



GUIDELINES FOR PROPOSAL AND FINAL REPORT

2026

D-III ENGLISH STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND TOURISM
POLITEKNIK NEGERI SRIWIJAYA

PREFACE

Research methodologies continue to evolve, leading to the emergence of various research paradigms with their respective adherents. Consequently, standardizing a single methodology within one proposal and final report writing guideline presents certain challenges. Nevertheless, the availability of a proposal and final report writing guide remains essential to assist students in achieving consistency while establishing minimum standards for academic writing.

This edition represents a revised and improved version of the previous guideline, incorporating several important updates intended to enhance the quality, consistency, and academic rigor of students' research proposals and final reports.

It is expected that this updated guideline will provide clearer direction and practical support for students in preparing their research proposals and final reports, while also contributing to the continuous improvement of academic writing standards within the institution.

Palembang, February 2026

Head of the Department of Language and Tourism

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PART 1

FINAL REPORT PROPOSAL

1. GENERAL ASPECTS OF THE FINAL REPORT PROPOSAL

The following outlines the matters about the Final Report Proposal.

- 1.1 The Final Report Proposal is a research plan proposed by the student under the supervision of advisors (advisor 1 and advisor 2) and is written following the established conventions of scholarly writing.
- 1.2 The Final Report Proposal must consist of a minimum of three chapters.
- 1.3 The Final Report Proposal must be presented at a Final Report Proposal Seminar.
- 1.4 The student must have completed the Research Methodology course before writing the Final Report Proposal.

2. RESEARCH TOPIC

- 2.1 The First Advisor determines the research topic following his/her area of research and field of expertise.
- 2.2 The first Advisor may solicit opinions from the Second Advisor regarding the research topic to be studied by the student; however, the authority to decide remains solely with the First Advisor.
- 2.3 The research topics that the students will investigate must be aligned with the academic discipline of the study program.

3. CRITERIA FOR THE FINAL REPORT PROPOSAL

The following outlines the criteria for the Final Report Proposal.

- 3.1 The Final Report Proposal shall consist of a minimum of three chapters that encompass the following elements:
 - 3.1.1 Introduction
 - 3.1.2 Literature Review
 - 3.1.3 Research Methodology
- 3.2 The proposal must be free from any indication of plagiarism.
- 3.3 The proposal must employ primary references in the form of relevant national and international journal articles, with the requirement that 50% of these references have been published within the last five years. Additional references may include pertinent books, provided that 50% of them have been published within the last ten years.

4. WRITING THE FINAL REPORT PROPOSAL

The Final Report Proposal is composed of three sections: the preliminary section, the main section, and the concluding section.

PRELIMINARY SECTION

The preliminary section of the Final Report Proposal comprises:

- 1.1 Cover Page
- 1.2 Approval Page
- 1.3 Validation Page
- 1.4 Plagiarism-Free Declaration
- 1.5 Preface
- 1.6 Abstract
- 1.7 Acknowledgment
- 1.8 Table of Contents
- 1.9 List of Tables
- 1.10 List of Figures
- 1.11 List of Appendices

MAIN SECTION

The writing of the introductory chapter shall be tailored to the type of research-quantitative, qualitative, or mixed-method. For quantitative research, the introductory chapter shall address the research problem by identifying a research gap. This gap may manifest as contradictions with previous research findings, a paucity of studies addressing the topic under investigation, or as a follow-up to recommendations from prior studies. If necessary, the introductory chapter may also incorporate an empirical gap from practical contexts relevant to the topic under investigation. The introductory chapter for quantitative research consists of:

CHAPTER I – INTRODUCTION

- 1.1 Background of the Research
- 1.2 Focus of the Research
- 1.3 Research Questions
- 1.4 Research Objectives
- 1.5 Research Significance

Subsequently, the literature review chapter for quantitative research provides a more detailed explanation of the content outlined in the introductory chapter. In this chapter, the student must systematically articulate the research argument or position, which will culminate in the formulation of the proposed hypothesis. This argument must be based on a thorough review and synthesis of various supporting literature, rather than merely summarizing previous research findings. Although a relevant general theory may be incorporated as a cohesive element of the overall argument, its inclusion is not mandatory.

CHAPTER II – LITERATURE REVIEW

2.1 Supporting Theory

In this subsection, the student explains the relevant theory (if any) that will be used as the basis for the research argument. Note that supporting theory is distinguished from previous research in that it is drawn from theories that have been well-established in prior studies. The writer must clearly explain how the chosen theory relates to the variables under investigation or to the proposed hypothesis.

2.2 Theoretical Framework and Hypothesis Development

The conceptual framework is constructed based on the hypotheses developed. The hypotheses must be formulated based on supportive findings from previous research. In quantitative research, hypotheses generally describe associative or causal relationships—that is, the relationship or influence between independent and dependent variables. The hypotheses are then depicted in a conceptual framework to facilitate the reader’s understanding of the interrelationships among the variables. Hypotheses may be tested either individually or simultaneously.

Similarly, in qualitative research, the literature review chapter explains the research argument derived from an examination of previous literature. This literature review is intended to convince the reader that the chosen research topic warrants deeper exploration of the subject, thereby ensuring that the research findings will uniquely contribute to the existing literature. The use of theory is not required in qualitative research, given that its essence is inductive and based on the realities observed in the field.

The structure of the literature review subsections for qualitative research depends on the conceptual requirements and the review of previous studies; therefore, the naming of subsections may be adjusted accordingly.

CHAPTER II – LITERATURE REVIEW

2.1 The Concept Under Investigation

2.2 Review of Previous Research Literature

CHAPTER III – RESEARCH METHODOLOGY

The writing of Chapter III can be distinguished by the type of data to be used. The following is the structure for writing Chapter III for quantitative research using primary data:

3.1 Time and Location of the Research

“Time of research” refers to when the data are collected, while “location of research” refers to where the data are collected.

3.2 Research Design

Research design encompasses the research methods chosen by the student.

3.3 Population and Sample

In addition to specifying the population, the student must also describe the characteristics of the selected sample, the unit of analysis, the sample size, and the sampling technique employed. Sampling may be conducted using probability or non-probability techniques; for non-probability sampling techniques (such as convenience sampling and snowball sampling), the population size is not required.

3.4 Instrument Development

Before developing the research instrument, the student must provide the operational definitions for each variable used in the study. In Chapter II, the student presents the definitions and meanings of the variables according to the literature; in Chapter III, these definitions are further operationalized through instruments adapted from those developed in previous research.

