FORUM PIMPINAN DAN BADAN PENYELENGGARA/PENGELOLA PERGURUAN TINGGI PGRI
Jalan Tanah Abang III No. 24 Jakarta 10160 Indonesia,
Telp. (021) 384 1121, 384 985 Fax. (021) 344 6504
Email: pbpgri@pgri.or.id dan pb.pgri@yahoo.com Website: www.pgri.or.id

Nomor : 005/FP-BP PT PGRI/VII/2023 28 Juli 2023
Lamp. : 1 (satu) berkas
Hal : **Permohonan Narasumber**

Yth. Rektor Universitas PGRI Yogyakarta
di Yogyakarta

Dengan hormat,
Menindaklanjuti hasil Pertemuan Forum Pimpinan dan Badan Penyelenggara Perguruan Tinggi PGRI (FPBP PT PGRI) yang dilaksanakan bersamaan dengan *Launching* Asosiasi Program Studi Perguruan Tinggi PGRI tanggal 25 Mei 2023 di Universitas PGRI Semarang, FPBP PT PGRI bermaksud menyelenggarakan kegiatan dalam rangka memfasilitasi Bapak/Ibu dosen di lingkungan PT PGRI dalam merealisasikan Program Percepatan Guru Besar.

Kegiatan akan dikemas dalam bentuk "***Workshop*** **Pendampingan Penulisan dan Publikasi di Jurnal Internasional Bereputasi"** yang akan dilaksanakan pada:

hari, tanggal : Jumat s.d. Minggu,
4 s.d. 6 Agustus 2023
pukul : 13.00 WIB s.d. selesai
(jadwal kegiatan terlampir)
tempat : @K Hotel Kaliurang Yogyakarta

Berkaitan dengan hal tersebut, kami mohon Bapak berkenan menugasi Bapak Dr. Ir. Paiman, M.P. sebagai narasumber pada kegiatan dimaksud.

Atas perhatian dan perkenan Bapak, kami sampaikan terima kasih.

FORUM PIMPINAN DAN BADAN PENYELENGGARAN/PENGELOLA PERGURUAN TINGGI
PERSATUAN GURU REPUBLIK INDONESIA

Ketua,

Dr. Ir. Paiman, M.P.

Wakil Sekretaris,

Dr. Sri Suciati, M.Hum.

Lampiran Surat Pengurus Forum Pimpinan dan Badang Penyelenggara/Pengelola PT PGRI
Nomor : 005/FP-BP PT PGRI/VII/2023
Tanggal : 28 Juli 2023
Hal : Permohonan Narasumber

JADWAL ACARA
"*WORKSHOP* PENDAMPINGAN PENULISAN DAN PUBLIKASI DI JURNAL INTERNASIONAL BEREPUTASI"
Yogyakarta, 4 s.d. 6 Agustus 2023

Waktu	Nama Kegiatan	Keterangan
Hari Pertama **4 Agustus 2023**		
13.00-13.30	Registrasi, menyerahkan naskah cetak dan surat tugas, makan siang	Panitia
13.30-14.00	Pembukaan 5) Menyanyikan Lagu Indonesia Raya 6) Mars PGRI 7) Sambutan Ketua Forum sekaligus membuka acara 8) Doa	Dr. Paiman
14.00-15.30	Sesi 1 How was the important article publication for higher	Narasumber
15.30-16.00	Rehat Salat	
16.00-17.30	Sesi 2 How to use of tools application for article colection	Narasumber
17.30-19.00	Isama	
19.00-21.00	Sesi 3 How to write a manuscript: title, abstract, introduction, materials and methods, discussion, conclution, and references	narasumber
Hari Kedua **5 Agustus 2023**		
08.00-09.00	Sesi 4 How to use Mendeley for references management	Narasumber
09.00-10.00	Sesi 5 How to use getdiggest, google trsnslate, spinner ID, and gramarly for helping the article writing	Narasumber
10.00-10.15	Break	
10.15-12.00	Sesi 6 Paper clinic 1	Narasumber
12.00-13.00	Isama	
13.00-15.00	Sesi 7 Paper clinic 2	Narasumber
15.00-15.30	Rehat Salat	Panitia
15.30-17.00	Sesi 8 Paper Clinic 3	Narasumber
17.00-19.00	Isama	Panitia
19.00-20.00	Sesi 9 Preparation of submitting manuscript (web of journal destination, author guideline, and find the article templete)	Narasumber
20.00-21.00	Sesi 10 Supplement data (cover letter, copyright agreement, list of reviewers)	Narasumber

Waktu	Nama Kegiatan	Keterangan
Hari Ketiga **6 Agustus 2023**		
08.00-09.00	Sesi 11 Submission of the result of participant manuscript	Tim
09.00-09.30	Break dan pengumpulan soft copy	
09.30-11.00	Sesi 12 Manuscript submission	Tim
11.00-11.30	Penutupan 3) Laporan hasil evaluasi pelaksanaan workshop 4) Sambutan Penutupan	Tim
11.30-12.00	Makan Siang	Panitia

FORUM PIMPINAN DAN BADAN PENYELENGGARAN/PENGELOLA PERGURUAN TINGGI
PERSATUAN GURU REPUBLIK INDONESIA

Ketua,

Dr. Ir. Paiman, M.P.

Wakil Sekretaris,

Dr. Sri Suciati, M.Hum.

FORUM PIMPINAN DAN BADAN PENYELENGGARA/PENGELOLA PERGURUAN TINGGI PGRI
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SURAT TUGAS

Nomor : 002/ST/FP-BP PT PGRI/VII/2023

Pimpinan Forum Pimpinan dan Badan Penyelenggara Perguruan Tinggi PGRI (FPBP PT PGRI) dengan ini memberi tugas kepada Saudara-saudara yang namanya tersebut di bawah ini:

No	Nama	Instansi
1	Dr. Ir. Paiman, M.P.	Universitas PGRI Yogyakarta
2	Dr. Sri Suciati, M.Hum.	Universitas PGRI Semarang
3	Prof. Dr. Supiana Dian Nurtjahyani, M.Kes.	Universitas PGRI Ronggolawe

Sebagai Narasumber "Workshop Pendampingan Penulisan dan Publikasi di Jurnal Internasional Bereputasi" pada hari Jumat s.d. Minggu tanggal 4 s.d. 6 Agustus 2023 bertempat di @K Hotel Kaliurang Yogyakarta.

Surat tugas ini dibuat untuk dilaksanakan sebaik-baiknya dengan penuh tanggung jawab.

FORUM PIMPINAN DAN BADAN PENYELENGGARAN/PENGELOLA
PERGURUAN TINGGI PERSATUAN GURU REPUBLIK INDONESIA

Yogyakarta, 28 Juli 2023

Ketua,

Dr. Ir. Paiman, M.P.

Wakil Sekretaris,

Dr. Sri Suciati, M.Hum.

SERTIFIKAT

009/FP-BP PT PGRI/VIII/2023

Diberikan Kepada:

Dr. Ir. Paiman, M.P.

Sebagai

Narasumber

Dalam kegiatan “Workshop on Publication of Articles in Reputable International Journals” untuk Percepatan Guru Besar yang diselenggarakan oleh Forum Pimpinan dan Badan Penyelenggaran/Pengelola Perguruan Tinggi Persatuan Guru Republik Indonesia pada tanggal 4-6 Agustus 2023 di @K Hotel Kaliurang

Yogyakarta, 6 Agustus 2023

Ketua

Dr. Ir. Paiman, M.P

Wakil Sekretaris

Dr. Sri Suciati, M.Hum.

“Workshop on Publication of Articles in Reputable International Journals”

Percepatan Guru Besar

No	Materi	Alokasi Waktu/ Jam Pelatihan
1	How was the important article publication for higher	2 jam
2	How to use of tools application for article colection	2 jam
3	How to write a manuscript: title, abstract, introduction, materials and methods, discussion, conclution, and references	4 jam
4	How to use Mendeley for references management	5 jam
5	How to use getdiggest, google trsnslate, spinner ID, and gramarly for helping the article writing	3 jam
6	Paper clinic	7 jam
7	Preparation of submitting manuscript (web of journal destination, author guideline, and find the article templete)	3 jam
8	Supplement data (cover letter, copyright agreement, list of reviewers)	2,5 jam
9	Submission of the result of participant manuscript	2 jam
10	Manuscript submission	2,5 jam
	Total Jumlah Waktu	**33 Jam Pelatihan**

