AQUACULTURE PROGRAM STUDY

HANDBOOK

FINAL PROJECT

THESIS WRITING GUIDELINES

AQUACULTURE STUDY PROGRAM
FACULTY OF ANIMAL HUSBANDRY, MARINE AND FISHERIES
NUSA CENDANA UNIVERSITY
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FOREWORD

Praise be to True Source, because of His grace, this thesis writing manual can be compiled. This guidebook was created as a guide for students of the Aquaculture Study Program, Nusa Cendana University Kupang in making their final project (Thesis). In addition, this book can help lecturers in guiding students in the process of writing a thesis. The purpose of making this guideline is 1) to become a standard guideline to assist students in preparing a thesis, 2). provide insight and unity of format regarding writing procedures and the framework of thesis content. While the benefits of this guide are 1). streamlining the process of preparing a thesis, 2). Unifying perceptions between students, supervisors, and institutions, 3). Make thesis writing easier. Although this book is specifically intended as a guide for Scientific Papers, some parts of this guideline can be used in making Field Work Practice Reports (PKL), practicum reports, and coursework within the Aquaculture Study Program.

The writing of this book is tried to cover as many fundamental aspects as possible needed in writing scientific papers. Of course, the aspects written in this book can be different from the format of guidelines from other institutions, therefore Undana students should refer to the guidelines that have been made, not refer to other guidelines or to scientific papers that have been made. Some parts in this book are only written briefly such as about research methods, the use of punctuation, and writing numbers. To gain further understanding, readers are advised to read other literature such as those listed in the Bibliography of this guide. Especially for writing numbers, letters, words, punctuation, terms, absorption elements, abbreviations, acronyms, signs, and symbols, readers can read the Big Dictionary Indonesian published by Balai Pustaka.

Readers, especially Undana students, are advised to read this guideline at least four times. First, read the entire book before creating a scientific paper while comparing it with the examples contained in the appendix. Second, read this book gradually while writing the Scientific Paper part by part. Third, read this book after finishing writing a Scientific Paper before seminars and exams to check the suitability of the writing format. Fourth, read some parts of this book after completing the Scientific Paper exam to re-examine the writing format, especially in Chapter III.

Although many things are described in this guideline, there can be things that are forgotten to be published or there are things that need to be corrected or even eliminated for the sake of writing better scientific papers. Therefore, constructive suggestions from readers are highly expected to refine these guidelines.

We are very grateful to all parties who have helped both in searching literature, writing, and so on so that this book can be completed. May Allah reward all these parties abundantly.

Kupang, March 2022
Drafting Team

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CHAPTER I
INTRODUCTION

A. Background

Thesis is a requirement to obtain a Bachelor's degree in the Aquaculture Study Program, Faculty of Animal Husbandry, Marine and Fisheries, Nusa Cendana University. Thesis writing for students is intended to train students in conducting research as a whole, starting from recognizing and formulating problems, formulating research objectives and hypotheses, designing ways (methodologies) of collecting and analyzing data, writing research reports and accounting for the results academically.

In writing this thesis, students will be guided by two supervisors consisting of the main supervisor and the second supervisor determined by the Study Program coordinator. Thesis preparation, starting from the preparation of the Proposal to the Thesis Examination is expected to be completed within a maximum of 2 semesters. If it exceeds the time limit, students are required to apply for an extension of time with the knowledge of the Supervisor and the approval of the Study Program coordinator.

This Thesis Writing Manual is published to assist supervisors and students in completing thesis writing so that they can be accounted for in front of supervisors and examiners during the exam.

B. Purpose

1. Help launch students in the thesis writing process.
2. Guarantee uniformity of thesis writing format.
3. Maintain research carried out in accordance with ethical rules in writing scientific papers.

C. Requirements for Taking Seminars and Thesis

Thesis (1 credit) is preceded by a seminar course (1 credit). Students can program seminars and theses if they have met the following requirements:

1. Have attended and passed the Research Methods and Field Work Practice (Internship) Course.
2. Fill out the thesis and seminar on the Study Plan Card (KRS) of the semester concerned.

3. TOR Research plan has been approved by the Study Program and received a supervisor (2 people) and examiners (1 person) from the Study Program Coordinator as evidenced by a letter of guidance assignment from the Study Program Coordinator

D. Thesis Preparation Procedure

1. After receiving guidance from the Study Program coordinator, students compile a thesis research proposal
2. Conduct guidance with supervisors who have received assignments from the Study Program Coordinator.
3. After receiving approval for the proposal from the supervisor, students conducted a commission session which was attended by 2 supervisors and 1 examining lecturer.
4. Students make revisions in accordance with input during the proposal commission hearing
5. Conduct research activities.
6. Conduct consultation activities with supervisors both during the implementation of research and the preparation of research results.
7. Record the thesis guidance process signed by the supervisor on the thesis guidance card.
8. After getting approval from the supervisor, students conduct a seminar on research results.
9. Improve the thesis draft according to input during the Results seminar
10. If they have received an agreement and supervisor, students register for the thesis examination to the Study Program Employee.

E. THESIS EXAMINATION PROCEDURE

1. For students who have attended the results seminar and have been approved by the supervisor for the thesis examination must complete the following requirements:
    a) Student application letter
    b) Letter of approval from Supervisors I and II
    c) Thesis Draft that has been in ACC by supervisors I and II
    d) Test willingness letter from the examiner
    e) Certified SK3

f) Transkip Grades that have been filled and approved by PA and KEJUR lecturers
g) Value Validation Letter
h) Regist Receipt for the first to last semester
i) KRS and KHS semester 1 to last
j) Time matrix that has been approved by the testing team

2. All the documents above are entered in a folder and shown to the Study Program Coordinator for inspection, after getting the ACC from the head of study program, it is then submitted to the Study Program Admin to be archived and a thesis exam schedule is made.
3. The schedule of the study program is the basis for an invitation letter to be made by the Faculty Admin.
4. The invitation and thesis draft have been received by the examination team at least 2 days before the exam
5. The day before the implementation of the thesis exam, all administrative completeness during the exam is checked by the study program in the form of:
   a) Minutes of thesis examination for each of the 2 examiner teams (duplicate 1 for each of the 2 examiners)
   b) Scoring format for each of the 2 testing teams (duplicate 1 for each of the 2 testers)
   c) Correction list for each testing team (duplicate 1 for each2 testers)
   d) Minutes of the Judiciary (duplicate 3)
   e) Value recapitulation (duplicate 3)
   f) validated transcript (duplicate 1)
6. After the thesis exam, all documents are submitted to the study program by the supervisor (not students) and students fill out the alumni book in the study program and submit a color photo FAS of 1 sheet measuring 3 x 4 cm

F. Seminar and Thesis Completion Time

Thesis writing must have been completed in a maximum of 2 (Two) semesters, if not completed it can be extended for a maximum of 1 (one) semester.