These instruments consist of indicators or items (statements) based on validated findings from earlier studies, along with the scale to be used (e.g., a five-point Likert scale, a Likert-type scale with more or fewer than five points, a semantic differential scale, or other types). To distribute the questionnaire, the student is permitted to use a printed version, an online version, or both.

3.5 Data Collection Techniques

In quantitative research, data are typically collected using survey techniques, whether online or through conventional methods.

3.6 Data Analysis Techniques

In quantitative research, data analysis involves describing the data—such as profiling the respondents and the data characteristics by tests of validity and reliability. Furthermore, if the student intends to use regression analysis or path analysis for hypothesis testing, classical assumption tests must be applied. One such test is for normality. If the data are not normally distributed, non-parametric statistics must be employed; if the data are normally distributed, parametric statistics may be used. Additionally, if the student employs a structural equation model for hypothesis testing, classical assumption tests are not required.

CHAPTER III – RESEARCH METHODOLOGY

The following is the structure for writing Chapter III for quantitative research using secondary data:

3.1 Unit of Analysis, Population, and Sample

The unit of analysis is the research object to be analyzed to test the hypothesis, which may be an individual, a company, or an organization.

3.2 Data Collection Techniques

The student must explain, among other aspects, the source of the data, the method by which the data were obtained, and the period during which the data were collected.

3.3 Operationalization of Variables

The writer must explain the proxies or indicators used to measure each variable. For each proxy employed, the source of the reference and the rationale for its selection must be provided.

3.4 Data Analysis Techniques

The explanation of data analysis techniques for secondary data is analogous to that for primary data, adjusted according to the analysis model and the analytical software used.

The following is the structure for writing Chapter III using a qualitative approach:

CHAPTER III – RESEARCH METHODOLOGY

3.1 Research Location and Time

3.2 Informants

3.3 Data Collection Techniques

3.4 Data Validity and Reliability

3.5 Data Processing Techniques

CONCLUDING SECTION

1. REFERENCES. The References must be compiled using reference management software (e.g., Mendeley, EndNote, or Zotero).
2. Research Instruments. These may consist of questionnaires, observation guides, or interview guides. For research utilizing primary data, the student is required to include the research questionnaire.
3. Plagiarism Similarity Scan Report. Turnitin similarity index must not exceed 25%.
4. Other Appendices (if necessary).
5. Curriculum Vitae of the Writer.



PART - 2

FINAL REPORT

(QUANTITATIVE & QUALITATIVE)

1. GENERAL ASPECTS OF THE FINAL REPORT

The following outlines matters about the Final Report.

- 1.1 The Final Report is one of the requirements for obtaining the A.Md.Li degree in the Department of Language and Tourism at Politeknik Negeri Sriwijaya.
- 1.2 The Final Report carries a credit weight of 6 credits.
- 1.3 Within the curriculum, the Final Report is a course.

2. CRITERIA FOR THE FINAL REPORT

The following are the criteria for the research and writing of the Final Report.

- 2.1 The Final Report must be written within a maximum period of one semester.
- 2.2 The Final Report shall consist of a minimum of five chapters that incorporate the following elements:
 - 2.2.1 Introduction
 - 2.2.2 Literature Review
 - 2.2.3 Methodology
 - 2.2.4 Data and Discussions
 - 2.2.5 Conclusion and Suggestion
- 2.3 The Final Report must be free from any indication of plagiarism.
- 2.4 The Final Report must employ primary references in the form of relevant national and international journal articles, with the requirement that 50% of these references have been published within the last five years.

3. WRITING THE FINAL REPORT

The guidelines for writing the Final Report are the same as those for the Final Report Proposal, with the addition of a chapter on Results and Discussion and a Conclusion chapter.

PRELIMINARY SECTION

The preliminary section of the Final Report consists of:

- 1.1 Cover Page
- 1.2 Approval Page
- 1.3 Validation Page
- 1.4 Plagiarism-Free Declaration
- 1.5 Preface
- 1.6 Abstract
- 1.7 Acknowledgment
- 1.8 Table of Contents
- 1.9 List of Tables
- 1.10 List of Figures
- 1.11 List of Appendices

MAIN SECTION

The main section is written in the same manner as the Final Report Proposal, with the addition of at least two new chapters as follows:

CHAPTER IV – RESULTS AND DISCUSSION

There are several approaches for writing Chapter IV, which are adapted according to the type of research approach (quantitative or mixed method) and the type of data (primary or secondary).

1) Quantitative Approach

The following explanation pertains to the writing of Chapter IV using a quantitative approach with primary data. For writing Chapter IV using a quantitative approach with secondary data, appropriate adjustments may be made.

a) Data Description

Data description comprises two components: the respondent profile and the data profile. Generally, the respondent profile includes information on gender, age, the highest level of education completed, marital status, and employment status. However, the content of the respondent profile depends on both the respondents and the research topic. For example, marital status may not be relevant in research conducted in a school setting, whereas religion and ethnicity become significant if the research topic pertains to religious or ethnic matters.

In quantitative research, data description typically presents the frequency of each response option. For instance, for the first indicator of a variable, the frequency of responses—such as “strongly disagree,” “disagree,” etc.—must be calculated. In addition, the value for each indicator must be computed. For example, if for the first indicator, 65 respondents choose “Strongly Disagree” (STS) and “STS” is assigned a value of 1, then the total value for that indicator is calculated as $65 \times 1 = 65$. Regression analysis, structural equation modeling, or other methods may be used to test the hypotheses.

Further data description regarding the data profile may include details such as frequency distributions, cross-tabulations, means, medians, or standard deviations, depending on the needs of the study.

b) Results

This section presents the results of the analyses, including the outcomes of instrument validity tests, reliability tests, classical assumption tests, model feasibility tests, and hypothesis testing.

c) Discussion

Based on the results of the hypothesis testing, the student discusses the findings of the proposed hypotheses as a means of supporting the constructed argument. Although the acceptance of a hypothesis

provides scientific support to the argument, the rejection of a hypothesis does not necessarily imply that it does not contribute to the advancement of knowledge. All findings should be discussed in a scientifically rigorous manner, supported by previous research findings to elucidate why the research argument is supported or, if not, to present a scientific rationale. The number of discussion subsections may be adjusted according to the number of hypotheses proposed.

2) Qualitative Approach

The following is the format for writing Chapter IV using a qualitative approach:

a) Results

This section presents key findings, including descriptions of informants, observations, interviews, or other data obtained through various data collection techniques. The data must be validated using triangulation.

b) Discussion

The student addresses the research questions presented in the Introduction chapter. The structure of the discussion should follow the sequence of the research questions. Emphasis should be placed on the central themes that emerge from the data and on explaining the interrelationships among these themes.