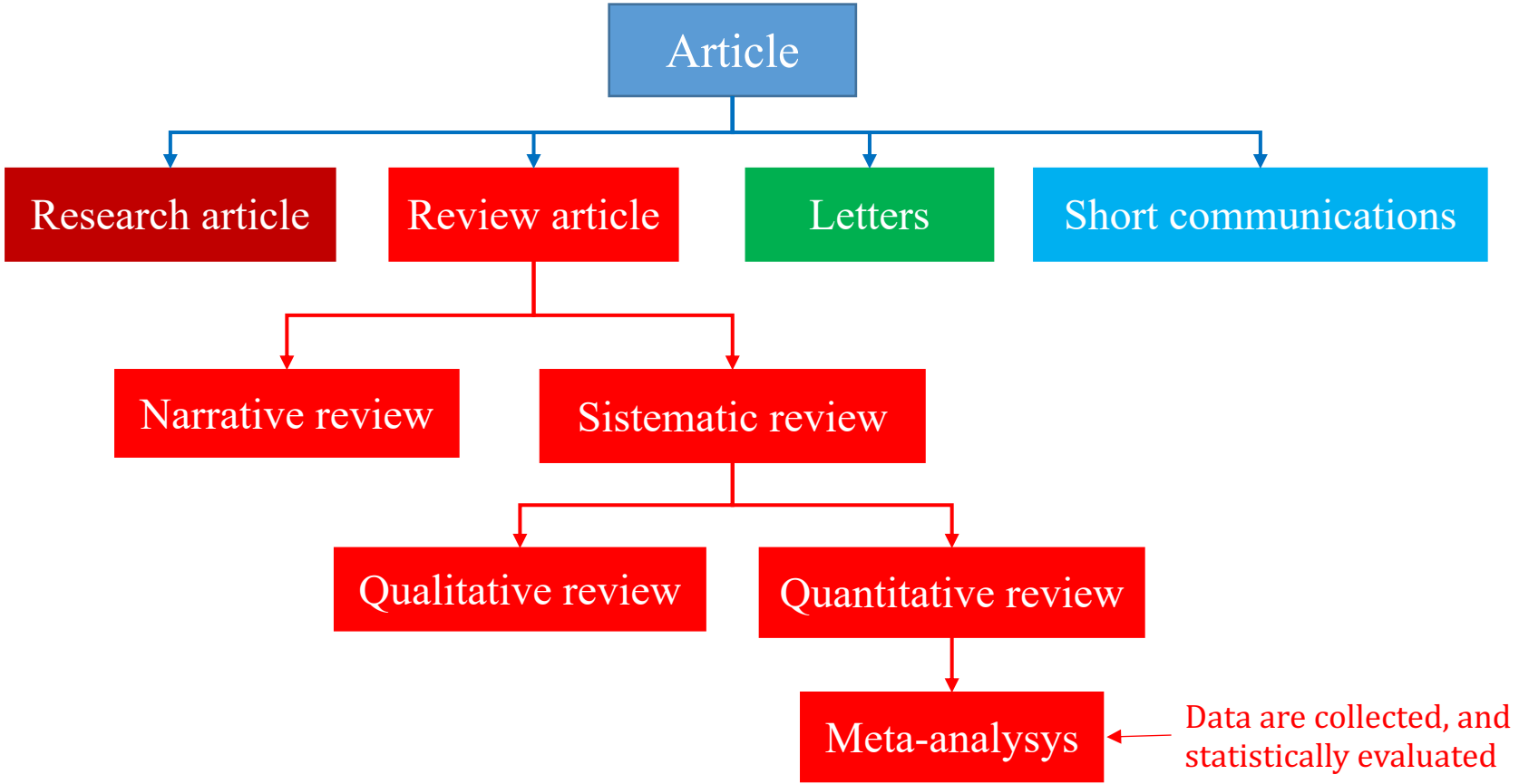
2. RESEARCH ARTICLE

Oleh:
Assoc. Prof. Dr. Ir. Paiman, M.P.

UNIVERSITAS PGRI YOGYAKARTA

Disampaikan: di FP-BP-PT PGRI, 4-6 Agustus 2023

ARTICLE TYPES



PERBEDAAN RESEARCH, REVIEW, LETTERS, & SHORT COMM.

1. **Research articles** are detailed studies reporting original research conducted by the author. They include hypothesis, background study, methods, results, interpretation of findings, and a discussion of possible implications

2. Review articles give an overview of existing literature in a field, often identifying specific problems or issues and analyzing information from available published work on the topic with a balanced perspective.

3. Letters are usually short and flexible articles that express readers' opinion on previously published articles, or provide evidence to support/oppose an existing viewpoint.

4. Short/rapid/brief communications are usually a concise format used to report significant improvements to existing methods, a new practical application, or a new tool or resource. These need to be reported quickly as the need to communicate such findings is very high.

SUBJECT MATTER:
MANUSCRIPT FOR RESEARCH ARTICLES

A manuscript: is a written, typed, or word-processed document submitted to a publisher by the researcher.

MANUSCRIPT OF RESEARCH ARTICLE

1. Title
2. Abstract
3. Keywords
4. Introduction
5. Materials and Methods
6. Results and Discussion
7. Conclusion
10. References

1

Title

1.1. WHAT ARE DIFFERENT OF TEMA, TOPIC, AND TITLE?

- **TEMA** merupakan suatu pokok pikiran yang bersifat umum dan luas, sehingga perlu diuraikan lagi.
- Sifat umum dan luas sehingga harus dipersempit menjadi topik penelitian

- **TOPIC** merupakan gambaran dari suatu permasalahan masih bersifat umum dan cakupannya dapat dipersempit menjadi judul penelitian

- **TITLE** merupakan gambaran spesifik (mencerminkan isi karya ilmiah), jelas dan tidak bersifat umum dari suatu permasalahan.
- Judul adalah penjabaran lebih detail dari topik.

1.2. LUAS CAKUPAN

- **Theme:** The maximizing Rice yield

  Very spacious: Agricultural intensification (**fertilizer**, superior variety, control of disturbing organisms, irrigation, etc.).

- **Topic:** The maximizing rice yield **using fertilizer**

  Still spacious: fertilizer: ureum, **NPK**, KCl, TSP, etc.

- **Title:** The maximizing rice yield **using NPK fertilizer**

  Narrow (limited): NPK fertilizer

1.3. **PAPER TITLE** (the face of your paper)

Title:
The Maximizing Rice Yield using NPK Fertilizer

Title Function:

1. Captivate reviewers' attention
2. State contributions in an appropriate manner
3. Differentiate from other titles
4. Provide the best info for electronic search engines to find your articles

1.4. JUDUL YANG BAIK

1. The article title is one of the first indicators readers will get of your research and concepts
2. Should be short, accurate, clear, specific, catchy, informatif, and not to general.
3. Limited to 8-15 words or must not be more than 120 characters,
4. Relevant to the subject
5. In single phrase
6. Correct grammar and proper capitalization (tentative)
7. Avoid abbreviation and formulae

1.5. LANGKAH MEMBUAT JUDUL

Research Article:

1. Choose issues or problems that are being discussed to be raised in research or old problems but there is no significant solution: ***Maximizing*** *(significance)*
2. Focus on the intended goals of the research: ***Rice yield*** *(objective)*
3. Describe the methods used for the research: ***Using NPK fertilizer*** *(method)*
4. Reconstruction of research titles:

The maximizing *rice yield* *using NPK fertilizer*
Significance *objective* *method*

1.6. AUTHOR NAMES AND AFFILIATIONS

The Maximizing Rice Yield Using NPK Fertilizer

Paiman[1,*], Muhammad Ansar[2], Fani Ardiani[3] and **Siti Fairuz Yusoff**[4]

[1)]*Department of Agrotechnology, Faculty of Agriculture, Universitas PGRI Yogyakarta, Yogyakarta 55182, Indonesia.*
[2)]*Department of Agrotechnology, Faculty of Agriculture, Universitas Tadulako, Palu 94118, Indonesia.*
[3)]*Department of Agrotechnology, Faculty of Agriculture, Institut Pertanian Stiper, Yogyakarta 55281, Indonesia.*
[4)]*Department of Agricultural Science, Faculty of Technical and Vocational, Universiti Pendidikan Sultan Idris, Tanjong Malim 35900, Perak, Malaysia.*

Corespondence author email: paiman@upy.ac.id,

ABSTRACT

2.1. ABSTRACT IS IMPORTANT

a. Abstract is the ***shop window*** of your article
b. Abstract is a short summary of the whole paper (***single paragraph)***
c. Will be ***read first by the reviewer,*** must be high quality (not contain: *reference, citation, table and figure****)***.
d. Single words or phrases and represent key concepts

2.2. ABSTRACT FUNCTION

- Lihat dulu contoh abstract artikel yang diterbitkan pada jurnal yang dituju & perhatikan ***format abstract***.
- Abstract merupakan ringkasan penting dari keseluruhan makalah ilmiah yang meliputi: *latar belakang (**tentative**), tujuan, metode, hasil,* dan *kesimpulan* dalam bentuk singkat dan jelas.
- **Fungsi abstract**:
  1. Membantu pembaca menemukan apa yang mereka cari.
  2. Menentukan tingkat ketertarikan orang lain dengan karya Anda.
  3. Membantu peneliti menemukan makalah yang relevan dengan pekerjaannya.
  4. Membantu orang memutuskan untuk membaca keseluruhan atau tidak (tanpa membuang waktu).
  5. Untuk mengoptimalkan mesin telusur → lebih banyak diklik oleh googler

2.3. CONTENTS OF ABSTRACT

A concise and factual abstract of no more than 250 words is required. It reports concisely on the main findings of the research. To this end, the abstract is structured in five parts:

1. CONTEXT, presents the background and the issues;
2. OBJECTIVE, explains the objectives of the research;
3. METHODS, provides a brief overview of the material and methods used;
4. RESULTS AND CONCLUSIONS, presents the main results using quantitative facts whenever possible, and the interpretation of those results;
5. SIGNIFICANCE, highlights the novelty (main findings) of those results and their implications/recommendations/suggestions for science, policy, and practice

2.4. VERB TENSES IN ABSTRACT

2.5. VERB TENSES IN ABSTRACT

Type of information	Verb form	Examples
➢ Giving background details/ statement of general fact, for stating the main point of a study, an overview of the topic being covered,	Simple present (or perfect) tense	The presence of weeds **is** a significant constraint in rice cultivation. One of the mechanical weed controls **is** waterlogging. Waterlogging treatment **can change** aerobic to anaerobic conditions in the soil surface, so **inhibit** weed germination.
➢ Describing the aims of the study	Simple past tense	This study **aimed** at knowing the optimal waterlogging period to minimize weed competition and increase the rice yield.
➢ Describing the **methods**	Simple past tense (active or passive)	This study **was arranged in** a completely randomized design (CRD) factorial with three replications. The first factor **was** waterlogging periods, which consisted of three levels: without waterlogging, 1–15 days after planting (DAP), and 1–30 DAP. The second factor **was** soil types, which consisted of four kinds: latosol, coastal sandy, volcanic, and regosol soil.
➢ Reporting the **findings** of past results or observation	Simple past tense	The results **showed** that waterlogging **could minimize** weed-rice competition in rice cultivation. Furthermore, Waterlogging period of 1–30 DAP **could inhibit** the weed dry weight (WDW) and **increase** the leaf area index (LAI), shoot root ratio (SRR), grain dry weight (GDW), and harvest index (HI) in different soil types. Waterlogging period of 1–30 DAP **gave** the highest GDW in latosol (7.5 t/ha), then **decreased** in volcanic (6.0 t/ha), regosol (5.9 t/ha), and the lowest in coastal sandy (4.8 t/ha)
➢ Stating the **conclusion**	Simple present/ perfect tense/ tentative verb and or modal auxiliaries	In conclusion, waterlogging period of 1-30 DAP **can minimize** the weed competition and **increase** the growth and yield of rice
➢ Recommendation (or suggestion)	Simple present (or perfect) tense	Thus, it **is** highly recommended to be practiced as cultural weed control in rice cultivation. In future research, weed types that are tolerant to waterlogging treatment need to be combined with weeding treatment

