



THESIS

Writing Guidelines

First Edition
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Thesis Writing Guidelines

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Faculty of Psychology, Universitas Airlangga

Jl. Airlangga 4-6, Surabaya

Phone. (031) 5032770, 5014460

Fax. (031) 5025910

Website: <http://psikologi.unair.ac.id>

Preface

Thesis is a scientific writing in the field of science, technology, or art written by undergraduate student (S1) independently to fulfill some requirements to obtain bachelor degree. Although students are independent in the process of thesis writing, the students must be guided by a supervisor chosen by Faculty to facilitate the students in completing thesis.

Before preparing thesis, a student is required to prepare a thesis proposal. It is conducted to evaluate thesis field, mastery of research problem, and readiness of the students in conducting their thesis. If the proposed thesis is proper, the thesis preparation process will run smoothly.

Thesis writing guidelines is needed to obtain the uniformity in writing thesis. This book will present the outline of systematic writing of quantitative and qualitative research report along with the procedure of writing and its examples.

This Thesis Writing Guideline book has been revised in several chapters based on the results of thesis writing workshop in 2008. As the proverb says, No rose without thorn, even though this book has been well-written, this Thesis Writing Guidelines revised edition might have some flaws that need to be fixed in the future. Hopefully, this Thesis Writing Book can be useful for the students.

Surabaya, February 2009

Compiler Team.

CHAPTER 1

Logical Thinking

Since we were kids, we have been familiar to “think”. We are having dialogues with ourselves and other people, talking, writing, reading, listening to some explanations, and trying to conclude from what we have seen and listened. We unconsciously often use some expressions such as: “it happens because ...”, “hence”, “therefore”, etc. Those thinking activity seems easy.

The thing is, have we thought correctly and logically? Is the conclusion we make reasonable or fundamental enough? How about the way we think? If those are examined carefully and systematically, the results will show that we used to think and reason illogically. In fact, we often find some difficulties to put forward the right reason or to show that certain opinion is unacceptable.

The term “think” refers to the activity of mind which is specific and purposeful. Thinking activity is not the same with “daydreaming”. By thinking, an individual tries to optimize the potential of his or her intelligence to “cultivate” knowledge that has been accepted through the five senses, and aimed for achieving “the truth”.

In thinking activity, it is required strong and accurate observation; it is also required to see the relations of the oddities, the hidden mistakes: alert of self-righteousness (rationalization), unrelated things (irrelevant), prejudices, and tenderness to think illogically as the result of personal or certain groups feeling. The conscience that there will be some difficulties in thinking activity, forces us to learn the way of thinking and understand the principles of laws that govern human thought in order to achieve “the truth”.

Human Thought

Human knowledge begins from the concrete experiences, related to the facts, the objects, the events or the phenomena that are seen or experienced. However, our mind is not satisfied just by knowing the facts. As the consequence, we continue to question and find out how the things that we know related to one another, what kind of relation that exists between the symptoms that we experience, how one event influences, affects, or determined by another event. Understanding earnestly means to understand how and why something happens.

Generally, the basic elements of human thoughts can be divided into three elements:

1. The first activity of mind is understanding the fact and forming insights on the basis of senses knowledge. For example: tree, fall, flood, cloud, black, car, expensive, buy, and etc.
2. The second activity of mind is declaring the relationship of definitions that have been formed, by stating a term “this is that” ($S = V$), or separating a term by stating “this is not that” ($S \neq P$), for example: the tree falls, black cloud, the car is expensive, the car is not cheap.

The relation between two things can be stated in many ways, such as:

- a. *The relation of Announcement or Decision*

The relation between two things aims to state or affirm something. This is the simple relation between two things (“this is like that” or “this is not like that”). For examples: the trees fall, it is landslide, the car is expensive, I did not buy the car.

b. The relation of Causality

The relation between two things that are mutually influential (causality). One thing can happen as the consequence of other thing (“this is like that because...”). For example: the trees fall because of the landslide, I did not buy the car because it was expensive.

c. The relation of Intention

The relation between two things that one thing is done to accomplish the other (“it is like that for...”). For example: the trees are cut down to make the road.

d. The relation of Condition

The relation between two things that one thing is done as the condition for the occurrence of the other thing (“if this is like that, this will be like..”). For the example: if the government will build the road there, then the trees need to be cut down.

3. The last activity of mind is relating every related thing to draw a conclusion. Inference is the activity that moves from possessed knowledge and based on that knowledge, it leads to new knowledge. New knowledge is the result of thinking called as the conclusion. The validation of the conclusion depends on:
 - a. The starting point:* premises (meaning: terms that precede) must be correct and accurate.
 - b. The way of thinking must be logical.* There must be valid relation between the premises and the conclusion.

For example, compare these three thoughts below. Pay attention to why its conclusion is incorrect.

- a. All the long haired people are criminals.
All the criminals must be punished.
So, all the long haired people must be punished.
The conclusion above is incorrect even though its way of thinking is logical. It is because its starting point is incorrect (the long haired is criminal).
- b. All the cows are animals.
All the horses are also animals.
So, the cows are horses.
The first and second premises are right, but they are not exactly correct in conclusion.

There are four questions that must be asked to examine certain thought, which are:

1. What kind of statement wants to be emphasized? What kind of statement is submitted?
2. How is it proved? What kind of background that makes the person comes to that conclusion?
3. How is the way of thinking that they use to relate the submitted reasons and the conclusion? What about the steps? Is the conclusion valid?
4. Is the conclusion or the explanation correct? Is it sure? Or is it just probably correct? Or is it probably incorrect?

Fallacy

Fallacy is not the mistake in the facts, like: “Prince Diponegoro died in 1950”, but it is the conclusion reached on the basis of false logic or reasoning, for example: “Dadang was born under the stars of Scorpio, so his life will suffer a lot”. There are some logical mistakes that usually done by individuals in reasoning things, which are:

- a. **Fallacy of Dramatic Instance.** This fallacy arises as the result of wrong induction because it is based on the samplings of insufficient specific things (e.g.: many, often, sometimes, seldom, almost always, under certain circumstances, some, etc). It usually uses one or two cases to support a valid general statement. For example:
Ilham is a student at Faculty of Psychology in Universitas Airlangga. Ardi is a student at Faculty of Psychology in Universitas Airlangga. Ilham likes to cheat, so Ardi also likes to cheat.
- b. **Circular Reasoning.** This fallacy occurs because an individual puts his or her conclusion into the premise(s), and then uses the premise to prove his or her conclusion. So, the conclusion and the premise are the same. For the example:
Man is free because he is responsible, and he is responsible because he is free.
- c. **Defect Deduction.** This fallacy occurs because one uses a flawed premise in drawing conclusion. For example:
Andar grows up in family without a father. He will be a troublemaker in his school.
- d. **Argument ad Hominem.** This fallacy occurs because one does not pay attention to the real problem and attack the person or personality. For example:
A’s opinion must be wrong because A never studies in Faculty of Psychology or midget’s opinion does not need to be discussed!
- e. **Post hoc ergo propter hoc.** This fallacy is related to the false interpretation towards causality. For example:
Soto Sulung which I ate yesterday afternoon can make me sleep. So, I will always eat Soto Sulung before I go to sleep at night.
- f. **Argumentum ad Novitatem/Antiquatem (fallacy of retrospective/future determinism).** This fallacy occurs when something is considered as right/better because it is new (noviatem) or something considered as right or better because it has been believed and used since a long time ago (antiquatem). For example:
Buying the newest hand phone will make your life easier (novitatem).
Death penalty is a proper penalty because it has been done for thousands years by certain people (antiquatem).
- g. **Argumentum ad Verecundiam.** This fallacy is related to praising to a person who is considered as positive that everything they said is considered as the truth. The truth is seen as recognition of authority of the person who talks. This is often encountered in condition that people believe and never criticize the opinion of the person who has the authority and even consider of what he said as the only absolute truth. For the example:
Professor Fendi once said that it is impossible for human can be as smart as a computer. So, that is the reality.