CHAPTER V – CONCLUSION

a) Conclusion

This section presents the research objectives and provides a summary of the research findings. The conclusion should be written in paragraph form.

b) Implications

Research implications include both theoretical and practical implications. The theoretical implications describe the contribution of the research to the development of knowledge in the area of the research topic, while the practical implications explain the contribution to stakeholders relevant to the research topic.

c) Research Limitations

This section outlines the limitations of the study, particularly those related to the conceptual framework or research methods. Research limitations arise because the researcher must contend with certain constraints to ensure the study remains researchable. Therefore, these limitations must be disclosed to enable the reader to understand the context of the research more clearly.

d) Recommendations for Future Research

This section contains the researcher's recommendations for future research on topics that remain of interest and are related to the current study. The recommendations may also be adjusted following the stated research limitations.

As with the Final Report Proposal, the Final Report must be supplemented by an end section that includes the References, Research Instruments, Plagiarism Similarity Scan Report, any additional Appendices, and the Writer's Curriculum Vitae. If necessary, details regarding data processing steps may also be attached.

FINAL SECTION

1. References.

The references should be prepared using reference management software (e.g., Mendeley, EndNote, or Zotero).

2. Research Instruments.

These may include questionnaires, observation guides, or interview guides.

3. Permission Letter for Data Collection from the Institution (if data are obtained from an institution).

4. Plagiarism Similarity Scan Report. Turnitin similarity index must not exceed 25%.

5. Other Appendices (if necessary).

6. Curriculum Vitae of the Writer.



PART - 3

GUIDELINES FOR WRITING RESEARCH AND DEVELOPMENT FINAL REPORTS

Before elaborating on the systematic structure of writing final report resulting from research and development, it is essential first to understand the systematic structure of a research proposal for development studies, as outlined below:

A. Proposal Writing Format

The Research and Development Final Report Proposal is composed of three sections: the preliminary section, the main section, and the concluding section.

PRELIMINARY SECTION

The preliminary section of the research and development Final Report Proposal comprises:

1. Cover Page
2. Approval Page
3. Validation Page
4. Plagiarism-Free Declaration
5. Preface
6. Abstract
7. Acknowledgment
8. Table of Contents
9. List of Tables
10. List of Figures
11. List of Appendices

MAIN SECTION

The introductory chapter for research and development consists of:

CHAPTER I: INTRODUCTION

- A. Background of the Problem
- B. Problem Identification
- C. Problem Limitation
- D. Problem Formulation
- E. Development Objectives
- F. Benefits of the Developed Product
- G. Specifications of the Developed Product

CHAPTER II: THEORETICAL FRAMEWORK

- A. Theoretical Review
 1. Concept 1
 2. Concept 2
 3. Concept 3
 4. And so forth
- B. Review of Relevant Studies
- C. Conceptual Framework

CHAPTER III: RESEARCH METHODOLOGY

- A. Type of Research
- B. Development Procedures
- C. Product Testing Design
 - 1. Testing Design
 - 2. Test Subjects
- D. Data Collection Techniques and Instruments
- E. Data Analysis Techniques

CONCLUDING SECTION

1. REFERENCES. These References must be compiled using reference management software (e.g., Mendeley, EndNote, or Zotero).
2. Research Instruments. These may consist of questionnaires, observation guides, or interview guides. For research utilizing primary data, the student is required to include the research questionnaire.
3. Research Implementation Schedule
4. Plagiarism Similarity Scan Report. Turnitin similarity index must not exceed 25%.
5. Other Appendices (if necessary).
6. Curriculum Vitae of the Writer.

B. Final Report Writing Format

1. Preliminary Section

1. Cover Page
2. Approval Page
3. Validation Page
4. Plagiarism-Free Declaration
5. Preface
6. Abstract
7. Acknowledgments
8. Table of Contents
9. List of Tables
10. List of Figures
11. List of Appendices

2. Main Section

Chapter I: Introduction

- A. Background of the Problem
- B. Problem Identification
- C. Problem Limitation
- D. Problem Formulation
- E. Development Objectives
- F. Benefits of the Developed Product
- G. Specifications of the Developed Product

Chapter II: Literature Review

- A. Theoretical Review
 - 1. Concept 1
 - 2. Concept 2
 - 3. Concept 3
 - 4. and so forth
- B. Review of Relevant Studies
- C. Conceptual Framework

Chapter III: Research Methodology

- A. Type of Research
- B. Development Procedure
- C. Product Trial Design
 - 1. Trial Design
 - 2. Trial Subjects
- D. Data Collection Techniques and Instruments
- E. Data Analysis Techniques

Chapter IV: Research and Development Results

- A. Results of Initial Product Development
- B. Validation Results
- C. Product Testing Results
- D. Final Product Review
- E. Research Limitations

Chapter V: Conclusions and Recommendations

- A. Conclusion on the Product
- B. Recommendations for Product Utilization

3. Final Section

- 1 References
- 2 Appendices
- 3 Curriculum Vitae of the Writer

C. Explanation of the Main Section

1. Background of the Problem

This section explains the rationale for developing an educational product. The term "research product" refers to instructional materials, learning devices, educational media, assessment or evaluation instruments, or instructional models (Soenarto, 2013). To ensure the rationale of the research, the researcher

should compare the ideal conditions (what should be) with the actual conditions at the time of the research.

2. Problem Identification

This section outlines various variables, factors, and possibilities considered as causes of the researched problem. The explanation should be broad but aligned with the ideas presented in the background section.

3. Problem Limitation

In this section, the researcher defines the specific problem to be studied by selecting issues identified in the problem identification section. For example, if seven issues are identified, three may be selected for further examination.

4. Problem Formulation

This section explicitly states the research problem in the form of questions.

5. Development Objectives

This section details the goals the researcher aims to achieve through product development. The objectives should align with the problem formulation. For instance, if three research questions are posed, the objectives should ideally also be three.

6. Benefits of the Developed Product

This section explains the theoretical and practical benefits of the research findings, particularly regarding the users of the developed educational product.

7. Specifications of the Developed Product

Product specifications pertain to the building blocks of the developed product, such as the number of chapters in the instructional materials, types of texts used, sources of texts, evaluation types, etc.

