventions and aligning their work with international academic standards (Kanoksilapatham, 2007; Pho, 2008a; Pratiwi & Kurniawan, 2021).

Before looking at real examples of scientific articles, students first need to understand what structural moves are. A move is a step a writer takes to achieve a certain purpose in a text (Swales, 2004). Knowing this helps students see common patterns in research articles and improve their own writing to meet academic standards. Most papers use the IMRaD format—Introduction, Method, Results, and Discussion—where each section has its own moves. The next section will explain these parts and their typical moves in detail.

1. Abstract

Abstract may become the first thing that a reader or examiner will read before making a decision on the value of the whole research paper. Hartley and Betts (2009) emphasize the importance of abstracts which may increase the possibility of being read if they provide more information about the article. Similarly, Al-Shujairi et al. (2016) note that reviewers pay particular attention to the abstract, focusing on both its rhetorical structure and the language used. However, different rules and demands required by journals and book publishers make it challenging to produce well-qualified RA abstracts even for experienced scholars. (Friginal & Mustafa, 2017). Rhetorically, an abstract can consist of up to 5 moves: Move 1, introducing the research; Move 2, stating the purpose of the study; Move 3, explaining the methodology; Move 4, reporting the results and discussion; and Move 5, emphasizing the applications,

broader implications, or the overall significance of the paper. A summary of this model is presented in Table 1 below.

Table 1. Move Analysis Model for Abstract
(Hakim et al., 2021; Hyland, 2007; Swales & Feak, 2009)

No	Move	Function
1	Introduction	Establishes context of the paper and motivates the research.
2	Purpose	Indicates purpose, thesis or hypothesis, outlines the intention behind the paper.
3	Method	Provides information on design, procedures, assumptions, approach, data, etc.
4	Product	States main findings or results, the argument, or what was accomplished.
5	Conclusion	Interprets or extends results beyond scope of paper, draws inferences, points to applications or wider implications.

2. Introduction

The introduction, even though it is usually the shortest part of a research article, is very important because it decides whether readers will continue reading or not (Grant & Pollack, 2011). This section, which is usually about 5-7 paragraphs or the first few pages, shows the novelty of the study and explains how it is different from other research (Ahlstrom, 2017). Writing a good introduction is therefore very important, but it is also difficult for both new and experienced writers. To address this issue, Swales developed the Create a Research Space (CARS) model, first introduced in 1981, revised in 1990, and refined in 2004, with the 1990 version being the most widely applied and regarded as the most suitable for analyzing research article introductions. The CARS model outlines three key moves, each consisting of specific steps, that serve as a framework for structuring an effective introduction. In order to facilitate analysis, Swales also provides detailed descriptions of the structure and function of these moves, along with linguistic examples that typically characterize each step:

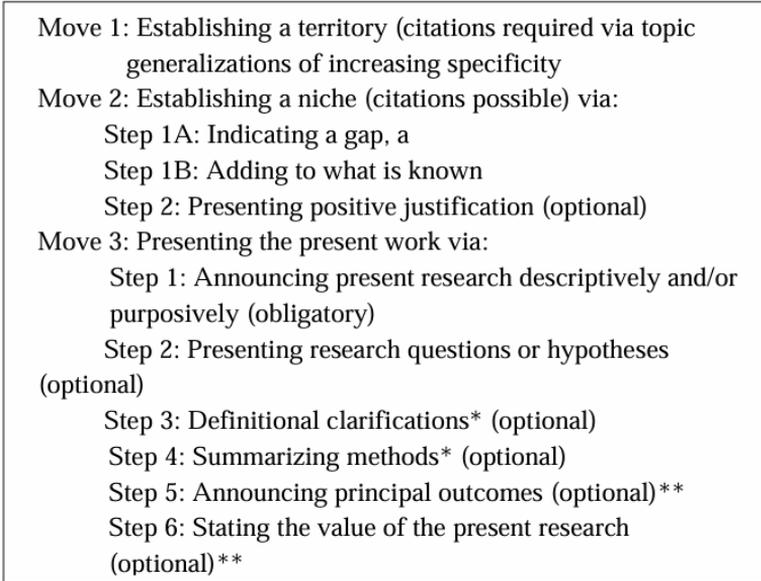


Figure 1. Swales' (2004, p. 230, 232) create a research space model

Swales' CARS model has three move structures which consist of several stages. Each move and step present the communicative function. In this model, Swales also proposes lexical and syntactical signals used to indicate the moves and steps. The lexical signals focus on specific words to signalize the move and step structures. Therefore, the syntactical signals indicate the sentence patterns of move and step structures. The framework and lexical and syntactical signal of each move and step are described below. 1.

Move 1: Establishing a territory

In this stage, the researchers need to claim a certain point that will be discussed in the research and review arguments of previous research (Swales & Feak, 2012).

a. Step 1: Claiming centrality

The author asks the discourse community (the audience for the paper) to accept that the research about to be reported is important, central, problematic, or relevant in some way.

Linguistic signals:

- 1) Recently, there has been growing interest in ...
- 2) The study ofhas become an important aspect of ...
- 3) ... has become a major issue ...
- 4) ... remains a serious problem ...
- 5) Knowledge of has a great importance for....
- 6) Many investigators have recently turned to....
- 7) The relationship between..... has been studied by many authors

Move 2: Establishing a niche

The author argues that there is an open “niche” in the existing research, a space that needs to be filled through additional research

a. Step 1A: Indicating a gap

The author demonstrates that earlier research does not sufficiently address all existing questions or problems.

Linguistic signals:

- 1) Although extensive research has been carried out on X, no single study exists which.....
- 2) However, these results were based upon data from over 30 years ago and it is unclear if
- 3) Little is known about X and it is not clear what factors...
- 4) To date, only a limited number of Xs have been identified....

b. Step 1B: Adding to what is known

This step emphasizes the gap in the existing territory.

Example:

- 1) Hence, given the highly specific EAP contexts under study, more in-depth qualitative studies are required to explore teachers’ voices and probe the cognitions and beliefs behind their reading comprehension policies and practices

- 2) Hence, in light of the importance of MI theory, course materials should be used in a way that encompasses all the eight intelligences in the classrooms
- c. Step 3: presenting positive justification
- It is marked by personal comment from the writers that this area is worthwhile and contributes to the improvement.
- Linguistic signals:
- 1) One reason to take such an approach is that....
 - 2) Another reason for determining the complete repertoire of chemical signals used for any particular communicative function is that

Move 3: Occupying the niche

In this move, the researcher introduces the present study in the context of the previous study drawn in Moves 1 and 2 (Swales & Feak, 2012).

- a. Step 1: Announcing present research
- This step involves introducing the current research and aims to clearly state what research is about and why it is being conducted
- 1) The aim of the present paper is to give ...
 - 2) The main purpose of the experiment reported here was to ...
 - 3) This study was designed to evaluate...
 - 4) We now report the interaction of....
- b. Step 2: Presenting Research questions or hypotheses
- In this step, the research questions or hypotheses are explicitly stated. This provides a clear direction for what the research aims to address or test.
- Examples''
- 1) This study seeks to answer the following research questions:
How does social media usage affect self-esteem in adolescents?
 - 2) We hypothesize that remote work positively influences employee productivity.
- c. Step 3: Definitional clarifications

This step involves defining key terms or concepts that are central to the research. Clarifying definitions helps ensure that readers understand precisely what is being studied.

For example:

- 1) For the purposes of this study, “remote work” is defined as any work performed outside of the traditional office environment.
- 2) In this context, ‘mental health’ refers to emotional, psychological, and social well-being.

d. Step 4: Summarizing methods

This gives readers an overview of how the research was conducted

Examples:

- 1) Data were collected through a mixed methods approach, including surveys and in-depth interviews
- 2) The study utilized a longitudinal design, following participants over period of six months.

e. Step 5: Announcing principal outcomes

This step involves presenting the main findings or results of the research. It gives readers an idea of the key outcomes without going into extensive detail.

Examples:

- 1) The study found that high social media usage is associated with lower self-esteem among adolescents.
- 2) Results indicates that remote work significantly increases employee productivity.

f. Step 6: Stating the value of the present research

In this step, the significance or value of the research is stated. This explains why the research is important and what contributions it makes to the field.

Examples:

- 1) This research contributes to our understanding of the psychological impacts of social media on youth.
- 2) The findings provide valuable insights for organizations considering the implementation of remote work policies.

g. Step 7: Outlining the structure of the paper

This step involves providing an overview of the organization of the paper. It helps readers know what to expect in the subsequent sections of the document.

Examples:

- 1) The paper is organized as follows: Section 1 reviews the literature, Section 2 describes the methodology, Section 3 presents the results, and Section 4 discusses the findings and implications.
- 2) Following the introduction, the paper will detail the rhetorical frameworks, research design, results, and conclude with a discussion and future research directions.

Citation in Research Articles

Arsyad (2003) found that citations in Indonesian RAs are present throughout the introduction section of the RAs, even from the very beginning of the section. In addition, according to Yeh (2010), although citations are often used in all sections of a journal paper, they tend to be used more frequently in the introduction of the text. Arsyad (2003) also suggests that citations are used for several different communicative purposes. First, they are used to prepare readers' background information or knowledge, such as definition of key terms, a description of the history of research topics and government policy. This introduces the field of research in order to put it into the context of the specific research topic. The second purpose of citation is to support the importance of the research topic by demonstrating that the problem raised in the study actually exists; this is done by using facts and statistics quoted from literature sources. The last purpose of citation in the Indonesian RAs was to implicitly show readers that the authors are already familiar with the research topic; this is done by referring to the work of others relevant to the topic of the study. By so doing, the authors tell readers that they follow the latest developments on the topic of their research.

3. Method

Unlike the introduction, which follows Swales' CARS model (1990, 2004), the methods section does not have one fixed framework. However, studies show that certain rhetorical units, called *moves* or *steps*, commonly appear. The two most frequent are describing data collection procedures and describing data analysis procedures (ElMalik & Nesi, 2008; Li & Ge, 2009; Lim, 2006; Pho, 2008a; Tessuto, 2015). Other moves vary by discipline, such as describing experimental procedures (ElMalik & Nesi, 2008; Li & Ge, 2009), research site (Huang & He, 2011; Tessuto, 2015), samples (Lim, 2006; Pho, 2008a), instruments (Pho, 2008a), statistical methods (Kanoksilapatham, 2015; Tessuto, 2015), and ethical statements (Kanoksilapatham, 2015).

Given the wide variation in how the methods section is structured across disciplines, it is necessary to adopt a framework that is both relevant and comprehensive for education-related studies. For this reason, Pho's (2008a) model of the methods section of applied linguistics and educational technology research articles was chosen as the initial coding scheme (see Figure 1).

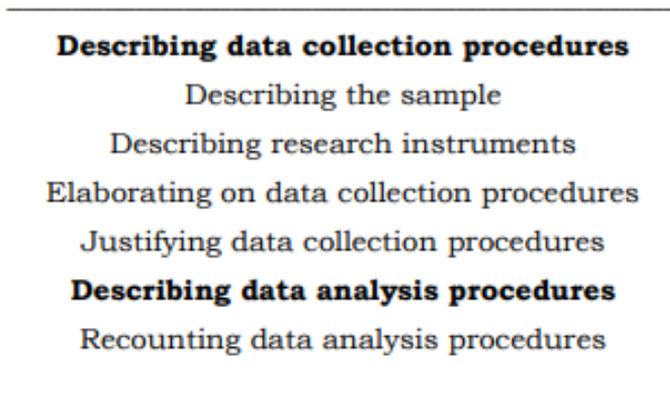


Figure 1: Pho's (2008a) Methods section model

Pho's (2008a) model was used as the starting point, but it did not cover all the purposes found in the data. Therefore, some new moves and steps were added, and the final coding scheme was developed, as shown in Table 2.

Table 2. Coding Scheme

Code	Move	Definition	The example
RD	Describing research design	Outlines the vital aspects of the research design	This research applied the descriptive method which attempted to describe the students' perception towards the use of weblog as teaching media in learning English subject.
DC	Describing data collection procedures		
DC1	Describing research context	Provides relevant background information as the general context for the research	The research took place in the context of higher education in Indonesia, specifically within an English Education Department at a mid-sized private university. The program emphasizes academic writing as part of its curriculum, making it a relevant site for investigating students' writing development.
DC2	Describing the sample	Describes in detail the sampling procedure and the	The population of this research was the 5th graders in academic year

		major characteristics of the sample	2015/2016 in one of Primary Islamic Bilingual School in West Java, Indonesia.
DC3	Describing instruments	Describes in detail the instruments, e.g., questionnaires, interviews, or tests, for collecting data needed to measure the variables	To get the data, this study applied questionnaire and semi-structured interview. The questionnaire which consisted of 25 items and comprised of four options each, in the form of Likert Scale which started from strongly agree to strongly disagree.
DC4	Elaborating on data collection procedures	Narrates the procedures of applying the instruments to the participants	In this study, the researcher interviewed 20 students using semi-structured interview. They were given 8 questions toward the use of weblog-based learning in English subject.
DC5	Justifying data collection procedures	Establishes the appropriateness of the data collection procedures	Interview was used to gain the supporting data the researcher could not get through questionnaire. According to Heigham and Croker (2009) interview can provide

			important insight into respondents' experiences, beliefs, perceptions, preferences, and motivations.
DC6	Verifying compliance with ethical standards	Indicates that the research was designed and conducted in no way harmful to the participants	All participants were informed about the purpose of the study, and their consent was obtained before data collection. The research procedures followed institutional ethical guidelines to ensure no harm to the participants.
DA	Describing data analysis procedures		
DA1	Recounting data analysis procedure	Narrates the particulars of the analytical treatment of data	Data from the questionnaires were analyzed using descriptive statistics to calculate frequencies and percentages. In addition, the qualitative responses from interviews were transcribed, coded, and thematically analyzed to capture students' perceptions of academic writing challenges.