- h. Argumentum ad Ignorantiam.** This fallacy occurs when one says that something is **true** because there is no proof saying that it is **false**, or something is **false** because there is no proof saying that it is **true**. For example:

The soul never existed because there is no one who sees it.

CHAPTER 2

Systematic Writing of Quantitative Research Report

Systematic writing of quantitative research writing consists of 5 (five) chapters, which are: introduction, literature review, method of the study, result of the study and discussion, also conclusion and suggestion. Each chapter will be divided into some subchapters. The explanation of each chapter in quantitative research report will be explained below:

Chapter I. Introduction

Introduction chapter is directed to reveal and describe the problem that will be researched. This chapter contains background of the study, identification of the problem, limitation of the problem, statement of the problem, objective of the study, and contribution of the study.

1.1 Background of the Study

This chapter must describe the context and situation that underlie the emergence of the problem that will become the focus of the study—which will be considered as the dependent variable (variable Y). The context of the problem can be historical, economic, social, and cultural observation. The description of context of research problem can be done by demonstrating the phenomena, the empiric facts, or the actual events that happen in the society which have been **published** through mass media, book, research report, results of the previous studies, or other sources. The researcher can also include the statistic data to show the actuality and trend or the development of the phenomena which become background of the research problem. The researcher can also include the results of related studies (*pre-eliminatory study*) towards certain phenomenon in the form of quantitative data or interview quotes.

In the background of the study, the researcher must provide, at least, two previous studies related to the problem that will be studied.

The following is an example of paragraph in backgrounds of the study that contains data from mass media:

According to police data in East Java area, the increasing numbers of drug cases throughout 1999 have increased by 200% with more varied users target and more sophisticated distribution technique. The biggest targets of drug dealer are teenagers, ranging from early adolescence to late adolescence, and early adulthood (“Drug Already Poison Teenagers”, 2000).

The background of the study must be ended by a number of questions related to the phenomena, the empiric facts, or the actual events that have been explained before. The proposed questions are expected to lead the researcher to the research problem as well as showing the importance and the attraction of the research.

The following is an example of last paragraphs in the background of the study of research about *Pre-Marriage Sex Behavior Tendency in Early Adolescence Viewed form Achievement of Sexual Identity Status as a Covariable* (Alfian, 2003:4):

Success or failure of adolescents in the process of attaining self-identity is used by researchers to highlight pre-marriage sex behavior tendency. How do the teenagers involved in pre-marriage sex behavior internalize their self-identity? Are those who

are able to internalize their individuality and uniqueness will not have pre-marriage sex behavior tendency or vice versa? These are the questions that attract the researcher and will be answered in this study.

1.2 Identification of the Problem

This chapter begins by describing the problem of the study and how the previous phenomena and facts can become the problem of this study. The researcher must notice that research problems can arise because there is a gap between ideal condition (*das solen*) and factual reality (*das sein*). Related to that, the researcher can repeat some main thoughts that have been presented in background of the study to initiate the identification of the problem.

The identification of the problem that will be analyzed in the study must pay attention to several things, such as: the value of the study, the feasibility of the study, and the compatibility of researcher's qualification. The value of the study means that the problem shows its' originality or actuality, also has theoretical and practical significance. The feasibility of the study shows that the research problem can be researched or tested as indicated by operational research methodologies, also research data that can be obtained and analyzed within certain limits regarding to research ethics. The compatibility of researcher's qualification indicates that the researcher must be interested with the research problem and that problem must be appropriate to the type and level of researchers' qualification or expertise.

The researcher must be able to describe various things or some factors which can explain the problem. The description is obtained through theoretical exploration towards some factors that may be related or becomes the cause of the emergence of the researched problem. This chapter ends with the choices of factors, used to explain the research problem which later will be considered as independent variable (Variable X).

1.3 Limitation of the Problem

Research problems need to be limited so the study will become more focused and more effective and efficient in answering the research problems. This chapter is expected to demonstrate the feasibility of the study which concerns on the scope of the study, the limitations of the terms used in the study, the population or subject of the study, time and place / location of the study (if applicable). For example, in a research about *Effectiveness of Counseling Groups of Gestalt for Self-Development Adolescent User and Potential Adolescent Drug Users* (Surjaningrum, dkk, 2003), the researchers limit their problem by explaining about self-development (especially for teenagers), adolescent drug users, potential adolescent drug users, and counseling group of gestalt model.

In the limitation of the problems, the researcher needs to provide clear definition and understanding of the terms used instead of operationalize them.

1.4 Statement of Problem

This chapter contains some research questions that will be answered by the research. Research questions in quantitative research must show the relation between variables that will be researched and also the scope of the study.

1.5 Objective of The Study

This chapter must show statements which contain the objectives of the study that are going to be achieved through research process. The objectives of the study must be related to the statement of the problem. For example, “this study aims to test empirically the relation between the levels of religiosity in adolescent with perception of early marriage”.

1.6 Contribution of The Study

This chapter contains the positive contribution related to the results of the study. Contribution of the study is divided into theoretical contribution and practical contribution. Theoretical contribution contains the relevance of results of the study with psychological development. Practical contribution leads to the application of the results of the study.

Chapter II. Literature Review

This chapter explains about theories, result of previous studies, and expert opinions on research problem, main causes of the research problem, and relation between the problem and its cause. The description of this chapter begins from the context or the scope of the study (e.g. adolescent, nursing home, school with special needs, etc), followed by description about dependent variable (variable Y), independent variable (variable X), the relation between variable Y and variable X, conceptual framework, and ends with the statement of research hypothesis. The researcher needs to draw the conclusion from each research variable. It should be noted that literature review is not a collection of existing theories, but it is a collection of relevant theories which is in accordance with the research. The researcher also needs to pay attention to the logical and systematic relation of the theories presented in this chapter.

The researcher is expected to read and quote as much as possible from literature of review like book or research journal instead from thesis, magazine, and mass media.

2.1 The Context or the Scope of the Study (Optional)

This chapter contains explanation about the context or the scope of the study. This part is expected to be an introduction to the explanation of dependent variables. The content of the explanation is adjusted to the logical relation with the research problem or dependent variable.

2.2 Literature Review of Dependent Variable

This chapter contains literature review of dependent variable which will be measured in the study. The content in this chapter is at least includes:

- a. Definition of dependent variable;
- b. Factors that influence dependent variable;
- c. Aspects or characteristic of dependent variable.