II. FRAMEWORK OF SCIENTIFIC WORK

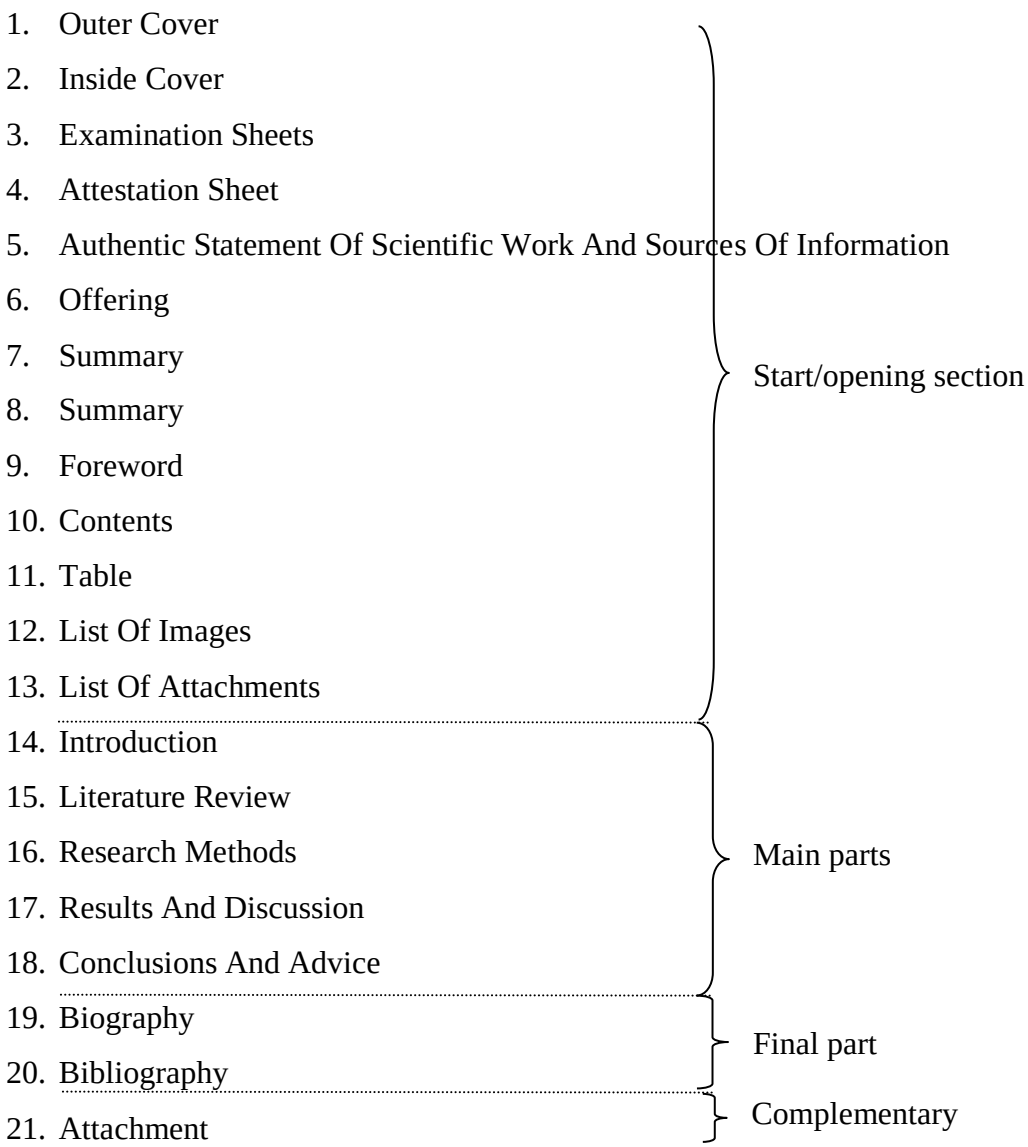
A. Introduction

Regulation of the Minister of National Education of the Republic of Indonesia No.17 of 2010 concerning the Prevention and Prevention of Plagiarism in Higher Education states that scientific work is the result of academic work of students / lecturers / researchers / education staff in the university environment, which is made in written form both printed and electronic published and / or presented. Scientific writing is defined as writing the results of the main thoughts, development and results of studies / research prepared either individually or in groups, which discusses a scientific subject by expressing certain ideas through identification, literature review, methodology, synthesis, description, analysis, evaluation, conclusions, and suggestions for solving it (Permendikbud No. 92 of 2014). Scientific Work is a scientific paper in the scientific profession to improve analytical and synthesis skills based on scientific principles. Scientific Work is one of the academic requirements that must be met by every Undana student to obtain Diploma, Bachelor, Master, and Doctoral degrees. In accordance with the national curriculum, Undana has determined that research is an activity that must be carried out by students, in an effort to collect materials or data for the preparation of scientific papers. Research can be in the form of laboratory experiments, field experiments, field surveys, classroom action research, and other research methods.

Scientific work has its own code of ethics in its preparation. Students and supervisors must be responsible for following all provisions of scientific principles, especially in writing scientific papers. Scientific Work supervisors have limited duties in guiding and assisting students in preparing for the completion of research and preparation of Scientific Papers. Students are fully responsible for the content of Scientific Papers. Students must really be able to conduct research and write their scientific papers, therefore in writing and research must be adjusted to the ability of funds, time, physical, mental, assistance (both in the form of tools and materials and other human resources), and especially the ability of the thinking power of the students concerned. Students who violate scientific ethics and plagiarize / plagiarize Scientific Work material may be subject to academic sanctions in the form of warnings, cancellation of Scientific Papers to revocation of degrees.

The framework of scientific work, as a result of scientific study activities from the field of scientific profession, consists of three parts, namely: a) opening, b) main, and c) final / complementary.

The systematics of the framework is as follows:



B. Start/Opening

1. Outer Cover Page And Inner Cover

On the back of the cover contains the name of the faculty, year of graduation, full name of students without abbreviation and without degree, NIM and Undana logo (Appendices 1 and 2). The front cover page and the first sheet contain the title along with a description of the purpose of submitting a Scientific Paper to the Faculty, the author's full name, NIM, Undana logo, the name of the study program, the name of the Faculty, the name of the city where the University is located, as well as the name of the month and year of the Scientific Paper that has been examined and approved by the supervisor. (Appendices 3, 4, 5, and 6).

The most important part on the cover page and first page is the title. Although the title of the research is always listed on the front of the paper, it does not mean that the research departs from the title. A study should depart from the background of the problem, then the problem is identified, then a problem boundary is made considering that if it is not limited, the topic will become too broad. After knowing the limits of the problem, then the title of the research appears. Therefore, the title of the study becomes more specific because it departs from the limitations of the problem. Readers should be able to grasp the essence of Scientific Work made by researchers based on the title of the study because basically the title expresses the highest abstraction of a Scientific Work.

Some things that need attention in determining a title are:

a. the title is lifted from a real situation, not from an abstract idea,
b. the title should indicate the target population and examples that are the subject of the Scientific Work,
c. the title already contains variables – independent or bound – that will be developed in Scientific Papers,
d. the title already explains the direction and purpose of the Scientific Work,
e. writing titles must be interesting, positive, short, concise, specific, but contain all the main elements that want to be developed in scientific work clearly,
f. the title should be no longer than 20 words (excluding conjunctions and prepositions), but also should not be too short (e.g. less than five words),
g. In the title should be avoided clichés such as "preliminary research", and the use of verbs at the beginning of the title,
h. Latin names for common creatures should not be used in titles,
i. avoid unnecessary and multi-interpretive trade names and abbreviations, unless the abbreviation is general and will still be used in the sentence,
j. Generally, titles tend to be indicative, meaning that they refer to the subject matter and not to the conclusion, but sometimes the title can also be informative, which is a summary of the conclusion in a few words.

Pay attention to the comparison between titles that are too short and general, too long and throw away a lot of words, and those that are solid. Examples of scientific work in the field of fisheries: "The Impact of Water Pollution on Lasiana Beach Kupang City" (too short and unclear), "The Impact of Aquatic Pollution on the Composition of Sea Bentos Due to Inorganic Waste Disposal at Lasiana Beach Kupang City" (repetition) , "The Impact of

Inorganic Pollution on Bentos Composition at Lasiana Beach Kupang City" or "The Impact of Nitrate and Phosphate Pollution on Bentos Composition at Lasiana Beach Kupang City".

2. Examination sheet

The examination sheet (Appendix 7 and 8) contains the student's name, NIM, title of scientific paper, name and signature of supervisor I and II, name and signature of the dean of the Faculty and head of the study program. This sheet is signed after the supervisor examines the entire systematics and content of the Scientific Paper from the cover to the appendix, both in terms of writing procedures and from the scientific side according to the field of research.

3. Attestation Sheet

The attestation sheet (Appendices 9 and 10) contains the student's name; NIM; title of Scientific Paper; the names of supervisors I and II; date, month, and year of graduation; names and signatures of examiners I, II, and III; the date, month, and year of the examination endorsed by the Dean of the faculty; as well as the name and signature of the Dean of the faculty. This sheet is signed after students are tested in a Scientific Paper session conducted by the board of examiners. The attestation sheet shows that to obtain a bachelor's degree, a Scientific Work has been defended before the board of examiners and declared passed.

4. Authentic Statement of Scientific Papers and Sources Of Information

Authentic statement of Scientific Paper and source of information (Appendices 11 and 12) contains the title of the Scientific Paper, date in the form of numbers, month in the form of letters, year in the form of numbers, full name of the student without abbreviations and without degrees, and NIM. This sheet confirms that the Scientific Work is free from reprehensible actions such as not following predetermined research procedures (both in terms of way, place, and time), fictitious data (not actual data or data manipulation that is not in accordance with scientific rules), and plagiarism / plagiarism. Terms of writing can be seen at.

5. Offering sheet

The presentation sheet (Appendix 13) is not required to be contained in the Scientific Paper. The offering page can contain personal motto, verses, words of wisdom, an excerpt from a particular book with its author, or a tribute to whom. Make phrases with simple sentences. Offerings can be supplemented with images or photographs that do not violate ethics.

6. Summary

Summary (Appendices 14, 15, 16, and 17) is made by mentioning in advance the full name of the student without a degree and not abbreviated, NIM, the title of the Scientific Paper, the name of the supervisor without a degree, and the contents of the summary. Summary or abstract is a brief review of why the research was carried out (objectives), how the research was carried out (methods), important results, and the main conclusions of the research results and suggestions (if any). At the bottom of the summary results include 3-7 keywords that refer to the summary. The number of paragraphs is generally two to three paragraphs, but if deemed necessary it can be expanded to several paragraphs. For example paragraph one describes the objectives, paragraph two describes the method from data collection to data analysis (location, time, approach or what method is proposed to be used to solve the problem e.g.: sample draw, number of samples/respondents, data sources, data collection/design methods, data analysis), paragraph three is the results along with their implications and brief conclusions, and suggestions. We recommend that the summary length should be no more than one page, typed with a space spacing, and not use abbreviations, except for chemical element names and other abbreviations that are not multiinterpreted.

The summary should describe the outline of the research that has been done, therefore the presentation should be informative and factual. To support the presentation, highlight the findings-New findings and figures based on research results. The summary contains only text, no reference to libraries, equations, figures, and tables. The summary does not contain information or conclusions that are not in the written work. If the scientific paper is written in Indonesian, then in addition to the summary in the Indonesian, include it as well *Summary* in English. If the scientific paper is written in English, then also include a summary in the Indonesian.