DA2	Justifying data analysis procedures	Establishes the appropriateness and rigor of the analytical procedures	An analytic writing rubric adapted from Jacobs et al. (1981) was applied to assess students' texts, as it offers reliable criteria for evaluating multiple aspects of writing.
DA3	Establishing inter-coder reliability	Explains how other coders were employed in data analysis for more accurate and reliable results	Two researchers separately coded the students' essays using the predetermined rubric. Any discrepancies in coding were resolved through discussion, and consensus was reached to ensure consistency in the scoring process.

4. Findings and Discussion

An important and most crucial section of RAs is the discussion section as highlighted by numerous scholars (e.g., Basturkmen, 2012; Dujsik, 2015; Moyetta, 2016). This section is not only to report the study's findings but also to build arguments that might persuade the reader of the relevance of the results by emphasizing the connections and differences with past research (Amnuai, 2017; Basturkmen, 2009; Lim, 2010). There are four primary rhetorical moves in the finding and discussion section: (1) establishing background Information, (2) delivering findings, (3) summarizing results, and (4) commenting on outcomes. The finding and discussion section's standard norms entail particular abilities, such as the ability to effectively convey results and remark on or argue against them critically.

Yang and Allison (2003) developed a move-structure model to provide a clear framework for writing discussion sections. This model helps writers adjust their writing to the communicative purposes expected in this part of a research article. The framework was built from their earlier analysis of applied linguistics research articles and identifies seven rhetorical strategies commonly used in discussions. The rhetorical moves identified in the F&D sections can be described in Table 3 below.

Table 3. Moves and Steps Model by Yang and Allison (2003)

Moves	Descriptions	Steps
Move 1	Background information	
Move 2	Report Results	
Move 3	Summarise Results	
Move 4	Comment ofn Results	Step 1: Interpret Findings
		Step 2: compare findings with the literature
		Step 3: Accounting for results
		Step 4: Evaluate findings
Move 5	Summarise the research	
Move 6	Evaluate the research	Step 1: Indicatelimitations

		Step 2: Indicate importance/ advantage
		Step 3: Evaluate method
Move 7	Deductions from the research	Step 1: Make suggestions
		Step 2: Recommend future studies
		Step 3: Draw pedagogic Implication

5. Conclusion

The conclusion section of a research article plays an important role in closing the discussion and reinforcing the study's contribution. Conclusions deal with summarizing the study by highlighting overall findings, evaluating the study, suggesting implications and applications of research, and suggesting possible lines for further research (Yang & Allison, 2003). Similarly, Swales and Feak (2004) argue that a conclusion is not merely a summary, but also a space to highlight the significance and relevance of the study.

Yang and Allison (2003) identify several rhetorical moves commonly found in conclusions, including summarizing key findings, stating contributions, acknowledging limitations, and offering implications or recommendations for future research. Similarly, Bunton (2005) emphasizes that the conclusion often reaffirms the importance of the study and connects it to the broader field. Therefore, the structural moves in the conclusion can be seen as a set of rhetorical steps that allow writers to close their articles in a clear, concise, and convincing way. Since there has not been a clear guideline of the research journal articles explicitly for the conclusion section, the following is adapted from Paltridge and Starfield (2019). This rhetorical move model is in their book about thesis and dissertation writing. Their framework helps writers structure the conclusion logically, ensuring that the key results are emphasized and linked to broader implications.

Table 4. Rhetorical Moves of Conclusion Sections (Paltridge & Starfield, 2019)

No	Rhetorical Moves
1	Summarizing the key findings
2	Answering the research aims
3	Implying findings
4	Acknowledging the limitation
5	Recommending or Suggesting for future research

In academic writing, each section of a research article generally follows a set of rhetorical moves that guide readers through the logic and flow of the study. These moves are rhetorical or communicative steps that serve particular functions, such as introducing the topic, outlining objectives, describing methods, presenting results, and drawing conclusions. Scholars have developed various models to analyze and explain these patterns. For instance, Swales (1990, 2004) and Swales and Feak (2009) highlight how moves provide structure and coherence in research writing, while Lim (2006) and Peacock (2011) expand the discussion by identifying specific moves in abstracts, introductions, and methods sections. Understanding these models is important for students and researchers, as it helps them organize their writing in line with academic conventions and effectively communicate their findings. Table 5 below summarizes the structural moves and their functions in key sections of research articles based on these models.

Table 5. Models for research article sections (Lim, 2006; Peacock, 2011; Swales, 1990, 2004; Swales & Feak, 2009)

RA Sections	Structural Moves	Description of Their Functions
Abstract	Move 1: Introduction	Statements about the research topic or what do we know about the topic? Or why is the topic important?
	Move 2: Objectives/ purposes	Statements about the objective of the research or what is this study about?
	Move 3: Methods	Statement about how a study has been conducted or How was it done.
	Move 4: Results	Statement about what have been found in the research or what was discovered?
	Move 5: Conclusion	Statement about the conclusion, implication or recommendation of the research findings or what do the findings mean?
Introduction	Move 1: Establishing a territory	Statement about showing that the general research area is important, central, interesting, problematic, or relevant in some way or introducing and/or reviewing items of previous research in the area
	Move 2: Establishing a niche	Statement of indicating a gap in the previous research and/or extending previous knowledge in some way
	Move 3: Occupying the niche	Statement about presenting the present work by outlining the purpose, listing the research questions, announcing the principal findings, stating the value of the present research and indicating the structure of the research article
Methods	Move 1: Describing data collection procedure/s	Description of data collection techniques including: 1) description of location of the sample, the size of the sample/population, characteristic of the sample, sampling technique or criterion, 2) recounting steps in data collection, and 3) justifying the data collection procedures
	Move 2: Delineating procedurals for measuring variables	Description of research procedures including: 1) presenting an overview of the design, 2) explaining the method of variables, and 3) justifying the methods of measuring variables

	Move 3: Elucidating data analysis procedure/s	Description of the process of data analyses including: 1) statistical calculation for quantitative research, 2) justifying data analyses procedures, and 3) previewing results
Results & Discussion	Move 1: Background information about the research	Statement about 'theoretical and technical information' as already addressed earlier in the RA
	Move 2: Statement of results	Claim made by the writer as the direct answer to their research question
	Move 3: Statement of (un)expected findings	Statement or comment on whether or not the research results or finding are as they are expected
	Move 4: Reference to previous relevant studies	rhetorical attempt of writer/s to link the present research finding/s to the available relevant knowledge or information for the purpose of comparison or to support the present findings
	Move 5: Explanation of research results	Author's rhetorical attempt to logically convince readers why such unexpected or extraordinary results or findings of the present study occur
	Move 6: Illustration to support the research results	Illustration or samples to strengthen or support the explanation of research findings
	Move 7: Deduction and hypothesis or Interpretation of research findings	Author's claim about the interpretation of the research findings to a larger scope of topic or area
	Move 8: Suggestions or recommendation	Author's suggestion on the application or implementation of the research findings in practical ways and/or suggestion for further studies in the same or similar topic

Worksheet 3.2 – Analyzing the Structure of Scientific Articles

Instructions:

1. Read the two assigned journal articles carefully, Read the two assigned journal articles carefully, s, which can be accessed via the links below:

<https://www.sdgsreview.org/LifestyleJournal/article/view/5562>

<http://www.ejournal.stkipsiliwangi.ac.id/index.php/p2m/article/view/632>

For each section of the article (Abstract, Introduction, Methods, Results, Discussion, Conclusion), identify the rhetorical **moves and steps** following Swales' genre analysis framework (e.g., CARS

model for Introductions, common moves in Abstracts, Results, and Discussion).

2. Note the communicative purpose of each move and how it is realized in the text (e.g., through linguistic features, discourse markers, or citation practices).
3. Compare the two articles by highlighting similarities and differences in terms of structure, rhetorical organization, and style.
4. Summarize your analysis in the table provided below.

Table for Analysis

Section	Moves Identified	Article 1	Article 2	Similarities and Differences
Abstract				
Introduction				
Methods				
Results and Discussion				
Conclusions				

SHARING AND DISCUSSION

In this stage, students move from analyzing published articles and rhetorical moves to planning their own research writing. Students are asked to create a draft research outline that will serve as the foundation for their future scientific article. The outline should start from a clear research title and expand into the main components of a research plan, including the background of the study, problem statement, objectives, methods, and expected outcomes. At this stage, the focus is on drafting ideas in a structured way rather than achieving perfection. Students will first draft individually, then refine their outline based on feedback from peers and the lecturer.

1. Title Page

According to Paiva et al., (2012), title is the most important element of a manuscript. Grant (2013) suggested that article titles should be concise, informative, and, where appropriate, give details of the research design. Thus, the purpose a title is to attract the readers in order to be interested in reading the paper. If a title is not informative, it cannot be indexed in the proper databases (Haggan, 2004). Furthermore, Swales and Feak (2004, p. 278) specified three requirements for decent research report titles: (1) the title should indicate the topic of the study; (2) the title should indicate the scope of the study; (3) the title should be self-explanatory to readers in the chosen area. This indicates that the title summarizes the main idea or ideas of your study.

Before writing a scientific article, the first step to consider is preparing the **title page**. This page serves as the main identity of the paper and should be arranged neatly, clearly, and in accordance with the guidelines of the target journal or institution. The essential components commonly included in a title page are the article title, author's name, institutional affiliation, and author's contact information. The following image illustrates the key elements that should be presented on a title page.

STUDENTS' PERCEPTION TOWARD THE IMPLEMENTATION OF DIGITAL STORYTELLING IN TEACHING WRITING

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^{1,2)}STKIP SILIWANGI BANDUNG

2. Styles of title

When creating the title of a scientific paper, it is important to pay attention to the writing style. A good title not only reflects the content of the study but also attracts readers' interest. Common styles of titles include:

- a. Declarative title. These titles state the main findings or conclusions of the research directly. They provide readers with a clear idea of the study's outcome at first glance. *Example: "Contextual situation can promote prospective teachers' creativity in posing mathematical problems."*
- b. Descriptive or Neutral Titles. These titles simply describe the subject matter of the article without revealing the results. They tend to be more neutral and objective, focusing only on the topic under discussion. *Example: "Effects of contextual situation on prospective teachers' creativity in posing mathematical problems."*
- c. Interrogative (Question) Titles. These titles present the subject of the article in the form of a question, sparking curiosity and inviting readers to explore the answer in the paper. *Example: "Can contextual situation promote prospective teachers' creativity in posing mathematical problems?"*
- d. Compound Titles. These titles usually combine two parts: a general phrase followed by a colon and a more specific statement. They may also start with a short question followed by a descriptive phrase. *Example: "Contextual Situation and Creativity: Exploring Prospective Teachers' Problem-Posing Skills."*

Worksheet 3.3 – Drafting Your Research Outline

You are going to prepare a **draft outline** for a qualitative research project. This task is meant to help you practice planning a study that uses questionnaire, interview, and observation as instruments. The outline will later be refined through peer and lecturer feedback.

1. General Guidelines

- a. Your research must be qualitative.
- b. Your data collection instruments are limited to questionnaire, interview, and observation.
- c. Your topic should be related to English Language Education, focusing on teaching, learning, curriculum, models, media, or strategies.
- d. You will choose one topic from the provided list (grouped into five main categories), and then create 4 different styles of title for it.
- e. Before drafting your outline, you should also look at least 1–2 published journal articles with a similar theme as your chosen topic. These articles will serve as references and inspiration for your own study. To make it easier, please click and read the following sample articles:
<https://drive.google.com/drive/folders/1IjwHOz3VBkT2kFMJi9hPBOm7LfURCj93?usp=sharing>

2. Choose the topic

Select one topic from the list below. The topics are divided into five main categories:

a. Teachers' Challenges

- 1) Challenges in implementing *Kurikulum Merdeka* in English teaching.
- 2) Difficulties teachers face in using digital media for academic writing instruction.
- 3) Barriers to applying Problems based Learning in English lessons.
- 4) Challenges in integrating technology into speaking or writing activities.

b. Students' Needs

- 1) Students' needs for digital tools in English learning.
- 2) Students' target needs in writing courses.
- 3) Students' needs for teacher support in English for Specific Purposes.

c. Problems and Solutions

- 1) Problems in online English learning and suggested solutions.
- 2) Common difficulties in speaking
- 3) Barriers to collaboration in group writing projects and solutions.

d. Teachers' Perceptions

- 1) Teachers' perceptions of using multimodal texts in writing classes.
- 2) Teachers' perceptions of integrating AI tools in English learning.
- 3) Teachers' perceptions of online vs. face-to-face writing instruction.
- 4) Teachers' voices on the implementation of *Kurikulum Merdeka* in English teaching.
- 5) Teachers' voices on integrating 21st-century skills in English classes.

e. E. Students' perceptions

- 1) Students' perceptions of the usefulness of feedback in academic writing.
- 2) Students' perceptions of learning English through social media platforms.
- 3) Students' perceptions of learning English through social media platforms.
- 4) Students' voices on using AI tools (e.g., ChatGPT) for English writing.
- 5) Students' voices on online collaboration platforms (e.g., Google Docs, Padlet) for English writing projects.

3. Develop Four Title Styles

For the chosen topic, write four versions of your title: Descriptive title, Declarative title, Interrogative title and Compound Title

4. Fill in the Draft Outline

Section	Your Draft
Proposed title	
Target Journal	
<u>Introduction</u> Background	
Research Gap	
Objectives of the study	
Research Questions	
<u>Methodological approach</u> Research Design	
Context	
Participant	
Data Collection	
Data Analysis	

DRAFTING AND REFINING

After completing their draft research outline in Worksheet 3.3, students will enter the refining stage. In this phase, students exchange their draft outlines with peers and provide constructive comments. The purpose is to help each student identify strengths, weaknesses, and areas for improvement in their outline. Peer comments serve as a reflection tool, allowing students to see how their work is understood by others, while lecturer feedback provides additional academic guidance. This process mirrors the real practice of academic publishing, where manuscripts are refined through peer review before submission to journals.