2.6. STRUCTURE OF ABSTRACT

1. Background

2. Objective

3. Methods

Abstract:

Rice has become a primary daily necessity for most Indonesian population. The upsurge in national rice production can be done by agricultural intensification through the application of compound fertilizer. This study aimed to determine the optimum dose of NPK fertilizer, which could provide the highest rice yield of Ciherang varieties in Alluvial soil. This experiment was a single factor arranged in a completely randomized design and three times replications. The treatment of NPK fertilizer consisted of four doses, i.e., 0, 160, 320, and 480 kg ha^{-1}. The data observations were analyzed by using analysis of variance at 5% significance levels. The difference between the averages of the treatment was compared using Duncan's new multiple range test at 5% significance levels. The results of the research showed that the application of NPK fertilizer could increase the growth and yield of rice plants compared to only providing urea fertilizer. The optimum dose of compound NPK was obtained at 656 kg ha^{-1} with the maximum dry weight of grains of 4.26 tons ha^{-1} milled dry grain. In conclusion, the NPK fertilizer interval has not reached the optimum dose in Alluvial soils for the Ciherang variety. We recommend that the application of NPK Mutiara fertilizer with doses higher than 480 kg ha^{-1} is required for alluvial soils.

4. Results

5. Conclusion (Novelty)

6. Recommendation/saggestion

2.7. VERB TENSES IN OBJECTIVES

1. This study **aimed** to determine the effect of plant spacing on the quality parameter of sprouting broccoli.
2. These studies **aimed** to investigate the effects of planting density and different patterns of seed spacing on thrips density and injury.
3. The objective of the study **was** to evaluate the effect of furrow and plant spacing and their interaction on yield and water use efficiency of maize.
4. The aims of this study **were**: (i) to evaluate the biomass production for energy generation; and (ii) to determine the leaf area index, solar radiation interception, and mean annual increment of three perennial woody crops *Eucalyptus grandis*, *Mimosa scabrella,* and *Ateleia glazioviana*, grown under four planting spacings in Southern Brazil.

3

KEYWORDS

3.1. WRITING KEYWORDS

1. Keywords are used for indexing your paper (important for online searching),
2. Keywords should be listed in ***alphabetical order*** (capitalized each words or beginning words or all lowercase) and separated with semicolons (;) or comma (,) or point (·) or (-) → many variations.
3. Avoiding general and plural terms and multiple concepts (avoid, for example, ***'and', 'of'***).
4. Choose: *important* and *relevant keywords* that researchers in field will be searching for, so that your paper will appear in a database search.
5. Avoid words with a *broad meaning*, and should *differ from words mentioned* in the title.
6. Don't use ***words*** from journal name (it is implicit in the topic)
7. Scientific or systematic name of plants and fungi etc. → should be written in *italic*. e.g. *Oryza sativa*

3.2. HOW TO CHOOSE KEYWORDS

Title:

The Maximizing Rice Yield using NPK Fertilizer

Keywords:

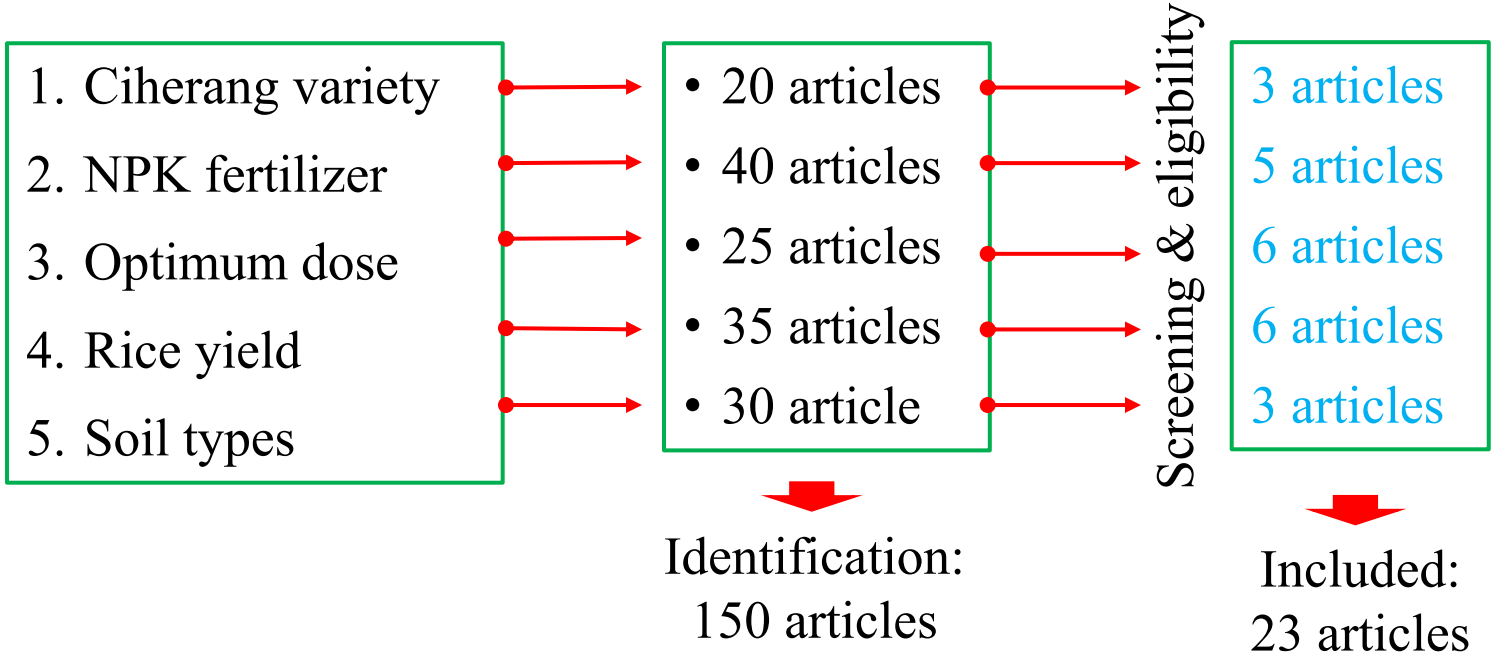
Optimum dose, NPK fertilizer, Ciherang variety, rice yield, soil type

Publication in year:

2017-2022

3.4. KEYWORDS BENEFITS

To search literature that supports the research topic



3.5. ARTICLES COLLECTION

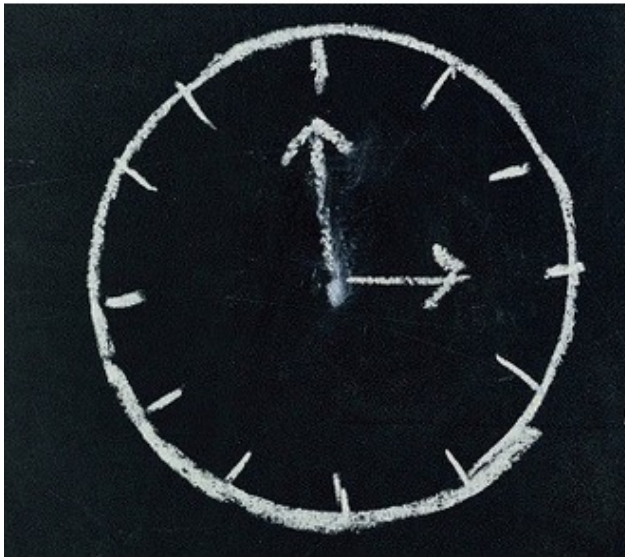
Tools for Articles collection:

1. https://www.scopus.com/home.uri
2. https://www.sciencedirect.com/
3. https://openknowledgemaps.org/
4. https://www.connectedpapers.com/
5. https://scholar.google.com/
6. https://www.mendeley.com/
7. Download: Publish or Perish
8. Download: VosViewer

4

INTRODUCTION

4.1. VERB TENSE IN INTRODUCTION



The Three Most Frequently Used Tenses In Academic Writing:

When & where used:

1. Simple present tense,
2. Simple past tense,
3. Simple present perfect tense?

4.2. SIMPLE PRESENT TENSE

When to use ?	Examples
1. Describe **statement of general facts** and **general truths**, mainly in introductions to present background on the research topic. Or ideas accepted today	➢ *The Reynolds number **provides** a measure of…* Bilangan Reynolds adalah besaran tak berdimensi penting dalam mekanika fluida. (*Itu dianggap sebagai kebenaran umum di bidangnya)*. ➢ *Most researchers **agree** that our species appeared in Africa*
2. Describe the contents of the paper or refer to **figures**, **tables** or **graphs**	➢ *Section 3 **presents** the results …* ➢ *Table 2 above **demonstrates** the success …*

4.3. SIMPLE PAST TENSE

When to use ?	Examples
1. Describe things that happened at a particular time in the past tense, so when reviewing the literature or previous studies, so use the **past tense** to discuss past work	➢ *Smith and Olson (2009) **reported** that…* ➢ *The subjects in the first group **scored** higher, on average…… (Smith and Olson, 2009)* ➢ *Author A (2017) **showed** that varied populations display similar patterns, but Author B **demonstrated** that patterns vary wildly*

4.4. SIMPLE PRESENT PERFECT TENSE

When to use ?	Examples
1. Describe **events** that <u>are linked to</u> the present or are continuing.	➢ *Mobile phone use **<u>has increased</u>** over the past decade.*
2. Describe **general findings** when emphasising on has been done that are <u>known to be true or still valid today</u>	➢ *Researchers **<u>have used</u>** this material to manufacture…*
3. To express that research in a certain area is ongoing	➢ *Other researchers **<u>have described</u>** similar processes in other environments*

4.5. HOW TO INSERT CITATION IN THE TEXT

Use a Style of IEEE

TYPES	IN TEXT (ORIGINAL)
1	**Insert citations in front of the sentence**: [1] hybrid varieties had a much higher weed competitiveness index than Inbrida. [2] [3] [4], the production difference depends on each variety's characteristics.
2	**Insert citations at the back of the sentence**: Hybrid varieties had a much higher weed competitiveness index than Inbrida [1]. The production difference depends on each variety's characteristics [2][3][4].