8. Literature Review

This section contains a review of theories, definitions, and concepts derived from textbooks, dictionaries, encyclopedias, proceedings, and scholarly journals. Blogs and lecture handouts are not acceptable sources. The literature review should include both paraphrased content and a critical analysis of theoretical references.

9. Review of Relevant Studies

Relevant studies include theses, dissertations, proceedings, and scholarly journals. This review supports the current research but must also highlight differences between the present study and previous research.

10. Conceptual Framework

This section presents a logical and rational depiction of the relationship between theoretical review and the developed research product, typically in diagrammatic form.

11. Research Methodology

This section outlines the research type, location, timeframe, subjects, instruments, data validity, and analysis techniques.

12. Type of Research

This research employs Research and Development (R&D) methods. The primary goal of R&D is to develop and validate educational products (Borg & Gall, 1983). Development involves either enhancing an existing product or creating a new one. Validation is conducted through internal (expert and practitioner evaluation) and external (field testing) assessments (Sugiyono, 2015).

13. Development Procedures

This section describes at least four development phases: exploration, development, testing, and revision (dissemination is optional for D-III/D-IV programs). Each phase covers needs analysis, expert/practitioner involvement, limited and main field testing, and feedback-driven revisions.

14. Product Trial Design/Product Testing Subjects

- a. Testing Design (optional): Describes the research design for evaluating product effectiveness. Quasi-experimental or classroom action research may be used.
- b. Test Subjects: Specifies the number of subjects, location, and testing period.

15. Data Collection Techniques and Instruments

Describes steps in development, validity, and reliability of research instruments. Qualitative data are gathered through questionnaires, interviews, and observations, while quantitative data are collected through tests.

16. Data Analysis Techniques

Data analysis follows both qualitative and quantitative methods.

17. Initial Product Development Results

Presents needs analysis, interview results, observations, and the developed educational product.

18. Validation Results

Describes the assessment of the product by practitioners (undergraduate level) and optional expert evaluation (doctoral level).

19. Product Testing Results

Descriptive process evaluations document test subject responses, while quantitative analysis assesses test results.

20. Final Product Review (optional)

Discusses the relevance of the developed product to previous research findings.

21. Research Limitations

Details research limitations unrelated to funding.

22. Product Conclusions

Conclusions should align with the problem formulation.

23. Recommendations for Product Utilization

Provides recommendations for users regarding the developed product.

24. Dissemination (optional)

Explains how the research findings were disseminated, such as through seminars or journal publications.



PART - 4

GENERAL WRITING GUIDELINES

1. TECHNIQUES FOR WRITING PROPOSAL AND FINAL REPORT

The following are the guidelines about the writing of the Final Report Proposal and Final Report.

- 1.1 In general, the Final Report Proposal and the Final Report must be written using the American Psychological Association (APA) format as adopted by the Department of Language and Tourism at Politeknik Negeri Sriwijaya.
- 1.2 The Proposal shall consist of 8,000-10,000 words, excluding the preliminary and concluding sections (20–25 pages).
- 1.3 The Final Report shall consist of at least 12,800 words, excluding the preliminary and concluding sections (a minimum of 32 pages).
- 1.4 The Final Report Proposal must contain at least three chapters- namely, the Introduction, Literature Review, and Research Methodology chapters, whereas the Final Report must contain at least five chapters: The Introduction, Literature Review, Research Methodology, Results and Discussion, and Conclusion.
- 1.5 It must be written using Microsoft Word, with 1.5 line spacing and a 12-point font.
- 1.6 The text should be justified (aligned to both the left and right margins).
- 1.7 Citations and the reference list must be managed using reference management software (e.g., EndNote, Mendeley, Zotero, or other similar software).
- 1.8 Journal articles should be used as the primary references throughout all chapters.
- 1.9 References other than journal articles may include books, reports, conference proceedings, or other sources as specified in the APA Style guidelines (7th edition or later, if available).
- 1.10 At least 50% of the cited sources must be recent and published within the last five years.
- 1.11 The Final Report submitted for the Final Report Seminar must be printed using 1.5 line spacing and bound in a soft cover of lime or yellowish-green color.

2. TITLE

The following are the guidelines for the title of the Final Report Proposal:

- 2.1 The title shall consist of a maximum of **12 words**, excluding conjunctions.
- 2.2 It must not contain abbreviations unless they are already widely recognized.
- 2.3 The title should not be overly narrow by specifying the exact location of the research.
- 2.4 It must not include brand names or the names of companies/ institutions (unless approved by the relevant parties).

2.5 The title may be in the form of an interrogative sentence and/or include subordinate clauses separated by a colon (:).

3. ABSTRACT

- 3.1 The abstract is a summary of the Final Report and should consist of several introductory sentences (optional), the research objectives, research methods, unit of analysis, data analysis techniques, research findings, and the recommendations provided.
- 3.2 The abstract must be written in English and consist of 250 to 300 words.
- 3.3 The abstract should be typed in Times New Roman single-spaced, 12-point font.
- 3.4 The abstract must conclude with five keywords related to the research topic, written in Times New Roman, 12-point font, in italics. The word *Keywords* must appear in bold italics. All keywords must be written in lowercase, separated by commas, and arranged in alphabetical order.

4. PARAGRAPHS

- 4.1 In each chapter, the first paragraph's first line should not be indented; however, subsequent paragraphs must be indented by one tab (approximately 5 to 7 spaces), so that the first character of each new paragraph begins at the 7th or 8th character position.
- 4.2 Each paragraph must consist of at least three sentences.

5. HEADINGS

Headings for sub-sections (subtitles) may contain up to five lines.

- 5.1 Level One: Centered, bold, with each word's first letter capitalized.
- 5.2 Level Two: Left-aligned, bold, in lowercase.
- 5.3 Level Three: Indented, bold, in lowercase.
- 5.4 Level Four: Indented, bold italic, in lowercase.
- 5.5 Level Five: Indented, italic, in lowercase.
- 5.6 In Levels Three, Four, and Five, only the first word should have an initial capital letter.
- 5.7 In Levels Three, Four, and Five, paragraphs should begin aligned with the subheading line.

6. NUMBERING

- 6.1 Numbers from 1 to 9 should be written out in words (one, two, three, etc.), whereas numbers 10 and above should be written as numerals (10, 11, 12, 13, etc.).
- 6.2 When a number is followed by a unit symbol (e.g., USD 9), it may be written in numeral form or words (e.g., nine dollars).

7. PAPER

- 7.1 The paper used for the proposal and Final Report shall be white HVS paper with a weight of 80 grams, sized A4 (21.0 cm × 29.7 cm).
- 7.2 To support environmental sustainability (green campus), both the proposal and the Final Report shall be printed and reproduced on both sides.

