GUIDELINE FOR
ACADEMIC WRITING

(Valid for Writing Final Program Vocational, Bachelor, Master, Doctoral and Profession Degrees in UNEJ)

UNIVERSITAS JEMBER

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Editors:

Jl. Kalimantan 37 – Earth Campus Tegal

Boto Jember 68121

Tel. 0331-330224, VoIP. 0319

e-mail: upt-penerbitan@unej.ac.id

PREFACE

Praise to God Almighty for the publication of the *Guideline for Academic Writing*. As the Rector of the Universitas Jember, I would like to express gratitude and highest appreciation to the team for participating in preparing this guideline. This manual must be used as a reference by all students at the Universitas Jember in writing a thesis. Matters deemed necessary to be precisely regulated under the scope of science, scientific weight, and type of scientific work can be determined by the head of the faculty/study program equivalent to a faculty within the Universitas Jember. The improvement of this manual is carried out periodically to be relevant to the demands of scientific development. For that, suggestions and criticisms are very welcome. Hopefully, this manual can provide benefits, especially for the academic community at the Universitas Jember.

Jember, November 2021

Rector,

Dr. Ir. Iwan Taruna, M.Eng
NIP 196910051994021001

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CHAPTER 1
INTRODUCTION

In Act No. 12 of 2012 concerning Higher Education, it is stated that the 1945 Constitution of the Republic of Indonesia mandates the Government to seek and organize a national education system that increases faith, piety to God Almighty, and noble character in the context of educating the nation's life and **advancing science. Knowledge and technology** by upholding religious values and national unity for the advancement of civilization and the welfare of humankind.

Higher education as part of the national education system has a strategic role in educating the nation's life and advancing science and technology by paying attention to and applying the values of the humanities as well as sustainable civilizing and empowerment of the Indonesian nation to increase the nation's competitiveness in the face of globalization in all fields. Capable of developing science, technology and producing intellectuals, scientists, or professionals who are cultured and creative, tolerant, democratic, have strong character, and dare to defend the truth for the nation's benefit.

Because of this, Higher Education is required to carry out academic activities and be accountable for its academic activities. Higher Education is an academic unit that organizes Tridharma. Higher Education obliges to organize education, research, and community service. The academic responsibility of the community in their education process at higher education is to do scientific works and promote them. The law also states that scientific work implements the Tridharma of Higher Education produced by the Academic Civitas and must be scientifically accounted for. Higher Education is based on: a. scientific truth; b. reasoning; c. honesty; d. Justice; e. benefit; f. virtue; g. responsibility; h. diversity; and i. affordability.

The Universitas Jember has made guidelines for writing scientific papers for its academic community based on this principle. This scientific work must: (1) reflect a scientific culture that always upholds truth, objectivity, honesty, criticism, openness, creativity, and innovation and always follows the development of

science and technology; (2) become a medium of communication between the academic community, the academic community and the community in the development of science, technology, and art, as well as; (3) can be an indicator of the development of science, technology, and art from a scientific institution.

A scientific work that is developed correctly and can be accounted for in an academic-scientific manner can contribute economically, socio-culturally, or in other words, develop the nation's civilization. Higher education can become the center of national civilization.

The Universitas Jember, as one of the state universities, bears the same responsibility. This handbook for writing scientific papers is one of the ways that the Universitas Jember facilitates its academic community to work together in a spirit of togetherness in the planning, implementation, reporting, and accountability processes to realize scientific works. This manual for writing scientific papers at the Universitas Jember is strived to optimally contain matters related to scientific ethics that must be obeyed and carried out responsibly by all academics.

This manual contains guidelines for scientific writing, both published and unpublished such as articles, journals, posters, books, and student final projects (paper, thesis, and dissertation).

Scientific works generally consist of 3 elements: ontology of science, the epistemology of science, and axiology of science. *The ontology of* science is concerned with the object that is the substance of science, *epistemology is* concerned with approaches, methods, ways to get *ontology*, and *axiology is* concerned with the goals and benefits after the *ontology* is obtained. In *epistemology,* scientific papers are always arranged systematically follow a specific pattern. Scientific work is divided into three main parts to fulfill the three main elements, namely: a. Initial part; b. Body Parts; and c. Final Part.