2.3 Literature Review of Independent Variable

This chapter contains literature review of independent variable which will be measured in the study. The content in this chapter is at least includes:

- a. Definition of independent variable;

- b. Aspects or characteristic of independent variable.

2.4 Literature Review between Variables

This chapter contains the relation between dependent and independent variables, based on existing literature review. The relation between variables refers to the dynamics that occur between dependent and independent variables. If no theory is found that states directly about the relation between them, the researcher needs to show the common thread or the relation between the variables coherently and logically.

2.5 Conceptual Framework

This chapter only contains a chart showing the research thinking flow related to the research variables based on the literature review. Researcher can give an explanation about the symbols (e.g.: straight line, dotted line, circle, square, arrow, etc) used in conceptual framework.

2.6. Hypothesis

This chapter is a temporary answer that states the relation between variables based on theoretical background. Hypothesis stated here is a **working hypothesis** that states the existence of certain relation between variables. The direction of hypothesis can be listed if it is supported by literature review. It can also be a major or minor hypothesis.

Chapter III. Method of the Study

Method of the study basically contains the procedures or the standard and scientific steps to get the research data. In this chapter, researcher should give a clear depiction to the readers of how the research is conducted. This structured and clear depiction may allow the readers to do similar research. This chapter contains types of research, identification of research variables, operational definition, research subject, technique of data collection, and technique of data analysis.

3.1 Type of Research

This chapter contains the description of research type that will be conducted by the researcher in accordance with the objective of the study. The research type means the *methodological technique used* in this research as stated by Neuman (2003: 165). According to Neuman (2003: 165), there are three procedures that are usually used in quantitative research, they are: experiment, survey, and content analysis. Based on the classification proposed by Neuman (2003: 165), the types of quantitative research that may be conducted are experimental research, survey research (both correctional and comparative research), and also content analysis research (if applicable).

3.2 Design of Experimental Research (especially for experimental research)

This chapter describes the planning and implementation process in experimental research. Experimental design must be clearly written using certain commonly accepted symbols, which are:

- R = randomization
- On = measurement or n-observation of dependent variable
- X = given treatment

For example:

R O1 X O2 (experimental group)

3.3 Identification of Research Variable

This chapter only contains the identification of the researched variables. The variables consist of independent variable, dependent variable, and other variables (moderator variable, control variable, and intervening variable). It should be noted that the research variables identified in this chapter are derived from hypothesis of the study.

3.4 Operational Definition of the Research Variable

This chapter contains the description of operational definition from each variable (independent, dependent, or other variables). In this sub-chapter, the researcher must define and explain the steps in measuring these variables, including describing the indicators of the research measure instrument. The determination of factors in research measure instrument must refer to literature review that has been described earlier.

3.5 Research Subject

This chapter contains the identification of research subject (e.g.: age, gender, level of education, social economic status, etc). Disclosure of characteristics of research subject must be relevant with the objective and the scope of the study, especially characteristics that can influence the result of the study, which are considered important by theories and/or previous studies, or something that is typical. The relevance of subject characteristics with the study is shown through researcher's argument of each mentioned characteristic.

The selection of research subject must not only be based on practical reasons, but also based on existing literature review.

In the end of this chapter, researcher must explain in detail about the procedure in selecting the research subject. The procedure of selecting research subject needs to pay attention to the "representation" aspect of the population and also its relation to the process of generalizing the result of the study. Therefore, the researcher is expected to reveal the characteristics of research population that are relevant to generalization process of its result of

the study. If the researcher knows the exact number of populations, it needs to be written explicitly.

3.6 Technique of Data Collection

In this chapter, the researcher must mention all the instruments used to collect the research data. The instrument of collecting quantitative research data by considering its validity and reliability can be questionnaire, psychological scale, test tool, and documentation. It should be noted that data collection instruments mentioned above are the instruments that are used to collect data which will be analyzed in this study. If the data obtained only to enrich the explanation of the study, those data collection instruments do not need to be listed (e.g.: additional interviews).

If the researcher designs their own research instrument, they need to explain the referred theoretical construction, details of the aspects, as well as the outline or *blueprint* of the items contained in the research instrument. Besides, the researcher must show the **validity** and **reliability** of the measure or research instruments used in this study. The researchers must, at least, describe the type of the validity and reliability used, the method of validity and reliability test with the reasons for using the test, validity and reliability test procedure, and

also the advantages and the limitations of the validity and reliability used in the study. Procedures in construction and execution of measuring instrument test must also be explained in details and systematically, including the results of its validity and reliability test (e.g. coefficient number of validity and reliability with its significant level, the number of missing and valid items, and the range of the lowest and the highest coefficient number of the valid items). For experimental research, the contents of the module used must be explained.

If the researcher uses research instrument which is created by other person, the researcher needs to explain who creates the instrument, for what purpose the instrument was created, on what population the instrument was tested, and how the calculation result of its **validity** and **reliability**. If the researcher modifies the research instrument, the researcher must explain which part is modified.

3.7 Data Analysis

This chapter describes the techniques analysis used in the study and the reason of using those techniques, in accordance with objective, hypothesis, and type of research data. The statistical assumptions underlying the data analysis used in the study need to be mentioned explicitly. If the data analysis uses a computer program, the program or software must be mentioned along with the edition or production year.

Chapter IV. Result of the Study and Discussion

This chapter contains report about results of the study and its discussions. This chapter consists of the description of research subject, research implementation, result of the study and discussion.

4.1 Description of Research Subject

This chapter is intended to describe the research subject, especially if the subject is a special or distinctive group. The researcher can describe the distinctive characteristic of the research subject that may affect the result of the study. The researcher can use socio-demographic, historic, cultural or psychological observation to describe the research subject.

4.2 Research Implementation

This chapter describes the activity in data retrieval, including: time and place, the number of research subject along with reason of setting that number, the number of research subject which are analyzed along with reason, and also (if needed) the procedures and administration in data retrieval (e.g.: the number of executing personnel, qualification of executor, administrative steps in data retrieval). If any obstacles are found during the research implementation, it must be explained in this subchapter.

4.3 Result of the Study

This chapter contains the descriptions of **assumption test results** (e.g. test of normality, linearity, homogeneity, etc) and **data analysis test results**. In explaining the data analysis test results, the researcher can use table or chart to explain the result of the study. Researcher can also describe the result of descriptive analysis of each research variable. After the data analysis test results is described, the researcher must answer the question whether the research hypothesis is rejected or accepted based on its level of significance.

4.4 Discussion

In this chapter, the researcher discusses the result of data analysis based on acceptance and rejection of the work hypothesis that has been formulated previously. In this discussion chapter, the researcher needs to interpret and review the result of data analysis associated to the literature review and the results of previous studies in literature review (Chapter II). The researcher can add other studies (which are not included in literature review) to support the result of the study. The researcher must also be able to present the logical and critical arguments about the possibilities that influence the result of the study. The researcher can utilize his or her knowledge about the description of research subject to present logical and critical arguments on the result of the study.

Chapter V. Conclusion and Suggestion

5.1 Conclusion

In this chapter, the researcher explicitly reveals the answer of the statement of problems which is presented in a statement of acceptance or rejection of the proposed work hypothesis. Other important things related to the working hypothesis can be briefly summarized as long as they can enrich the conclusion of the study.