7. Preface

The preface (Appendix 18 and 19) contains brief description information about the purpose of preparing scientific papers, when and how long the research was conducted, location, and source of research funds if the costs did not come from their own funds, gratitude and appreciation for the financial assistance, energy, and advice that researchers receive to other people and / or institutions / organizations. In the preface there are no matters that are scientific or not directly related to the completion of Scientific Papers. Compensation should be expressed seriously, naturally with civilized speech, in a style that is maintained

straightforwardly, without complimenting anyone and not seeming playful, and avoid excessive expression.

Avoid thanking people and / or institutions / institutions that do not directly provide material or moral assistance. For example, there is no need to say thank you to the Rector, Dean Faculty, Head of Department, Head of Study Program, Head of Laboratory, if that is their obligation. Generally, thanks are given to supervisors, examiners, parents, lecturers, friends, and certain institutions / institutions that have helped in the completion of Scientific Papers. There are also those who add thanks to God.

At the end of the preface in the right room of the typing room is written the full author's name, while on the left part of the typing room is written the name of the faculty and the city where the school is located, and directly below it is written the month and year of writing the Scientific Paper that has been tested. The length of the preface should be no more than one page.

8. Table of Contents

The table of contents (Appendix 20) contains various matters concerning the content of Scientific Papers starting from examination sheets, endorsement sheets, statements regarding Scientific Papers and sources of information, presentation sheets, summaries, prefaces, curriculum vitae, table of contents, table of tables, list of figures, list of appendices, introduction, literature review, research methods, results and discussion, conclusions and suggestions, bibliography, and appendices.

The table of contents is intended to provide a brief and systematic overview of the contents of scientific papers, besides that it is used as a guide for readers who are interested in seeing a particular section. The title on the table of contents must match the title in the overall Scientific Work. We recommend that the table of contents be made after finishing typing all parts of the Scientific Paper so that there are no errors in writing pages and titles in the body of the Scientific Paper.

9. Table

The table (Appendix 21) contains sequentially the table headings as well as the page numbers of the table. A table is required when there is more than one table. Tables are typed on individual pages with a table of contents-like format. The title and format of writing (type and size of letters and placement of capital letters) in the table list must match the title of the table in the overall writing of scientific papers.

10. Image List

The list of figures (Appendix 22) contains sequentially the image title as well as the page number of the picture. A list of images is required when there is more than one image. The list of images is typed on a separate page with a format like a table of contents. The title and format of writing (type and size of letters and placement of capital letters) in the list of images must match the title of the image in the overall writing of scientific papers.

11. Appendix List

The list of attachments (Appendix 23) contains sequentially the attachment title as well as the appendix page number. A list of attachments is required when there are two or more attachments. The list of attachments is typed on a separate page with a format like a table of contents. The title and format of writing (type and font size and capital letter placement) in the list of attachments must match the title of the appendix in the overall writing of the Scientific Paper. Attachments can be tables, images/photos, or text. All contents of the appendix are arranged by sequential number in the order in which they are mentioned in the body of writing. Attachments in the form of tables and figures are not listed in tables and lists of figures.

C. Main Section

The main section (Appendix 24) of Scientific Papers contains an introduction, literature review, materials and methods, results and discussion, as well as conclusions and suggestions.

1. Introduction

The introductory chapter contains the background, problem formulation, hypothesis, research objectives, frame of mind, research benefits, research limitations, and term limitations. Introduction is the first chapter of a scientific paper that leads the reader to be able to answer the curiosity of researchers to express a symptom / concept / guess or apply it for a purpose. Present things that encourage or argue the importance of research. Describe the process of identifying the research problem. Put forward also the benefits for the time to come. This chapter should guide the reader subtly, but through logical thinking that ends with a statement of what is being researched and what is expected of the research. Give the impression that what is researched is really beneficial for researchers, institutions, and science and development. Limit the introduction to those directly related to your research and the distinctive contributions you make.

For a thesis / dissertation with a research series pattern, a general literature review can be written. Novelty is an important thing that must be clearly stated or implied in the

dissertation. This means that dissertation research is not just repeating or adapting research that has been done by others. Novelty can be the use of new methods or new approaches to examine a problem. Novelty can also be in the form of improving assumptions that are usually taken for simplification in analyzing a problem or symptom, so that the novelty offered is a meaningful contribution from the author to the development of science and technology.

a. Background

In essence, the background contains a description of the reasons and objectives for choosing the title. Reason answers the question of why a particular title was chosen, while purpose answers the question of what that title was chosen for.

In the background, various things, facts, problems, and opinions are briefly presented based on theories, research results, scientific discussions, and personal experiences that are closely related to the subject matter studied. Thus the problem chosen for research gets a firmer footing. Based on this exposure, a study was conducted to answer the problems to be studied. Use information that is quantitative in nature and avoid qualitative words (such as little, small, low, short, cheap, expensive, more, less big, rather high, too much, large number).

A good background should be able to answer:

a. Why the study was conducted. The answer to this question can be derived from your observations both in nature and by reference, so that you can show that the problem under study is important.
b. to what extent is people's understanding of the field under study today. The answer to this question is done by reviewing some of the latest literature. The answer briefly describes the situation and condition of the object of study.
c. What are the problems that still arise until the current understanding. The answer to this problem is known by studying the shortcomings or weaknesses of some of the latest literature. This deficiency can be read through suggestions / constraints deliberately written in previous literature, or something that previous researchers are not aware of but are known by other researchers who can see the weak points of the literature description.
d. What is your hypothesis so motivating to do some research. Here is the place where you say that the research carried out is a discovery, refinement, proof, development, etc. that is useful from the particular literature reviewed (examined or reviewed). Therefore what specific purpose is reported should be clear.

e. What you want to show the reader. This section describes the flow of research to prove the hypothesis that has been proposed. This section is not a requirement.

The answers to questions a. can be described in paragraph one, the answers to questions b. and c. are described in paragraph two, and the answers to paragraphs d. and e. are described in the third paragraph. The number of paragraphs can be expanded to four or five paragraphs.

b. Problem formulation

Problem formulation is an attempt to explicitly state the questions to be answered based on the background that has been described. The problem formulation should be brief, concise, and clear by focusing on the main key words (avoid general words). Describe approaches and concepts to answer the problem under study. Good problem formulation will reveal the variables studied, the type or nature of the relationship between these variables, and the subject of research. The problem statement should be empirically testable, in the sense that it is possible to collect data to answer the questions asked. The description of the problem formulation is generally described in the form of a question sentence, although it can also be described in a statement sentence.

Based on its nature, there are three characteristics of the problem, namely problems of the nature:

1. Descriptive: problems that do not compare and do not relate to other variables, only describe variables. For example: To what extent is the role of PEMP in improving the welfare of fishermen in Kupang Regency?, What is the quality of waters in Kupang Bay?, How much is the catch of demersal fish in Tablolong Beach?, What are the types of macroalgae in the intertidal waters of Paradiso Beach, Kupang Bay?, What is the sedimentation pattern in Namosain Beach?, What factors affect water pollution in Kupang Bay?
2. Associative: problems that link or influence between two or more variables. According to the nature of the relationship there are three types, namely relationships:

   a). symmetric: is the relationship between two or more variables that appear together. For example: How is the relationship between the weight and body length of grouper in the waters of Kupang Bay?

   b). Causal (Causal): is an influencing relationship between two or more variables, so that there is an independent variable (affecting) and a dependent variable (influenced). For example: How big is the impact of water quality on macrozoobenthos diversity in the intertidal waters of Pantai Bolok? To what extent does the influence of Kupang Cement

Plant waste disposal affect the structure of zooplankton communities in the coastal waters of Kupang Bay?

c). Interactive/reciprocal/reciprocal: is the relationship between two or more variables that influence each other, here it is not known exactly which are the independent and dependent variables. For example: To what extent is the relationship between the abundance of herbivorous fish and the percentage of seagrass cover on Hansisi Beach, Semau? How much influence does reef fish density have on coral recovery?

3. Comparative / comparison: a problem that describes the difference in characteristics of two or more variables, so that this problem is comparing the existence of variables or samples. For example: How far is the difference in periphyton abundance in bamboo modules compared to concrete modules in Lasiana Beach in Kupang City? How does the catch of fish taken in the dry season compare to the rainy season in Kupang Bay?

c. Hypothesis

Hypothesis comes from Greek (*hupo=provisional, thesis=statement/theory). A hypothesis is a provisional answer or conjecture that must be tested again through scientific research. Not all research requires hypotheses. The formulation of hypotheses does not always have to be included in scientific papers. Quantitative research that is exploratory and descriptive does not always require hypotheses. For certain problems or types of research such as correlative, causal-comparative, experimental and partially descriptive research, hypotheses need to be formulated as temporary answers to the problems to be studied. A hypothesis is a provisional answer to a research problem that is theoretically considered the most likely and highest level of truth. The formulation of hypotheses can be carried out in the form of null hypotheses, alternative hypotheses, or working hypotheses. A good hypothesis formulation should:*

1. declare the link between two or more variables,
2. expressed in the form of statement sentences,
3. formulated briefly, concisely, and clearly,
4. Empirically testable.

d. Research objectives

The purpose of the study expresses the goals to be achieved in the research, meaning that the purpose of the study expresses the desire of the researcher to obtain answers to the problems in the proposed research. The content, formulation, and number of research objectives refer to the formulation of the problem.