4.6. HOW TO EDIT CITATION IN THE TEXT

Use a Style of IEEE

TYPES	IN TEXT (EDIT)
1	**Insert citations in front of the sentence**: Research results by Ahmed et al. [1], hybrid varieties had a much higher weed competitiveness index than Inbrida. According to Nestor et al. [2]; Ibrahim and Adel [3]; Johnson [4], the production difference depends on each variety's characteristics.
2	**Insert citations in front of the sentence**: Ahmed et al. [1] stated that hybrid varieties had a much higher weed competitiveness index than Inbrida. Nestor et al. [2]; Ibrahim and Adel [3]; Johson [4] explained that the production difference depends on each variety's characteristics.
3	**Insert citations at the back of the sentence**: Hybrid varieties had a much higher weed competitiveness index than Inbrida [1]. The production difference depends on each variety's characteristics [2-4].

4.7. HOW TO INSERT CITATIONS IN THE TEXT

Use a style of American Psychological Association 7th edition

TYPES	IN TEXT (ORIGINAL)
1	**Insert citations in front of the sentence**: (Ahmed et al., 2022) Hybrid varieties had a much higher weed competitiveness index than Inbrida. (Nestor et al., 2023)(Ibrahim and Adel, 2020)(Johnson, 2021) The production difference depends on each variety's characteristics.
2	**Insert citations at the back of the sentence**: Hybrid varieties had a much higher weed competitiveness index than Inbrida (Ahmed et al., 2022). The production difference depends on each variety's characteristics (Nestor et al., 2023)(Ibrahim and Adel, 2020)(Johson, 2021).

4.8. HOW TO EDIT CITATION IN THE TEXT

Use a style of American Psychological Association 7th edition

TYPES	IN TEXT (EDIT)
1	**Insert citations in front of the sentence**: Research results by Ahmed et al. (2022), hybrid varieties had a much higher weed competitiveness index than Inbrida. According to Nestor et al. (2023); Ibrahim and Adel (2020); Johnson [2021], the production difference depends on each variety's characteristics.
2	**Insert citations in front of the sentence**: Ahmed et al. (2022) stated that hybrid varieties had a much higher weed competitiveness index than Inbrida. Nestor et al. (2023); Ibrahim and Adel (2020); Johson (2021) explained that the production difference depends on each variety's characteristics.
3	**Insert citations at the back of the sentence**: Hybrid varieties had a much higher weed competitiveness index than Inbrida (Ahmed et al., 2022). The production difference depends on each variety's characteristics (Nestor et al., 2023; Ibrahim and Adel, 2020; Johson, 2021).

4.9. EDIT CITATION IN FRONT SENTENCE

(Ahmed et al., 2021) Hybrid varieties had a much higher weed competitiveness index than Inbrida.

1

Step 1 → According to Ahmed et al. (Ahmed et al., 2021), hybrid varieties had a much higher weed competitiveness index than Inbrida.

Step 2 → According to Ahmed et al. (2021), hybrid varieties had a much higher weed competitiveness index than Inbrida.

2

Step 1 → Ahmed et al. (Ahmed et al., 2021) said that hybrid varieties had a much higher weed competitiveness index than Inbrida.

Step 2 → Ahmed et al. (2021) said that hybrid varieties had a much higher weed competitiveness index than Inbrida.

4.10. PRACTICE: INSERT, EDIT, AND MERGE CITATIONS

Use of Word File:

4. Practice_Insert_Edit_Merge Citation

4.11. PRACTIC: PARAPHRASE AND EDIT THE SENTENCE

- The paraphrasing results on one sentence or paragraph using speedwrite.com can have several types, so it is necessary to choose the most correct type.
- The paraphrasing results are not correct (final), so it needs to be edited manually (requires skill and experience).

https://speedwrite.com/choose

4.12. PARAPHRASE & INSERT CITATION IN THE SENTENCE

Original Sentence: http://repository.upy.ac.id/4027/1/Minimizing-Weed-Competition.pdf

Waterlogging could minimize weed competition in rice fields. Furthermore, waterlogging period of 1-30 DAP could inhibit the weed dry weight (WDW) and increase the leaf area index (LAI), shoot root ratio (SRR), grain dry weight (GDW), and harvest index (HI) in different soil types. Waterlogging period of 1-30 DAP gave the highest GDW in latosol (7.5 t/ha), then decreased in volcanic (6.0 t/ha), regosol (5.9 t/ha), and the lowest in coastal sandy (4.8 t/ha).

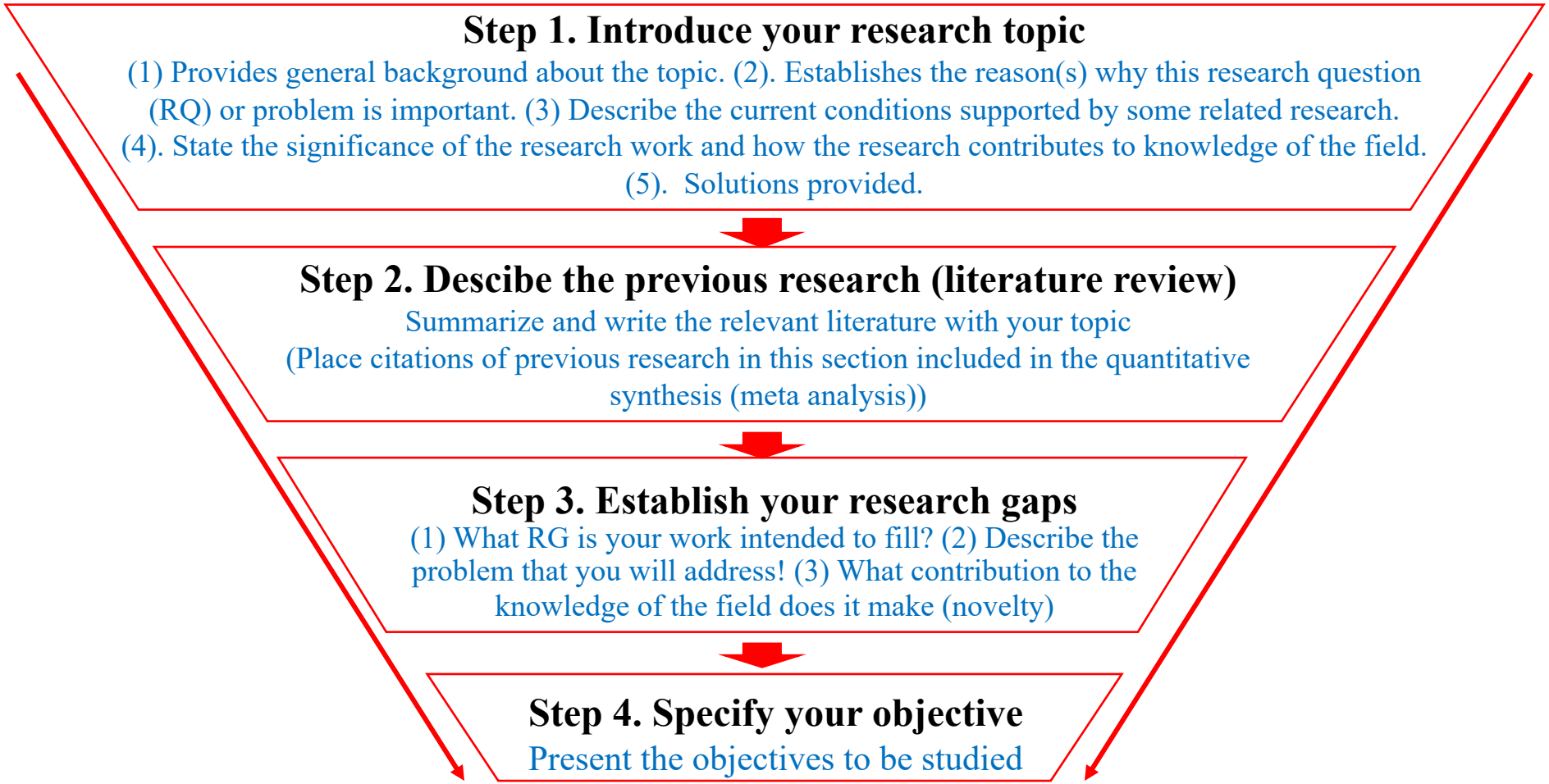
After Paraphrase of the sentence:

The prolonged waterlogging period of 1-30 DAP can reduce weed competition in rice fields. It can also inhibit the weed dry weight and increase the rice crop in parameters of shoot root ratio (SRR), leaf area index (LAI), harvest index (HI), and grain dry weight in different types of soil. The 1-30 DAP period of waterlogging in latosol soil resulted in the highest GDW at 7.5 t/ha, followed by a decrease in the soil of volcanic at 6.0 t/ha, regosol at 5.9 t/ha, and coastal sandy at 4.8 t/ha (Paiman et al., 2022).