In the beginning, a scientific paper contains the main things, namely: the outer title page with the location of the university logo, the inner title page, the motto page (if any), the presentation page (if any), the approval page, the validation page, foreword, table of contents, summary, and *glossary* (for Dissertation), list of

figures, tables and lists. In this initial part, uniformity is needed for the entire Universitas Jember.

The core section contains *ontology*, *epistemology*, and *torso-axiology* of that science. *The ontology of* science showed from the background, even in outline it had been described in the *summary* section. *Ontology* answers the fundamental question: what is it? *Epistemology* contains the research methods, namely the approach taken, the basic concepts to be used, population and samples, sampling methods, data collection methods, statistical formulas to analyze data. This section should be submitted to each Work Unit (Faculty or Faculty-Equivalent Study Program, Lemlit/DP2M, LPM/DP2M). *Axiology* contains goals and benefits when this scientific/research work is carried out, succeeds, and produces results. The final part of the scientific paper includes the attachments that must be completed. What needs to be done is also index both the subject index and the object index. For a dissertation, this last thing would be mandatory.

The main thing that needs to be considered from the Guidelines of Scientific Writing is linguistics. It should be emphasized that any spoken language must be avoided. This book only contains general guidelines. Specific matters relating to the scientific nature of a branch of science are submitted to each branch of science in their respective faculties, for example, at the Faculty of Law or other faculties with the language of symbols.

CHAPTER 2
ETHICS AND SIGNS TO AVOID

2.1 Plagiarism

One of the big problems in writing scientific papers, including theses and dissertations, is plagiarism. Students' lack of understanding of how to cite sources is one of the reasons besides the intention to "acknowledge" other people's writings or ideas as their work. There are many definitions of plagiarism. For example, the University of Melbourne Australia says that plagiarism is an act of acknowledging another work as one's work without mentioning the source. Meanwhile, Harvard University Extension School defines plagiarism as stealing other people's ideas or works, either directly by copying all ideas/sentences or *paraphrasing* without mentioning the source of the quote.

There are many reasons why students commit plagiarism. Lack of research skills, lack of writing skills, not knowing how to cite, pressure, poor time management, and cultural problems are some of the reasons that are often used to commit plagiarism (the University of Alabama in Huntsville, 2007).

The development of information and communication technology is constructive for students in finding sources of reading *online*. However, this technology also makes it easier for students to do plagiarism. In his research, McCabe reported that of the 35,000 respondents he studied, 35% of them answered that they did "copy and paste" from internet sources when doing their college assignments. In 2006, a similar survey conducted in Canada revealed that more than half of undergraduate students and 35% of graduate students committed lies in the form of plagiarism (Bichard, 2006)

2.2   What to Understand about Plagiarism

Plagiarism is an intellectual crime, for which Howard (1995) the perpetrators need to receive an *academic death penalty*. In Indonesia, plagiarism gets serious attention. The Ministry of Education and Culture regulates the prevention and control of plagiarism through Permendiknas number 17 of 2010. In

Chapter I, Article 4 of this Permendiknas, it is expressly stated that plagiarism prevention is a repressive measure that needs to be taken by university leaders to impose sanctions on the perpetrators. Thus, to avoid plagiarism, students and lecturers need to know the signs to what extent their actions are included in the category of plagiarism.

2.3   How to Avoid Plagiarism?

The source of the quotation must be mentioned if another person's opinion is quoted in an article. In general, citing is divided into direct and indirect quotations (see Chapter 4). *Direct quoting* is done by writing another person's exact sentence or idea in a piece of writing. In this case, quotation marks must be provided by citing the source. As an example, the following quote can be considered:

> "Various studies on legal texts and the legal language used to write these texts have been carried out by linguists, sociolinguists, pragmatics, and discourse analysis experts. The discussion on legal language conducted by sociolinguistic experts is focused on the *register* of legal language itself" (Djatmika, 2012: 57).

In the quote above, all the sentences of the author who are the reference are written in full. Quotations can also be done indirectly (*citing*). In indirect quotations, we adapt other people's writings without reducing the meaning of the sentences/ideas we quote. For example, the original sentence from Herbert.