In this stage, students are asked to:

1. Read a peer's outline carefully and provide at least three comments: one on clarity, one on coherence, and one on alignment with the target journal.
2. Receive feedback from peers and reflect on which suggestions they will apply to improve their draft.
3. Revise their draft research outline based on both peer and lecturer comments, producing a refined version for further development.

Worksheet 3.4 - *Revising Research Outline through Feedback*

Revise your research outline by applying feedback from peers and lecturer. Highlight changes and write a short reflection (150–200 words) on how the feedback improved your draft.

Follow-Up Activity: Wordwall Quiz on *Article Title Styles*

Platform: Wordwall - "THE STYLE OF TITLE" activity

Activity Type: Group Sort (categorization)

Description:

Students will participate in an interactive Wordwall activity where they will sort various sample article titles into categories based on their style: declarative, descriptive, interrogative, or compound.

Instructions:

1. Students access the Wordwall link:
<https://wordwall.net/resource/76844520>
2. They drag and drop each title into the appropriate category.
3. The activity provides instant feedback—students learn whether their categorization is correct or needs review.

SECTION 4

YIELD, TRANSFORM AND HONE:

The Yield, Transform, and Hone stages in the QuiryThink learning model represent the core process of developing a complete and refined scientific article. These stages are designed to guide the progression of writing from generating initial drafts, restructuring content, and refining language, to producing a polished manuscript that meets academic standards. Together, they encourage not only creativity and exploration but also discipline in applying scholarly conventions, ensuring that academic writing is built systematically and critically.

To provide structured learning, these stages are divided into four units, each focusing on a specific section of a scientific article. This division allows the writing process to be experienced step by step, with a clear focus on both content development and formal requirements. Each unit is accompanied by interactive activities, examples, and reflection tasks, enabling writing to be developed gradually and meaningfully.

Unit 4 focuses on Writing the Introduction. At this stage, learners are guided to identify the research gap, establish the significance of the study, and formulate clear objectives. Through the Yield stage, ideas about the research background are generated; in the Transform stage, these ideas are organized into a coherent flow; and in the Hone stage, the introduction is polished with precise wording and proper citation.

Unit 5 addresses Writing the Method. Here, attention is given to how research procedures, participants, instruments, and data analysis are presented clearly and systematically. Learners practice transforming raw descriptions of research activities into structured methodological writing that follows academic conventions. The honing process ensures that the method section demonstrates transparency, replicability, and academic rigor.

Unit 6 and Unit 7 focus on Writing the Findings and Discussion, as well as Writing the Conclusion and Abstract. In Unit 6, learners are guided to present results effectively, interpret them critically, and

connect findings to existing literature. Unit 7 emphasizes drawing conclusions that align with research objectives and crafting abstracts that summarize the entire article concisely and accurately. Through Yield, Transform, and Hone, these sections are developed from preliminary drafts to polished versions that are ready for submission. By organizing the process into four units, the writing of a scientific article becomes more manageable, systematic, and aligned with the demands of academic publication.

UNIT 4 WRITING THE INTRODUCTION SECTION

Learning Objectives:

After completing this session, students are expected to be able to:

1. Identify Swales' rhetorical Moves in scientific article introductions.
2. Apply Swales' Moves to draft introduction paragraphs, integrating relevant theories and previous studies to support their arguments.
3. Evaluate and revise students' drafts of Introduction section.

BRAINSTORMING (YIELD)

When writing an introduction for a research article, it is important to guide the reader step by step. According to Swales' CARS model, the introduction usually follows three main moves:

1. What is known? - Begin by presenting what is already understood in the field or the general background of the topic.
2. What is unknown? - Then highlight the gap or problem that has not yet been fully addressed by previous research.
3. How and why should we fill the gap? - Finally, explain the purpose of the study, the rationale, or the hypothesis that will guide your research.

This logical flow helps readers clearly see the importance of the study and understand how your research contributes to the field. To better understand how an introduction should be structured, let's look at a simple model that illustrates the three essential moves in writing an introduction.



Worksheet 4.1 Match the Paragraph with the Correct Move

Instructions:

1. Read the following short introduction paragraphs (1–4).
2. Each paragraph represents one of the rhetorical Moves in Swales' CARS (Create A Research Space) model for writing introductions.
 - a. Move 1: Establishing a Territory
 - b. Move 2: Establishing a Niche
 - c. Move 3: Occupying the Niche
3. Match each paragraph (1–4) with the correct Move.

No	Paragraph	Move
1	Although DMC has gained considerable traction in second language (L2) writing and literacy instruction, its application in explicit grammar teaching remains underexplored (Jiang & Ren, 2020; Zhang & Yu, 2022; Zhang, Akoto, & Li, 2021; Wang et al., 2023). Prior research has shown DMC's potential to promote creativity and learner engagement, but relatively little is known about how pre-service teachers—still developing their instructional competencies—navigate the pedagogical complexities of integrating DMC into grammar instruction (Lim & Unsworth, 2023; Tour & Barnes, 2021). One key challenge is the absence of structured pedagogical models that effectively guide pre-service teachers in scaffolding grammar-focused multimodal learning, resulting in inconsistent instructional practices (Hafner & Ho, 2020)	
2	By adopting and adapting Liang and Lim's (2020) DMC framework, this research explores how pre-service teachers design grammar lessons that integrate multimodal elements, use digital tools effectively, and develop instructional strategies aligned with multimodal literacy principles. The study offers pedagogical guidance for integrating DMC in EFL instruction and contributes to bridging the gap between theoretical discussions and practical classroom application. The study is guided by the following research questions: <ol style="list-style-type: none"> 1. How is the process of teaching and learning of DMC implemented in grammar instruction in the EFL context? 2. What are the pre-service teachers' perspectives on the implementation of DMC for teaching grammar in EFL classrooms? 	

3	<p>Many educators are concerned about the effects of the continually changing communication and technological paradigms on the teaching and learning process in English as a foreign language (EFL) classrooms. Consequently, the teacher began instructing students using Digital Multimodal Composing (DMC), which may include symbols, images, emoticons, and other forms of digital media (Pecheco et al., 2021; Unsworth & Milis, 2020; Hafner & Ho, 2020). This could engage students with the use of digital tools to combine texts with other semiotic modalities such as images, voice, and movement (Hafner & Ho, 2020; Belcher, 2017, Hafner, 2014) and address the changing requirements of learners that has been used frequently in language classrooms for a variety of learning purposes in various contexts (Tour & Barnes, 2021; Hafner & Ho, 2020; Shin et al., 2020; Hafner, 2014). In second language (L2) classrooms, DMC has attracted significant interest for meaning-making, text composition, and various multimodal texts (Yi et al., 2020).</p>	
4	<p>A crucial gap remains in understanding how pre-service teachers—who are still developing their instructional competencies—can effectively leverage Digital Multimodal Composing (DMC) to design engaging and pedagogically sound grammar lessons (Liang & Lim, 2020; Xu, 2021). While some research has explored teachers’ general engagement with multimodal composing, limited empirical evidence exists on how pre-service teachers navigate technological challenges, scaffold learning, and align multimodal tasks with curricular objectives (Jiang et al., 2020). To address this gap, the present study introduces a novel adaptation of Liang and Lim’s (2020) pedagogical framework for DMC—grounded in Systemic Functional Linguistics (SFL) and Design Thinking—to support grammar instruction in EFL classrooms. Unlike previous studies that focus broadly on teachers’ use of multimodal strategies, this research specifically examines how Indonesian pre-service teachers implement DMC in grammar teaching, highlighting their real-world experiences, challenges, and strategies within a higher education context.</p>	

INDIVIDUAL EXPLORATION (YIELD)

In this stage, students begin to develop their revised research outline that has been improved based on feedback from peers and the lecturer in the previous session. Each student expands the key points from their revised outline into connected sentences and paragraphs, guided by Swales’ CARS model. They are expected to:

1. Move 1 (Establishing a Territory): Write background information and general topic statements to introduce the research area, supported by relevant theories and previous studies.
2. Move 2 (Establishing a Niche): Highlight research gaps, weaknesses, or problems in existing studies to justify the need for their research.
3. Move 3 (Occupying the Niche): Present their research aim, questions, and contribution to the field.

Before writing your own Introduction section, it is important to first read examples from reputable journals to see how experienced authors begin their research articles. By reading these samples, you will become more familiar with how background information is introduced, how research gaps are highlighted, and how research aims

are presented in a clear and logical flow. This activity will help you build an understanding of the structure and style expected in academic writing, giving you a model to follow when developing your own Introduction. To start, please read the two sample Introduction sections provided below.

1. EFL Teachers' Experiences in Developing L2 Proficiency through Extensive Listening

The article we will study is titled "**EFL Teachers' Experiences in Developing L2 Proficiency through Extensive Listening**", authored by **Kukuh Dwi Pamujia, Rob Waring, and Eri Kurniawan**. It was published in the *TEFLIN Journal*, Volume 30, Issue 2, in July 2019. You can access the full article via the following link:

<https://pdfs.semanticscholar.org/ab43/e23cf0010f881de39baaf4c331eb5cae420f.pdf>

EFL TEACHERS' EXPERIENCES IN DEVELOPING L2 PROFICIENCY THROUGH EXTENSIVE LISTENING

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For this learning activity, we will focus specifically on the Introduction section. This section provides an overview of the importance of extensive listening in developing second language (L2) proficiency and highlights teachers' experiences in implementing it.

INTRODUCTION

Listening has been seen as a powerful source of comprehensible input for acquiring L2 (Krashen, 1996). Its primacy in L2 acquisition has been reported either empirically or theoretically (e.g. Byrnes, Fink, & Roman, 1982; Dunkel, 1991; Nagle & Sanders, 1986; Vandergrift & Baker, 2015). But in reality, this oral receptive skill has the lowest popularity of all the EFL classroom pedagogies (Vandergrift & Goh, 2012). The majority of time spent teaching listening has been devoted more to classroom formal instruction with less attention paid to listening beyond the classroom. Unfortunately, in some EFL countries where the teaching hours are limited, the amount of listening practice inside the classroom might not be sufficient for providing students with a plentiful amount of meaningful oral input. Fortunately, there is a solution to this problem. One of the possible alternatives is to provide pleasurable listening activities that students can do at their convenience, anywhere and anytime. Extensive listening (EL) activities might also contribute to the successful acquisition of L2 for those who are not immersed in the formal classroom learning.

Although relatively novel in most Indonesian EFL pedagogies, the practice of EL is reported to enhance students' L2 proficiency in general, familiarize students with the features of spoken language and improve their ability in recognizing words expressed orally (Renandya, 2011; Renandya & Farrell, 2011; Renandya & Jacobs, 2016). Some of the recent studies have shown that EL is beneficial for developing L2 listening fluency (Chang, 2012; Chang & Millett, 2014, 2016; Chang, Millett, & Renandya, 2018) and promoting learner autonomy (Takaesu, 2013; Widodo & Rozak, 2016). When the practice of EL is combined with collaborative learning via online media platforms, it could also promote interactions, which could be beneficial for the students' L2 development (Widodo & Rozak, 2016).

Notwithstanding such potential benefits, the concept of EL and its practice has not yet reached enough EFL classrooms with most EL discussions mainly taking place at university level settings. Most school teachers and students are still not consciously aware of the existence of EL, whereas in reality, the practice is common for those who successfully develop their L2 through enjoyably listening to massive amounts of listening materials, and is a key aspect of L1 acquisition. One reason is that they might not know the concept, or even have not heard the term 'EL' yet but they actually have done it in their daily classrooms. Thus, before engaging in the practical use of EL in classroom contexts, it is important to gather the personal experiences of those who have engaged in EL

Emerging studies have been devoted to investigating the practice of EL in the context of second and foreign language teaching (Alm, 2013; Bidabadi & Yamat, 2014; Chang, 2010, 2012; Chang & Millett, 2014, 2016; Chang, Millett, & Renandya, 2018; Ducker, 2013; Ducker & Saunders, 2014; Metruk, 2018; Milliner, 2017; Reinders & Cho, 2010; Renandya & Farrell, 2011; Widodo & Rozak, 2016). The growing interests in the area of extensive listening have led several scholars to investigating the role of EL for developing the students' L2 listening fluency (Chang, 2012; Chang & Millett, 2014, 2016; Chang, Millett, & Renandya, 2018), the implementation of EL by engaging recent technology (Alm, 2013; Reinders & Cho, 2010; Widodo & Rozak, 2016), the use of listening materials and resources for practicing EL (Ducker & Saunders, 2014; Milliner, 2017; Povey, 2016; Takaesu, 2013; Vo, 2013); and the strategies used by EFL students in practicing EL (Bidabadi & Yamat, 2014).

Although those studies put an emphasis on the pedagogical implementations of EL, the majority are mainly conducted in university level settings. Moreover, the personal experiences of someone who naturally develops their L2 proficiency through EL are still rarely documented but are necessary. Inspired by one of the Day and Bamford's (2002, p. 139) principles of ER (as adopted into EL) which states that 'the teacher is a role model' for their students, this study delves deeper into EFL teachers' personal experiences of engaging themselves with the practice of EL to develop their L2 proficiency.

There are four research questions to be addressed in this study:

- 1) How do EFL teachers become more engaged with EL when developing their L2 proficiency?
- 2) How do EFL teachers implement the practice of EL in their daily routine?
- 3) What kinds of listening materials and resources do they mostly employ when practicing EL?
- 4) From their perspectives, what gains are they likely to get from practicing EL?

It is hoped that the teachers' stories of successfully developing L2 proficiency through EL, as well as the obstacles they encounter during its practice, will be a fruitful source of inspirations for those who are struggling to develop their L2 proficiency.