References:

Paiman, Ansar, M., Ardiani, F., & Yussof, S. F. (2022). Minimizing weed competition through waterlogging in rice (*Oryza sativa*) under various soil types. *Research on Crops*, *23*(4), 755–762. https://doi.org/10.31830/2348-7542.2022.roc-903

4.13. Elements of Introduction in Articles



Step 1. Introduce your research topic

(1). Provides general background about the topic) In 2060, the global population **is expected** to reach 10 billion, and the demand for staple food supplies particularly rice, increases accordingly. **On the other side,** rice production **relies** heavily on chemical fertilizers to meet the food demands of the increasing population [1]. Rice **is** widely consumed as a veritable source of calories [2], and it **is** consumed by nearly half of the world population. **Likewise**, In Indonesia, rice **is** a staple food for most of the Indonesian population.

(2). Establishes the reason(s) why this research question (RQ) or problem is important. The demand for rice by the Indonesian population **continues** to grow from year to year [3]. Indonesia′s rice import volume in January-November 2018 **surged** 2.2 million tons compared to January-December 2017, which only **reached** 305.75 thousand tons [4]. The data **illustrates** that the national rice production **has not been able to** meet the needs of the Indonesian population. **Considering all of this evidence**, it **seems** that the rice cultivation in Indonesia **must be optimized** through the use of superior rice varieties.

(3) Describe the current conditions supported by some related research. One of the Indonesian superior rice varieties **is** Ciherang. It **is** a new superior variety and **adaptable** to the Indonesian environment. The Ciherang varieties **have** advantages over other varieties. This variety **has** a profitable high yield and a taste that meets the demand of the market. The potential productivity of Ciherang **is** 6.0 to 8.5 tons ha^{-1} of the dry weight of grain. The crop age **is** 116 to 125 days after planting (DAP). **In addition**, this rice crop **is** resistant to brown planthopper biotype 3, bacterial left blight resistance, and brown planthopper biotype 2 [5].

(4) State the significance of the research work and how the research contributes to knowledge of the field. **However**, to obtain high yield, this rice variety **requires** the fulfillment of macro fertilizer such as NPK.

(5) Solutions provided. Many choices of NPK fertilizers **have been** available in farm shop around farmer's environment.

Step 2. Descibe the previous research (literature review)

Estimating crop nutrient requirements **is** essential for informing decisions of optimal nutrient management. **However**, the nutrient requirements **vary** depending on climates and soil conditions [6]. The fertilizer as a source of nutrients **is** a material of production which **plays** an important role in improving rice productivity. **Need to know**, NPK Mutiara **is** one type of compound fertilizer with at least five elements of macro and micronutrients in granular form, blue color, and **contains** 16% N (nitrogen), 16% P_2O_5 (phosphate), 16% K_2O (potassium), 0.5% MgO (magnesium), and 6% CaO (calcium). The fertilizer **is called** NPK Mutiara (16-16-16). The macronutrients of N, P, and K **are needed** by plants. The N element in the crop **functions** as a leaf-forming substance (chlorophyll) and protein-forming elements. **Next**, the P element **functions** as energy storage and transfer constitute an essential component in nucleic acids, coenzymes, nucleotides, phosphoprotein, phospholipid, and sugar-phosphate. K element **works** in starch formation, activating enzymes, and catalyst storage of photosynthesis products [7]. Nitrogen **can absorb** plants in the form of $NO3^-$ and $NH4^+$ ions. (In paragraph, more definition and general fact/truth)

The N element **has** a vital role for rice crops. It **encourages** faster crop growth, and **improves** grain yield and quality by increasing tillers number, leaf area development, grain formation and failing, and protein synthesis. If the rice plants deficiency N, it **will have** fewer tillers, stunted growth, yellowish-green leaves, and **begin** to die from the top to middle of leaf blade. If the N element **is** excessively **given**, its **will result** in detriment, such as weakening straw, causing the crop fall, and decreasing the rice yield quality [8]. (In paragraph, the statement is a general fact)

The P element function in the crop **plays** a role in photosynthesis, respiration, transfer and energy storage, cell division and enlargement, and internal operation of other crops. **In fact**, the crop **absorbs** the big section of the P element in the form of primary orthophosphate ion (H_2PO_4) and the small number in secondary orthophosphate ion (HPO_4^{-2}). The P element **is** essential in seed formation, **helps** accelerate root development and germination, **improves** water efficiency, and **increases** power resistance to diseases that ultimately **enhance** the harvest quality. The deficiency of P element potentially **causes** maturity delay and reduces seed filling [9]. The P element **is** a constituent of adenosine triphosphate (ATP). The P

element directly **plays** a role in energy storage and transfer and activities involved in crop metabolism. The P element **is highly required** by rice, especially at the beginning of the growth, because it **can support** the root formation and additives' number and **accelerate** flowering and grain maturity [10]. (In paragraph, the statement is a general fact)

The K element **is** the third essential nutrient after N and P. **In fact**, crops **absorb** K element in the soil in the form of K^+ ions. This element **performs** as an activator of many enzymes participating in several crop metabolism processes, including photosynthesis. If the nutrient of K deficiency **occurs**, it **will cause** a decrement in photosynthesis and respiratory disorders. This occurrence eventually **dampens** carbohydrate production. The K element function **is** essential in protein synthesis, solving carbohydrates, the process of energizing crops, translocation of heavy metals such as Fe, resistance to disease disorders, fruit formation, and it **regulates** the opening and closing of guards cell in leaf stomata [11]. **However**, K element deficiency symptoms **are indicated** by the burning of leaves from the edges, necrotic patches brown on old leaves, and stems. (In paragraph, the statement is a general fact)

NPK fertilization **had** a significant effect on crop height, the tillers number, panicle number per clumps, total grain per panicle, percentage of the empty, and filled with grain per panicle, the weight of 1,000 grain, and the potential yield of grain per hectare [12]. The optimum rate of NPK Phonska (15-15-15) fertilizer **was** 440 kg/ha, as shown with the production performance of 4.12 tons ha^{-}1. The NPK Phonska (15-15-15) fertilizer effectively elevates the growth and grain dry weight, equivalent to standard NPK at the dose of 300-750 kg ha^{-}1 [7]. The application dose of 550 kg ha^{-}1 NPK Phonska fertilizer **gave** the highest yield on the total number of grains (174.58 seeds), number of filled grains (144.67 seeds), and grain yield (85.33 g) per rice clump [13]. (In paragraph, this researh is conducted in the past)

Rice cultivation **can be done** in various soil types. Alluvial soil **can be utilized**, but it **needs** higher fertilizer input than fertile soil types. According to Bullinger-Weber and Gobat [14], alluvial soil **is** land plains resulting from the process of deposition and erosion due to flooding so that its characteristics will reflect the composition and properties of the material transported. (In paragraph, the statement is a general fact and definition)

APA ITU RESEARCH GAP

- Celah kosong (bagian yang belum dilakukan) oleh peneliti sebelum-nya pada suatu penelitian.

- Menunjukkan kekurangan (keterbatasan) dari penelitian sebelumnya.
- Perlu diisi dengan penelitian baru.
- Sering dijadikan kebaruan (novelty) penelitian kita

Step 3. Establish your research gaps

(1) What RG is your work intended to fill?

Research on the use of NPK Mutiara fertilizer **has been carried out** by previous researchers on rice plants. However, the optimum dose **found** still varies between 300-750 kg ha^{-1} and depends on the type of soil where rice is cultivated. **In addition**, research on the use of NPK Mutiara in Alluvial soil **has never been conducted**.

(2) Describe the problem that you will address!

This study entitled "Maximizing the rice yield using NPK fertilizer" **will only determine** the use of the optimum dose of NPK Mutiara fertilizer in Alluvial soil.

(3) What contribution to the knowledge of the field:

Referring to the existing literature, knowledge about NPK fertilizer **has** significant implications in increasing the rice yield of Ciherang variety. **Therefore**, this research **should be conducted** for the cultivation of Cihrerang variety rice in Alluvial soil.

Step 4. Specify your objective

Present the objectives to be studied:

Therefore, this study **aimed** to determine the optimum dose of NPK Mutiara fertilizer, which **could provide** the highest rice yield of Ciherang variety in Alluvial soil.

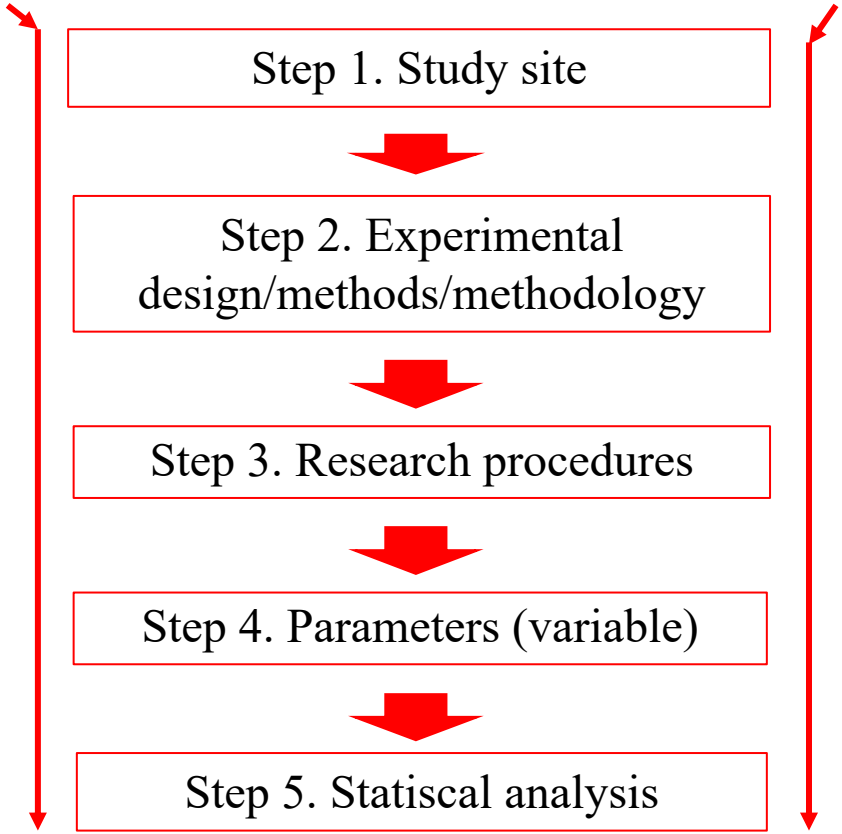
5

METHODS

5.1. VERB TENSE IN METHODS

Type of information	Verb form	Examples
➢Describing the **methods**	Simple past tense (active or passive)	➢ *We **carried out** a series of field tests.* ➢ *A large number of samples **were tested** for fracturing*
➢Describing the **research activity**	Simple past tense, present perfect tense	➢ *The study **focused** on 2 main areas.* ➢ *The framework for life cycle analysis **has been developed***

Structure of Methods in Articles



5.2. STRUCTURE OF METHODS

SUB HEADING

1. **Study site**: Describe all aspects of your study site (e.g., temperature, elevation, precipitation, land use, etc.
2. **Experiment design**: Describe each method in enough detail that another researcher could repeat your research exactly.
3. **Research procedures**: How to take sampling? Explain the materials, and tools used! Explain how the research can be done!
4. **Parameters**: What variables are observed and how to observe? What are tools name were used (standards of SI)
5. **Statistical analysis**: What statistical tests was used! Mention the software application was used?