The purpose contains a description of:

1. goals to be achieved or known as an effort to solve problems or in an effort to understand the problems or phenomena behind them,
2. In writing the goal, use verbs whose results can be measured or seen such as showing, exploring, evaluating, deciphering, explaining, testing, proving, studying, or applying a symptom, concept or conjecture, or making a prototype. Thus, the word "knowing" is not worth writing for research purposes,
3. Goals should be clear and usually a brief statement.

e. Mindset

The frame of mind is the rationale of research synthesized from facts, observations, and literature review. Writing scientific papers should follow the flow of a scientifically accountable frame of mind. The frame of mind becomes a guideline and reference for the entire description of writing scientific papers. The description in the frame of mind explains the relationship and linkage between research variables. Research variables are explained in depth and relevant to the problem under study so that it can be used as a basis for answering research problems, namely the relationship between existing theories, concepts and research results with the problems studied.

The frame of mind is a strategy of researchers to solve or understand the problem under study. The framework of thought is prepared on the basis of the approach of the relationship between theory and facts or research results as a basis for assessing problems, variables, and relationships between the variables studied. The framework of thinking in principle is almost the same as the problem approach, which explains various theoretical frameworks that can answer research problems.

The framework also describes the line of research thinking and provides an explanation to the reader why the researcher has the assumption as stated in the previous subchapter. The frame of mind is presented with a chart that shows the researcher's mindset regarding several interrelated variables under study followed by a brief description of the chart.

A good frame of mind can identify important variables that are in accordance with the research problem and logically able to explain the relationship between variables. The relationship between the independent variable and the dependent variable is explained in detail, orderly, and plausibly. A good frame of mind is structured based on the five elements below, namely:

1. Research variables should be clearly identified and named.

2. A frame of mind description should state how two or more variables relate to each other. This should be done for relationships that are important and theoretically exist among the variables of the study.
3. If the characteristics or traits and direction of the relationship can be theorized based on findings from previous research, it becomes the basis in the framework of the description of whether the relationship is positive or negative; is symmetrical, causal, or reciprocal.
4. The researcher stated why he hoped that there was a relationship between these variables. This argument can be illustrated through the results of previous research.
5. The frame of mind should be described in the form of a schematic diagram, so that the reader can clearly see the relationship between variables.

The use of charts and flowlines in a frame of mind should follow the meaning of each chart. Not all charts have to be square, but some are circles, ellipses, rhombuses, and more. Not all chart connecting flow lines need to be straight lines, but there are dotted lines, dotted lines, curved lines, squiggly lines, and so on. The shapes of the chart and the lines have meaning. In MS Word, charting can use the "*Flowchart*" facility.

After creating the chart, the framework is described concisely based on the chart that has been made according to the problem and research objectives. The writing of the frame of mind should be no longer than two pages.

f. Research benefits

Describe the benefits or usefulness of research results for the benefit of science and technology development, professional interests and society in general. From the description in this section, it is hoped that it can be concluded that research on the selected problem is indeed feasible to do. In summary, there are two benefits of research, namely 1). to develop science or theoretical uses, and 2). Practically, namely helping, solving, and anticipating problems that exist in the object under study.

g. Research Limitations

In this sub-chapter described is the location of the study, the variables studied, the population and examples of the study, and indicators of the study. Research limitations point to a situation that cannot be avoided in research. Errors that are often faced are a). the scope of studies that are forced to be carried out for procedural reasons, research techniques, physical conditions, or due to logistical factors, b). Constraints stemming from customs, traditions, ethics, and beliefs that do not allow research to find data as desired.

h. Term Limitations

To avoid misinterpretation of the terms used, short, concise, and clear terms should be bound. Term limitations are necessary to avoid differences in understanding between author and reader. With the limitation of terms, there should be no more definitions contained in other chapters and sub-chapters such as in the background, literature review, and research materials and methods. Term limitations can be obtained from dictionaries, glossaries in certain books, laws, or regulations, and other sources. We recommend using specific custom dictionaries/corresponding fields (not general dictionaries) to provide term constraints. General dictionaries usually explain a term too broadly, so it cannot always describe the term that the researcher is actually studying. Terms that are too general can confuse readers with the study to be examined. Limitation Terms are not mandatory in scientific papers.

2. Literature Review

The literature review is written after the introductory chapter. Literature review is the basis for compiling the framework, concepts, and methods used in research. This chapter presents scientific theories, findings, laws, propositions, postulates, principles and assumptions that underlie the research problem and research results relevant to the problem to strengthen the theories, postulates, principles and assumptions underlying the problem. The literature review contains a theoretical discussion of all things to be studied, either separately or by showing relationships with one another. The literature review does not contain general information such as definitions/terms but contains information related to the research core.

The things that are the subject of discussion should be described clearly so that later they can be raised as variables, indicators, and details as well as a reference in research. This means that what will be researched and supporting factors for research should have a fairly clear theoretical study, but do not elaborate on things that will not be studied, even though theoretically these things may have a relationship.

Things needed in making a literature review are:

1. Use the latest literature (preferably journals and textbooks), relevant (in accordance with research studies), original (taken directly from the source, not sources taken from other sources), and avoid using lecture diktats and practicum modules (the use of diktats and modules is only to improve understanding of theoretical studies),
2. Library referencing does not need to be extensive / extensive to completion, but do sufficient to draw up the framework or concept used in the research,
3. writing not only presents quotes, but also reviews them,

4. Each library should be written in a bibliography, avoid plagiarism,
5. The number of pages in the literature review does not exceed the number of pages in the results and discussion chapters.

Sources that can be used as material in literature reviews are research journals, proceedings, bulletins, textbooks, dissertations, theses, scientific papers, research reports, articles, papers, electronic media (such as the internet and tapes), mass media (such as newspapers, magazines, and tabloids), and from other sources. Especially for literature taken from scientific papers, theses, and dissertations, the literature taken comes from the results and discussion of the paper, especially what is obtained by the author, not from the background, literature review, and research methods. In the electronic era where information sources are very widely available, some papers have included libraries from the internet considering the limited libraries obtained in books found at certain universities. The number of libraries, especially new ones, which are used as references by researchers can convince researchers and readers of a concept about the problem faced and the importance of the problem to be researched.

3. Research Methods

Research methods are procedures / ways of knowing something that is studied with systematic steps. This chapter contains a description of the location and time of research, as well as methods of conducting research. The method of conducting research should be described from the tools and materials to be used, data collection methods, instruments used to collect data, and various data analysis formulas. This chapter is a guideline from the beginning to the end of research activities, therefore research methods must be described in detail and sequentially so that anyone who reads them can understand and can repeat the same research based on the flow of methods that have been made.

In the location and time section, this sub-chapter describes research locations such as provinces, districts / cities, sub-districts, villages / villages / hamlets, roads, laboratories, offices, institutions, agencies, institutions, and certain areas. In a study there is a possibility that research activities are stiffened in several locations. The locations must be clearly mentioned along with a brief description of the activities to be carried out.

The time of the study is written along with the location of the study both date, month and year. Also write how long the study will be carried out during sampling. A complete description of the research schedule should be written in the appendix in the form of a table from the preparation of the proposal to the trial of the Scientific Paper, while in the chapter on materials and methods only describes the time of sampling and laboratory analysis. In

some cases, research should include hours when research activities are carried out, for example in laboratory research, studies influenced by sunlight, and water hydrodynamics studies. In writing this sub-chapter, the description of location and time can be used as one paragraph. Paragraph splitting is done when the topics are different.

For research that requires materials in the form of organisms, it is necessary to detail the origin of plants, animals, or microorganisms with the identity of the species or strain. Chemicals commonly found in laboratories do not need to be detailed. In experimental research, the name of the reagent manufacturing plant used sometimes needs to be mentioned. The source material of the company or individual or institution can be written down as long as it is very specific. Mention of trademarks needs to be avoided because scientific work is not an advertising medium.

Special equipment needs to be described in full. Major instrument brands are often required to demonstrate the sophistication or precision of the tools used, e.g. "organochlorine compounds were analyzed with the Hewlett Packard (HP) 6890/5973 gas chromatograph-mass spectrometer using a 50 m 0.22 × mm 0.25 ×m HT-8 (SGE)μ capillary column . "General equipment that is commonly used in the field or in the laboratory does not need to be detailed because it will automatically be revealed when work procedures are presented.

In the research implementation method section, research can be in the form of laboratory experiments, field experiments, and literature studies or a combination of several activities that need to be designed in accordance with research objectives. Variables and measurements include what is observed and how it is observed or measured, data collection techniques for both primary and secondary data. For research that uses qualitative methods, explain the approach used, the process of collecting and analyzing information, and the process of interpreting research results. The purpose of these details is to guarantee the repeatability of the results. The activities carried out are written in the order of operation using passive voice and narrative, not using the form of command sentences / instructions. Also, try to create prose that reads better than sentences that are too simple. Here's an example of an overly simplistic sentence: add A; let stand 3 minutes; wash; add B, and so on.

Data analysis describes how to analyze or process data techniques used to draw conclusions from the results of studies from the topic under study. For dissertations with research series patterns, the method is described separately according to the research subtitle.