2. Teacher Assessment Literacy: Indonesian EFL Secondary Teachers' Self-Perceived on Classroom-Based Assessment Practice",

This article was authored by Dewi Aria, Didi Sukyadi, and Eri Kurniawan. It was published in English Review: Journal of English Education, Volume 10, Issue 1, in December 2021. This can be accessed via the following link:

<https://distantreader.org/stacks/journals/erjee/erjee-5349.pdf>.

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TEACHER ASSESSMENT LITERACY: INDONESIAN EFL SECONDARY TEACHERS' SELF-PERCEIVED ON CLASSROOM-BASED ASSESSMENT PRACTICE

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INTRODUCTION

An assessment is a crucial activity in the teaching and learning process (Cheng & Fox, 2017 in Xu, 2018; Ashraf & Zolfaghari, 2018) besides it has been widely acknowledged as the essential element of a teachers' job (Khadijeh & Amir, 2015; Luthfiyyah, Basyari, & Dwiniasih, 2020; Vogt, Tsagari, & Spanoudis, 2020). Furthermore, this is increasingly being recognized as an integral part of teacher professionalism (Giraldo, 2018; Tian, Louw, & Khan, 2021). This is due to teachers spend their professional time performing classroom assessment activities (DeLuca, LaPointe-McEwan, & Luhanga, 2015); up to 50 percent of their time (Howell, 2013) to monitor their students' achievement towards learning outcomes (Giraldo & Murcia, 2018) and influence their quality of instruction towards the quality of the assessments used (Rad, 2019; Rusli, 2017). To this end, teachers must have an adequate assessment literacy level to properly assess students' learning outcomes (DeLuca et al., 2015; Koh, Burke, Luke, Gong, & Tan, 2017; Luthfiyyah et al., 2020; Popham, 2011; Zulaiha, Mulyono, & Ambarsari, 2020).

Studies concerning assessment literacy (henceforth AL) have been appearing in education literature since 1990s (Stiggins, 1991). Since then, many scholars have proposed the meaning of AL. One of them defined AL as the ability of teachers to properly design, select, interpret, and use the assessment results for educational decisions (Quilter & Gallini, 2000). A literate teacher can incorporate assessment with teaching (Pastore & Andrade, 2019); hence they are able to draw accurately and efficiently students' achievement as well as to communicate the assessment results to the relevant stakeholders (Scarino, 2013). Therefore, it seems that AL reinforces teachers' assessment practices substantially influence the students' learning quality (Coombs, DeLuca, LaPointe-McEwan, & Chalas, 2018).

Though AL is perceived as a central core in language teaching, some researchers (Al-Bhalani, 2019; Muhammad & Bardakçi, 2019; Yamtim & Wongwanich, 2014) found that teachers' assessment skills are generally weak. Similarly, Stiggins (2001) states that he noticed unacceptably low levels of AL among teachers and administrators in schools. He also saw that assessment illiterate resulted in inaccurate assessment for students and would prevent them from reaching their full academic potential. The results from several empirical studies also found that there was a mismatch between teachers' knowledge and skills (Jannati, 2015; Lam, 2014; Luthfiyyah et al., 2020; Zulaiha et al., 2020) and more knowledgeable for summative assessment rather than formative assessment (Deluca & Klinger, 2010). Lam (2019) confirmed that teachers in his study had fundamental knowledge about CBA more than the theories of reliability and validity. Furthermore, this study also found that despite the teacher had good knowledge of CBA, the assessment practice was not more than grading activities. Additionally, some other researchers even point out some teachers knew only a limited set of language testing terminologies for their practical use (Vogt & Tsagari, 2014). Hence, those problems urged this research to explore teachers' assessment literacy, especially in terms of CBA practice in different settings.

Although many researchers have conducted studies in the field of AL, similar studies in Indonesian context are still underexplored. This is due to AL is still a relatively new concept in language assessment (Bahtiar & Purnawarman, 2020). Puspawati (2019) investigated teachers' language assessment literacy in a higher education context. The findings showed that the teachers had a sound understanding of language assessments' knowledge, skills, and principles. Furthermore, Prasetyo (2018) researched a student-teacher experience of teaching practice in one of the senior high schools in Yogyakarta. It was found that the teacher got more experience in administrative tasks than guidance in teaching and assessment. Bahtiar & Purnawarman (2020) investigated language teachers' assessment literacy, perceptions, and experiences in assessing students. The participants were teachers in Junior and Senior High School. Thematically, the results showed that most of the teachers do not know the term of AL, and they still need training to improve their assessment ability. Then, a case study research by Saputra, Hamied, & Suherdi (2020) attempted to examine trajectory teachers who enrolled in a professional learning community (PLC) project.

Findings showed that the PLC broadened teachers' understandings of AL and the use of authentic assessment in practice. The last, more recent studies by Luthfiyyah et al. (2020) and Zulaiha, et al. (2020). Luthfiyyah et al. (2020) examined Junior and Senior High School teachers, while Zulaiha, et al. (2020) examined only Junior High School teachers. Both studies investigated the alignment of teachers' perception of CBA and their classroom practices quantitatively.

Based on the previous studies in Indonesian context, a survey study on EFL secondary teachers' assessment literacy especially in term of classroom practice seems rarely discussed from such empirical studies. Therefore, this study intends to fulfill the gap focusing on surveying teachers' assessment literacy with the coverage of the study deals with teachers' self-perceived on classroom-based assessment practice in terms of the basic principles of CBA proposed by Shim (2009), i.e., planning, implementation, monitoring, as well as recording and dissemination. In particular, this study was aimed to address three research questions: (1) is there any significant relationship between EFL teachers' perception of the basic principles of CBA and their self-perceived on their own practice, (2) how EFL secondary teachers' self-perceived the basic principles of assessment with their own practice of CBA? And (3) to what extent do the teachers perceive their classroom assessment practice?

Worksheet 4.2 - Developing Introduction Paragraphs Using Swales' Moves (1-3)

Develop your outline into paragraph drafts for the Introduction section, using Swales' CARS Model (Move 1-3). Each paragraph should be supported by relevant theories and previous studies, with proper citations. At the end, formulate your research question(s) clearly.

Instruction:

1. Complete the table by drafting 3-4 paragraphs of your Introduction.
2. Each paragraph must follow the appropriate Move in Swales' model.
3. Support your writing with at least 2-3 citations per paragraph.
4. Write full references in APA 7th edition style in the last column.

Guideline Table

Swales Move	Topic of Paragraph	Students Paragraph (Write in full sentences)
Move 1: Establishing a Territory	Background of the study	
Move 2: Establishing a Niche	Research gap or problem (limitations in previous studies)	
Move 3: Occupying the Niche	Purpose of the study (aims, research questions)	
References (APA Style)		

SHARING AND DISCUSSION (TRANSFORM & HONE)

In this stage, students exchange their drafted introduction sections, which were developed during the *Individual Exploration* phase. Each student reads a peer's work carefully and provides constructive comments based on the three structural moves of Swales' CARS model:

1. Move 1 (Establishing a Territory): Does the student successfully present the research field and justify its importance with relevant literature?
2. Move 2 (Establishing a Niche): Does the student clearly identify research gaps, controversies, or underexplored issues?
3. Move 3 (Occupying the Niche): Does the student state the purpose, significance, and formulate research questions clearly and logically?

Worksheet 4.3 Peer Review

Instruction:

1. Exchange your introduction draft with a peer.
2. Review the draft systematically using Swales' CARS Model (Move 1-3).
3. Provide provide at least five comments on their peer's draft:
 - a. Comment on clarity – Evaluate whether the argument is understandable and well-expressed.
 - b. Comment on coherence – Assess whether the flow between sections or moves is logical and well-connected.
 - c. Comment on journal alignment – Check whether the writing style, scope, and focus are appropriate for the target journal.
 - d. References Accuracy (APA 7 style, relevance, credibility of sources)
 - e. Writing Style & Grammar (formal tone, grammatical accuracy, sentence structure)

After receiving comments, each student reflects on the feedback and identifies which suggestions to apply for improving their draft. This process helps students strengthen their writing, develop critical thinking, and understand diverse perspectives.

DRAFTING AND REFINING (TRANSFORM & HONE)

In this stage, students move from collaborative feedback activities toward producing an improved version of their introduction section draft. After the Sharing and Discussion stage, where students worked in pairs to give constructive comments on each other's drafts, they now integrate the suggestions and refine their writing individually. The main focus of this stage is to transform the initial draft into a more coherent, academically appropriate, and publication-ready text. Students are expected to:

1. Incorporate feedback from peers and the lecturer into their revised draft.
2. Strengthen the logical flow across paragraphs following Swales' CARS model (Move 1, Move 2, Move 3).
3. Ensure the inclusion of Research Questions clearly stated in Move 3.
4. Revise citation use and references in compliance with APA 7th edition.
5. Improve grammar, academic style, and clarity of argumentation.

Worksheet 4.4

After completing the revision, students are required to upload their revised draft of the introduction section to the QuiryThink platform.

UNIT 5 WRITING THE METHOD SECTION

Learning Objectives

After completing this session, students are expected to be able to:

1. Analyze sample research instruments and designing valid and reliable research instruments that are aligned with their research objectives
2. Write the Method section of a research article in accordance with the research objectives.
3. Evaluate and revise students' drafts of Method section.

BRAINSTORMING (YIELD)

At this stage, students work individually to explore provided research instruments, including a sample questionnaire and a structured interview guide. The purpose of this activity is to help students understand how these instruments are designed to align with specific research objectives and how they are typically reported in the Method section of academic articles. Students first examine the provided instruments carefully, paying attention to:

1. The structure and organization of items or questions.
2. The wording used to ensure clarity and avoid bias.
3. How each item or question is linked to research objectives.

After studying the examples, students then develop their own instruments:

1. Interview questions (at least 5-7) that are open-ended, clear, and directly connected to their research objectives.
2. Questionnaire items (8-10) that can be closed-ended (e.g., Likert scale) or open-ended, aligned with the focus of their study, and easy to understand for respondents.

Worksheet 5.1 Developing Research Instruments

Instructions:

1. **Study the provided instruments below.**

The following example represents a set of research instruments adapted for a study entitled "Research Instruments: Students' Voices on Digital Tools in Writing." These instruments

were designed to collect data from students using three approaches: a Likert-scale questionnaire, semi-structured interviews, and classroom observations. The questionnaire aims to explore students' voices regarding the use of digital tools in writing, while the interview guide provides deeper insights into their experiences and challenges. The observation sheet is included to triangulate the findings by documenting how digital tools are applied in real classroom settings.

a. Questionnaire (Likert Scale)

Theme: Students' Perceptions of Digital Tools in Writing

Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree

- 1) Digital tools (e.g., Google Docs, Grammarly) help me organize my writing better.
- 2) Using digital tools makes it easier to revise my writing.
- 3) I feel more motivated to write when I use digital tools.
- 4) Digital tools improve the accuracy of my grammar and vocabulary.
- 5) I can collaborate more effectively with peers through digital platforms.
- 6) Feedback received through digital tools is useful for improving my writing.
- 7) I can access more resources and references through online tools.
- 8) Digital tools save time in the writing process.
- 9) I feel more confident in my writing when I use digital tools.
- 10) Digital platforms encourage me to write more frequently.
- 11) I find it easy to learn new digital writing tools.
- 12) Digital tools make writing tasks more enjoyable.
- 13) I believe digital tools are essential in academic writing today.
- 14) Using digital tools enhances my creativity in writing.
- 15) I prefer using digital tools over traditional pen-and-paper methods.
- 16) Digital tools allow me to track my progress in writing.
- 17) I feel more independent in learning when I use digital tools.
- 18) Digital tools make peer-review activities more effective.

19) I experience fewer difficulties in writing assignments with digital tools.

20) I would like teachers to integrate more digital tools in writing courses.

b. Interview Guide (Semi-Structured)

Theme: Students' Voices on Digital Tools in Writing

- 1) What digital tools do you usually use in writing tasks?
- 2) How do these tools help you in developing your academic writing?
- 3) Can you describe any challenges you face when using digital tools for writing?
- 4) How do digital tools affect your motivation and confidence in writing?
- 5) Do you think digital tools make collaboration with peers easier? Why or why not?
- 6) In what ways do digital tools influence the quality of your writing?
- 7) What kind of support do you expect from lecturers regarding the use of digital tools?
- 8) How would you like to see digital tools integrated in future writing courses?

c. Observation Sheet

Theme: Classroom Observation on the Use of Digital Tools in Writing

Aspect Observed	Indicators	Yes/No	Notes
Students use digital tools actively	Tools such as Google Docs/Grammarly/AI checked		
Collaboration occurs via digital platforms	Sharing documents, co-editing, giving comments		
Teacher facilitates digital tool use	Demonstration, monitoring, feedback		
Students show engagement	Focus, participation, enthusiasm		

Challenges appear	Technical problems, lack of skills		
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2. **Based on the sample instruments provided, develop your own data collection tools/ instruments:**
 - a. **Interview Questions** - Create 5-7 open-ended questions that are clear, easy to understand, and directly linked to your research objectives.
 - b. **Questionnaire Items** - Design 8-10 items (Likert-scale) that are simple and relevant to your study focus.
 - c. **Observation Checklist** - Prepare **4-6 aspects to observe** in classroom or learning settings. Each aspect should include indicators that reflect your research objectives.

INDIVIDUAL EXPLORATION (YIELD)

At this stage, students work individually to develop and write their own Method section for their research project. Using the sample Method section from a reputable journal and the provided research instruments (questionnaire and interview guide) as references, students are asked to:

1. Identify the key elements to include in their Method section, such as research design, participants, instruments, and procedures.
2. Ensure that the description of instruments (questionnaire and interview guide) aligns with their research objectives.
3. Write their Method section in a clear and replicable manner, paying attention to academic style, tense, and voice commonly used in Method sections.
4. Integrate any additional methodological details relevant to their study, such as ethical considerations or data analysis procedures.