5.2. STRUCTURE OF METHODS

1

Study site: describe all aspects of your study site (e.g., waktu penelitian, tempat, temperature, elevation, precipitation, land use, etc).

The research area **was conducted** from July to November 2019 in the greenhouse, Faculty of Agriculture, Universitas PGRI Yogyakarta, Ngestiharjo, Bantul, a Special Territory of Yogyakarta, Indonesia, having an elevation of 118 m above sea level in the position at S 7°33′–8°12′ and E 110°00′–110°50′. The average temperature and humidity of the air during the study **were** 34 °C and 60%, respectively.

5.2. STRUCTURE OF METHODS

2

Experiment design: Describe each method in enough detail that another researcher could repeat your research exactly.

The research **was arranged** in a complete randomized design (CRD) factorial with three replications. The first factor **was** waterlogging, which consisted of three levels: without waterlogging, 1–15, and 1–30 DAP. The second factor **was** soil types, which consisted of four types: latosol, coastal sandy, volcanic, and regosol. **Therefore**, the experiment **needed** as many as 36 wooden boxes as sample plots.

5.2. STRUCTURE OF METHODS

3

Research procedures: How to take sampling? Explain the materials, and tools used! Explain how the research can be done!

The soil used **was** the former paddy fields from 0-20 cm soil depth. The sampling of soil types **was taken** from three districts: Kulonprogo, Sleman, and Bantul, in a special territory of Yogyakarta.

The rice nurseries **were carried out** in plastic boxes of 25 × 30 × 10 cm (width, length, high) for germination. The soil media **used** a mixture of soil and cow manure (1:1). The Ciherang variety was used in this study. **First**, the rice seeds **were spread** and **covered** with 0.2-0.4 cm soil. The seeds **would germinate** for four days after spreading (DAS) in the media. **Then**, the rice seedlings were planted 14 DAS in wooden boxes.

And so on ……

5.2. STRUCTURE OF METHODS

4

Parameters: What variables are observed and how to observe? What are tools name were used (standards of SI)

The weed observation **was carried out** on the weed species that grew on the soil surface around rice clumps at 60 DAP. The variable of weed **was observed** by weed dry weight (WDW). The observation of rice **was done** by collecting the variable, including leaf area index (LAI), shoot dry weight (SDW), root dry weight (RDW), and harvest (HI) index, in sample plots at 104 DAP.

The WDW, shoots dry weight (SDW), roots dry weight (RDW), and GDW **were dried** in Binder FED 53–UL Forced Convection Drying Oven for 48 hours at a temperature of 80 °C or until a constant weight. The Ohaus PA214 Pioneer Analytical Balance **was used** to measure the WDW, SDW, RDW, and GDW. The Portable Laser Leaf Area Meter CI–202 **was used** for measuring the leaf areas (cm^2). The SDW **was** total from the dry weight of the stem, leaf, and panicle.

5.2. STRUCTURE OF METHODS

4

Parameters: What variables are observed and how to observe? What are tools name were used (standards of SI)

The shoot root ratio (SRR) of rice **is** between SDW (kg/m^2) and RDW (kg/m^2) ratio. The formula for calculating the SRR **is represented** in Eq. 1.

$$SRR = \frac{SDW}{RDW} \quad \ldots \text{(Eq. 1)}$$

The economic yield (EY) of rice **is** in the form of GDW (kg/m^2). The biological yield (BY) of rice **is** total from GDW, SDW, and RDW (kg/m^2). The harvest index (HI) **is** the economic and biological yield ratio. Equation 2 **is** the formula for calculating the HI.

$$HI = \frac{EY}{BY} \quad \ldots \text{(Eq. 2).}$$

- A paper containing several equations should be identified with a number in parentheses (*e.g.* Eq. 1). For equations or illustrations, just use **Eq. 1** or **Eqs. 1 and 2.** If it is placed at the end of a sentence. **Equation 1** or **Equations 1 and 2**. If it is placed at the beginning of the sentence

5.2. STRUCTURE OF METHODS

5

Statistical analysis: What statistical tests was used! Mention the software application was used?

Observational data **were analyzed** by the analysis of variance (ANOVA) at 5% significant levels (Gomez and Gomez, 1984) with IBM SPSS Statistic 23. In addition, the difference between the treatment averages **was compared** using Duncan's new multiple range tests (DMRT) at 5% significant levels.

6

RESULTS, DISCUSSION, & CONCLUSION

Elements of Results, Discussion, and Conclusion

Step 1. Results

(1).What do your research results relate to the research problem or questions (RP/RQ) or objectives outlined in the introduction section? (2). Describes what the findings mean in each research result, and are supported by relevant data.

Step 2. Discussion

(1) Typical stages in the discussion: a). Summarizing the results, b). Discussing whether results are expected or unexpected, c). Comparing these results to previous work, d). Interpreting and explaining the results (often by comparison to a theory or model), and e). Hypothesizing about their generality.
(2) Discuss any problems or shortcomings encountered during the course of the research. (3). Discuss possible alternate explanations for the results.

Step 3. Conclusion

(1). Provide a very brief summary of the Results and Discussion. (2) Emphasize the implications of the findings, explaining how the research is significant. (3). Convey the limitations of your research (if any) . (4). Recommend or suggest for further research. Add at the end of the paragraph on perspectives for future research.

In discussion:

DON'T

1) Presenting results that are never discussed;
2) Presenting discussion that does not relate to any of the results;
3) Presenting results and discussion in chronological order rather than logical order;
4) Ignoring results that do not support the conclusions;
5) Drawing conclusions from results without logical arguments to back them up.

In conclusion:

DON'T

1) Repeating the abstract; repeating background information from the introduction;
2) Introducing new evidence or new arguments not found in the results and discussion;
3) Repeating the arguments made in the results and discussion;
4) Failing to address all of the research questions set out in the introduction.

6.1. THE RESULTS AND DISCUSSION

1. What do **your research results** relate to the **research problem or questions** (RP/RQ) or objectives outlined in the introduction section?
2. Describes what the **findings mean** in each research result, and are supported by relevant data.
3. What do you **find from the research**, then provide **supporting (agree)** or **contradictory** arguments (why?) or **offer new things** for an interesting discussion (make **a preposition**).
4. Present an argument with the **most recent references** (from journals published (Q1-Q2) in the last 5 years).
5. **Improve the discussion** with the conclusions that you make yourself at the end, as a comment from you for each research result that you get.
6. Is there any **novelty** that **can be found** in this research? → In this detailed discussion section, **novelties** will be found in the research.

6.2. VERB TENSE IN RESULTS AND DISCUSSION

Type of information	Verb form	Examples
1). Refer to **Tabel, Figure,** and **Grafic**	Simple present perfect tense	➢ The results of the correlation analysis **<u>can be seen</u>** in Table 1. ➢ The rice yield in different soil types **<u>is presented</u>** in Figure 1.
2). Explain to refer the **Tabel, Figure,** and **Grafic.**	Simple present tense	➢ Table 1 **<u>shows</u>** that …… ➢ Figures 1 and 2 **<u>explain</u>** that ….
3). Describe or discuss the **research results**	Simple past tense	➢ GDW **<u>was</u>** significantly negatively correlated with LAI (-0.736**) and GDW (-0.776**), respectively. ➢ The weeds **<u>were</u>** greedy for environmental factors, namely, nutrients, water, sunlight, space growing, and more robust growth than crops. Without waterlogging, weed growth **<u>was</u>** most robust.

6.3. REFER TO A TABLE (TYPE 1)

The correlation analysis was done on the relationship between WDW, LAI, SRR, GDW, and HI. The results of the correlation analysis **can be seen** in Table 2.

Table 2. The correlation analysis between weed growth and rice growth and yield

Variable		LAI	SRR	GDW	HI
WDW	Pearson Correlation	-.736**	-.548ns	-.776**	-.576ns
	Sig. (2-tailed)	.006	.065	.003	.050
	N	12	12	12	12

Remarks: ** = Correlation **is** significant at P = 0.01 level of probability (2-tailed), and ns = correlation **is** not significantly at P = 0.05 level of probability.

Table 2 **shows** that GDW **was** significantly negatively correlated with LAI (-0.736**) and GDW (-0.776**), respectively, but not significantly with SRR (-0.548ns) and HI (-0.576ns). Growing weeds **was followed** by a decrease in LAI and GDW.

6.3. REFER TO A TABLE (TYPE 2)

The correlation analysis was done on the relationship between WDW, LAI, SRR, GDW, and HI (Table 2).

Table 2. The correlation analysis between weed growth and rice growth and yield

Variable		LAI	SRR	GDW	HI
WDW	Pearson Correlation	-.736**	-.548ns	-.776**	-.576ns
	Sig. (2-tailed)	.006	.065	.003	.050
	N	12	12	12	12

Remarks: ** = Correlation **is** significant at P = 0.01 level of probability (2-tailed), and ns = correlation **is** not significantly at P = 0.05 level of probability.