Marcuse's book entitled *The Universal War Against Global Capitalism* reads: The presence of groups and institutions in the social, political, economic, cultural, and scientific fields is closely related to the context of the times. The indirect quote from this sentence is:

a. According to Marcuse (2001:2), the context of the times influences groups or institutions in the social, political, economic, cultural, and scientific fields.

b. Marcuse (2002: 2) says that the context of the times influences groups or

institutions in the social, political, economic, cultural, and scientific fields.

c. The context of the times influences groups or institutions in the social, political, economic, cultural, and scientific fields (Marcuse, 2012: 2).

The example above shows that the original sentence from the reference source is processed without changing its meaning. In contrast to direct quotations, indirect quotations are without putting quotation marks.

CHAPTER 3
PROPOSAL SYSTEMS AND FINAL PROJECT REPORT

3.1 Beginning Part of Diploma Program Final Proposal

a. Page Title

Page Title of Diploma Program final project proposal contains several components, namely (a) university logo, (b) title, (c) type of research/scientific work, (d) author's name and identity, (e) institution, and (f) year. These components are written on a *softcover*. An example of this Title Page is presented in Appendix 1.

b. Advisor Approval Page: The Advisor Approval

Page contains a statement that the Advisor has approved the final project proposal for the Diploma Program prepared by the student. An example of this page is presented in Appendix 2.

3.2 Introduction

State the objectives of the work and provide an adequate background, avoiding a detailed literature survey or a summary of the results. The manuscript may include sections such as an introduction, methods, results, discussion, and conclusions in the native format of the word processor used. The text should be in double-column format. Keep the layout of the text as simple as possible. Most formatting codes will be removed and replaced on processing the article. In particular, do not use the word processor's options to justify text or to hyphenate words. However, do use boldface, italics, subscripts, superscripts, etc. When preparing tables, use only one grid for each table and not one grid for each row. If no grid is used, use tabs, not spaces, to align columns. The electronic text should be prepared in a way very similar to that of conventional manuscripts. Note that source files of figures, tables, and text graphics are required. To avoid unnecessary errors, use the word processor's 'spell-check' and 'grammar-check functions. It is noticed that Tables and Figures are placed at the end of the submitted article. Abbreviations and acronyms, if any, are defined upon the first usage.

Citation

Include an in-text citation when you refer to, summarize, paraphrase, or quote from another source. For every in-text citation in your paper, there must be a corresponding entry in your reference list. APA in-text citation style uses the author's last name and the year of publication, for example :

One author: (Field, 2005)

Two authors: (Gass & Varonis, 1984)

Three or more authors: (Tremblay et al., 2010)

For more information on citations for sources with no date or other see the page on missing reference information on the APA Style and Grammar Guidelines web page (https://apastyle.apa.org/style-grammar-guidelines/citations/quotations#without-page-numbers).

3.3   Theory

The literature review includes theoretical studies, the results of previous research (empirical studies) related to the problems discussed, as well as a conceptual framework which is a synthesis of previous studies related to the problems encountered, and the formulation of hypotheses or assumptions (if needed) as the final result of the theoretical study.

Theoretical studies can be carried out in one or more of the following stages: (1) collecting existing opinions or theories relating to the problem being discussed, (2) comparing and selecting the most relevant theory to solve the problem, (3) discussing or assessing weaknesses and superiority of theories; and (4) determine theories as to the basis for further analysis.

Previous research (empirical studies) contains previous studies that support the study to be carried out. The presentation can be in the form of a narrative and/or matrix. The conceptual framework contains concepts extracted from existing theories as to the basis for thinking used in research. Presentation of the conceptual framework can be in schematics, concept maps, fishbone diagrams, roadmaps, or matrix accompanied by narration. The conceptual framework for the thesis is optional.