4. Results and Discussion

This section is divided into two major parts, namely the results sub-chapter and the discussion sub-chapter. The titles in the results sub-chapter and discussion sub-chapter can be more than one title depending on the purpose of the research and the scope of discussion. For example, in the results sub-chapter, researchers can divide into several subheadings that correspond to the number of indicators studied, then subheadings for variables. If there are five research indicators with one variable, it could be that the number of subtitles in the results is six. While in the sub-chapters the discussion is generally not divided into sub-headings anymore because it only discusses the relationship between indicators and variables studied, although it can be divided into several sub-headings if there are very important differences to be separated so that it is not possible if separated only through paragraphs / paragraphs.

If in the previous chapters researchers tend to use theories and other opinions from various sources so that the ideas that flow are strongly influenced from outside the researcher, then in the chapter the results and discussion of ideas and the ability of researchers are really tested to describe what has been obtained with the researcher's own writing style. Therefore, the ability and sharpness of researchers in describing results and discussions can show whether the researcher has the ability to do and understand what is researched or is lacking or even not able at all.

a. Result

This section contains the results of data analysis which is an effort to achieve research objectives and answer problems in research. The results section only contains what was measured or calculated in the study without discussing those results. Results are presented systematically according to the data obtained. Data that is too complex can be expressed in an overview. Descriptions can be assisted with tables, figures, photos, graphs, equations, and other attributes to clarify and summarize information without manipulating data. Do not present the entire raw data that has been collected but summarize the data in the form of text, tables, or figures. Keep in mind that it is not allowed to display simultaneously both tables, figures, photos, graphs, equations, and other attributes that have the same data or information. Avoid repeating information already in tables and figures at length in descriptions.

The number on each attribute must be mentioned in the text, placed not far from the text in question, and must be written sequentially. For example, if a description refers to Table 1, then Table 1 must be adjacent to that description either before or after Table 1.

b. Discussion

Discussion is the part where a person is most free to express but must refer to the background, problems, goals, hypotheses, and theories that exist. Important materials in the discussion of research are 1) research findings, 2) theories used in research, 3) other people's research results, 4) other people's ideas / ideas that are known, 5) researchers' personal opinions, 6) other secondary materials. While the essence of the discussion is that researchers provide comments on the results of research researchers in an effort to answer problems, prove hypotheses, and fulfill the objectives that have been written before. In order for the comment/idea to be accepted, the researcher must describe the theory, research results, opinions of other researchers, and other sources as a comparison, so that the reader knows that the researcher's research results are really valid and reliable.

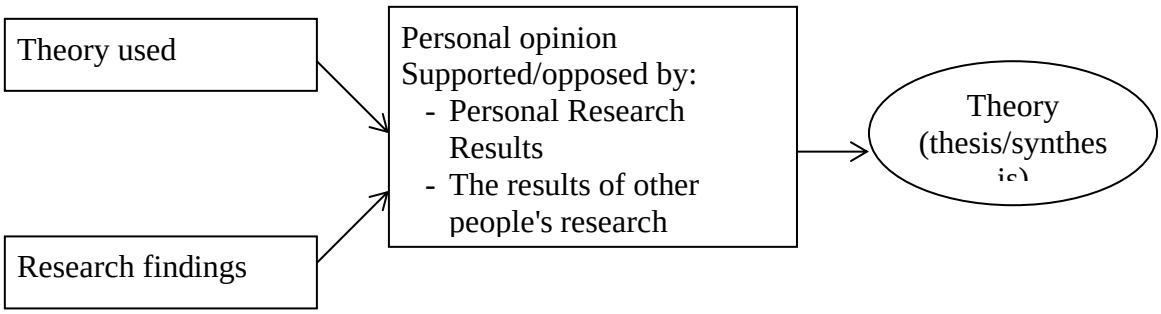


Figure 1. The process of forming discussions

In the discussion, the researcher can describe how the researcher's personal opinion about the results of this study, what he actually saw in the field, in accordance with the hypothesis and results of previous research, why it happened, whether it answered the problem, are all explained in this discussion. If the researcher gets results that are incompatible or contradict / differ / deviate either with the theory, with the results of previous research, the opinions of other researchers, and or contradict the hypothesis, the researcher must explain an allegation why such a discrepancy occurs, how the differences are, why they are different, and why they are the same when different places and times, what are the scientific reasons. If you find results that strengthen the theory and / or statements of previous researchers, it is necessary to display references and describe why the conditions can be appropriate. Researchers can also explain the benefits of research in expanding the researcher's understanding of the research subject, the implications of applying the findings, limitations and difficulties encountered in research.

The discussion is also very meaningful if it is equipped with various supporting literature to enrich the discussion, so that readers get the opportunity to compare the results of researcher research with theories or research results of other researchers, and so on based on research results. Do not repeat the opinions summarized in the introduction, literature review, and methods, but only referred to as necessary. When interpreting data, direct the reader to the relevant data attributes (tables, graphs, figures, equations, etc.) to support the researcher's statement.

Use active voice in describing the discussion. Beware of wasting words and sentences, therefore use effective/concise sentences. No new results are described in this section. Don't repeat the results section too much in explaining the discussion. If you want to remind the reader of the results to be discussed, use *bridge sentences* that can connect the result sentences with the discussion sentences.

If in the sub-chapter the results are generally dominated by tables and graphs or figures as support for the description, in the sub-chapter the discussion is generally dominated by graphs as support for the description. If tables and graphs will be displayed in the discussion subchapter, then these attributes are not new – which should be in the results subchapter because they contain new data –, but are processed data from the results sub-chapter. Make sure the discussion subchapter is not filled with figures and tables as in the results sub-chapter, but is filled with explanations of the results that have been obtained.

5. Conclusions and Advice

a. Conclusion

This subchapter is the result of generalization of studies that have been done, or brief statements taken from the results and discussion chapters that refer to (or answer) research problems, objectives, and hypotheses. Conclusions are the results of research that may have been put forward in the formulation of the problem and have been given provisional answers. The conclusion contains only what was described in the previous chapter, so do not make new statements (either results or discussion) in the conclusion. A good conclusion can answer the problems and hypotheses that have been described in the introduction briefly. A conclusion is not *an abstract*.

b. Suggestions (if any)

If the results of the analysis and discussion require suggestions or recommendations, they can be described in the specific suggestions sub-chapter. Suggestions should be closely related to the object and purpose of the study. The description in the suggestion can be in the form of the possibility of further research, deficiencies or weaknesses in research that has

been done so that it is corrected in the next research, either on different subjects, objects, or methods. In addition to scientific advice, advice can also be given related to policies – such as government policies –, such as concrete efforts that need to be taken to improve, maintain, or improve existing situations and conditions. We recommend that policy suggestions be elaborated to a minimum considering that each policy not only considers the scientific side, but also economic, technical, and political aspects.

Don't suggest things that aren't analyzed and discussed. If there is no advice to be written, then do not force any advice on scientific papers. This can avoid suggestions that are not relevant to the research already done.

Writing conclusions and suggestions should only write down the main results, discussions, and ideas for further research in a sequential number, so they do not elaborate at length. Writing conclusions and suggestions should be no longer than two pages.

D. Final Part

1. Curriculum Vitae

Curriculum vitae (Appendix 25) contains the latest 3 x 4 close up photo (black and white or color), full name, place / date of birth, gender, full origin address, telephone number / cellphone, email, parents' names, education history from elementary school to college (if transferring from another college or continuing from a lower strata college), seminars and training in related fields that have been attended during lectures, work experience, internships, or other research (other than scientific work) in their fields (write the name of the institution/training, city of implementation, month and or year, position in the implementation, title of research). Other information such as scientific competitions, scientific publications, academic awards, scholarships, membership in professional organizations/associations can also be listed. So this curriculum vitae contains a professional history, not personal.

2. Bibliography

The bibliography contains all libraries or literature or references used and mentioned in the creation of written works. The bibliography is written after the conclusion and advice chapters. All literature used in the text must be included in the bibliography except those that are personal communication, otherwise all references that are not used in the text but are also read to enrich the understanding of researchers should not be included in the bibliography.

E. Supplementary Parts

1. Appendix

Attachments, among others, can contain letters of application/permission to conduct research in certain agencies, questionnaire or survey forms, documents, certain laws/regulations/laws that are difficult to obtain freely, derivation of mathematics/physics/chemistry/statistics/economics formulas and so on from a field of science, raw data, data transformations, examples of calculations, lists of computer program statements or flow charts, spectrum of compounds, diagrams of a series of tools, large tables of a set of experiments, large tables of a data set, complete procedures of an analysis of variables or parameters, maps, text, photographs, images, and other additional information that if included in the body of writing will interfere with the description of the writing. Do not include important information in the appendix because this section is often missed by readers. Also, do not enter the same data or information as listed in the main section.

The size of the paper in the attachment may exceed the size of A4, therefore the paper in the attachment can be folded into two or more parts to make the size equal to the size of the Scientific Paper document.

III. TECHNIQUES FOR WRITING SCIENTIFIC PAPERS

A. Paper Material and Size

1. The paper used for text typing uses 80 gram HVS paper measuring 21cm x 29.7 cm (A4).
2. Scientific papers are bound with a hard cover / special bound (hard cover).
3. The cover color is adjusted to the color provisions of each Faculty.

B. Common formats

Typing Scientific Papers is carried out on one page with the following conditions:

1. Margin (distance of writing from the edge of the paper)

   The left margin is 3 cm, the right margin is 2.5 cm, the top margin is 2.5 cm, the bottom margin is 2.5 cm, the header is 2 cm and *the footer* is 1.5 cm *from the edge*. Fields bounded by left, right, top, and bottom margins are called write fields.