8. COVER

- 8.1 The cover (outer binding) shall be a soft cover made of buffalo material during the Final Report examination, and a hard cover after the examination (revision) upon approval, in a lime or yellowish-green color.
- 8.2 Dividers between chapters shall be provided using doorslag paper dividers in a lime or yellowish-green color bearing the logo of the Department of Language and Tourism at Politeknik Negeri Sriwijaya.

9. FONT

- 9.1 The Final Report must be written using a uniform font throughout, specifically Times New Roman in 12-point size, except for chapter titles, which shall be in 14-point font.
- 9.2 Bold typeface shall be used for chapter and sub-chapter titles.
- 9.3 Italics may be used for specific purposes, such as for foreign terms, regional language words, or loanwords in scholarly writing.

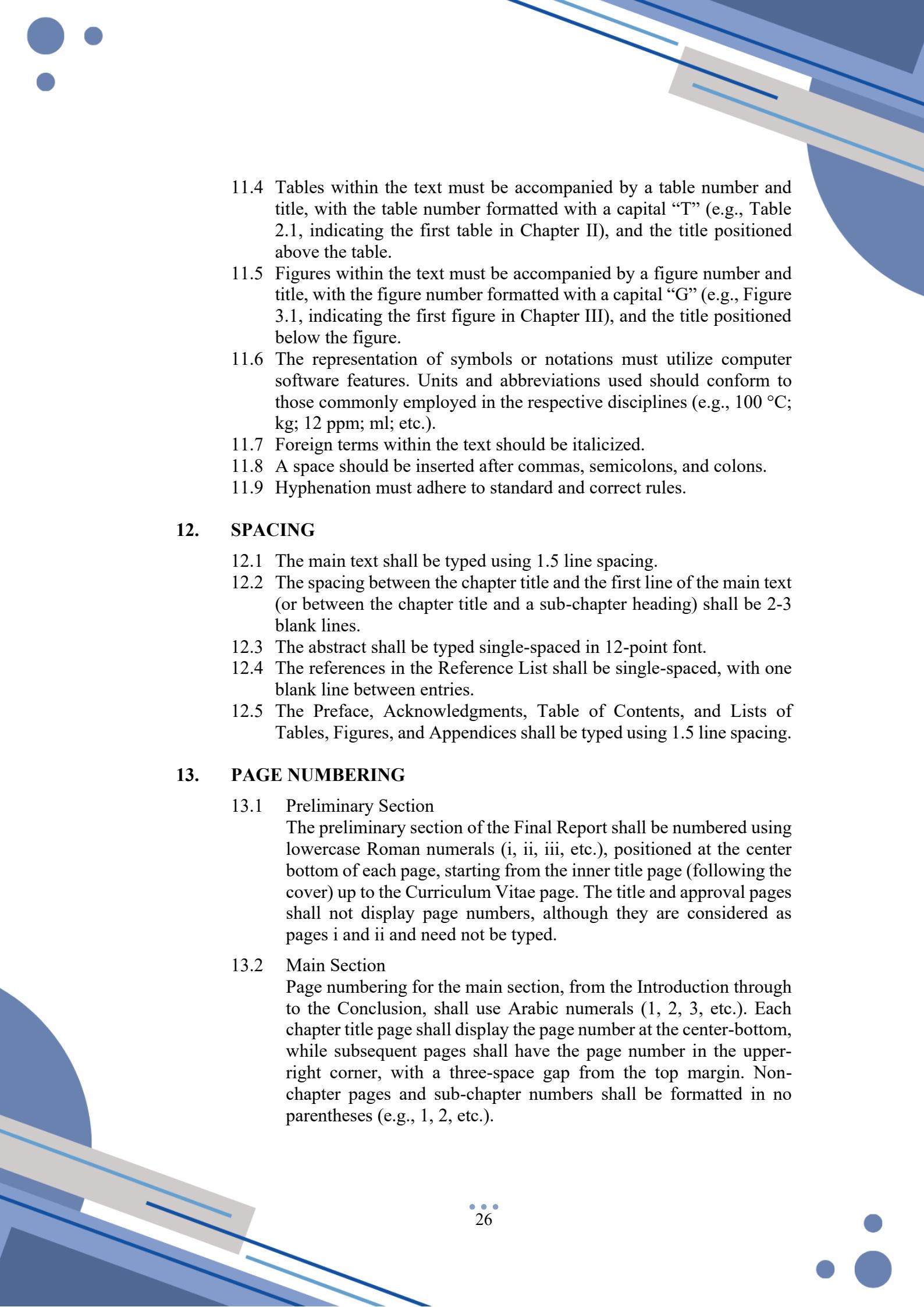
10. MARGINS

The manuscript for the Final Report shall adhere to the following margin specifications:

- 10.1 Top margin: 4 cm
- 10.2 Bottom margin: 3 cm
- 10.3 Left margin: 4 cm
- 10.4 Right margin: 3 cm

11. FORMAT

- 11.1 Each chapter title and section title must begin on a new page, typed in capital letters and centered at the top of the page.
- 11.2 Sub-chapters shall be typed aligned to the left margin in bold lowercase letters, except that the first letter of each word shall be capitalized.
- 11.3 In each new paragraph, the first word should be indented after the seventh tab stop (or beginning at the eighth tab stop).



- 11.4 Tables within the text must be accompanied by a table number and title, with the table number formatted with a capital “T” (e.g., Table 2.1, indicating the first table in Chapter II), and the title positioned above the table.
- 11.5 Figures within the text must be accompanied by a figure number and title, with the figure number formatted with a capital “G” (e.g., Figure 3.1, indicating the first figure in Chapter III), and the title positioned below the figure.
- 11.6 The representation of symbols or notations must utilize computer software features. Units and abbreviations used should conform to those commonly employed in the respective disciplines (e.g., 100 °C; kg; 12 ppm; ml; etc.).
- 11.7 Foreign terms within the text should be italicized.
- 11.8 A space should be inserted after commas, semicolons, and colons.
- 11.9 Hyphenation must adhere to standard and correct rules.

12. SPACING

- 12.1 The main text shall be typed using 1.5 line spacing.
- 12.2 The spacing between the chapter title and the first line of the main text (or between the chapter title and a sub-chapter heading) shall be 2-3 blank lines.
- 12.3 The abstract shall be typed single-spaced in 12-point font.
- 12.4 The references in the Reference List shall be single-spaced, with one blank line between entries.
- 12.5 The Preface, Acknowledgments, Table of Contents, and Lists of Tables, Figures, and Appendices shall be typed using 1.5 line spacing.