GDW **was** significantly negatively correlated with LAI (-0.736**) and GDW (-0.776**), respectively, but not significantly with SRR (-0.548ns) and HI (-0.576ns). Growing weeds **was followed** by a decrease in LAI and GDW (Table 2).

6.4. REFER TO A FIGURE (TYPE 1)

The effect of waterlogging on the performance of the weed-rice competition in all three treatments showed a significant difference in Latosol soil. Differences in weed growth **can be seen** in Fig. 1.

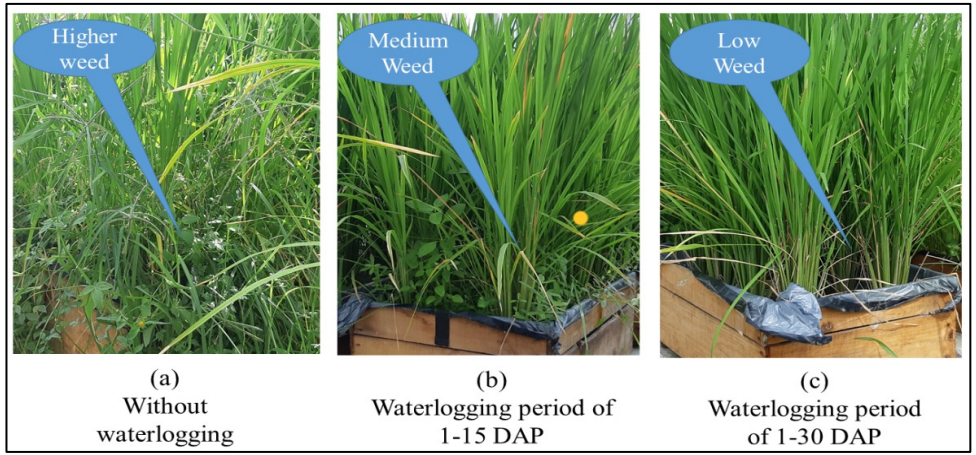


Figure 1. The effect of waterlogging on the weed-rice competition.

Figure 1 **shows** that weed and rice performances **were** very different. Without waterlogging **showed** that weed growth **was** very strong (a). Treatment of 1-15 DAP waterlogging indicated medium weed growth (b). Finally, low weed growth occurred in waterlogging of 1-30 DAP (c).

6.4. REFER TO A FIGURE (TYPE 2)

The effect of waterlogging on the performance of the weed-rice competition in all three treatments showed a significant difference in Latosol soil (Fig. 1).

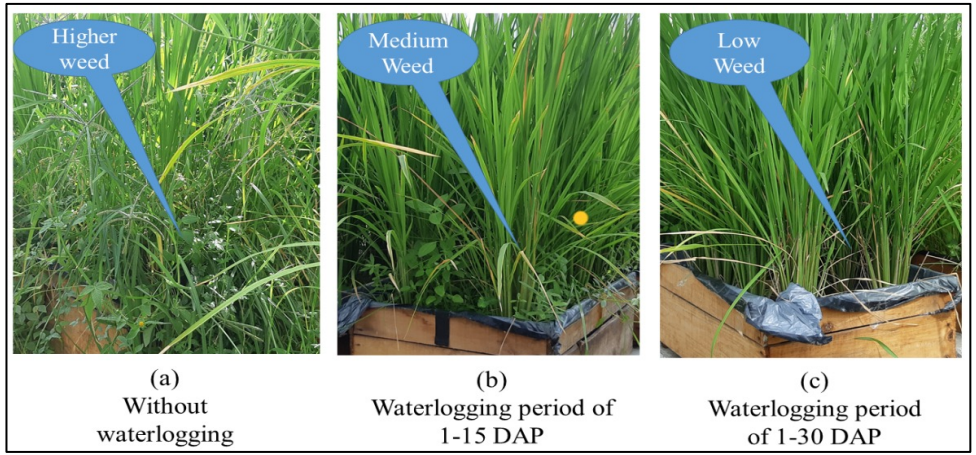


Figure 1. The effect of waterlogging on the weed-rice competition.

Weed and rice performances **were** very different. Without waterlogging **showed** that weed growth **was** very strong (a). Treatment of 1-15 DAP waterlogging indicated medium weed growth (b). Finally, low weed growth occurred in waterlogging of 1-30 DAP (c) (Fig. 2).

6.5. PREPOSITION & PRONOUN IN DISCUSSION

1. **Kata transisi dan frase** (**preposition**) menghubungkan ide, kalimat, dan paragraf.
2. Itu semua untuk **membantu dalam aliran ide logis** karena memberi sinyal hubungan antara kalimat dan paragraf.
3. Dalam prosa, materi didukung dan dikondisikan tidak hanya oleh urutan materi (posisi) tetapi oleh **penghubung (preposisi)** yang menandakan keteraturan, hubungan, dan perpindahan.
4. Selain itu, **kata ganti (pronouns) bertindak sebagai penghubung** saat digunakan untuk merujuk ke kata benda dalam kalimat sebelumnya.
5. **Pengulangan kata kunci dan frase serta penggunaan sinonim** (synonyms) akan menggemakan kata-kata penting. Keduanya berfungsi untuk membangun hubungan dengan kalimat sebelumnya.

Some of the more commonly used connectives are listed below. Note especially how these connections function to develop, relate, connect, and move ideas

1. To signal *addition* of ideas (Untuk menandai penambahan ide)	**And** (dan), **also** (selain itu), **besides** (lebih jauh), **further** (lebih jauh), **furthermore** (lebih jauh/selanjutnya), **too** (juga), **moreover** (lebih dari itu), **in addition** (tambahan), **in addition to** (sebagai tambahan), **in addition this (that)** (selain itu), **then** (kemudian), **of equal importance** (yang sama pentingnya), **equally important** (sama pentingnya), **another** (yang lain)
2. To signal *time* (Untuk menandai waktu)	**Next** (berikutnya), **afterward** (setelah), **finally** (akhirnya), **later** (nanti), **last** (terakhir), **lastly** (terakhir), **at last** (akhirnya), **now** (sekarang), **subsequently** (selanjutnya), **then** (kemudian), **when** (ketika), **soon** (segera), **thereafter** (setelah itu), **to this time** (untuk saat ini), **after a short time** (setelah waktu yang singkat), **the next week** (minggu depan) (**month** (bulan), **day** (hari), etc.), **a minute later** semenit kemudian), **in the meantime** (di sementara itu), **meanwhile** (sementara itu), **on the following day** (keesokan harinya), **at length** (akhirnya), **ultimately** (pada akhirnya), **presently** (saat ini)
3. To signal *order* or *sequence* (Untuk memberi sinyal urutan)	**First** (pertama), **second** (kedua), (etc.), **finally** (akhirnya), **hence** (karenanya), **next** (berikutnya), **then** (kemudian), **from here on** (dari sini), **to begin with** (untuk memulai dengan), **last of all** (terakhir dari semua), **after** (setelah), **before** (sebelum), **as soon as** (secepatnya), **in the end** (pada akhirnya), **gradually** (secara bertahap), **in turn/in turns** (gantinya/secara bergantian), **in turns off** (bergantian),

4. To signify *space* and *place* (Untuk menandakan ruang dan tempat)	**Above** (di atas), **behind** (di belakang), **below** (di bawah), **beyond** (di luar), **here** (di sini), **there** (di sana), **to the right (left)** (ke kanan (kiri)), **nearby** (di dekatnya), **opposite** (berlawanan), **on the other side** (di sisi lain), **in the background** (di latar belakang), **directly ahead** (tepat di depan), **along the wall** (di sepanjang dinding), **as you turn right** (saat Anda berbelok ke kanan), **at the tip** (di ujung), **across the hall** (melintasi aula), **at this point** (pada titik ini), **adjacent to** (bersebelahan dengan)
5. To signal an *example* (Untuk memberi sinyal contoh)	**for example** (misalnya), **to illustrate** (untuk mengilustrasaikan), **for instance** (misalnya), **to be specific** (untuk menjadi spesifik), **such as** (seperti), **moreover** (terlebih lagi), **furthermore** (lebih jauh), **just as important** (sama pentingnya), **similarly** (dengan cara yang sama), **in the same way** (dengan cara yang sama)
6. To show *results* (Untuk menunjukkan hasil)	**as a result** (sebagai akibat), **hence** (karenanya), **henceforward (henceforth)** (untuk selanjutnya), **so** (demikian), **accordingly** (dengan demikian), **as a consequence** (sebagai akibat), **consequently** (akibatnya), **thus (so)** (jadi/demikian), **thus far** (sejauh ini), **since** (karena), **therefore** (oleh karena itu), **for this reason** (untuk alasan ini), **because of this** (karena ini), **for this** (untuk ini), **according to** (menurut)
7. To signal *purpose* (Untuk menandai tujuan)	**to this end** (untuk tujuan ini), **for this purpose** (untuk tujuan ini), **with this in mind** (dengan pemikiran ini), **for this reason** (untuk alasan ini), **for these reasons** (untuk alasan-alasan ini)
8. To signal *comparisons* (Untuk memberi sinyal perbandingan)	**Like** (suka), **in the same (like) manner or way** (dengan cara atau cara yang sama (suka), **similary** (serupa)