3.4 Research Question and Hypotheses

Research questions can be carried out in one or more of the following stages: (1) collecting existing opinions or theories relating to the problem being discussed, (2) comparing and selecting the most relevant theory to solve the problem, (3) discussing or assessing weaknesses. Furthermore, the superiority of theories, and (4) determine theories as to the basis for further analysis. Previous research (empirical studies) contains previous studies that support the study to be carried out. The presentation can be in the form of a narrative and/or matrix. The conceptual framework contains concepts extracted from existing theories as to the basis for thinking used in research. Presentation of the conceptual framework can be in schematics, concept maps, fishbone diagrams, roadmaps, or matrices accompanied by narration. The conceptual framework for the thesis is optional. A hypothesis is a guess or a temporary answer to a problem that still has to be verified. The placement of hypotheses or assumptions depends on the needs. After an in-depth study of the theories, premises can be drawn up as a basis for formulating hypotheses or assumptions. The hypothesis is optional

3.5 Research Method

Provide sufficient detail to allow the work to be reproduced. Methods already published should be indicated by a reference: only relevant modifications should be described.

3.6 Result and Discussion

Results should be clear and concise. This section should explore the significance of the results of the work, not repeat them. A combined Results and Discussion section is often appropriate. Avoid extensive citations and discussion of published literature.

3.7 Conclusion

The study's main conclusions may be presented in a comprehensive short Conclusions section, which must stand-alone section. The author should elaborate on the result and discussion in different ways.

3.8 Acknowledgement

Generally, the last paragraph of the paper is the place to acknowledge people, organizations, and financing (you may state grant numbers and sponsors here). List those individuals who provided help during the research (e.g., providing language help, writing assistance or proofreading the article, etc.).

3.9 References

References are placed at the end of the manuscript. Authors are responsible for the accuracy and completeness of all references. Use APA for in-text citations and the reference list. Do not use footnotes. Please ensure that every reference cited in the text is also present in the reference list (and vice versa). It strongly suggested using reference managers such as Mendeley, Zotero, or Endnote.

Herewith the example of paragraph with in-text citacion.

A few researchers in the linguistics field have developed training programs designed to improve native speakers' ability to understand accented speech (Derwing et al., 2002; Thomas, 2004). Their training techniques are based on the research described above indicating that comprehension improves with exposure to non-native speech. Derwing et al. (2002) conducted their training with students preparing to be social workers, but note that other professionals who work with non-native speakers could benefit from a similar program.

And how to write a reference is as follows

Derwing, T. M., Rossiter, M. J., & Munro, M. J. (2002). Teaching native speakers to listen to foreign-accented speech. *Journal of Multilingual and Multicultural Development*, *23*(4), 245-259.

Thomas, H. K. (2004). *Training strategies for improving listeners' comprehension of foreign-accented speech* (Doctoral dissertation). University of Colorado, Boulder.

Appendix 1. Example of the Title Page

**CRITICAL ASSESSMENT OF THE MECHANISM OF THE NOMINATION OF
REGIONAL HEAD AND DEPUTY HEAD OF REGIONAL HEAD
IN JEMBER REGENCY**

THESIS

submitted to complete the final project and fulfill one of the requirements to complete the
Legal Studies Program (S2) and achieve a Master of Law Degree

oleh

**Yanti Rosita
Student ID. 01070101066**

**STATE CONSTITUTIONAL LAW DEPARTEMENT
FACULTY OF LAW
UNIVERSITAS JEMBER**
2014

Note:
This format also applies to the title page of the final diploma, undergraduate thesis, thesis and
dissertation report

Appendix 2. Example of Approval Page

APRROVAL

Thesis entitled "Impact of Paddy Paddy Soil Processing and Amelioration on Physical Properties of Vertisol and Soybean Yield After Rice" by Bagus Dhananing Satwikaputra has been tested and approved on:

Day, Date   : Saturday, February, 28th, 2014

tempat   : Faculty of Agriculture Universitas Jember.

Examiner Team:

Examiner 1,   Examiner 2,

(signature)   *(signature)*

Dr. Ir. T. Sutikto, M.Sc.   Dr. Fulan
ID 196702231997121002   ID 196711022000121002

Supervisor,   co-Supervisor,

(signature)   *(signature)*

Ir. Niken Sulistyaningsih, M.S.   Ir. Gatot Sukarno, M.P.
ID 196602231987122001   ID 197702121999122001

Approve
Dean,

(signature)

Prof. Dr. Ir. Endang Budi Trisusilowati, M.S.
ID 196602121987121001

Notes:
1. This example also applies to final project reports, undergraduate theses, theses, and dissertations,
2. The Examining Team for the final project report of the diploma program students is adjusted to the needs.