13. PAGE NUMBERING

13.1 Preliminary Section

The preliminary section of the Final Report shall be numbered using lowercase Roman numerals (i, ii, iii, etc.), positioned at the center bottom of each page, starting from the inner title page (following the cover) up to the Curriculum Vitae page. The title and approval pages shall not display page numbers, although they are considered as pages i and ii and need not be typed.

13.2 Main Section

Page numbering for the main section, from the Introduction through to the Conclusion, shall use Arabic numerals (1, 2, 3, etc.). Each chapter title page shall display the page number at the center-bottom, while subsequent pages shall have the page number in the upper-right corner, with a three-space gap from the top margin. Non-chapter pages and sub-chapter numbers shall be formatted in no parentheses (e.g., 1, 2, etc.).

13.3 Concluding Section

Page numbering for the concluding section, from the References to the Curriculum Vitae, shall be typed at the bottom margin exactly centered, with a three-space gap from the bottom edge of the text. Subsequent pages shall have the page number in the upper-right corner, three spaces from the top margin, aligned with the right margin. The numbering for the References and subsequent pages shall continue from the final numbered page of the main section.

14. QUOTATIONS AND REFERENCES

- 14.1 The references must be formatted with justified alignment and single spacing, with one blank line between entries.
- 14.2 When citing material from a website, use the writer's name or the institution's name.
- 14.3 Citations must not originate from personal blogs or Wikipedia.
- 14.4 The reference list shall be arranged in alphabetical order.
- 14.5 The first line of each reference shall be left-aligned, and subsequent lines shall be indented by one tab (approximately 1.27 cm).
- 14.6 The use of reference management software is mandatory.

15. TABLES

- 15.1 Tables must be created with a table title written above the table.
- 15.2 The table title shall be in 11-point font, left, in italic, and should indicate the chapter to which the table belongs (e.g., Table 1.x for a table in Chapter 1, Table 2.x for a table in Chapter 2, etc.).
- 15.3 The text within tables shall be single-spaced and set in 10-point font.
- 15.4 Tables should include only top and bottom borders, with no side borders.
- 15.5 The text in tables should be left-aligned with a one-space gap.
- 15.6 Table captions should be differentiated by chapter—for example, Table 1.x for tables in Chapter 1, Table 2.x for those in Chapter 2, and so on.
- 15.7 The source of the table should be written at the end of the table in 10-point font.

16. FIGURES

- 16.1 The figure is created with a caption written above the figure.
- 16.2 The caption is positioned to the left above the figure, written in font size 11 and in italic.
- 16.3 The source of the figure is written below the figure in font size 10.
- 16.4 The figure description is written using font size 11.
- 16.5 The labeling of figures is differentiated by chapter. For example, Figure 1.x refers to the x-th figure in the first chapter, Figure 2.x refers to the x-th figure in the second chapter, and so on.



PART 5

ETHICS AND COPYRIGHT

1. GENERAL PROVISIONS

To adhere to the ethical guidelines for writing research reports, the following points must be observed:

- 1.1 The research report must not constitute plagiarism, as evidenced by a similarity scan conducted using Turnitin, operated by the Department Staff. The maximum similarity index allowed is 25%, in accordance with the Department's academic integrity policy.
- 1.2 The names of respondents, informants, or sources must not be included in the research report unless explicit consent has been obtained, as proven by an informed consent document.
- 1.3 Research involving minors (aged 15 years or younger) as units of analysis must be accompanied by a statement of consent from their parents, legal guardians, or authorized officials at the data collection site.
- 1.4 Any material in the form of photographs, graphics, tables, or other works produced by third parties must be accompanied by permission from the copyright holder.
- 1.5 If the research is conducted within an institution, students must obtain written permission from the relevant authority within that institution.
- 1.6 Violations of these provisions will result in academic sanctions per the applicable code of ethics.

2. PUBLICATION

- 2.1 If a student authors a scholarly article based on their research report and publishes it in a journal or conference proceeding, they must include the affiliation of Politeknik Negeri Sriwijaya and the names of both academic advisors. The student shall be listed as the first author, while the advisors shall be credited as the second and third authors.
- 2.2 If an academic advisor writes a scholarly article based on data obtained from a student's research but presents it differently, the advisor must obtain permission from the student. Additionally, the student's name must be included as one of the authors.
- 2.3 Violations of these provisions will result in sanctions following the Code of Ethics Guidelines and the prevailing regulations at Politeknik Negeri Sriwijaya.



PART - 6

PLAGIARISM

Every scholarly work written by students must be free from plagiarism, whether committed intentionally or unintentionally. According to the *Kamus Besar Bahasa Indonesia* (Great Dictionary of the Indonesian Language), plagiarism is defined as "the act of taking another person's written work (ideas, and so forth) and presenting it as one's own."

Concerning this, the Ministry of National Education of the Republic of Indonesia, in Regulation No. 17 of 2010, states that plagiarism in academic writing refers to an intentional or unintentional act of obtaining or attempting to obtain credit or recognition for a scholarly work by quoting part or all of another person's work and/or scholarly work and claiming it as one's own without properly and adequately citing the source.

To prevent plagiarism, all scholarly works, including research proposals and reports, must undergo a similarity check using Turnitin. The maximum similarity score permitted is 25%, excluding references and bibliography.

If plagiarism is detected, Politeknik Negeri Sriwijaya will impose sanctions in accordance with the institution's prevailing regulations.



PART 7

WRITING TECHNIQUES, CITATIONS, AND REFERENCES

1. CITATIONS

- 1.1 Direct quotations must be enclosed in quotation marks.
- 1.2 When using a direct quotation, the author's last name, year of publication, and page number of the source must be provided.
- 1.3 If a direct quotation consists of 40 words or fewer, it should be incorporated within the paragraph and accompanied by the author's last name, year of publication, and page number.
- 1.4 If a direct quotation consists of 41 words or more, it must be formatted as an indented block, single-spaced, and without quotation marks. The author's last name and year of publication must be included.
- 1.5 A direct quotation must not exceed a maximum of 80 words.
- 1.6 An indirect quotation is a paraphrased version of a direct quotation and must include the author's last name and the year of publication of the referenced source.
- 1.7 All citations must be listed in the reference section, and all sources included in the reference section must be cited within the text.
- 1.8 Direct quotations taken from a foreign or regional language may be accompanied by a translation.