9. To indicate *contrast* (Untuk menunjukkan kontras)	**But** (tetapi), **in contrast** (sebaliknya), **conversely** (sebaliknya), **however** (namun/bagaimanapun), **still** (masih), **even still** (bahkan masih), **nevertheless** (bagaimanapun), **nonetheless** (bagaimanapun), **yet** (namun), **and yet** (namun), **on the other hand** (di sisi lain), **of course** (tentu saja), **on the contrary** (sebaliknya), **or** (atau**), in spite of this** (terlepas dari itu), **actually** (sebenarnya), **a year ago** (setahun yang lalu), **now** (sekarang), **notwithstanding** (meskipun demikian), **for all that** (untuk semua itu), **strangely enough** (anehnya**), ironically** (ironisnya), **in any case** (bagaimanapun juga)
10. To signal *alternatives*, *exceptions*, and *objections* (Untuk memberi sinyal alternatif, pengecualian, dan keberatan)	**Although (the)** (meskipun/walaupun), **even though** (meski), **though** (meskipun), **while** (sementara), **despite (off)** (meskipun), **despite this** (meskipun ini), **to be sure** (untuk memastikan), **it is true** (itu benar), **true** (benar), **I grant** (saya akui), **granted** (diberikan), **I admit** (saya akui), **admittedly** (memang), **doubtless** (tidak diragukan lagi), **I concede** (saya mengakui), **regardless** (terlepas dari)
11. To *dispute* (Untuk membantah)	**it isn't true that** (tidak benar), **people are wrong who say that** (orang salah mengatakan itu), **deny that** (menyangkal itu), **be that as it may** (bagaimanapun juga), **by the same token** (dengan tanda yang sama), **no doubt** (tidak diragukan lagi), **we often hear it said** (saya sering mendengarnya dikatakan), **many people claim** (banyak orang mengklaim**), many people suppose** (banyak orang mengira), **it used to be thought** (itu dulunya adalah pemikiran), **in any case** (dalam hal apapun)

12. To *intensify* (Untuk mengintensifkan)	**above all** (di atas segalanya), **first and foremost** (pertama dan terutama), **importantly** (penting), **again** (sekali lagi), **to be sure** (untuk memastikan), **indeed** (memang), **in fact** (pada kenyataannya), **in turns out** (ternyata), **as a matter of fact** (sebagai fakta), **as I have said** (seperti yang telah saya katakana), **as has been noted** (seperti yang telah dicatat)
13. To *summarize* or *repeat* (Untuk meringkas atau mengulang)	**in summary** (singkatnya), **to sum up** (untuk meringkas), **to repeat** (mengulangi), **briefly** (secara singkat), **in short** (singkatnya), **finally** (akhirnya), **on the whole** (secara keseluruhan), **therefore** (oleh karena itu), **as I have said** (seperti yang telah saya katakana), **in conclusion** (sebagai kesimpulan), **as you can see** (seperti yang Anda lihat)

6.6. PREPOSITIONS & PRONOUNS (IN INDONESIAN)

Periode penggenangan 1-15 dan 1-30 DAP dapat mengurangi pertumbuhan gulma dan memberi kesempatan tanaman padi untuk tumbuh lebih baik. **Di sisi lain,** periode genangan air 1-30 DAP dapat meningkatkan LAI, dan SRR lebih maksimal. **Pada kenyataannya,** pertumbuhan gulma paling kuat pada tanah tanpa genangan air, **kemudian** menyebabkan penurunan LAI padi pada semua jenis tanah, terutama di pantai berpasir dan regosol. **Namun,** periode penggenangan 1-15 dan 1-30 DAP di tanah latosol menyebabkan SRR lebih tinggi dibandingkan tanpa penggenangan. **Akibatnya,** perlakuan pengenangan dapat meningkatkan SRR. **Pada kondisi tertentu,** jika tidak terjadi persaingan gulma, **maka** tanaman padi lebih terkonsentrasi untuk meningkatkan pertumbuhan tunas daripada akarnya. **Oleh karena itu,** hal tersebut akan menyebabkan SRR lebih tinggi. **Sebaliknya,** gulma mengalami pertumbuhan yang cepat tanpa tergenang air, **sehingga** tanaman padi tertekan perkembangannya.

6.6. PREPOSITIONS & PRONOUNS (IN ENGLISH)

Waterlogging periods of 1–15 and 1–30 DAP could decrease weed growth and give the rice crops a chance to grow better. **On the other hand**, waterlogging period of 1–30 DAP could increase the LAI, and SRR more maximal. **In reality,** weed growth was most robust on soil without waterlogging, it **then** caused a decrease in rice LAI on all of the soil types, especially in coastal sandy and regosol. **However**, waterlogging periods of 1–15 and 1–30 DAP in the latosol soil caused higher SRR compared to without waterlogging. **Consequently,** the waterlogging treatment could increase the SRR. **In certain conditions,** if it did not occur the weed competition, **then** the rice crops were more concentrated in improving the growth of the shoot than the root. **Therefore,** it would cause the SRR to be higher. **On the contrary,** weeds experienced rapid growth without waterlogging, **so** the rice crops were depressed in their development.

6.7. PARALLEL STRUCTURE IN WRITING

Parallel structure, also known as parallelism, is a technique in writing that uses the same pattern of words or grammatical elements to show that two or more ideas have the same level of importance. Here are some common examples of parallel structure in writing:

1. Using elements joined by coordinating conjunctions, especially and, but, and or:

   Example: She likes to read books, watch movies, and listen to music.

2. Using parallel words:

   Example: The company's mission is to innovate, inspire, and impact.

3. Using parallel phrases:

   Example: The athlete was determined to work hard, stay focused, and never give up.

4. Using parallel clauses

   The teacher said that he was a poor student because he waited until the last minute to study for the exam, completed his lab problems in a careless manner, and lacked motivation.

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7

CONCLUSIONS

7.1. VERB TENSE IN CONCLUSION

Type of information	Verb form	Examples
➢ Stating the **conclusion**	Simple present tense/tentative verb and or modal auxiliaries	➢ The research findings **explain** that dose of 250 kg/ha urea **provide** the maximal rice yield. ➢ The research findings **show** that waterlogging period of 1-30 DAP **can minimize** the weed-rice competition and **increase** the rice yield.
➢ Explaining the **implications** of your findings.	Simple present (perfect) tense	➢ Furthermore, it **can be recommended** that further research be carried out on the effect of ……. . ➢ It **is highly recommended** to be practiced as cultural weed control in rice cultivation. ➢ We **recommend** that the application of cow urine with a concentration higher than 80% **is required** in mustard cultivation.

7.2. Content of Conclussions

- Kesimpulan harus menjadi interpretasi dari hasil penelitian.
- Merangkum semua konsep yang diperkenalkan di badan utama teks dengan urutan yang paling penting hingga kurang penting.
- Tidak ada konsep baru yang akan diperkenalkan di bagian ini.

7.3. Structure of Conclussions

Empat Aspek Utama pada Conclussion:

1. **Menyajikan kesimpulan global dan spesifik, terkait dengan tujuan**:

   *The study **had described**……*

   *This research **could be concluded** that .....*

2. **Menyampaikan kontribusi penelitian bagi pengembangan ilmu pengetahuan (novelty)**:

   *The research findings **have confirmed** that … Or…. We **find** that ……..*

   *This research **can be applied** ……*

3. **Menyampaikan limitasi penelitian anda (if any)**:

   *The study **has** limitations in …… because it focused on the ……*

   *Our study **is limited** in ……..*

4. **Sarankan untuk penelitian selanjutnya**: Add at the end of the paragraph on perspectives for future research.

   To gain significant result whether the ……

   For future research, ……

8

REFERENCES

8.1. Structure of References (Type 1)

Journal article

1. Al-Atabi, M.T.; Chin, S.B.; and Luo, X.Y. (2005). Flow structures in tubes with segmental baffles. ***Journal of Flow Visualization and Image Processing***, 45(2), 1412-1420.

Journal article in press

2. Al-Atabi, M.T.; Chin, S.B.; and Luo, X.Y. (in press). Flow visualization in tubes with segmental baffles. ***Journal of Visualization***.

Book

3. Roberson, J.A.; and Crowe, C.T. (1997). ***Engineering fluid mechanics*** (6th ed.). New York: John Wiley and Sons Inc.

Conference paper

4. Al-Atabi, M.T.; Chin, S.B.; and Luo, X.Y. (2004). An experimental study of the flow in an idealised human cystic duct. **In:** ***Proceedings of the First Asian Pacific Conference on Biomechanics***. Osaka, Japan. pp. 33-34.

Internet Source

5. Author, A.B. (2000). ***This is how to cite an internet reference***. Retrieved October 5, 2000, from http://www.author.com.

8.2. Structure of References (Type 2)

Journal article

1. Al-Atabi MT, Chin SB and Luo XY (2005) Flow structures in tubes with segmental baffles. **Journal of Flow Visualization and Image Processing,** 45(2): 1412-1420.

Journal article in press

2. Al-Atabi MT, Chin SB and Luo XY **(in press)** Flow visualization in tubes with segmental baffles. **Journal of Visualization**.

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3. Roberson JA and Crowe CT (1997) Engineering fluid mechanics (6th ed.). **New York:** John Wiley and Sons Inc.

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5. Author AB (2000) This is how to cite an internet reference. **Retrieved October 5, 2000, from http://www.author.com**.

8.3. Structure of References (Type 3)

Journal article

1. Al-Atabi, M. T., Chin, S. B. and Luo, X. Y. (2005). Flow structures in tubes with segmental baffles. ***Journal of Flow Visualization and Image Processing.*** 45 : 1412-1420.

Journal article in press

2. Al-Atabi, M. T., Chin, S. B. and Luo, X. Y. **(in press)**. Flow visualization in tubes with segmental baffles. ***Journal of Visualization*.**

Book

3. Roberson, J. A. and Crowe, C. T. (1997). ***Engineering fluid mechanics*** **(6th ed.)**. **New York:** John Wiley and Sons Inc.

Conference paper

4. Al-Atabi, M. T., Chin, S. B. and Luo, X. Y. (2004). An experimental study of the flow in an idealised human cystic duct. **In:** ***Proceedings of the First Asian Pacific Conference on Biomechanics***. Osaka, Japan, pp. 33-34.

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5. Author, A. B. (2000). ***This is how to cite an internet reference***. Retrieved October 5, 2000, from http://www.author.com.

The structure and writing references are adjusted to the template in the destination journal


Thank You!