2. Typeface and size

   The type and font size used is Times New Roman size 12 (TNR 12) for text in general, except for writing chapter titles and so on which will be explained later. The same typeface must be used consistently throughout the Scientific Work. For writing in the table, if there are enough writings in the table, then the font size used is at least TNR 11. For writing in the image field, the font size used is at least TNR 10 and a maximum of TNR 12. The table title and figure title still use TNR 12. If the writing in tables and figures exceeds the writing field even though they are already using TNR 11 / TNR 10, then the table and or figure are placed in the appendix. The notes or captions below the table use the letters TNR 10.

3. How to type

   Very basic minimum rules regarding how to type are as follows:

   a The distance between two consecutive words is one space bar (one tap of *the space bar*).

   b The distance between a period (.), comma (,), colon (:), semicolon (;), exclamation point (!), and question mark (?) with the next sentence or letter or number is one tap. There is no distance between these punctuation marks and the previous sentence or letter or number (e.g. me, you, and him. etc.).

   c The distance between the number and the unit behind it is one tap, except for % and degree which means direction (^{0}) (example: 10 cm, 2 kg, 78 m3, 18 $^{0C,\ 80}$, 78%,).

d There is no spacing between writing and enclosing marks in marks enclosing the writing such as quotation marks ('...'), quotation marks ("..."), parentheses ((...), {...}, [...], <... >), but the distance between the writing outside the hook sign is one tap.

e There is no spacing between posts accompanied by a forward slash (/).

f The distance between the number and the sign of mathematical operations is one beat, except the minus sign (-) there is no beat (example: 2 x 1.5 + (-7) = -2, 20 : 10, 8 – 18 = -3 instead of - 3).

g The distance between two lines of typing is one and a half spaces (*1.5 spaces*), except in the abstract is one space. On the other sheet, the spacing between the lines is based on the references given in the appendix that will be described on the next page.

4. Between chapters there is no separation paper (insert/divider), except for the attachment given white separation paper with the words "**APPENDIX"** in the middle of the page field.
5. The manuscript of the scientific paper is aligned right and left (*justify*), except for some other sheets will be described based on the references given in the appendix which will be described on the next page.
6. Page Numbering
   a. The initial part of the Scientific Work starts from the cover page to the list of appendices, numbered pages with small Roman numerals (i, ii, iii, iv, and so on). The page numbers on the First Sheet (I) (Appendix 2) Are Not Listed. Page Numbers Are Listed From The Inspection Sheet Page To The Appendix Page. Page Numbers Are Placed At The Top Right Of The Typespace. Page Number Typing Is Two And A Half Cm From The Right Edge (As Per The Right Margin) And Two Cm From The Top Edge (*Header* = 2 cm).
   b. The main to supplementary sections starting from the introductory chapter (Chapter I) to the last page of the appendix are numbered pages with Arabic numerals (1, 2, 3, and so on). Page numbers are placed on the top right. Page number typing is two and a half cm from the right edge (as per the right margin) and two cm from the top edge (*Header* = 2 cm).
   c. Page numbers are not listed at the beginning of the appendix page (separator paper that only says **APPENDIX**).

C. Main Section

1. Chapter and Subchapter Titles (Appendix 24)

a Chapter titles are typed in all capital letters, arranged symmetrically in the middle of the writing field without ending with a period, in bold at the top center of the new page without page numbers. Chapter numbers use Roman numerals (I, III, IV, and V). The writing of chapter numbers and chapter titles uses the letters TNR 14, where chapter numbers and titles are written in rows. Between the chapter number and the chapter title are separated by a period spaced out one space (e.g**. I. INTRODUCTION**). The distance from the chapter title to the first subchapter or writing is three spaces with TNR 12 format.

b A subchapter is part of a chapter. Subchapter headings are bolded without ending with a period. Each first letter in the subchapter title is capitalized except task words, such as prepositions ("in", "to", "from", "which", "between", "on", "for", "about", "with"); conjunctions("and", "or", "since", "after", "because"). The numbering of subchapters will be explained in a separate section. The distance between the subchapter number and the first letter of the subchapter title is one space. The line spacing between the subchapter and the first sentence below the subchapter is one and a half spaces, while the last line spacing in the sentence with the title of the next subchapter is three spaces. Writing using the letters TNR 12.

d. If a sub-chapter has several sections, it is necessary to create a sub-chapter (sub-sub-chapter). The writing of part of a subchapter is the same as writing a subchapter except in numbering which will be explained in a separate section.

2. Numbering of Chapters, Subchapters, And Sections Of Subchapters

Chapters, subchapters, sub-subchapters, and so on, each has its own degree or level. Therefore, it is better to distinguish the way it is written. There are several ways to distinguish these degrees. This guide refers to the method or method of CSE (Council of Science Editors) which *was formerly called CBE (*Council of Biology Editors*) which has been used by various universities and journals, especially in the fields of exact and life sciences*. In addition, the CSE model is also one of the models recommended by the Directorate General of Higher Education of the Republic of Indonesia in the research guide proposal.

In the CSE method, write chapters and other subchapters every time they return to the leftmost side of the writing space boundary. Numbering is carried out in the following order: large Roman numerals, large alphabets, Arabic numerals, small alphabets, Arabic numerals

in parentheses, small alphabets in brackets, and small Roman numerals. An example of this writing is as follows:

I. Chapter (large Roman numerals)

A. Sub CHAPTER (large alphabet)

1. Sub SUB CHAPTERS (Arabic numerals)

a. Sub SUB SUB CHAPTER (small alphabet)

(1). Sub SUB SUB SUB CHAPTER (Arabic numerals in parentheses)

(a). Sub SUB SUB SUB SUB CHAPTER (small alphabet in parentheses)

i). Sub SUB SUB SUB SUB SUB CHAPTER (small Roman numerals ending in parentheses)

Examples of writing and laying chapters and subchapters can be seen in appendices 7 and 9.

3.New paragraph

New paragraphs are indented/spaced, starting at a distance of 1 cm from the left margin can be done by setting the "tab" border or shifting the "tool first line" right at number 1 on the tool bars.

4. Research Method Writing

a. The research methods chapter contains information about the tools, materials, and methods used in research or the preparation of the methods used. Tools and materials can be written separately in a subchapter with notes that all tools and materials used must be mentioned. The Tools And Materials Used Can Also Be Expressed In Unity With The Method, In The Sense That When Explaining The Method Being Done As Well As Mentioning The Tools And Materials Used.
b. Writing formulas that have units must be followed by units in the formula. Example: 10 m + 18 m = 28 m, 2 m x 8 m = 16 m2, 20 m : 5 m = 4, 6 cells : 2 l = 3 cells / l.
c. In writing certain chemicals, the name of the material and its chemical formula must be written correctly. For example: sulfuric acid (H2SO4); Note that the numbers 2 and 4 will automatically be smaller and in a lower position (*subscript*) as they should be, and are not written parallel and equal to other letters.
d. In writing certain specific equipment, such as DO-meters, pH-meters, scales, microscopes, or other similar devices, must be written complete with the model or manufacturer along with specifications of accuracy or other specificities.

   Example:

   (1). S-C-T-meter Analog YSI model 33

(2). DO-meter digital TOA model DO-20 A

(3). *O'Hauss triple beam balance* with 0.1 g accuracy

e. Writing formulas or mathematical equations in the method must be numbered formulas / equations and must follow the standard writing method as follows:

Correct writing $$S_C = 1 - \frac{1}{n} \sum_{i=1}^{n} \left\{ \frac{\left| Y_{i1} - Y_{i2} \right|}{Y_{i1} + Y_{i2}} \right\} \quad \text{... (1)}$$

Incorrect writing $$S_C = 1 - 1/n \sum_{i=1}^{n} \left\{ \frac{\left| Y_{i1} - Y_{i2} \right|}{Y_{i1} + Y_{i2}} \right\} \quad \text{... (2)}$$

Note the slash mark (/) in the number formula... (2)

When using MS Word, formula writing should use functions in the "*Equation Editor*" (), while writing symbols using functions in "Symbol"().

f. Writing units on the materials used is adjusted to international units or units. For example g, kg, ton; seconds, minutes, hours; μm, mm, cm, m, km; l, m3; $^{0}C.$

g. The method used must be clear, written the name of the source when taken from the method made by a person or institution.