2. CITATION FORMATTING IN TEXT

2.1 Citation with a Single Author

Chairy (2012) states that ...
... (Chairy, 2012).

2.2 Citation with Two Authors

Allen and Bennett (2010) state that ...
... (Allen & Bennett, 2010).

2.3 Citation with Three Authors

Boluk, Kline, and Stroobach (2017) state that ...
... (Boluk, Kline & Stroobach, 2017).

2.4 Citation with Four or More Authors

For both first and subsequent mentions:
Hair Jr. et al. (2006) state that ...
... (Hair Jr. et al., 2006).

3. CITATION AND REFERENCE LIST FORMATTING BASED ON REFERENCE TYPE

3.1 Journal Article

(Young *et al.*, 2018) – Whether written for the first time or previously mentioned.

Young, J. L., Butler, B. R., Dolzhenko, I., & Ardrey, T. (2018). Deconstructing teacher quality in urban early childhood education. *Journal for Multicultural Education*, 25-34. doi:10.1108/JME-08-2016-0046

Zhang, Jahromi dan Kizildag (2018) – Jika pertama kali ditulis dan sudah disebutkan sebelumnya

Zhang, T. C., Jahromi, M. F., & Kizildag, M. (2018). Value co-creation in a sharing economy: The end of price wars? *International Journal of Hospitality Management*, 71, 51-58. doi:0.1016/j.ijhm.2017.11.010

3.2 Book

Yuen dan Kong (2018) (Yuen dan Kong 2018)

Yuen, B., & Kong, P. (2018). *Arts and culture for older people in Singapore: An annotated bibliography*. Switzerland: Springer Nature.

3.3 E-Books

Mujiyadi et al. (2004) (Mujiyadi et al., 2004)

Mujiyadi, B., Murni, R., Gunawan, Setiti, S. G., Suradi, & Widodo, N. (2004). *Social issues in Indonesia: Research contribution in formulating politics of social welfare* E. Kironosasi & B. Pudjianto (Eds.), Retrieved from <http://www.depsos.go.id/Balatbang/Puslitbang%20UKS/PDF/SocialIssues2004.pdf>. Retrieved from <http://www.depsos.go.id/Balatbang/Puslitbang%20UKS/PDF/SocialIssues2004.pdf>

3.4 Anthology (Book Chapter/Edited Book)

Saricam dan Okur (2019) (Saricam & Okur, 2019)

Saricam, C., & Okur, N. (2019). Analysing the consumer behavior regarding sustainable fashion using theory of planned behavior. In S. Muthu (Ed.), *Consumer Behaviour and Sustainable Fashion Consumption* (pp. 1-37). Singapore: Springer.

3.5 Final Report

(Murwanti, 2013)

Murwanti (2013)

Murwanti, A. (2013). **Mitoni, lurik and the stitches of lament** (Disertasi), University of Wollongong, Wollongong. Retrieved from <http://ro.uow.edu.au/cgi/viewcontent.cgi?article=5187&context=theses>

3.6 Article in a Conference Proceeding

Amram (2007)

(Amram, 2007)

Amram, Y. (2007). *The seven dimensions of spiritual intelligence: An ecumenical, grounded theory* Paper presented at the 115th Annual Conference of the American Psychological Association San Francisco. http://yosiamram.net/yosi_amram_com/docs/7_Dimensions_APAC_Accepted_Yosi_Amram.pdf

de Nisco et al. (2013) (de Nisco et al., 2013)

De Nisco, A., Mainolfi, G., Marino, V., & Napolitano, M. R. (2013). *The influence of consumer ethnocentrism, animosity, and product country image perception on attitudes towards foreign products. A study on Italian consumers*. Paper presented at the International Marketing Trends Congress, Paris. <http://www.marketing-trends-congress.com/archives/2014/pages/PDF/216.pdf>

3.7 News Article from an Online News Portal

Asdhiana (2016)

(Asdhiana, 2016)

Asdhiana, I. M. (2016). Mentawai, salah satu suku tertua di dunia. Retrieved from Kompas.com website: <http://travel.kompas.com/read/2016/10/27/071000427/mentawai.salah.satu.suku.tertua.di.dunia> Retrieved from <http://travel.kompas.com/read/2016/10/27/071000427/mentawai.salah.satu.suku.tertua.di.dunia>

Carolina (2016)

(Carolina, 2016)

Carolina, E. (2016). Analysis: ASEAN Economic Community for Entrepreneurs. *Jakarta Post*. Retrieved from Jakartapost.com website: <http://www.thejakartapost.com/news/2016/01/13/analysis-asean-economic-community-entrepreneurs.html> Retrieved from <http://www.thejakartapost.com/news/2016/01/13/analysis-asean-economic-community-entrepreneurs.html>

3.8 Encyclopedia

Lavrakas (2008)

(Lavrakas, 2008)

Lavrakas, P. J. (2008). Encyclopedia of survey research methods. In P. J. Lavrakas (Ed.). Thousand Oaks, California: SAGE Publication.

3.9 Online document

Biro Pusat Statistik (2015) (Biro Pusat Statistik, 2015)

Biro Pusat Statistik. (2015). Jumlah kedatangan wisatawan mancanegara ke Indonesia menurut negara tempat tinggal 2000- 2013 Retrieved from http://www.bps.go.id/tab_sub/view.php?tabel=1&daftar=1&id_subyek=16¬ab=16. Retrieved June 14, 2015, from Biro Pusat Statistik Indonesia http://www.bps.go.id/tab_sub/view.php?tabel=1&daftar=1&id_subyek=16¬ab=16

3.10 Web

Volunteer Movement (1998)

(Volunteer Movement, 1998)

Volunteer Movement. (1998). Why do we launch the volunteer movement? Retrieved from http://www.volunteering-hk.org/print/aboutvs/_vs_intro

3.11 Report

Tourism Research Australia (2011) (Tourism Research Australia, 2011)

Tourism Research Australia. (2011). *International visitors in Australia*. Canberra: Tourism Research Australia, Departement of Resources, Energy and Tourism Retrieved from <http://www.ret.gov.au/tourism/Documents/tra/International%20Visitor%20Survey/International%20Visitors%20to%20Australia%20-%20December%20Quarterly%202010.pdf>

3.12 Magazine Article

Keith (2008)

(Keith, 2008)

Keith, N. (2008). Corporate social responsibility. *World Focus*, 9.

3.13 Article Without a Year

Ramer (n.d.)

(Ramer, n.d.)