5.2 Suggestion

This chapter presents the suggestions from the researcher that refers to the objective, significance, result, and discussion of the study. Suggestion must be stated clearly, in detail, and operationally so it will be easy to be applied and be useful to certain groups and certain disciplines. Operationally, suggestions can be an implication of result of the study on research population and also suggestions for the future research development based on the weakness and the limitation of the study.

Bibliography

This section contains all referenced sources and literatures used in the research report writing. All sources mentioned in text should be listed in the bibliography. Otherwise, any source or literature listed in the bibliography should be mentioned in text of research report. In addition, the writing of the author(s)' principal name and the year of publication in text and in bibliography must be the same.

Rules of writing bibliography refer to the writing provisions of *American Psychological Association (APA style)*. More detailed rules of writing rules will be explained in the next chapter.

Attachment

This chapter contains a variety of information or information created or obtained during research implementation, such as: research measurement, validity and reliability test results of measuring instruments, result of data analysis, and research permits.

CHAPTER 3

Systematic Writing of Qualitative Research Report

Qualitative research is “art” in conducting investigation. There is no standard provision in systematic writing of qualitative research reports. The things that will be presented below are illustration of systematic writing that can be used as guidance. Researcher can develop a systematic writing of different qualitative research report as long as it has relevance to its research paradigm.

Chapter I. Introduction

This chapter is directed to reveal and describe the problem that will be studied. This chapter contains: background of the study, identification of the problem, focus of the study, significance and uniqueness of the study, objective of the study, and contribution of the study.

1.1 Background of the Study

This chapter must describe the context and situation that underlie the emergence of the problem that will become the focus of the research. Context of the problem can be historical, economic, social, and cultural observation. The description of the context of research problem can be done by demonstrating the phenomena, the empiric facts, or the actual events that happen in the society which have been **published** through mass media, book, research report, results of the previous studies, or other sources. The researcher can also include the statistic data to show the actuality and trend or the development of the phenomena that become background of the research problem. The researcher can also include the results of related studies (*pre-eliminary study*) towards certain phenomena in the form of quantitative data or interview quotes.

In the background of the study, the researcher should show, at least, two previous studies related to the problem that will be studied.

The following is an example of paragraph in background of the study which contains interview quotation that is conducted by a researcher in a study about *Mother and Career: Phenomenology Study of Dual-Career Family* (Putri, 2005):

From some results of the studies above, for mothers, career seems to be more influenced by families, especially their husband and children. An example can be seen from an excerpt of interview which I conducted with a career mother before doing the research. This mother works in government agency in agriculture department. Her husband works as a lecturer and has two daughters.

“I do prefer my family, my children rather than career. Why make a good career while my children fall apart... I sincerely dismiss the career opportunity for my children. I was once offered to work again, as the Head of Training Center, but I refused because my children now have turned to teenagers and I wanted to accompany them...”. (interview on March 12, 2004)

The researcher must give description about research problem and how the phenomena and facts that have been described earlier can become a problem in this study. The researcher should give some arguments about the reason of why the chosen theme becomes the focus of the study.

The background of the study should end with the limitation made by the researcher related to phenomena, empirical facts, or actual events that have been described previously. The limitation of these phenomena is expected to lead the researcher to the focus of the problem and also to show the importance and the attraction of the problem.

The following is an example of final paragraph in the background of the study from a qualitative research report about *The Meaning of Downsizing for Survivor: A Phenomenological Approach* (Salama: 2005).

The phenomenon that occurs above has become the background of why the researcher examining it. Based on the discourse above, it also seems that the reaction and attitude can vary in dealing with downsizing. The researcher also wants to explore the causes of different responses from this survivor. Therefore, the psychological impact from downsizing and also its coping strategy need to be understood so that the responsible organization will be ready to make a change. This readiness is not only required by the organization, but also by its human resources because attitudes and reactions towards the change will also affect the effectiveness of the change itself.

1.2 Focus of the Study

In this chapter, the researcher must prepare grand tour question and also the sub question(s). These questions should be clear, specific, well targeted, and possible to be answered by the researcher.

The following is an example of focus of the study in the form of research questions in *Mother and Career: The Study of Phenomenology of Dual-Career Family* (Putri, 2005):

Based on the background of the study above, to understand the meaning of career for career mothers, this research problem is formulated in grand tour question: What do career means for career mothers? To enrich (deepen) the grand tour question, these sub questions can be added:

1. What factors influence the decision to work (career)?
2. How does the mother maintain her career?

1.3 Significance and Uniqueness of the Study

This chapter describes the importance of doing research in particular topic. It is highly suggested that the reason used to conduct a research is the result of comparing the previous studies. The research should include the studies conducted within or outside the country. Then, the researcher compares the current study and the previous studies at the level of paradigm or theory perspective, focus, subjects, and methods of the study.

1.4 Objective of the Study

This chapter must show statements which contain the objectives of the study which are going to be achieved through research process. The objectives of the study must be related to the statement of the problem.

1.5 Contribution of the Study

This chapter contains positive contribution related to the result of the study. The contribution of the study is divided into theoretical contribution and practical contribution. Theoretical contribution contains the relevance of result of the study and psychological development. Practical contribution leads to the application of the result of the study.

Chapter II. Theoretical Framework

This chapter consists of two parts, which are literature review and theoretical framework.

2.1 Literature Review

This chapter explains about theories, results of some studies, and the expert opinions on the focus of the study. It should be noted that literature review is not a collection of existing theories, but a collection of relevant theories which are in accordance with the research. The researcher also needs to pay attention to the logical and systematic relations of the theories and the previous studies. This chapter should be started from context or the scope of the study (e.g.: adolescent, nursing home, school with special needs).

The researcher is expected to read and quote from literature of review like book or research journal instead from thesis, magazine, or mass media.

2.2 Theoretical Framework

This chapter describes the subjective point of view and the position of researcher on the chosen topic, also theoretical framework chosen by the researcher in considering the phenomenon and reality. The definition of theoretical framework is different from the research paradigm. Theoretical framework contains assumptions, concepts, and explanatory forms of reality. Theoretical framework includes several theories that have similar assumptions and concepts (Neuman, 2003). For example, theory that include in the perspective of *exchange theory* comes together with theory of *reward and punishment*. In Sociology disciplines, for example, theories can be grouped into 4 (four) theoretical framework: *structural functionalism*, *exchange theory*, *symbolic interactionism*, and *conflict theory* (Bart & Frankel, 1986). This theoretical framework will be used consistently starting from formulating research questions, collecting research data, analyzing data, until discussing the result of study.

The student should use a theoretical framework that can be used to review the topic of research.

Chapter III. Method of the Study

Method of the study basically contains procedures or the standard and scientific steps to get the research data. In this chapter, the researcher must give a clear depiction to the readers about how the study is conducted. This structured and clear depiction allows the readers to do similar research in the future. This chapter consists of research type, analysis unit, research subject, technique of data collection, and technique of data analysis.

3.1 Research Type

This chapter is description of research type that will be conducted by the researcher in accordance with the objective of the study and theoretical framework. The definition of research type is identical with the procedures or the methodological technique used as stated by Neuman (2003: 165). The researcher should explain their choice of research type argumentatively along with its consequences, especially the reason in using qualitative approach.