Before writing your own Introduction section, it is important to first read examples from reputable journals to see how experienced authors begin their research articles. By examining these samples, you will learn how background information is introduced, how research gaps are highlighted, and how research aims are presented in a clear and logical flow. This activity will help you understand the structure and style expected in academic writing, providing a model to guide

you when developing your own Introduction. To begin, please read the two sample Introduction sections provided below.

1. Input and Output-Based Activities to Engage Primary School Students in Learning English",

This article was written by Irfan Fajrul Falah, Yanuarti Apsari, Rita Kusumah, Asep Usamah, and Agatha Kristi Pramudika Sari. It was published in the Journal of Lifestyle and SDGs Review, Volume 4, Issue 1, in March 2024. This journal is indexed in SCIMAGO Q4. You can access the full article via the following link:

<https://www.sdgsreview.org/LifestyleJournal/article/view/556>

2.



INPUT AND OUTPUT-BASED ACTIVITIES TO ENGAGE PRIMARY SCHOOL STUDENTS IN LEARNING ENGLISH

Irfan Fajrul Falah¹
Yanuarti Apsari²
Rita Kusumah³
Asep Usamah⁴
Agatha Kristi Pramudika Sari⁵

For this activity, please read the Method section of the article. This section outlines the research design, participants, data collection methods, and data analysis procedures used in the study. Understanding these components will help you in structuring your own research methodology.

3.1 RESEARCH DESIGN AND PARTICIPANTS

The current study employed a mixed-method research methodology. It was used since this type of method provides a more comprehensive understanding of research problems by enabling them to make sense of qualitative and quantitative data (Creswell, 2013: 87; Mackey & Gass, 2012: 79). The current study's participants were 5th-grade primary school students (n=28) in Kuningan, West Java, Indonesia. In terms of English background, the majority of the students did not have experience taking additional English courses after school. However, there were some students (n-4) whose parents luckily facilitated taking extra English outside school time. The four students were included as participants, given that the authors wanted to see whether their engagement in learning English was higher.

engagement scores so that the information would be varied. The questions given in the interview were open-ended and conducted in their native language (Bahasa Indonesia) to get more precise information and avoid concerns in collecting the data. The interview lasted for more than 60 minutes and was audio-taped to make it easier for the researcher to re-check the information given by the students. Quantitatively, a set of questionnaires comprising 12 items adapted from Handelsman *et al.* (2005: 184-192) was distributed. It was spread to investigate students' engagement in input-based and output-based activity implementation. To make it more effective in collecting the information needed, the questionnaire was distributed manually (paper-based) since the students could not answer the question online (G-form). In addition, the questionnaire was written in Bahasa Indonesia so the students could respond accurately to the items of the questionnaire given.

3.2 DATA COLLECTION TECHNIQUES

As stated earlier, the current study covers both qualitative and quantitative data. Qualitatively, observation and interviews were conducted to collect the information during the implementation of input-based and output-based activities. In observation, the teacher was a teacher-researcher who observed and taught the students during four meetings. To minimize potential bias from the teacher-researcher role, video recordings were used to verify observations (Mackey & Gass, 2012: 104), allowing for a more objective analysis of student engagement.

Besides observation, the researcher also conducted an interview. The participants were selected from those who obtained higher, medium, and lower

2. Digital Multimodal Composing in EFL Grammar Instruction: Exploring Pre-Service Teachers' Experiences and Perspectives

3.3 DATA ANALYSIS

In analyzing the data, the current study employed four steps of content analysis (Mackey & Gass, 2012: 103), including transcribing, pre-coding, coding, and data display, to analyze the qualitative data obtained from observation and interview. Coding was performed manually, with themes emerging from repeated patterns in the students' responses and classroom interactions. Meanwhile, for quantitative data, the current study utilized descriptive statistics through SPSS 21 to describe the students' engagement towards input and output-based activity. Descriptive statistics, including means and frequency distributions, were calculated using SPSS 21 to measure the overall levels of engagement across the participant group (Davinson & Smith, 2018:

The second article is written by Irma Savitri Sadikin (Esa Unggul University) and Yanuarti Apsari (IKIP Siliwangi). It was published in JOLLT (Journal of Languages and Language Teaching), Vol. 13, No. 3 (2025). The full article can be accessed <https://e-journal3.undikma.ac.id/index.php/jollt/article/view/14709>

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DIGITAL MULTIMODAL COMPOSING IN EFL GRAMMAR INSTRUCTION: EXPLORING PRE-SERVICE TEACHERS' EXPERIENCES AND PERSPECTIVES

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Please read the Method section carefully as a guide for understanding the research procedures.

RESEARCH METHOD

Research Design

This study adopts a case study design, allowing for an in-depth exploration of Digital Multimodal Composing (DMC) practices within English as a Foreign Language (EFL) classrooms. The case study approach provides a rich, contextualized understanding of the teaching and learning process, capturing the complexities of DMC implementation in a natural classroom environment (Creswell, 2003). According to Yin (2014), multiple case studies enable comparisons across different settings, offering deeper insights into how DMC strategies are adapted and experienced by educators and students alike. By focusing on real-life classroom interactions, this research provides a detailed exploration of pedagogical strategies and student engagement, leading to valuable contributions in developing effective DMC frameworks (Jiang & Ren, 2020). The qualitative nature of the study ensures a nuanced perspective, capturing participants' experiences and reflections to inform best practices in multimodal instruction (Lim & Unsworth, 2023). This approach facilitates a deeper understanding of how multimodal teaching can enhance language learning outcomes, contributing to the ongoing development of digital literacy in EFL education.

Research Participants

The study involved 15 students who voluntarily participated as respondents. These participants were enrolled in an English Language Education Program in Indonesia and represented a diverse age range of 19 to 21 years. They engaged in the creation of teaching materials on grammar, specifically focusing on tenses, by incorporating images, audio, and video elements. A purposive sampling method was employed to select respondents, ensuring that all participants had prior experience with Digital Multimodal Composing during the

coursework. Prior to participation, each respondent provided informed consent, agreeing to take part in the study with the assurance that their identities would remain confidential.

Instruments

The research process was conducted in several phases to ensure comprehensive data collection. Initially, a diagnostic test was administered to assess the students' prior knowledge and skills related to digital multimodal text composition. Participants were required to respond to a series of questions based on a YouTube video titled "*The Power of Choice*" (<https://www.youtube.com/watch?v=2uZhpRvvVM4>). This video was selected for its strong relevance to the students' personal experiences with their daily life. The diagnostic test included a set of questions addressing key elements of DMC, which were presented in English. However, students were given the option to respond in either English or Bahasa Indonesia, their native language, to ensure clarity and accuracy in their responses. Student answers were scored quantitatively, with each relevant response awarded one point.

Following the diagnostic test, classroom observations were conducted through detailed note-taking during teaching sessions. These observations aimed to capture students' interactions, engagement levels, and their application of DMC concepts in real-time classroom settings. Finally, semi-structured interviews were conducted to gain deeper insights into students' perspectives on their experiences with DMC. The interview questions were structured around the Critical, Creative, and Technical Domains Framework to explore students' cognitive, creative, and technical engagement with digital multimodal composing.

Data Analysis

In alignment with the study's objectives, classroom observation was chosen as one of the primary data collection methods. Observations were conducted throughout DMC lessons, with the researchers assuming dual roles as both teachers and participant observers. Their direct involvement in the classroom setting provided an opportunity to obtain in-depth insights into the teaching and learning processes, allowing for a richer understanding of classroom dynamics (Merriam, 1998; Creswell, 1994). During each session, the researchers systematically recorded classroom events, interactions, and notable occurrences. At the conclusion of each session, these observations were compiled into detailed field notes. The structure and organization of the field notes were guided by the framework suggested by Bogdan & Biklen (1982) to ensure consistency and thoroughness in capturing classroom data.

The collected interview data were transcribed and analyzed using the interactive model analysis framework proposed by Miles et al. (2014). The interview questions were carefully designed to align with the Digital Multimodal Composing framework, ensuring they effectively captured students' perspectives on grammar instruction. The step involved a comprehensive literature review to establish the key themes in DMC-based instruction. Each interview theme and subtheme was derived from existing research on multimodal pedagogy. Critical Domain (Analyzing Multimodal Texts): This theme focused on students' ability to evaluate multimodal content and interpret meaning through text, images, and sound (Liang &

Worksheet 5.2 - Writing a Clear and Organized Method Section

Instructions

1. Write each part of your Method section in the Student Work column.
2. Follow Swales' move for each section to keep it clear and organized
3. Use the Guidance / Prompts to make sure your writing matches your research objectives and questions.
4. Add any references (APA 7th) that support your methods or instruments.
5. Complete the following table:

Swales' Move	Students Draft
Move 1: Describing research design	
Move 2: describing the subject	
Move 3: describing the instrument	
Move 4: Explaining procedures	
Move 5: explaining data analysis	
References (APA Style)	

The outcome of this activity is an initial draft of the Method section that will later be refined in the Sharing and Discussion stage (T 5.3) through peer and lecturer feedback.

SHARING AND DISCUSSION (TRANSFORM & HONE)

At this stage, students exchange their draft Method sections with peers for review and feedback. This activity allows them to reflect on their writing, identify strengths and weaknesses, and improve clarity, coherence, and alignment with research objectives.

During this stage, students are asked to:

1. Read a peer's Method draft carefully and provide constructive feedback, including:
 - a. Clarity of each section (research design, participants, instruments, procedure, data analysis)
 - b. Coherence and logical flow of information
 - c. Alignment with the research objectives and research questions
 - d. Accuracy of references and adherence to APA 7th style
 - e. Language, grammar, and academic writing style
2. Receive feedback from peers and reflect on which suggestions they will apply to improve their own draft.
3. Discuss observations with the class under the guidance of the lecturer to clarify common issues and exemplary practices.

Worksheet 5.3- Peer Review for Method Section

Instructions

1. Exchange your draft Method section with a peer.
2. Read your peer's draft carefully and provide constructive feedback.
3. Focus on: clarity, coherence, alignment with research objectives/research questions, APA references, and language/grammar.
4. Use the table below to record your feedback.

Section	Observations/Comments	Suggestions for improvement
Research Design		
Participants		
Instruments		
Procedure		
Data Analysis		
References and Writing Style		
Overall Feedback		

The outcome of this stage is a set of peer-reviewed suggestions that students can use to revise and refine their Method section in the next stage (T 5.4 Drafting and Refining).

Follow-Up Activity: Wordwall Quiz on Writing Methodology

Platform: Wordwall – *How to Write Methodology in a Research Paper – Correct the Sentences*

Activity Type: Sentence correction (error-identification & editing)

Description:

Students will complete an interactive Wordwall activity focused on improving the clarity and accuracy of sentences commonly found in the methodology section of research papers. In this activity, participants are presented with several sample sentences that describe methodological elements (such as research approach, participants, instruments, data collection, and analysis). They then correct grammatical or structural errors to polish the text.

Implementation Instructions:

1. Share the Wordwall link with students:
<https://wordwall.net/id/resource/96630082>
2. Students log in and work on the activity individually.
3. The quiz provides instant feedback for each correction.
4. Lecturer reviews results collectively to address common errors in sentence structure or methodological phrasing.

DRAFTING AND REFINING (TRANSFORM & HONE)

At this stage, students revise and refine their Method section draft based on feedback received from peers and the lecturer during the previous Sharing and Discussion (T 5.3). This stage emphasizes improving clarity, coherence, alignment with research objectives, and adherence to academic writing standards.

Worksheet 5.4- Revising and Refining the Method Section

Instructions:

At this stage, you will revise your Method section draft based on feedback received from peers and the lecturer during the previous

Sharing and Discussion (Worksheet 5.3). Focus on improving clarity, coherence, alignment with your research objectives, and adherence to academic writing standards.

1. Review Feedback.

Examine all feedback carefully, paying attention to:

- a. Clarity of each section (Research Design, Participants, Instruments, Procedure, Data Analysis)
- b. Logical flow and coherence of information
- c. Alignment with research objectives and research questions
- d. Accuracy of references and APA 7th formatting
- e. Language, grammar, and academic writing style

2. Revise Method Section

Update your draft by integrating suggestions and ensuring that each section follows Swales' structural moves.

3. Finalize Research Instruments

Ensure that your questionnaire and interview guide are consistent with your Method section and research objectives.

4. Prepare for Submission

Follow-Up Activity: Wordwall Quiz on Writing Methodology

Platform: Wordwall – *How to Write Methodology in a Research Paper*
– Correct the Sentences

Activity Type: Sentence correction (error-identification & editing)

Description:

Students will complete an interactive Wordwall activity focused on improving the clarity and accuracy of sentences commonly found in the methodology section of research papers. In this activity, participants are presented with several sample sentences that describe methodological elements (such as research approach, participants, instruments, data collection, and analysis). They then correct grammatical or structural errors to polish the text.

Implementation Instructions:

1. Share the Wordwall link with students:
<https://wordwall.net/id/resource/96630082>
2. Students log in and work on the activity individually.
3. The quiz provides instant feedback for each correction.

UNIT 6 WRITING THE FINDINGS AND DISCUSSION SECTION

Learning Objectives:

After completing this session, students are expected to be able to:

- 1. Identify the structural pattern or typology used in the Findings and Discussion sections
- 2. Write the Findings and Discussion Sections
- 3. Evaluate and revise students' drafts of Findings and Discussion section.

BRAINSTORMING (YIELD)

Specifically, the Findings and Discussion section comprises four main rhetorical moves: (1) providing background information, (2) reporting results, (3) summarizing results, and (4) commenting on results. According to Stoller and Robinson (2013), there are three common typologies or generic structures of the findings and discussion section of a research article. Table 6 displays the typologies.