5. Table Presentation (Appendices 26 and 27)

a. Tables are used when too much important data must be displayed or when there are many relationships between data that must be conveyed, so that when displayed narratively it will be inefficient and effective.

b. The table is an addition to a description, not a duplicate of the description, figure and other attributes.

c. The table does not contain new information that is not in a piece of writing.

d. Tables are self-explanatory *wherever possible*, meaning that readers should be able to understand the table without having to refer to text. The reader refers to the text when they want to know more details about the description of the table.

e. The table on a page must have a sentence that refers to **the table** followed by a table number**,** either with curved brackets, for example: ... (Table 1.) or not with curved brackets, for example: ... Table 1. or Table 1..., not **on the page or** position **where the table is located or in the** table title . Here's an example of writing an incorrect table reference: "... as in Table **page 10...", "The** table above **shows...", "Based on** the table below...", **"The table reveals that...).**

f. A table is created when the data to be passed is more than two columns and two rows.

g. The table is created on manuscript paper and placed symmetrically against the left and right edges of typing, and must not exceed the boundaries of the writing field (margin).
h. The table may be placed in the middle of the page, between new lines of text sentences of Scientific Papers.
i. Tables can be placed *portraitly* or *landscape* on a page, depending on the length and width of the table.
j. Each table must be numbered sequentially using numbers and given a short table title that corresponds to the contents of the table to be presented.
k. Table numbers are expressed with Arabic numerals starting with the number 1 and so on sequentially, albeit in different chapters.
l. Each table must have a table title. Table titles are typed in the same type and font size used in Scientific Papers (TNR12). The size of the writing in the table may not be the same as the font size of the table title, which is at least TNR 11.
m. Table numbers and headings are placed on top of the table.
n. Table headings must contain complete information, such as data presented, year, place, etc.
o. Writing words in table headings must begin with uppercase letters, except for conjunctions that remain lowercase. At the end of the table title is not dotted. Example: Table 1. Indonesia's population in the last 5 years
p. If the table title consists of more than one row, then the spacing between the rows is one space and the first letter in the second row and so on is written parallel to the first letter of the table title. An example is like writing Table 2:

   Table 2. The number of Indonesians currently working as workers
   women (TKW) in 5 ASEAN countries.

   Note: one space and the location of the second line is parallel to the first letter of the first line!
q. The columns and rows in the table are arranged in such a way that they are easy to read.
r. Each column should have a title/label that will describe the rows below it. If you have units, then complete the column headings with units in curved brackets. Suppose the salinity is ($^{0}/_{00}$). Keep the number of rows in the heading column to a maximum of two rows.

s. If the row in the leftmost column is a title/label that will describe the row in the next column, then all specific rows in that particular column must refer to a specific row in the leftmost column.
t. The table must list the source both the origin of the table and the year it was issued. Write the source after the table at a distance of one space from the last row of the table. Before writing the source of the table, then the author types "Source: ".
u. If there are non-standard abbreviations or other records, then these abbreviations and other records can be placed directly under the writing of the source table. Before writing an abbreviation or note, then the author types "Note: ".
v. The distance between the last line of a sentence and the table title is three spaces. The distance between the table title and the table is one space. The distance between one row and another in the table is one space. The distance between the table with the inscription "Source:" is one space. The distance between the words "Source: " and the words "Note: " is one space. The distance between the writing "Source: " or the last writing of "Note: " and the next sentence is three spaces.
w. The table should not be truncated. Retrieve important data, so that the tables contained in the main section can be simplified.
x. Tables that require paper larger than the manuscript page are placed in the appendix. The table headings are not placed in the table, but in the appendix list.

6. Image Presentation (Appendices 28 and 29)

a. Appropriate, well-made illustrations can improve understanding of a description and can convey tendencies, comparisons, relationships, and other changes more clearly and concisely than just narratively described.
b. What is meant by images in this guide are sketches, charts, diagrams, graphs, maps, or photos.
c. Images are in addition to a description, not duplicates of descriptions, tables, and other attributes.
d. Images do not contain new information that is not in a piece of writing.
e. Images are *self-explanatory wherever possible*, meaning that readers should be able to understand the image without having to refer to text. The reader refers to the text when they want to know more details about the description of the image.
f. An image should be framed in a four-square box, accompanied by a *legend* as complete as possible in the frame.

g. Images on a page should have a sentence referring to the image **followed by a good image number** with curved brackets, for example: ... (Figure 1.) or not with curved brackets, for example: ... Figure 1. or Figure 1..., not **on the page**/**position** the image is in or in **its title**. Here's an example of writing an incorrect image reference: "... as in Image **page 2...", "The image** above **shows...", "Based on** the image below..."**, "The image states...").**
h. Drawings are drawn on manuscript paper and placed symmetrically against the left and right edges of typing and should not exceed the boundaries of the writing field (margins).
i. The image may be placed in the middle of the page, between new lines of text sentences of Scientific Papers.
j. Images can be placed *portraiturally* or *landscape* symmetrically on a page, depending on the length and width of the image.
k. Each image must be numbered sequentially using numbers and given a short image title that corresponds to the content of the image to be presented.
l. Figure numbers are expressed with Arabic numerals starting with the number 1 and so on sequentially, albeit in different chapters.
m. Each image must have an image title. The title of the image is typed in the same type and font size as used in scientific papers. The size of the text in the image may not be the same as the font size of the image title, which is at least TNR 10.
n. The number and title of the image are put below the image after the writing "Source: ".
o. The title of the image must contain complete information, such as the data presented, year, place, and others.
p. Words in image titles must begin with uppercase letters, except for conjunctions that remain lowercase. At the end of the title the image is not dotted. Example: Figure 1. Important value index of mangroves in Paradiso Beach
q. If the title of the picture consists of more than one line, then the distance between the lines is one space and the first letter on the second line and so on is written parallel to the first letter of the image title.
r. The image must list its source either the origin of the image and/or the year it was issued. Writing the image source after the image at a distance of one space from the last line of the image. Before writing the image source, the author types "Source: ", for example Source: Thurman (1997), Source: Processed from Appendix 2.

s. If there are non-standard abbreviations or other notes, then these abbreviations and other notes can be placed directly under the writing of the image source. Before writing an abbreviation or note, then the author types "Note: ".
t. The distance between the last line of the sentence and the picture is three spaces. The distance between the image with the inscription "Source: " is one space. The distance between the words "Source: " and the words "Note: " is one space. The distance between the writing "Source: " or the last writing of "Note: " and the image title is one space, the distance between the image title and the next sentence is three spaces.
u. The image should not be cropped. Retrieve important data so that the images contained in the main section can be simplified.
v. If the image format is too large that the manuscript pages need to be folded, then the image is placed in the attachment.
w. It is not allowed to attach images made on graph paper and other paper to manuscript paper (writing field).

7. Referencing Literature

Reference to a library (*referencing*) is a standard method for acknowledging and appreciating the sources of data and information used in a writing. *Referencing* is considered important to avoid plagiarism, verify citations, and to give readers the opportunity to follow and read more carefully the arguments that the author cites.

Referring to a library in the writing is done by writing the surname (*surename*) or what is considered a surname followed by the author's name and the year of publication of the library. Generally surnames lie in the last word of a name, but some tribes put the surname in front of their original name or have two surname words as exemplified in Table 1. If you feel confused about the surname of a tribe, another way that can be taken is to look at the bibliography in journals or other papers that are being cited. Sometimes you can find how to write the author's surname on the paper being cited. But if you still don't get written information, then the general way used is to use the last name as the surname to be written.

Library reference generally refers to the Harvard system (*Harvard Style) also called* the Year-Name system (N-T) and the Vancouver system (Vancouver System) also called the Number system (No). Library reference using footnotes is not commonly done in scientific papers, generally done in other writings such as textbooks, reports, and guides. Undana uses the Harvard system in the procedures for referring to literature and writing bibliography. In addition, in library reference and bibliography writing, Undana uses references from the *Council of Science Editors.*

a. Name-Year System (N-T)

In the N-T system, the author's name referred to in the body of the writing is the author's surname or last name followed by the year of publication of his writing. Library reference in the N-T system is highly dependent on the name of the author, the number of authors, and the year of publication. If in parentheses there is a writing of the name followed by the year, then between the name and the year is not separated by a comma. Below is described the use of names and years along with the use of commas (,), semicolons (;), and the words "and".

Table 1. Variations of Literature Writing in the Body of Writing and Bibliography

Regional Description	Full name of author	Bibliography in the text	Bibliography
Indonesia with surnames	Lamria Hutauruk	Hutauruk	Hutauruk L.
Indonesian with surnames consisting of more than one word	Gortap Lumban Toruan Julius Bria Seran	Lumban Toruan Bria Seran	Lumban Toruan G. Bria Seran J.
Indonesia followed by husband's name	Paula Rusdiono	Rusdiono	Rusdiono P.
Indonesia consists of one word	David	David	David.
Indonesia is more than one syllable	Martha Dara Ayuningtyas	Ayuningtyas	Ayunigntyas MD.
Another name consisting of two words	Isaac Equator	Equator	Equator I.
Family rank or compound surname	John Doc Sr. H. Vanden-Brink John Smith, Jr.	Doc Vanden-Brink Smith	Doc JSr. Vanden-Brink H. Smith JJr.
Vietnamese names always begin with the surname	Nguyen Van Thuan Ngo Van Hai	Nguyen Ngo	Nguyen VT. Ngo VH.
Nama perancis dengan kata de, de la, des, du, le, la, les	Bary Air V of Bary John the Handsome	Bars Bars Good looking	Bary A de. Bary V of the. Beautiful J le.
Dutch names with words like de, van, van den, van der; on Germany like von; on Brazil like do; placed on the last element of the name	Kees de Vries A van der Haar Stephanus de Haan	De vries Hair Rooster	Freeze K de. Her A van der. Rooster S the.
Arabic names with words such as Abu, Abdul, Abdoul, Abdel, Aboul, and Ibn are part of the family name	Ali Abdel Aziz Ali Ibn Saud	Abdel-Aziz Ibn-Saud	Abdel-Aziz A. Ibn-Saud A.
Indian names with words like Sen and Das are surnames.	BC Sen Gupta AD Das Gupta	Sen Gupta The Gupta	Sen Gupta BC. The Gupta AD.
Hungarian names always begin with the surname followed by the given name	Károly Farkas Bartok Belle	Wolf Bartok	Farkas K. Bartok B.
Traditional Chinese names generally begin with a family name. In this modern era there is a tendency for Chinese writers to use western names followed by family names	Go Ban Hong Kwik Kian Gie Tjia May On Siu-Ting Chang Michael Chang	Go Kwik Tjia Chang Chang	To BH. Mercury KG. Tjia MO. Chang ST. Chang M.