3.2 Analysis Unit

This chapter describes the conceptual understanding of research topic by referring to the theoretical framework. Besides, the researcher must be able to explain the categorization

of the subject (e.g. elderly, transgender, etc.) conceptually. In this chapter, **the researcher must explain the topic of the study as one unit of understanding, not as separate terms.** For example, for a topic of “the dynamic of social adjustment on transgender”, the researcher should explain the notion of “the dynamic of social adjustment” as a conceptual entity (not “the dynamic” and “social adjustment” explained separately) as well as the conceptual notion of “transgender”.

3.3. Research Subject

Research Subject selection should not be based only on practical reasons, but also based on existing literature review as well.

This chapter describes the qualifications of the subject as well as the location of the research, technique of subject determination, and the steps to obtain the research subject. The researcher needs to explain the relevance of research subject with its topic, especially when choosing a research subject that is not the doer.

3.4 Technique of Data Collection

In this chapter, the researcher must list all the instruments used to collect the research data. Instrument of qualitative research data collection can be interview, observation, field note, documentation study, or other instruments by considering its relevance to the focus of the study. It should be noted that data collection instruments mentioned above are only the instruments that is used to collect data which will be analyzed in this study. If the data is obtained only to enrich the explanation of the study, the data collection measurement does not need to be listed (e.g. observation on the interview). The researcher also needs to include outline or blueprint of the research instrument used in this study (e.g. interview guides or observation guides).

3.5 Technique of Organizing and Data Analysis

In this chapter, the researcher describes how to organize and analyze the research data. The researcher needs to explain in detail the steps that he/she did after getting the research data to get the result of data analysis. The researcher should pay attention to the consistency between the instruments used, the data obtained, as well as the interpretations or the results of data analysis.

3.6 Techniques of Strengthening the Credibility Research

This chapter describes the techniques used by the researcher to establish research credibility. Regarding the credibility of qualitative research, the researcher can refer to *Qualitative Approach in Psychology Research* (Poerwandari, 2003).

Chapter IV. Results of the Study and Discussion

This chapter is intended to describe the findings obtained by the researcher and how these findings are analyzed so they can answer the questions that become focus of this study. This chapter consists of setting of the study, results of the study, and discussion.

4.1 Setting of the Study

In this chapter, the researcher must describe the real condition and situation that become the setting of the research. The researcher can use socio-demographic, historical, or psychological reviews to describe these condition and situation. For **case study**, the researcher must describe the case history of each research subject.

4.2 Result of the Study

In this chapter, the researcher must be able to distinguish between research data and the interpretation of research data.

This chapter consists of two parts: description of the findings and results of data analysis. The first part contains the description of all results or data obtained by the researcher based on the categories that refers to the coding results summary (interview transcripts, field note, observation data, etc). The second part describes the researcher's interpretation of all the research data to answer the proposed questions in the focus of the study. The researcher can also describe any questions that have not been answered in this study and also give the logical argumentation why the questions are not answered.

4.3 Discussion

In this chapter, the researcher must review the results of data analysis (the answer to the research questions) in broader context. The researcher can compare the results of his/her study with the results of other studies or theoretical studies described in previous chapter. The researcher can add other theories (which are not found in theoretical studies) to support the results of the study. The researcher may also present critical review of the results of the study based on the alignments and values that are believed by the researcher. Furthermore, the researcher can also utilize his or her knowledge about the situation and the condition of the research to propose the critical reviews to the results of the study.

In this chapter, the researcher must be able to distinguish between the result of the study and a review of the result of this study.

Chapter V. Conclusion and Suggestion

5.1 Conclusion

In this chapter, the researcher explicitly reveals the answer of the research questions stated in the focus of the research. Other important things related to the answers of the research questions can be briefly summarized as long as they can enrich the conclusion of the study.

5.2 Suggestion

This chapter presents the suggestions from the researcher that refers to objective, contribution, result, and discussion of the study. Suggestion should be stated clearly, in detail, and operationally so it can be applied and be useful to certain groups and certain disciplines. Operationally, suggestions can be an implication of the result of the study on research subject and also can be suggestions for future research development based on the weakness and the limitation of the study.

Bibliography

This section contains all the referenced sources and literatures used in research report writing. All sources mentioned in text must be listed in bibliography. Otherwise, any source or literature listed in the bibliography must be mentioned in research report. In addition, the author(s)' principal name and the year of publication in text and in bibliography must be the same.

The rules of the writing the bibliography refer to the writing provisions of *American Psychological Association* (APA style). More detailed rules of writing rules will be explained in the next chapter.

Attachment

This chapter contains a variety of information created or obtained during the research implementation, such as: the interview or observation guides, field note, interview and observation transcript, research permits and inform content.

CHAPTER 4

Systematic Writing of Research Report Summary

Research report summary is a compression of research report which are brief and dense so that the number of pages is only about 10-15 pages (*with 1,5 space, times new roman 12*). Research report summary is written in the form of scientific articles as contained in scientific journals. The systematic writing of research report summary can be seen as follows:

1. The title of article and its English translation
2. Name of the writer along with the email
3. Abstract and keywords (*in English, maximum 200 words*)
4. Abstract and keywords (*in Bahasa Indonesia, maximum 200 words*)
5. Introduction (*including background of the study, literature review, and statement of problem*)
6. Method of the study
7. Result of the study
8. Discussion
9. Conclusion
10. Works Cited (*based on APA Manual Publication 2001 and only cited articles/literatures are listed in the article*)

CHAPTER 5

Techniques and Procedures of Thesis Writing

This chapter contains the instructions related to techniques and systematic of thesis writing which include: writing media, typing, numbering, list of tables and pictures, punctuation writing, quotation, name writing, sources writing.

A. Writing Media

A.1 Manuscript

Thesis manuscript is typed on white HVS paper of 70 gram weight and not back and forth. The revised thesis script is typed on white HVS paper 80 gram weight.

A.2 Paper Size

The manuscript is type on paper 210mm x 297 mm or equal to A4 size paper.

A.3 Cover

Thesis cover is printed on buffalo or similar paper reinforced with cardboard and coated by plastic (hardcover). The writing on the cover must be the same as the writing in title page but it is printed using gold ink.

A.4 Cover Color

The thesis cover color is purple, based on the symbol of Faculty of Psychology Universitas Airlangga.

B. Typing

B.1 Font Type

All parts of thesis manuscript (excluding cover and title page) must be typed using Times New Roman font with 12 letter size. Symbols or other signs that cannot be typed should be neatly written in black ink.

B.2 Numeral and Unit

- a. Numerals are typed with numbers, e.g.: 10 g, 20cm (without period). But if they are in the beginning of the sentence, they should be written with letter spelling, e.g.:

Fifteen children are missing in Kuta Beach. (true)

15 children are missing in Kuta Beach. (false)

- b. Decimal numbers are marked with a coma (,) not a period (.). For example: 5,5 kg instead of 5.5 kg.
- c. The unit is expressed by its official abbreviation and terminated without a period, e.g.: 10 kg, 20cm (without a period).

B.3 Line Spacing

Spacing between two lines is made into 2 (two) spaces. One spacing only applies to these following: abstract, direct quotation, list title (table), image that is larger than one line, and bibliography.