Table 6. Typologies of Research Article Findings and Discussion Section

Type	Description (Flow of information)
Blocked	[Findings 1, Findings 2] [Discussion 1, Discussion 2]
Iterative	[Findings 1, Discussion 1] [Findings 2, Discussion 2]
Integrated	Not orderly organized

Each typology determines how the rhetorical structure is organized. The blocked typology first presents a detailed description and explanation of the findings, followed by a separate discussion section where the authors interpret the results, compare them with previous studies, and explain any expected or unexpected outcomes. In contrast, the iterative typology integrates the findings and discussion, requiring authors to not only report the results but also critically analyze them immediately after presentation. The integrated typology, being the most randomized form of the Findings & Discussion (F&D) section, can make it difficult to distinguish between the findings and discussion elements.

Worksheet 6.1- Identifying the Typology of Findings & Discussion (F&D)

Instructions:

1. Open each journal link provided in Column Journal Article Link.
2. Carefully read the Findings & Discussion (F&D) section of each article.
3. Identify the typology used in the F&D section:
4. Briefly explain your reasoning for choosing that typology based on the structure and flow of the F&D section.

Table for Student Response

No	Journal Article Link	Identified Typology
1	https://ejournal.unib.ac.id/JEET/article/view/29097	Blocked Typology
2	https://www.sdgreview.org/LifestyleJournal/article/view/5562/2601	
3	http://www.ejournal.stkipsiliwangi.ac.id/index.php/p2m/article/view/181	
4	https://eric.ed.gov/?id=EJ1304494	
5	http://www.ejournal.stkipsiliwangi.ac.id/index.php/p2m/article/view/632	

INDIVIDUAL EXPLORATION (YIELD)

Structural Moves in Findings and Discussion Section

In academic writing, particularly in research articles, the Findings and Discussion section plays a crucial role in presenting and interpreting the results of a study. This section not only reports what was discovered but also provides context, identifies patterns, evaluates the significance of the findings, and draws implications for practice or further research. To guide writers in structuring this section effectively, Yang and Allison (2003) proposed a series of structural moves that organize the presentation and discussion of results in a logical and coherent manner. The following outlines these seven moves, providing both their purpose and illustrative examples.

1. Move 1 Background Information. It serves to provide context for the data presented, such as explaining the focus of the study or the research questions, which helps readers interpret the results later.

For example:

“This section presents the challenges faced by English teachers in primary schools under the Merdeka Curriculum.”

2. Move 2. Report Results. It systematically presents the research findings, often using tables, graphs, or relevant respondent quotations, focusing on factual reporting without interpretation:

Example sentence:

“Internal challenges include teachers’ qualifications, students’ limited vocabulary, and low motivation, as summarized in Table 2.”

3. Move 3. Summarize Results. It identifies patterns, trends, or key categories to provide a brief summary of the reported results.

For instance:

“Overall, internal challenges focus on teacher quality and student motivation, while external challenges relate to curriculum support and school facilities.”

4. Move 4. Comment on Results. This move consists of four main steps:

- a. Step 1 Interpreting results
- b. Step 2 Comparing results with the previous literature
- c. Step 3 Accounting for results
- d. Step 4 Evaluating results

To provide a clearer understanding of how Move 4 is manifested in actual research writing, Table 7 presents excerpts illustrating each of the four steps: interpreting results, comparing results with previous literature, accounting for results, and evaluating results.

Table 7. Excerpts of the manifestations of the steps

Step	Excerpt
1. Interpreting results	'It shows that they feel comfort using it during the learning' (RA95) 'In other words, the storytelling technique increased the students' score in general, but six sessions of treatment still cannot make the storytelling technique significantly improve cerebral palsy students' ability in English vocabulary' (RA64) 'It can be interpreted that the high improvement was dominated the result which means critical reading strategies can improve students' critical thinking skills significantly' (RA91)
2. Comparing results with the previous literature	'This finding is in line with Mompean (2005) that this technique is less essential for young learners' (RA4) 'The result is irrelevant with Brown's (2004) idea which states that sentence completion functions to give students more time to think the answers' (RA29)
3. Accounting for results	'It is due to the fact that the students find it easier to memorize the vocabulary' (RA11) 'This may be happened because students were not accustomed to asking higher order thinking questions' (RA91)
4. Evaluating results	'To solve those problems, it is recommended for the teacher to select the story which is adequate in terms of length of the story, vocabulary, and content of the story' (RA18) 'Teachers should use visual aids, such as charts, drawings, graphs, and models, and other concrete teaching strategies to go along with verbally describing a concept' (RA80) 'Future researchers are suggested to conduct their studies comprises as many samples as possible from different schools and employs random samples to accomplish more accurate and defensible results' (RA11)

5. Move 5. Summarize the Research. It briefly highlights key findings and their implications.

For example:

"In summary, both internal and external factors significantly influence the effectiveness of English teaching at primary schools."

6. Move 6. Evaluate the Research. It points out limitations, emphasizes the study's contributions, or evaluates the methods used.

For example:

"While the study provides insights into primary English education, the limited sample size may affect generalizability."

7. Move 7. Deductions from the Research. It covers suggestions, recommends future studies, and draws pedagogical implications.

For example:

"Future studies should examine teacher training programs more comprehensively. Pedagogically, increasing professional development opportunities is crucial for effective English teaching."

Read the two assigned articles carefully, focusing on the *Findings and Discussion* sections. Pay attention to how the authors present their results, interpret the findings, and structure the discussion. Note the key components and steps used in organizing the discussion, as these examples will help you better understand the practical application of structural moves in research writing.

The article titled *Teachers' Problems and Solutions in Implementing Curriculum 2013*, authored by Yanuarti Apsari, was published in *Acuity: Journal of English Language Pedagogy, Literature and Culture*, Volume 3, Issue 1 (2018), pages 11-23. It can be accessed online at <https://eric.ed.gov/?id=EJ1304494>

Move	The example
Move 1 Background Information	<p data-bbox="404 192 725 227">Finding and Discussion</p> <p data-bbox="404 267 1519 376">Relating to the objective of this study, the data is presented under several themes: the problems faced by English teachers in implementing Curriculum 2013 and their solutions to overcome the problems.</p>
Move 2 Report Result	<p data-bbox="421 462 1432 497">1. The Problems Faced By English Teachers in Implementing Curriculum 2013</p> <p data-bbox="465 520 1241 554">a. The Problems Related to Teaching and Learning Process</p> <p data-bbox="421 577 1458 680">Dealing with teaching and learning process, the respondents faced many difficulties in implementing School Based Curriculum as it is revealed from the questionnaires:</p> <p data-bbox="421 703 1458 910">Teacher #1 mentions that the obstacle in applying Curriculum 2013 is the limited facilities in the school. It is in line with teacher#3 who states that the obstacle is dealing with school's facility. While, teacher #2 says that the deciding the appropriate teaching method with the new curriculum. It is supported by teacher#3 who mentions the lack of understanding in applying scientific approach and lack of school's facility as the problems.</p>

Move 3 Summarise Result	<p>Based on the statements above, there are some problems that are faced by the respondents such as limited school's facilities, teaching methods and lack of understanding in applying scientific approach as the characteristic of curriculum 2013.</p>
Move 4 Comment on Results	<p>From the finding above, it can be concluded that teaching facilities can affect the quality of teaching and learning process as explained by Richards (2001: 207) that the last set of factors that affect the quality of teaching in a program related to the institution context in which teachers work. Since the teachers are expected to teach well they need ongoing support from the others. Thus, in order to make teaching process successful, school need to provide adequate teaching facilities such as a multimedia lab or computer lab, language lab, self-access center, and students reading room.</p>
Move 5 Summarise the results	<p>From the result finding above, it can be concluded that the teachers are not ready to implement curriculum 2013. It is due to their lack of competences. It is irrelevant with the statement of (Sarimaya, 2008) that the teachers are demanded to have professional competence. The competence include knowledgeable in terms of subject matter, teaching and learning methodology and curriculum. This means that teachers are demanded to be professional teachers and have good teaching skills.</p>

Worksheet 6.2 - Drafting Findings and Discussion Section

Draft your Findings and Discussion sections using the table below as a guide:

1. Present quantitative data with tables, charts, or graphs.
2. Present qualitative data as themes, categories, or illustrative quotes.
3. Interpret results, link to previous studies or theories, and highlight implications or limitations.
4. Use appropriate transition phrases to ensure cohesion.

Move	Your Draft Text (Findings and Discussion)
Move 1	
Move 2	
Move 3	
Move 4	

Move 5	
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SHARING AND DISCUSSION (TRANSFORM & HONE)

At this stage, students share their draft Findings and Discussion sections with peers to receive feedback and refine their work. The focus is on improving clarity, cohesion, data presentation, and alignment with research objectives.

Worksheet 6.3 – Peer Review

Instructions

1. Exchange or upload your draft written Findings and Discussion section with a peer.
2. Review your peer’s draft carefully and provide at least three comments:
 - a. One on clarity and presentation of data
 - b. One on cohesion and logical flow (transition phrases)
 - c. One on alignment with research objectives and Swales’ moves

DRAFTING AND REFINING (TRANSFORM & HONE)

At this stage, students revise and refine their draft Findings and Discussion sections based on peer feedback and lecturer comments. The focus is on producing a clear, cohesive, and well-structured final draft that aligns with research objectives and demonstrates effective use of data presentation and Swales’ structural moves.

Worksheet 6.4 - Refining Research Findings and Discussion Drafts

Instructions

1. Review all comments from peers and lecturers on your draft Findings and Discussion section.
2. Revise your draft by:
 - a. Improving clarity and presentation of quantitative and qualitative data
 - b. Enhancing cohesion and logical flow using transition phrases
 - c. Aligning content with research objectives and Swales' structural moves
3. Ensure all references and citations follow APA 7th edition style.
4. Upload your revised draft to the class platform.

UNIT 7 WRITING THE CONCLUSION AND ABSTRACT SECTIONS

Learning Objectives

After completing this session, students are expected to be able to:

1. analyze each sentence of an abstract and conclusion to identify its rhetorical move
2. Write a conclusion that summarizes research findings and presents implications or recommendations.
3. Write a clear and concise Abstract.
4. Evaluate and revise students' drafts of conclusion and abstract section.

BRAINSTORMING (YIELD)

Students independently examine examples of conclusions and abstracts from reputable journal articles. They are asked to identify language features, structural patterns, and compliance with citation styles.

Worksheet 7.1 Abstract and Conclusion Analysis with Swales CARS Model

Instructions:

Read the following abstract and conclusion below. Analyze each sentence by identifying its move according to Swales' CARS model. The title of the article is **Digital Multimodal Composing in EFL Grammar Instruction: Exploring Pre-Service Teachers' Experiences and Perspectives**. It is written by Irma Savitri Sadikin (Esa Unggul University) and Yanuarti Apsari (IKIP Siliwangi). It was published in JOLLT (Journal of Languages and Language Teaching), Vol. 13, No. 3 (2025). The full article can be accessed <https://e-journal3.undikma.ac.id/index.php/jollt/article/view/14709>

DIGITAL MULTIMODAL COMPOSING IN EFL GRAMMAR INSTRUCTION: EXPLORING PRE-SERVICE TEACHERS' EXPERIENCES AND PERSPECTIVES

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Abstract

The growing integration of Digital Multimodal Composing (DMC) in English as a Foreign Language (EFL) instruction has transformed conventional grammar teaching methods by incorporating text, images, sound, and movement. However, limited empirical research explores its application in grammar instruction, particularly from the perspective of pre-service teachers. Guided by Liang and Lim's (2020) DMC pedagogical framework, grounded in Systemic Functional Linguistics and Design Thinking, this study examines the implementation of DMC in an Indonesian EFL higher education context. Fifteen pre-service teachers from an English Language Education Program participated in the study. Data were collected using a case study design through classroom observations, semi-structured interviews, and student reflections. Findings indicate that DMC fosters engagement, enhances conceptual understanding, and develops digital literacy skills. High-achieving students demonstrated strong digital fluency, creativity, and analytical skills in integrating multimodal elements into grammar lessons. Conversely, low-achieving students faced challenges with multimodal cohesion, tool navigation, and troubleshooting technical issues. The study highlights the importance of explicit instruction, guided practice, and peer collaboration in supporting students' multimodal literacy development. It emphasizes the need for structured pedagogical scaffolding to effectively integrate DMC into EFL grammar instruction. The findings suggest that while DMC promotes student-centered and multimodal learning, sustained instructional support and curriculum integration are essential for its success.

Read the abstract above. For each sentence, identify its move according to Swales' CARS model and complete the table below.

Move	Sentences from abstract

Conclusion

This research examined the application of Digital Multimodal Composing (DMC) in grammar instruction within the EFL setting and its effects on students' learning experiences. The results demonstrate that DMC promotes engagement, improves conceptual comprehension, and fosters digital literacy abilities, making it an effective pedagogical method in grammar training. Students engaged with multimodal texts, developed digital content, and enhanced their technical abilities in the creation of instructional materials in Critical, Creative, and Technical Domains. The Critical Domain assisted students in analysing multimodal texts and comprehending grammatical structures more effectively; nonetheless, certain low achiever learners necessitated further coaching. The Creative Domain promoted inventive course design; nonetheless, students encountered difficulties in reconciling creativity with linguistic precision. The Technical Domain indicated that students with previous digital literacy transitioned effectively, whilst others encountered difficulties with video editing and content synchronisation, finding assistance through peer mentoring and structured training. Despite these limitations, the systematic execution of DMC afforded students significant learning experiences, enhancing their multimodal literacy, creativity, and technical skills. To enhance DMC's efficacy in EFL grammar instruction, it is essential to use structured scaffolding, clear instruction, and digital literacy training.

Move	Sentences from Conclusion

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Reflection Questions

1. Which Move is most commonly found in the abstracts?
2. Which Move is sometimes missing? Why do you think so?
3. What tenses are frequently used in each Move?
4. What lesson can you apply to your own abstract writing?
5. Does the conclusion provide only a summary, or does it also interpret findings?
6. How are implications for theory or practice stated?
7. Is there a mention of limitations or suggestions for further research?
8. What can you apply in writing your own conclusion?