Ramer, S. C. (n.d.). Meditations on urban identity: Odessa/Odesa and New Orleans. In S. C. Ramer & B. A. Ruble (Eds.), *Place, identity, and urban culture: Odessa and New Orleans*. Washington, D.C.: Woodrow Wilson International Center for Scholars.

3.14 Article Without a Writer

Anonim (2010)

(Anonim, 2010)

Anonim. (2010). Statistik Kasus HIV/AIDS di Indonesia Dilapor s/d September 2010. Cases of HIV.AIDS in Indonesia Reported through September 2010 Retrieved from <http://spiritia.or.id/Stats/StatCurr.pdf>. Retrieved December 22, 2010, from Ditjen PPM & PL Depkes RI <http://spiritia.or.id/Stats/StatCurr.pdf>

4. REFERENCE LIST FORMATTING

Researchers must arrange reference titles in alphabetical order without categorizing them based on the type of source. The following is an example of reference list formatting.

Allen, P. J., & Bennett, K. (2010). *PASW statistics by SPSS: A practical guide. Version 18.0*: Cengage Learning.

Amram, Y. (2007). *The seven dimensions of spiritual intelligence: An ecumenical, grounded theory* Paper presented at the 115th Annual Conference of the American Psychological Association San Francisco. http://yosiamram.net/yosi_amram_com/docs/7_Dimensions_APA_Accepted_Yosi_Amram.pdf

Anonim. (2010). Statistik Kasus HIV/AIDS di Indonesia Dilapor s/d September 2010. Cases of HIV.AIDS in Indonesia Reported through September 2010 Retrieved from <http://spiritia.or.id/Stats/StatCurr.pdf>. Retrieved December 22, 2010, from Ditjen PPM & PL Depkes RI <http://spiritia.or.id/Stats/StatCurr.pdf>

Asdhiana, I. M. (2016). Mentawai, salah satu suku tertua di dunia. Retrieved from Kompas.com website: <http://travel.kompas.com/read/2016/10/27/071000427/mentawai.salah.satu.suku.tertua.di.dunia> Retrieved from <http://travel.kompas.com/read/2016/10/27/071000427/mentawai.salah.satu.suku.tertua.di.dunia>

Biro Pusat Statistik. (2015). Jumlah kedatangan wisatawan mancanegara ke Indonesia menurut negara tempat tinggal 2000-2013 Retrieved from http://www.bps.go.id/tabc_sub/view.php?tabel=1&daftar=1&id_subyek=16¬ab=16. Retrieved June 14, 2015, from Biro Pusat Statistik Indonesia http://www.bps.go.id/tabc_sub/view.php?tabel=1&daftar=1&id_subyek=16¬ab=16

Boluk, K., Kline, C., & Stroobach, A. (2017). Exploring the expectations and satisfaction derived from volunteer tourism experiences. *Tourism and Hospitality Research*, 17(3), 272-285.

Carolina, E. (2016). Analysis: ASEAN Economic Community for entrepreneurs. *Jakarta Post*. Retrieved from Jakartapost.com website: <http://www.thejakartapost.com/news/2016/01/13/> Retrieved from <http://www.thejakartapost.com/news/2016/01/13/analysis-asean-economic-community-entrepreneurs.html>

Chairly, C. (2012). Spirituality, self-transcendence, and green purchase intention in college students. *J. Soc. Behav. Sci.*, 57, 243-246.

de Nisco, A., Mainolfi, G., Marino, V., & Napolitano, M. R. (2013). *The influence of consumer ethnocentrism, animosity, and product country image perception on attitudes towards foreign products. A study on Italian consumers*. Paper presented at the International Marketing Trends Congress, Paris. <http://www.marketing-trends-congress.com/archives/2014/pages/PDF/216.pdf>

Hair Jr., J. F., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (2006). *Multivariate data analysis* (6 ed.). New Jersey: Prentice-Hall, Inc.

Keith, N. (2008). Corporate social responsibility. *World Focus*, 9.

Lavrakas, P. J. (2008). Encyclopedia of survey research methods. In P. J. Lavrakas (Ed.). Thousand Oaks, California: SAGE Publication.

Mujiyadi, B., Murni, R., Gunawan, Setiti, S. G., Suradi, & Widodo, N. (2004). *Social issues in Indonesia: Research contribution in formulating politics of social welfare* E. Kironosasi & B. Pudjianto (Eds.), Retrieved from <http://www.depsos.go.id/Balatbang/Puslitbang%20UKS/PDF/SocialIssues2004.pdf> Retrieved from <http://www.depsos.go.id/Balatbang/Puslitbang%20UKS/PDF/SocialIssues2004.pdf>

Miarwanti, A. (2013). *Mitoni, lurik and the stitches of lament*. (Disertasi), University of Wollongong, Wollongong. Retrieved from <http://ro.uow.edu.au/cgi/viewcontent.cgi?article=5187&context=theses>

Ramer, S. C. (n.d.). Meditations on urban identity: Odessa/Odesa and New Orleans. In S. C. Ramer & B. A. Ruble (Eds.), *Place, identity, and urban culture: Odessa and New Orleans*. Washington, D.C.: Woodrow Wilson International Center for Scholars.

Saricam, C., & Okur, N. (2019). Analysing the consumer behavior regarding sustainable fashion using theory of planned behavior. In S. Muthu (Ed.), *Consumer Behaviour and Sustainable Fashion Consumption* (pp. 1-37). Singapore: Springer.

Tourism Research Australia. (2011). *International visitors in Australia*. Canberra: Tourism Research Australia, Departement of Resources, Energy and Tourism Retrieved from <http://www.ret.gov.au/tourism/Documents/tra/International%20Visitor%20Survey/>

International%20Visitors%20to%20Australia%20-%20December%20Quarterly%202010.pdf.

Volunteer Movement. (1998). Why do we launch the volunteer movement? Retrieved from http://www.volunteering-hk.org/print/aboutvs/vs_intro

Young, J. L., Butler, B. R., Dolzhenko, I., & Ardrey, T. (2018). Deconstructing teacher quality in urban early childhood education. *Journal for Multicultural Education*, 25-34. doi:10.1108/JME-08-2016-0046

Yuen, B., & Kong, P. (2018). *Arts and culture for older people in Singapore: An annotated bibliography*. Switzerland: Springer Nature.

Zhang, T. C., Jahromi, M. F., & Kizildag, M. (2018). Value co-creation in a sharing economy: The end of price wars? *International Journal of Hospitality Management*, 71, 51-58. doi:0.1016/j.ijhm.2017.11.010