B.4 Margin Size

- a. Top : 4 cm
- b. Bottom : 3 cm
- c. Left : 4 cm

- d. Right : 3 cm

B.5 Containing Space

The space contained in the manuscript page must be fully loaded, which means typing must start from the left margin to the right margin, and do not let any space be wasted, except if it starts with new paragraphs, equations, lists, subtitles, or other particular things.

B.6 New Paragraph

Typing the new paragraph starts from the sixth letter of the left margin.

B.7 Titles, Sub titles, and others

- a. Titles must be written in capital letters entirely and arranged symmetrically in the middle position with a space of 4 cm from the top margin without ended by a period and using the Roman alphabet. It should be typed with Times New Roman font size 14.
- b. Sub titles are typed in the left margin with bold printed. Each word is started with capital letter, except for conjunctions (e.g.: and) or preposition (e.g.: in, to, from, toward), without a period. The first sentence after the sub titles is started with the new paragraph.
- c. Sub-sub titles are typed in the left margin, straight with the first word of subtitle—the first letter should be in capital letter—without a period. The first sentence after sub-sub titles is started with the new paragraph.
- d. Sub-sub-sub titles are typed in the left margin of the sixth entry followed by a period and typed in italics. The first sentence that follows the sub-sub-sub titles is typed continuously, in one line with the sub-sub-sub titles. It can also be written directly in the form of sentence, but which serves as sub-subtitles are placed at the front and underlined.

B.8 Details to Bottom

If there are details that should be arranged down in the writing of the manuscript, use serial number with numbers or letters (numbering) in accordance with the degree of details. The use of other symbols (bullets) such as -, •, ✓, >, ⚡, ★, ☹, etc, in front of description is not permitted.

B.9 Symmetrical Location

Image, table (list), equation, and title are written symmetrically in the middle of typing position.

B.10 The Use of Italic Letter (*italic*)

Italic letters are used when:

- a. Use terms, words, or abbreviations that come from foreign language.
e.g.: *self efficacy*, *win-win solutions*, etc.
- b. The title of the book, periodical publication, or in the form of microfilm.
e.g.: *American Psychologist*
- c. Name of species or varieties
e.g.: *Macaca mulatta*
- d. Letters used in statistical or mathematical symbols
e.g.: *t*tes, $a/b = c/d$, $F(1,53) = 9$
- e. Test or scale score
e.g.: MMPI *scales*

- f. Reference list of periodical journal volume number
e.g.: 26, 47-67

Do not use italic letters when:

- a. Terms used in Chemistry
e.g.: Na Cl, LSD
- b. Terms used in trigonometry
e.g.: sin, tan, log
- c. Greek letters
e.g.: β

C. Numbering

This section is divided into some numbering: page, table (list), image, and equation.

C.1 Page

- a. In the beginning of the report—from the title page to the abstract of the study—is given page number with small Roman numbering (i, ii, iii, etc).
- b. The main and the final chapter—from the introduction to the last page (appendix)—use Arabic numbering as page numbers.
- c. Page number is placed on the top right, unless there is a title or a chapter on that top of the page, the page number is written on bottom right.
- d. Page numbering on bibliography is directly connected to the appendix.
- e. Page number is typed with the space of 3 cm from the right margin; 1,5 cm from top and bottom margin.

C.2 Table (list)

Table (list) uses numbering with Arabic numerals.

C.3 Image

Image uses numbering with Arabic numerals.

C.4 Equation

The sequence numbers of equations in the form of mathematical formula, chemical reactions, and others are written in Arabic numeral in parentheses and placed near the right margin.

For example:

$$Y=bx_1+bx_2-C \quad (2)$$

(6 letter from the left margin)

D. List of Tables and Images

D.1 Table (list)

- a. The title of table (number and table name) is placed symmetrically above the table (list) without ended by a period. Table name is written using capital letter at the beginning of each word (except for conjunction).
- b. The table (list) should not be cut, except if it is so long that is not possible to type in one page. If the table is more than one page, the title of the table should be repeated in the next page.

- c. The columns are named and maintained so that the disjunction between one and another is quiet strict.
- d. If the table is larger than the width of the paper so the paper must be in landscape, the top of the table should be placed on the left side of the paper.
- e. The top and the bottom side of the table (list) should be added a boundary line to separate from the description of the subject matter.
- f. Table (list) is typed symmetrically.
- g. A table (list) of more than 2 (two) pages should be placed in appendix.

D.2 Image

- a. Charts, graphs, maps, diagrams, and photos, are all categorized as image (they are not distinguished).
- b. The title of image (in the form of number and image name) is placed below the image without ended by a period.
- c. Images should not be cut.
- d. Each picture or formula must be given an explanation—the space is 1 (one) space. The explanation of the image should be written in the vacant places of the images and not on other pages because it will make reader difficult to read the image.
- e. When the image is widened along the height of the paper, the top of the image should be placed on the left side of the paper.
- f. The size of the image (its width and height) should be reasonable (not too big or too small).
- g. Scale on graphs should be made easy to use for interpolation and extrapolation.
- h. Charts and graphics are made with black ink that is not water soluble and the curve lines of the graphs are made with the compass (French curve).
- i. The image should be placed symmetrically.

E. Language

E.1 Language

The language used is the standard Indonesian (subject-verb patterned) and can be added with object-adverb, with rules in accordance with Enhanced Spelling (EYD).

E.2 Sentence

Sentences must not use the first and second person point of view (e.g.: I, you, we, etc), but similar intention are arranged in passive sentences. In writing the thesis, the researcher calls himself or herself as “**penulis**” (the writer).

E.3 Term

The term used is Indonesian term or term that has been translated into Indonesian. If there is no exact equivalence, it is typed in *italic* letters and give explanation about the term.

E.4 Common Mistakes

- a. Conjunctions like *sehingga* and *sedangkan* cannot be used as a word at the beginning of the sentence.
- b. Preposition like *pada*, is often used improperly, for example, it is placed in front of the subject of the sentence. It can destruct the pattern or order of the sentence.

- c. The word *di mana* and *dari* are often used improperly, and are treated exactly as the words *where* and *of* in English. In Indonesian, these forms are not standard.
- d. Prefixes like *ke-* and *di-* must be distinguished from the preposition *ke* and *di*. For example: *kehendak* is different from *di atas, ke kanan*.
- e. Punctuation must be used correctly.

F. Punctuation Writing

Punctuation writing follows the correct spelling rules. The following are some important rules that need to be kept in mind:

- a. A period (.), a colon (:), a question mark (?), and a percent symbol (%) are typed tightly with the preceding word.

Not Standardized

Samples are taken randomly .
Data are analyzed ,using technique
... as below :
Is that true ?
The amount is about 20 %

Standardized

Samples are taken randomly.
Data are analyzed, using technique
... as below:
Is that true?
The amount is about 20%

- b. Quotation mark (“...”) and parentheses () are typed tightly with the letter of the enclosed word and the phrase.

Not Standardized

The four groups are “ proportionate ”.
Standard test (*standardized*)

Standardized

The four groups are “proportionate”.
Standard test (*standardized*)

- c. A hyphen (-) and a slash (/) are typed tightly with the letter that precedes and follows it.

Not Standardized

Tidak berbelit – belit.
In 1986 – 1970.
He does not / has not confessed yet.