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INDIVIDUAL EXPLORATION (YIELD)

In this stage, students start drafting their own conclusion and abstract references for the article they are developing. They apply insights gained from the brainstorming stage and adapt them to their own research context.

Worksheet 7.2 – Drafting the Conclusion and Abstract

Instruction:

In this stage, you will begin drafting your Conclusion and Abstract, for the article you are developing. Use the insights from the brainstorming stage (class discussion, sample articles, and feedback) and adapt them to your own research context.

Part A. Drafting the Conclusion

1. Restate the research purpose in one sentence:

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2. Summarize your main findings (2–3 sentences):

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3. Highlight the contribution or significance of your study (2–3 sentences):

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4. Suggest implications or recommendations for future research (optional):

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Part B. Drafting the Abstract

Follow the general structure (Background – Aim – Method – Findings – Conclusion). Write in one paragraph (150–200 words).

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SHARING AND DISCUSSION (TRANSFORM & HONE)

Students share their initial drafts in small groups or class discussions. They exchange feedback by comparing their work with peers, focusing on clarity, conciseness, and adherence to academic writing conventions. The lecturer provides additional guidance to highlight good practices and common mistakes.

Worksheet 7.3 - Peer Review of Draft Conclusion and Abstract Instructions:

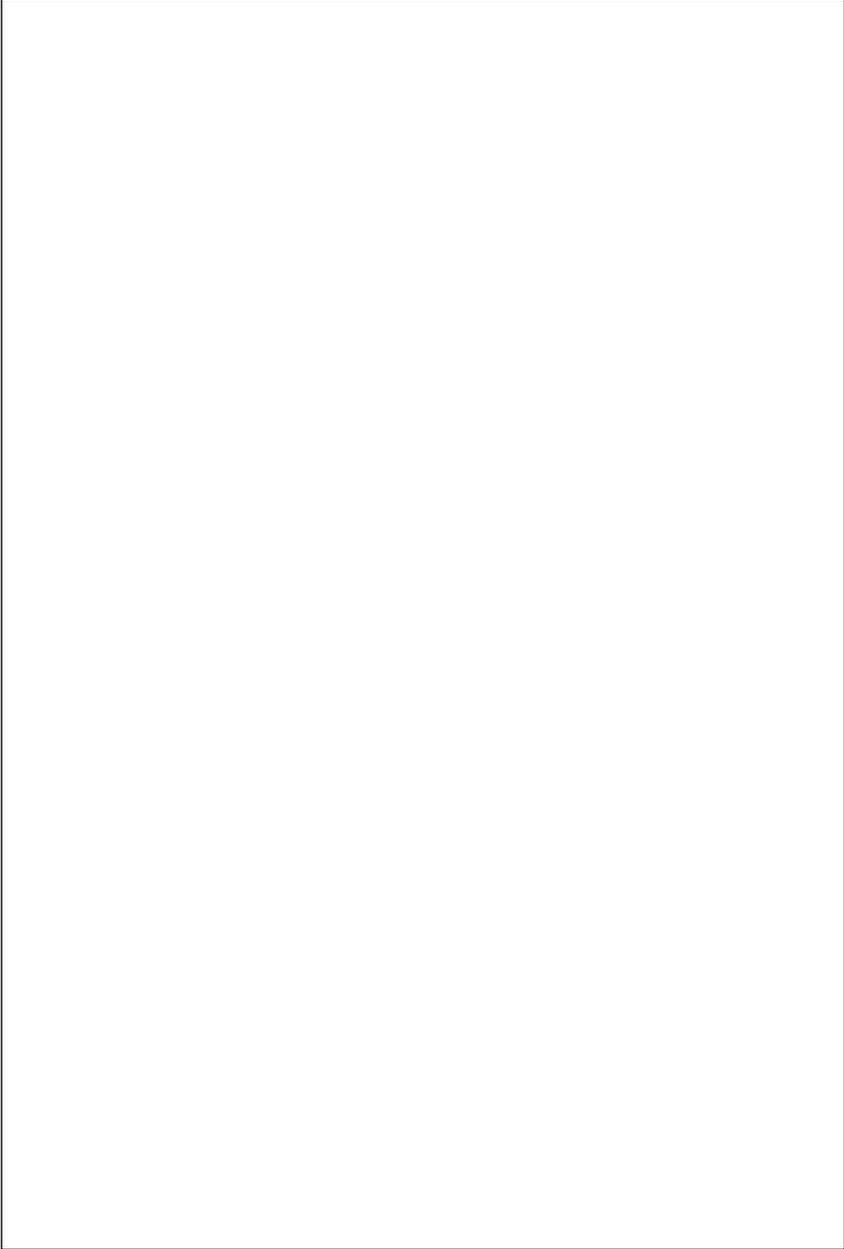
Work in small groups. Share your draft of the conclusion and abstract with your peers. Provide constructive feedback on their drafts by focusing on clarity, conciseness, logical flow, and accuracy in academic conventions. Use the table below to guide your feedback.

Peer Feedback Table

Section	Strengths Observed	Areas for Improvement	Specific Suggestions
Abstract			
Conclusion			
References			

Reflection Questions (Individual)

1. What valuable feedback did you receive from your peers?
2. Which part of your draft (abstract, conclusion, references) needs the most revision? Why?
3. How did comparing your work with others help you recognize strengths or weaknesses in your writing?
4. What will you prioritize when revising your draft?



DRAFTING AND REFINING (TRANSFORM AND HONE)

Based on peer and lecturer feedback, students revise and refine their conclusion and abstract. They improve accuracy, coherence, and formatting to align with the requirements of target journals. At the end of this stage, students are expected to have a near-final version of these sections ready for integration into their full article draft.

Worksheet 7.4 -*Revising Abstract and Conclusion for Journal Readiness*

Instructions:

1. Revise your draft of the abstract and conclusion based on peer and lecturer feedback. Pay special attention to accuracy, coherence, and journal requirements (e.g., formatting, style, citation).
2. Complete the self-checklist and reflection below to evaluate your progress. By answering all questions carefully and reviewing your results and take notes on areas that need improvement.

Abstract Revision

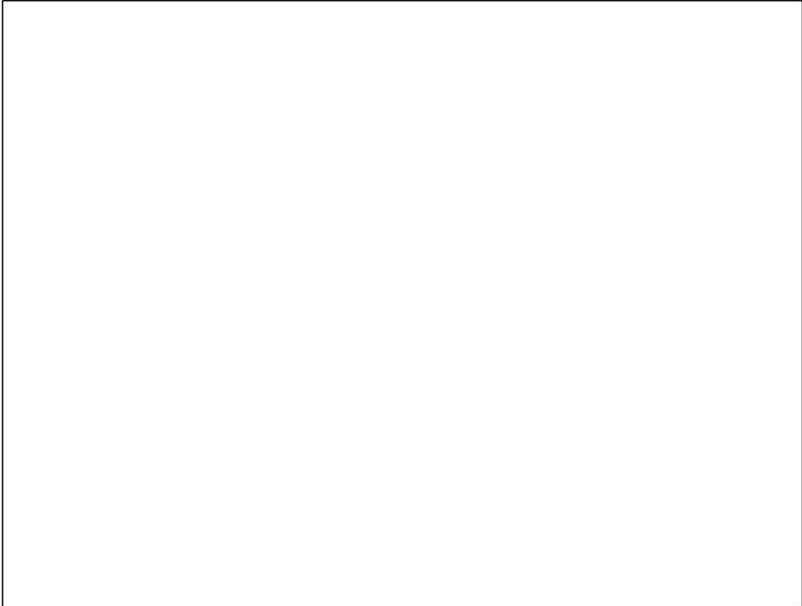
Abstract Revision

Self Revision Checklist

Criteria	Abstract	Conclusion
Is the structure consistent with academic conventions (e.g., Swales' CARS model for abstract)		
Is the language clear, concise, and free from redundancy?		
Are implications and significance of findings clearly stated?		
Are limitations or future research directions included (if required)?		
Are references complete, accurate, and consistent with APA Style 7th edition?		
Did you use a reference manager (Mendeley) to ensure consistency?		

Reflection Questions (Individual)

1. After revision, what improvements can you see in your abstract and conclusion?
2. Which feedback (peer/lecturer) was most helpful for your revision?
3. How confident are you that your draft now aligns with target journal requirements?
4. What challenges did you face during revision, and how did you overcome them?



SECTION 5

IMPROVE STAGE

The Improve Stage in the QuiryThink learning model emphasizes the importance of systematic evaluation and revision in academic writing. At this stage, the manuscript is not only reviewed for content but also refined in terms of clarity, coherence, originality, and adherence to academic conventions. The process is structured into four sub-stages: *brainstorming, individual exploration, sharing and discussion, and drafting and refining*. Together, these sub-stages ensure that the article develops from a working draft into a polished version that approaches the standards of reputable journal publication.

The stage begins with brainstorming, where the manuscript is critically examined using a reviewer rubric. Each section of the article—title, abstract, introduction, method, findings, discussion, conclusion, and references—is analyzed against the rubric’s criteria. This activity allows the identification of strengths, weaknesses, and specific areas for improvement. By evaluating the article through the lens of a reviewer, the writing is approached objectively, enabling targeted revisions that strengthen both argumentation and presentation.

Next comes individual exploration, in which digital tools are applied to support the revision process. Turnitin is used to ensure originality and proper citation, while Grammarly or LanguageTool assist in refining grammar, coherence, and writing style. These tools provide immediate feedback that helps writers make necessary corrections, avoid plagiarism, and improve readability. The process fosters self-reflection, as each writer becomes more aware of their recurring mistakes and learns to implement effective strategies for improvement.

The third sub-stage is sharing and discussion, where the results of self-evaluation and digital tool checks are brought into collaborative reflection. By sharing findings in class, common challenges and recurring issues are highlighted, and diverse perspectives on clarity, structure, and coherence are exchanged. This stage encourages constructive dialogue and peer support, while also broadening the

understanding of quality academic writing. Insights gained from these discussions form the basis of an action plan for further revision.

Finally, the drafting and refining sub-stage focuses on integrating feedback from self-assessment, digital tools, and peer discussion into a comprehensive revision. The manuscript is revised section by section, ensuring improvements in clarity, argumentation, structure, and referencing. A polished draft is then produced and further evaluated using AI-based assistance such as ChatGPT, which provides suggestions for overall quality, logical flow, and readability. This process not only ensures the manuscript is well-prepared for submission but also trains writers in developing critical self-editing skills essential for future academic work.

UNIT 8 EVALUATING THE MANUSCRIPT

Learning Objectives

After completing this session, students are expected to be able to:

1. Evaluate each section of students' manuscript using a journal reviewer rubric.
2. Utilize digital tools such as Turnitin, Grammarly to evaluate the originality, grammar and coherence.
3. Present the results of self-evaluation and digital tool checks
4. Revise and finalize their manuscript by effectively incorporating feedback from reviewer rubrics, class discussions, and digital tool analyses.

BRAINSTORMING

In this stage, students analyze their own articles individually using the reviewer rubric introduced in the previous stage. They identify strengths, weaknesses, and areas needing improvement in each section of their article

Worksheet 8.1- Evaluating Your Own Manuscript Using Reviewer Rubrics

Instruction:

1. Carefully read the reviewer rubric and make sure you understand each criterion.
2. Review your own manuscript section by section.
3. Use the rubric to assess the quality of each section, noting where the manuscript meets the criteria and where improvements are needed.

Read the following reviewer rubric

Questions	Yes	Partially	No
Do you think the title is appropriate?			
Does the abstract summarize the article clearly and effectively?			
Are the objectives set clearly?			
Is the issue stated clearly?			
Is the literature review adequate?			

Is the design of the research appropriate, and the exemplary, if any, suitable?			
Is the methodology consistent with the practice?			
Are the findings expressed clearly?			
Is the presentation of the findings adequate and consistent?			
Are the tables, if any, arranged well?			
Are the conclusions based on the findings?			
Are the suggestions meaningful, valid and based on the findings?			
Are the references adequate?			
Is the language clear and understandable?			
Is cohesion achieved throughout the article?			
Is the work contributing to the field?			

INDIVIDUAL EXPLORATION

In this stage, students actively apply digital revision tools to evaluate and enhance their own manuscript. Using Turnitin, they check for originality and ensure proper citation to avoid plagiarism. With Grammarly or LanguageTool, students review grammar, coherence, and writing style, making necessary corrections to improve clarity and readability. This activity encourages students to critically reflect on their work, identify areas for improvement, and prepare a more polished draft. The insights gained from this stage will help them refine their manuscript before sharing and discussing it with peers in the next stage.

Worksheet 8.2 –Improving Your Article with Digital Tools

Students will use digital tools to evaluate and improve their manuscript, focusing on originality, grammar, coherence, and style, preparing a polished draft for the next stage.

Instructions:

1. Open your manuscript and directly **apply digital revision tools** to each section:
 - a. **Turnitin** → Check for originality and plagiarism. Note any parts that need paraphrasing or proper citation.

b. Grammarly / Language Tool → Review grammar, coherence, and style. Make corrections or note suggestions for improvement.

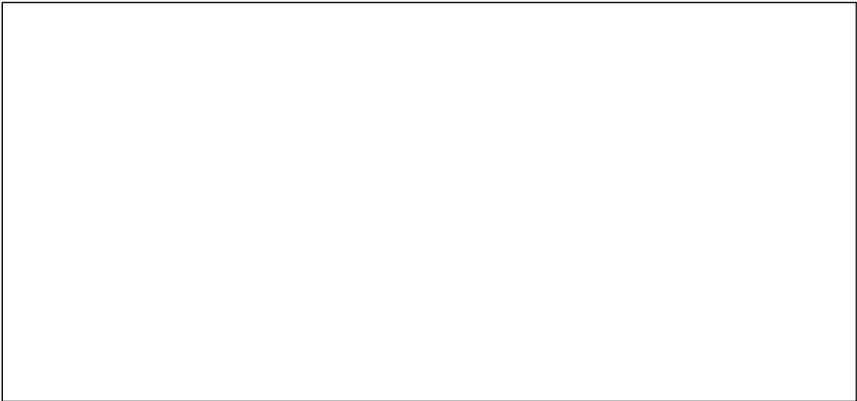
- Record your observations and planned revisions in the table below as you work through your manuscript.