Standardized

Tidak berbelit-belit.
In 1986–1970.
He does not/has not confessed yet.

- d. The symbol of equal (=), larger (>), smaller (<), addition (+), subtraction (-), multiplication (x), and division (:), are typed with one tap spacing both before and after them.

Not Standardized

p=0.05
p<0.05
a+b=c
a:b=d

Standardized

p = 0.05
p < 0.05
a + b = c
a : b = d

G. Quotation

G.1 Direct Quotation

- a. Direct quotations are made when the author writes statements as the same as in the source.
- b. The writer needs to write the page of quoted source when using direct quotation.
- c. Direct quotation that is less than 40 words, is written directly in the sentence..

e.g. : Buss and Briggs (1984:50) find that ...
or, Seligman (2000:51) claims “.....”

d. Direct quotation of more than 40 words, is written in paragraph model with space 1 (one).

G.2 Quotation in the Sentence (*parenthetical citation*)

a. It is usually used when the writer paraphrases the ideas of other person.

For example:

... (Buss & Briggs, 1984)

b. It is used to make it easier for the reader to find the supporting ideas of the writer’s statement.

For example:

... (Buss & Briggs, 1984; Seligman, 2000; Tesser & Moore, 1986)

H. Name Writing

H.1 Author’s Name in Text

a. The writer should only mention the last name of the referred authors/writers. If more than (2) two persons, only the first author’s name is included followed by *dkk.* instead of *et al.*:

For example:

According to Triandis (1997) ...

The non-experimental field study strategy is ...

(Flanagan & Dipboye, 1981).

An important issue about satisfaction is related to social process (Seashore, *dkk.*, 1981).

b. In running text, the names of two authors of a literature need to be associated with the word “and”. If they are written inside brackets—in the title of table or image and in the bibliography—both names are reasonably associated with *ampesand* or hyphen (&).

For example:

... as stated by Night linger and Littlewood (1993). The non-experimental field study strategy is ... (Flanagan & Dipboye, 1981).

H.2 Author’s Name in Bibliography

In the bibliography, not only the first author added with *dkk.* listed, but also all the authors must be listed.

For example:

Seashore, S.E., Lawler, E.E., Mervis, P., & Cammdan, C. (1981) ...

(*true*)

Seashore, S.E., *dkk.* (1981) ...

(*false*)

H.3 Author’s Name that is more than One Syllable

a. If the author’s name is 2 (two) syllables or more, it must be write as: the last name followed by a comma, then followed by abbreviation of first name, middle name, and so on—all given a period—or the last name followed by the syllable of the first name, middle name, and so on.

For example:

Sutan Takdir Alisyahbana *is written* as Alisayhabana, S. T.

- b. If the author has Indonesian name and it is difficult to distinguish the family name, it is written by following the existing rules.

H.4 Name with a Hyphen

If the author's name in the original source is written with a hyphen (-) between its two syllables, both are considered as one entity

For example:

Suryanti-Suryanto *is written* Suryanti-Suryanto

H.5 Name Followed by Abbreviation

Name which is followed by the abbreviation is considered as a unity with previous word.

For example:

William D. Ross Jr. is written Ross Jr., W. D

H.6 Academic titles

Educational degree must not be included in the writing, except in acknowledgement page.

I. Bibliography Writing

The writing of bibliography is written according to guidance in *Publication Manual of the American Psychological Association* (2001, 5th ed.) and is alphabetically arranged from the author's last name.

I.1 Periodical Publication

- a. The sequence of the writing: author name, publishing year, article name, journal name, journal volume, journal number, article page.
- b. The capital letter is only written on the first letter of the title and subtitle (if any), and author name; do not underline the title and give quotation mark between it. The name of journal is italicized (*italic*).
- c. Write also non-routine important information for identification and write it in the parentheses after the title of article (e.g.: [letter to editor]). Parentheses indicate the form of description instead of its title.
- d. End with a period

I.1.1 Journal Article (one author)

Bekerian, D. A. (1993). In search of the typical eyewitness. *American Psychologist*, 48, 574-576.

I.1.2 Journal Article (two authors)

Klimoski, R., & Palmer, S. (1993). The ADA and the hiring process in organizations. *Consulting Psychology Journal: Practice and Research*, 45 (2), 10-36.

I.1.3 Journal Article (three or more authors)

Borman, W. C., Hanson, M. A., Oppler, S. H., Pulakosa, E. D., & White, L. A. (1993). Role of early supervisory experience in supervisor performance. *Journal of Applied Psychology*, 78, 443-449.

Note:

In text, use the following writing style:

... (Borman, dkk., 1993).

I.1.4 Journal Article that is being Published

Zuckerman, M. & Kieffer, S. C. (in publishing). Race differences in face-ism: Does facial prominence imply dominance? *Journal of Personality and Social Psychology*.

Notes:

- a. Do not write the year, volume, or page until the article is published.
- b. In text, use the following quotation writing style:
... (Zuckerman & Kieffer, in publishing).
- c. If other literatures from the same author (or the same sequence of certain authors) are found in the bibliography, the sequence of bibliography of the being published article is placed after the published article.
- d. If there are more than one article that being published, the sequence of the literatures based on the first word after the element date and also add an additional letter after the element date.

For example:

... (Zuckerman & Kieffer, in publishing-a).

I.1.5 Article of Magazine

Setyarini, L. (1997, 11-24 Januari). Kiat praktis memilih TK. *Ayahbunda*, 01, 24.

Note:

- a. Write the date in the publication (month for monthly magazine or date and month for weekly magazine).
- b. Write the publishing volume number.

I.1.6 Article in Newsletter

Brown, L. S. (1993, Spring). Anti domination training as a central component of diversity in clinical psychology education. *The Clinical Psychologist*, 46, 83-87.

I.1.7 Article in periodic report (without author)

The new health-care lexicon. (1993, August/September). *Copy Editor*, 4, 1-2.

Notes:

- a. Sort alphabetically the article without the author based on the first word in the title.
- b. In text, use an important title (or the entire title if the title is short) with the quotation writing as below:
... ("The new health-care lexicon," 1993, August/September).
- c. Write the volume number.

I.1.8 Article of daily newspaper (without author)

Autonomy is characterized by the regional government courage to make decision. (1997, April 25th). *SuaraPembaharuan*, hal. 3.

Notes:

- a. Sort alphabetically the articles without author based on the first word in the title.
- b. The important title (or the entire title if the title is short) by writing the quotation as below:
... ("Autonomy", 1997, April 25th).
- c. Writing page number in newspaper is preceded by *hal*.

I.1.9 Article of daily newspaper, serial pages

The end of television and football politic (1997, April 17th). *Kompas*, p.1,15.

I.2 Book, Brochure, and Chapter in Book

- a. The sequence of the writing: author or book editor, publishing year, book title, place, and publisher name.
- b. The title of the book is italicized.

For example:

Cone, J. D., & Foster, S. L., (1993). *Dissertation and theses from start to finish: Psychology and related fields*. Washington, DC: American Psychological Association.

I.2.1 Book, third edition, and junior name

Mitchel, T. R., & Larson, J. R., Jr. (1987). *People in organizations: An introduction to organization behavior* (3rd ed.). New York: Mc-Graw Hill.

I.2.2 Book, government department as publisher

Australian Bureau of Statistics. (1991). *Estimated resident population by age and sex in statistical local areas*, New South Wales, June 1990 (No.3209.1). Canberra, Australia Capital Territory: Author.

Notes:

- a. Sort alphabetically (as the number of authors) based on the first word of the author's name.
- b. If the author and the publisher are identical, use the author's name as the publisher's name.

I.2.3 Edited book

Gibbs, J. T., & Huang, L. N. (eds.). (1991). *Children of color: Psychological intervention with minority youth*. San Francisco: Jossey-Bass.

I.2.4 Book without author or editor

Merriem-Webster's collegiate dictionary (10th. ed.). (1993). Springfield, MA: Merriem Webster.

Notes:

- a. Place the book title in author position.
- b. Sort alphabetically the books without the author or the editor based on the first word in the title.
- c. In text, use several letters of the title or the entire title—if the title is short—to make a quotation in the author position, as follows:
...(Merriem-Webster's Collegiate Dictionary, 1993)

I.2.5 Revised edition of the book

Rosenthal, R. (1987). *Meta-analytic procedures for social research*. (rev. ed). Newbury Park, CA: Sage.

I.2.6 A number of volumes of books over a period of more than a year

Koch, S. (ed.) (1959-1963). *Psychology: A study of science*. (vols. 1-6). New York: Mc Graw-Hill.

Note:

In text, use the quotation writing as below:

... (Koch, 1959-1963).

I.2.7 Diagnostic and Statistical Manual of Mental Disorder

American Psychiatric Association. (1994). *Diagnostic and statistical manual of mental disorders* (4th. ed.). Washington, DC: Author.

Notes:

- a. The association is the name of the author as well as the publisher.
- b. Mention the used edition using Arabic letter and in parentheses.
- c. In text, write the association name and the full manual name in the first text, then write the DSM as usual as follow:
 DSM-III (1980) edisi tiga
 DSM-III-R (1987) edisi tiga, revisi
 DSM-IV (1994) edisi empat

I.2.8 Encyclopedia or dictionary

Sadie, S. (ed.). (1980). *The new grove dictionary of music and musicians* (6th. ed., vols. 1-20). London: Macmillan.

I.2.9 Article or chapter of the edited book

Massaro, D. (1992). Brooding the domain of the fuzzy logical model of perception. In H. L. Pick, Jr., P. van den Broek, & D. C. Knill (eds.), *Cognition: Conceptual and methodological issues* (pp.51-84). Washington, DC: American Psychological Association.

Notes:

- a. The sequence of writing: author name, publishing year, article or chapter title, editor name, book title, article or chapter page, publisher information.
- b. The book title is italicized, instead of the article title.

I.2.10 Chapter in series volume

Maccoby, E. E., & Martin, J. (1983). Socialization in the context of the family: Parent-child interaction. Dalam P. H. Mussen (Series Ed.). & E. M. Hetherington (vol. ed.), *Handbook of child psychology; Vol. 4. Socialization, personality, social development* (4th. ed., hal. 1-101). NewYork:Wiley

Notes:

- a. Sort the book editor in the first position and the volume editor in the second position so that it is parallel with the title of the book and volume.
- b. The book name of the series volume is italicized.

I.3 Technical or Research Report

The sequence of writing: report writer, publication year, report title, publisher.

For example:

Mazzero, J., Druesne, B., Raffield, P. C., Checketts, K. T., & Muhlstein, A. (1991). *Comparability of computer and paper-and pencil scores of two CLEP general examinations* (Colege Board Rep. No. 91-5). Princeton, NJ: Educational Testing Service.

Notes:

- a. If the report has a specific number (e.g. report number, work contract number, monograph number), write the number in the parentheses after the title.
- b. Do not use a period between the title of the report and the words in parentheses. Do not type the words in parentheses in italic.

- c. If the report is made in two numbers, provide the number that is easiest to identify and remember.
- d. Write the name of publisher appropriately (name of department, office, representative, institute that publish the report). Write the name of department, office, or higher representative if the report publisher is not clearly known.

I.3.1 The university report

Broadbent, R. G., & Maller, R. A. (1991). *Sex offending and recidivism* (Tech. Rep. No. 3). Nedlands, Western Australia; University of Western Australia, Crime Research Centre.

Notes:

- a. If the name of country is included in the name of university, do not repeat the name of country in the location.
- b. Write the name of university in the first position, then the name of department or organization that publishes the report.

I.3.2 Report of private organization

Employee Benefit Research Institute. (1992, Februari). *Source of health insurance and characteristics of the uninsured* (Issue Brief No. 123). Washington, DC; Author.

Note:

Use this form for a summary of report, employment report, and another related document, and write down the appropriate document numbers in parentheses.

I.4. Meeting or Seminar Report

I.4.1 Published report, symposium report

Deci, E. L., & Ryan, R. M. (1991). A motivational approach to self: Integration in personality. Dalam R. Dienstbier (Ed.), *Nebraska Symposium on Motivation: Vol. 38. Perspectives on motivation* (hal. 237-288). London: University of Nebraska Press.

I.4.2 Report which is published regularly

Cynx, J., Williams, H., & Nottebohm, F. (1992). Hemispheric differences in avian song discrimination. *Proceedings of the National Academy of Sciences, USA*, 89, 1372-1375.

Notes:

Treat the report that is published as periodic journal. If only the abstract is written in the report, show it after the title of the article. Use parentheses to indicate that the material is a description not a title.

I.4.3 Unpublished seminar paper

Lichstein, K. L., Johnson, R. S., Womack, T. D., Dean J. E., & Childers, C. K. (1990, June). Relaxation therapy for polypharmacy use in elderly insomniacs and noninsomniacs. Dalam T. L. Rosenthal (Chair), *Reducing medication in geriatric populations*. The symposium was held at the First International Congress of Behavioral Medicine, Uppsala Sweden.

I.4.4 Paper which is presented at the seminar

Lanktree, C., & Briere, J. (1991, Januari). Early data on the *Trauma Symptom Checklist for Children* (TSC-C). The paper is presented in the meeting of the American Professional Society on the Abuse of Children, San Diego, CA.

I.4.5 Poster

Ruby, J., & Fulton, C. (1993, Juni). *Beyond redlining: Editing software that works*. The poster is presented at the Society for Scholarly Publishing's annual meeting.

I.5 Electronic media or internet

- a. The sequence of writing: Author, (year, date, and month). Article title. Publishing title [on-line], vol. Date of access. Resource.

Knies, G., Burgess, S., Propper, C. (2007, Agustus). Keeping up with the schmidts: An empirical test of relative deprivation theory in the neighbourhood context. *ISER Working Paper 2007-19* [on-line]. Accessed on March 26th 2007 from <http://www.iser.essex.ac.uk/pubs/workpaps/>.

- b. For source with no author, the sequence of writing is:

Article title, (year, date and month). Publisher name [on-line]. vol. Date of access. Information source.

Indonesia tak mungkin ekspor beras (2008, 29 Maret). [on-line]. Diakses pada tanggal 29 Maret 2008 dari <http://www.kompas.co.id/read.php?cnt=.xml.2008.03.29.14185875&channel=1&mn=1&idx=1>.