Self-Improvement Table

Article Section	Issues Observed	Suggestions from Digital Tools	Planned Revision
Introduction			
Methods			
Results and Discussion			
Conclusion			
References			

Reflection Questions:

- Which section needed the most improvement and why?
- How did Turnitin help you ensure originality and proper citation?
- Which suggestions from Grammarly/Language Tool were most helpful for clarity and style?
- How will you apply these insights to finalize your draft before peer discussion?



SHARING AND DISCUSSION

In this stage, students share the results of their self-evaluation and digital tool checks with the whole class. The goal is to discuss common issues, highlight strengths, and identify areas that need improvement in their articles. Through this classroom discussion, students gain new insights and broader perspectives on article quality, clarity, coherence, structure, and referencing. This collaborative reflection helps prepare them for the final drafting and refining stage (T 8.4).

Worksheet 8.3- *Peer Discussion and Action Plan for Article Revision*

In this activity, you will share the results of your self-evaluation and digital tool checks with the class. Listen to the discussion, take notes on insights shared by others, and reflect on how you can improve your own article.

Part A. Insights from Discussion

1. New ideas or suggestions from the class that could improve your article:

2. Question

Part B. Action Plan for Revision

1. Sections of your article that will be revised first based on class discussion:

2. Specific actions you will take to improve your article (clarity, coherence, structure, references, originality):

DRAFTING AND REFINING

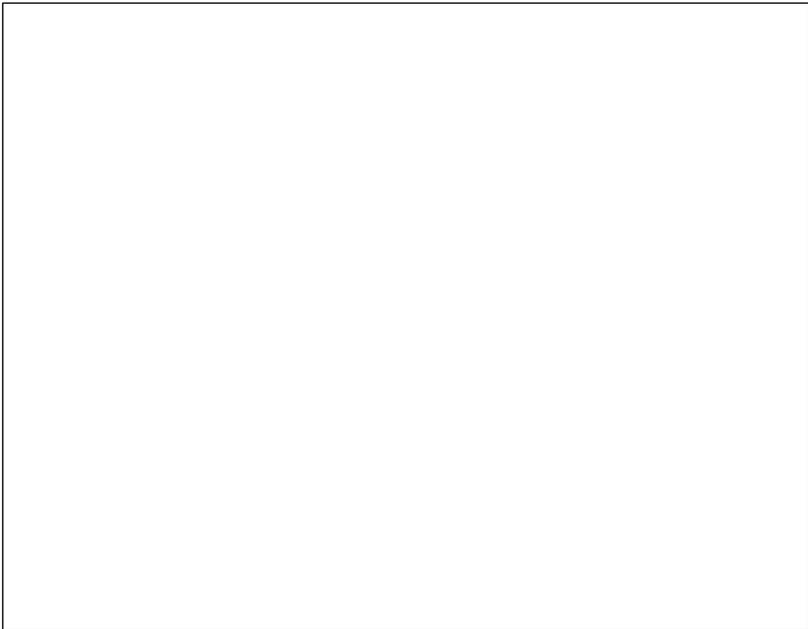
In this final stage of the IMPROVE phase, students revise their articles based on self-evaluation, class discussion, and digital tool feedback. The focus is on improving clarity, coherence, argumentation, structure, and referencing throughout the article. After making revisions, students produce a polished, complete draft. This draft will then be evaluated using ChatGPT, which provides suggestions on overall quality, logical flow, language accuracy, and readability. The

goal is to ensure the article is well-prepared, academically sound, and ready for submission or the next stage of the learning process.

Worksheet 8.4 Upload Your Revised Article

Instructions:

1. Revise your article carefully by incorporating feedback from:
 - a. Reviewer rubric and class discussion
 - b. Digital tool feedback (Turnitin, Grammarly/Language Tool)
2. After completing your revisions, upload a single, complete manuscript. Make sure all improvements are reflected in this version.
3. This uploaded manuscript will be checked by ChatGPT to provide suggestions on clarity, coherence, structure, language, and overall quality before final submission.
4. Ensure that each section (Abstract, Introduction, Methods, Results, Discussion, Conclusion, References) incorporates the revisions suggested in both the rubric and digital tool feedback.



SECTION 6

NURTURE AND KEEP

The Nurture and Keep Stage is the final step in the QuiryThink learning model, where the process of academic writing culminates in polishing, reflection, and submission. At this stage, manuscripts that have gone through multiple rounds of drafting, revising, and improving are carefully refined into their final form. The emphasis is not only on producing a well-written article but also on cultivating reflective practices that allow writers to recognize the progress they have made, the challenges they have overcome, and the academic standards that their work must now meet.

The stage begins with finalizing and reflecting, where feedback from AI tools, reviewer rubrics, and earlier discussions is carefully considered. Writers evaluate their manuscripts using structured instruments such as the *Pre-Submission Checklist* adapted from *Cakrawala Pendidikan Journal*, which covers all aspects of article quality—from title, abstract, introduction, and methods to findings, discussion, conclusion, and references. This process ensures that clarity, coherence, originality, and format requirements are met. Reflection is also emphasized, enabling writers to identify lessons learned from the entire writing process and to plan how these insights can support future academic work.

The second part of this stage involves individual exploration, where revisions are made one final time. Manuscripts are checked using digital tools such as Turnitin for originality and Grammarly or Language Tool for language refinement. Each section of the article is reviewed to guarantee accuracy, consistency, and alignment with journal guidelines. A revision log may also be maintained, allowing writers to document changes and verify that every criterion has been addressed before submission. Through this careful process, the article is nurtured into a version that reflects both academic rigor and the writer's intellectual growth.

Following this, the sharing and discussion phase provides an opportunity to engage with the submission process itself. Writers watch a video tutorial on how to submit their manuscript, which can

be accessed through this link: <https://youtu.be/PzzOS9NwzGA>. Classroom discussion then allows questions to be raised and final doubts clarified, ensuring that all writers feel confident and prepared for the technical and procedural aspects of journal submission. This collaborative exchange strengthens not only technical readiness but also the sense of shared academic purpose.

Finally, the stage concludes with drafting and refining, where the manuscript is compiled into a complete, polished version ready for journal submission. All revisions based on rubrics, feedback, and digital tools are incorporated, resulting in an article that is both academically sound and professionally presented. This final act of “keeping” signifies not only the preservation of a well-crafted text but also the writer’s readiness to enter the broader academic community through publication. The Nurture and Keep Stage, therefore, encapsulates both the product and the process of learning, ensuring that academic writing is developed as a rigorous, reflective, and publishable scholarly practice.

UNIT 9 FINALIZING, REFLECTING, AND PREPARING FOR ARTICLE SUBMISSION

Learning Objectives

After completing this session, students are expected to be able to:

1. Evaluate and refine their manuscript using a pre-submission checklist to ensure that it meets the target journal's formal and content requirements.
2. Submit the manuscript to a journal following the demonstrated procedure.
3. Reflect on their submission experiences.
4. Reflect critically on their entire research and writing process from idea development to journal submission.

BRAINSTORMING

At this stage, students have already revised and refined their articles in the IMPROVE phase. Now, they focus on finalizing the manuscript, reflecting on their learning process, and preparing it for submission to a target journal. Before submission, each student should carefully review the revised manuscript using the provided checklist. This activity aims to ensure that the paper fully meets the journal's formal and content requirements, thereby reducing the likelihood of rejection or major revisions after submission.

Worksheet 9.1 - *Submission Process and Final Checks*

Steps to follow:

1. Read each aspect and indicator listed in the checklist.
2. Evaluate your manuscript honestly for each item and mark Yes if it fulfills the requirement or No if it does not.
3. Take notes on any items marked No, and plan revisions to address these issues before submission.
4. Pay special attention to formatting, language, originality, and completeness of content, including title, abstract, introduction, methods, results, discussion, conclusion, and references.

Completing this checklist will help you produce a polished, journal-ready manuscript. The following pre-submission checklist is adapted from the *Cakrawala Pendidikan Journal*. It can be accessed online at the following link:

https://drive.google.com/file/d/15AXM10xsE1kFw_3eOHK2rhOxF36Ukbq5/view

Manuscript Pre-Submission Checklist *Cakrawala Pendidikan Journal*

No.	Aspects and Indicators	Does your manuscript fulfil it?	
		Yes	No
A	GENERAL		
1.	The manuscript is between 5,000 and 8,000 words in length including the title, abstract, and references.		
2.	The manuscript has followed the guidelines and conformed with <i>Cakrawala Pendidikan Journal</i> template		
3.	The similarity index for plagiarism check is pegged at 20%.		
B	THE MANUSCRIPT		
1.	Title		
	a. Clearly and concisely reflecting the content		
	b. Not more than 13 words		
	c. Written in Indonesian and English		
2.	Author's names		
	a. Full names of the authors		
	b. Affiliation of the authors		
	c. Official emails of the authors		
3.	Abstract		
	a. Reflects the content of the manuscript		
	b. Written in Indonesian and English		
	c. Started by background and then the objective or focus of the problems		
	d. Contains the important research procedure		
	e. Contains the main findings		

	f. Written in a single paragraph, single-spaced		
	g. Between 150-200 words		
	h. Keywords: 3-6 words		
4.	Introduction		
	a. Contains the background of the problem, the research gap , and ended by statement of the research objective or focus of the study		
	b. Supported by the latest theories and relevant research on the problem		
	c. Contains research novelty and useful innovations		
	d. Not more than 20% of the manuscript		
5.	Methods		
	a. Briefly, concisely, clearly written, but adequately reflects the research methods		
	b. Describes the use of research methods, procedures, tools, materials, or instruments, instrument validity/reliability, and data analysis techniques		
	c. Not more than 10% of the manuscript for qualitative research or 15% of the manuscript for quantitative research		
6.	Findings and Discussion		
	a. Briefly and clearly elaborates the research findings		
	b. Tables, graphs or verbal description are used interchangeably		
	c. The discussion section is comprehensively presented by supporting, comparing, and or contrasting the research findings with the findings from previous studies that have been published in reputable journals		
	d. In-text citation should refer to APA 7 th style		
	e. Not more than 60% of the manuscript		
7.	Conclusion		
	a. Wraps up what have been discussed in the manuscript		

	b. There is a formulation of prospects for the development of research results and prospects for future research applications		
8.	References		
	a. Refers to APA 7 th edition		
	b. Most of the references should be from international journals		
	c. All references should be online accessible, reliable and be published by reputable publishers		

Once authors find some aspects/indicators do not meet the checklist, they need to revise the manuscripts prior to the submission.

INDIVIDUAL EXPLORATION

In this stage, students watch a video tutorial demonstrating how to submit their article. You can access the tutorial video through this link: <https://youtu.be/PzzOS9NwzGA>. The class discussion addresses any questions regarding the submission process and final checks. This stage ensures students are confident and prepared to submit their final manuscript.

Worksheet 9.2 - *Understanding the Journal Submission Process*

Instructions:

1. Watch the tutorial video on how to submit your article via the following link <https://youtu.be/PzzOS9NwzGA>.
2. Take notes on the key steps and important requirements mentioned in the video.
3. Participate in the class discussion by sharing your understanding and asking questions about the submission process.
4. Complete the tasks below.

After watching the tutorial, answer the following questions:

1. List the main steps required before clicking the final “Submit” button.

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2. What are some common mistakes authors should avoid during submission?

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3. What information is required in the metadata section (e.g., title, abstract, keywords)?

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4. How should you upload and label supplementary files (tables, figures, appendices)?

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5. Why is it important to carefully review the journal's author guidelines before submission?

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SHARING AND DISCUSSION

In this stage, students independently apply what they have learned about the submission process by carefully following the steps demonstrated in the tutorial video. After watching the tutorial, each student proceeds to submit their manuscript to the selected journal

following the journal’s author guidelines and submission template. Through this activity, students experience the actual process of manuscript submission, from completing the required metadata to uploading the main document and supplementary files. The accompanying worksheet helps guide their submission process and encourages them to reflect on each step, potential challenges, and important details to pay attention to before clicking the final “Submit” button. The reflections recorded in this stage will serve as the basis for the next class activity, where students will share their submission experiences and discuss lessons learned during the process.

After completing the submission process, students share their experiences with peers. This stage allows them to reflect on what they learned, discuss any difficulties they encountered, and exchange practical insights about submitting manuscripts to academic journals. Through this discussion, students can better understand the publication process and learn from one another’s experiences.

Worksheet 9.3 - Sharing the Submission Experience

Instruction:

Share your experience submitting your manuscript to the selected journal.

Discussion Question:

What was the most important lesson you learned from the submission process?

DRAFTING AND REFINING

In this final stage, students reflect on their entire journey of writing and submitting a journal article – from developing initial ideas to completing the submission process. This stage encourages students to think critically about their progress, challenges, and achievements throughout the course. By revisiting each step of their learning experience, students identify the strategies that helped them improve, the difficulties they overcame, and the skills they need to continue

developing as academic writers. Through this reflective process, students strengthen their awareness of themselves as responsible, ethical, and independent researchers ready to contribute to the academic community.

Worksheet 9.4 - Final Reflection on the Writing and Submission Journey

Instructions:

Reflect on your overall experience in writing and submitting your journal article. Think about the stages you went through from developing ideas, collecting data, analyzing findings, drafting and revising, to finally submitting your manuscript. Your reflection should highlight what you have learned about academic writing, research ethics, and yourself as a writer and researcher.

Reflection Question:

What are the three most valuable lessons you gained from the process of writing and submitting your article, and how will these lessons influence your future academic or professional writing?

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