Myanmar's name is usually just one word, but it can also be preceded by a form of U of respect	U Thant	Thant	Thant U.

One author

The same author wrote in different years.

If there is more than one literature written by the same author in different years, then writing in order of year of publication e.g. Bria Seran (1997, 1999) ... or... (Bria Seran 1997, 1999). The year published is separated from one another by a comma and a space.

The same author wrote in the same year.

Reference to several literature written by the same author in the same year is done by adding the letter "a" for the first writing, "b" for the second writing, and so on based on the order of publication e.g. Bria (1999a, 1999b) ... or... (Bria 1999a, 1999b). To find out the order of publication, it can be determined from the volume, number, month, edition, or page number in the journal/article/newsletter/magazine. Published years are separated by commas and a single tap space.

Authors who have the same surname write in the same year.

If the author has the same surname published in the same year for a scientific paper, then the initials of the first name are included to distinguish that the source is different, for example For example authors named Ronny Marpaung and Maresa Marpaung are written into Marpaung R (2003) and Marpaung M (2003) ... or... (Marpaung R 2003; Marpaung M 2003). The words "and" and ";" (semicolon) is used to connect two different authors.

Two authors

Two authors have different surnames

Reference to one literature written by two authors written such as Sirait and Sihombing (2009) ... or... (Sirait and Sihombing 2009).

Two authors have the same surname

If two authors have the same surname and write one scientific paper together, then initials should be added to the name such as Simbolon P and Simbolon D (2011) ... or... (Simbolon P and Simbolon D 2011).

Three authors

For authors consisting of more than two people, only the surname or last name of the first author is written and followed by the words et al. (and friends).if the reference is an Indonesian language library and its families or et al. (from Latin: *et alii*) when the reference is a foreign-language library. For example, Sirait et al. (2013) ... or... (Sirait et al. 2013).

More than two authors whose first name is the same author wrote in the same year

If more than two authors where the first name of the same author writes in the same year, then the writing is by adding the letters "a" for the first writing, "b" for the second writing, and so on based on the order of the name of the second author and so on. For example, articles on behalf of Arinardi O, Arinardi H, and Hutagalung were published in 1997, in the same year Arinardi O, Sutomo, Prasetyo published other articles, so to distinguish them written Arinardi et al. (1997a) ...; Arinardi et al. (1997b) ... or... Arinardi et al. (1997a); ... (Arinardi et al. 1997b).

Double hoisting

If more than one paper with different authors is referenced at once, then the reference is based on the year of publication or the publication number of the oldest, for example ... (Arinardi 1996; Arinardi et al. 1997a; Arinardi et al. 1997b; Hutagalung 2003; Hutagalung and Sutomo 2005). Other examples include "The identification books used are Jahn and Jahn (1949), Davis (1955), and Smith (1977)". If the years are the same, then the writing must be based on the first letter in alphabetical order. For example "The identification books used are Davis (1955), Jahn and Jahn (1955), Newel and Newel (1955), Smith (1955), and Todd *et al*. (1955)".

Institution as author

The name of the institution referred to in the body of the writing should be written in its abbreviated form. For example, to refer to the paper published by the Regional Development Planning Agency in 2000, it was written Bappeda (2000) ... or... (Bappeda 2000). When published by the Central Bureau of Statistics, it is written BPS (2000) ... or... (BPS 2000). In the bibliography the author's name is written in square brackets followed by the abbreviation for example: [Bappeda] Regional Development Planning Agency.

Writing without the author's name

If there is no author name, the author name should be replaced with the name of the institution that published it. If the name of the institution that published it is not listed, it can be written Anonymous, for example Anonymous (2000) ... or... (Anonymous 2000). We recommend that the use of the word Anonymous be avoided. In the bibliography the author's name is written in square brackets [Anonymous].

Secondary libraries

Written works that have never been read by the author himself, but are referred to based on other papers that contain them are called secondary libraries. His writing is like Arinardi (1996) in Hutagalung (2000) ... or... (Arinardi 1996 in Hutagalung 2000). In the bibliography, these two papers must be written. In scientific papers, the use of secondary literature should be avoided.

Papers ready for publication

Reference to papers that are ready for publication, but still in the process of publication, is done by adding the word "ready to publish". Use in written works should choose one of them. For example Arinardi (ready to rise) ... or... (Arinardi, ready to publish).

Papers being submitted for publication

Articles that are being submitted for publication in journals/newsletters/magazines/ newspapers and have not received a statement ready for publication from the publisher cannot be used as a reference.

Personal communication

In very special circumstances, personal communication with an expert can be used as a reference in scientific papers. It must be remembered that the person to be used as a reference is a truly expert and widely known in his field among the scientific community. The sentence referred to in the paper must include the name with its initials without the use of an academic degree, followed by the time of communication; everything is written in parentheses, for example... (Hutagalung, H, 10 February 2006, personal communication).

b. Word Variations

Word variations are used to replace a vocabulary without losing the overall essence of the body of the sentence. Word variations are used to avoid frequent repetition of the same word, especially when quoting an opinion. The more often you read, the more vocabulary the writer will get so that the variety of words will be more. For example, if in a journal in 1997 written about a researcher named Conley who examined the contribution of silica from rivers to the sea, then sentence variations can be written as below, of course, writing variations must be in accordance with the complete sentence context. Example:

1. Silicate measurement methods in the ocean have been proposed/proposed by Conley (1997).
2. Conley et al. (1997) examines the contribution of silica from rivers to oceans ...
3. Conley (1997) states/reports/writes/proposes/recommends/shows/finds/argues/conjectures/proves that contributions ...
4. Based on statements/reports/writings/proposals/allegations/recommendations/findings/opinions/research /evidence that have been conducted by Conley (1997), ...
5. As Conley (1997) has stated/reported/written/proposed/demonstrated/guessed/recommended/discovered/researched/proven/affirmed,...
6. As stated/reported/written/proposed/demonstrated/alleged/recommended/discovered/researched/proved/confirmed by Conley (1997),...
7. Conley (1997, 2003) and Clarke (1999) have reported/demonstrated/researched/proven/discovered/confirmed that the amount of silica's contribution to the ocean ...
8. Conley (1997a, 1997b) compared the amount of silica's contribution to the ocean...
9. Conley (1997) in Clarke (1999) explains/elaborates why the amount of silica contributing to the ocean ...
10. For example, Conley (1997) found the amount of silica's contribution to the ocean...
11. ..., this statement is supported by the results of research / research that has been done by Conley (1997) and Clarke (1999) which show that the contribution of silica to
12. ..., the results of the research / research are reinforced by the opinion of Conley (1997) in Diani (2002) and Clarke (1999) which states that the contribution of silica to the sea ...
13. Recent studies have found that the contribution of silica from S. Mississippi to the ocean amounted to 111.8 μμολ/λ (Χονλεψ ετ αλ. 1997; Χλαρκε 1999; ανδ Διανι 2005)

14. Several studies on the contribution of silicates in the ocean (Conley 1997), in rivers (Clarke 1998), and in estuaries (Day 1999) have been reported recently. Based on the data...
15. The contribution of silica from S. Mississippi to the ocean is 111.8 μμολ/λ (Χονλεψ 1997) ανδ δεχρεασεσ ασ ιτ ηεαδσ τοωαρδσ τηε ηιγη σεασ (Χλ αρκε 1999).
16. ...,next/then/then/finally the contribution of silica from S. Mississippi to the ocean will change to 111.8 μμολ/λ (Χονλεψ 1997)

In addition to word variations in a sentence as exemplified, word variations can also be applied in time series such as "first, first, beginning, beginning, when, when, then, then, after, after that, next, while, while, finally". Word variations can also be made to "cause and effect" sentence patterns such as "so, (by) because (that), thus, result, effect(his), produce, so, (in)cause(kan)". In comparison or contradictory sentences some variations that can be used include "but, however, although(pun), although(pun)". Although you can use variations of sentences explicitly, a sentence can describe a time series, cause and effect, comparison, or contradiction without writing down the words described above.

The amount of vocabulary mastered, the ability to process words and sentences, and supported by a high frequency of reading written works will make writing in scientific papers more interesting, more weighty, and easy to understand. Therefore, if you are going to do a research, then the author should have read a lot of references about the field to be studied, so that besides you understand what to do, the author also understands what to write, of course, with his own writing style.

c. Quotes and Paraphrasing

Quality research must be supported by a variety of good supporting theories as well. These theories are derived from references from previous authors/researchers. Reference writing must be accompanied by the name of the previous researcher/author and the year the research/paper was published. Writing the author's name and year is important to avoid plagiarism and piracy of someone's intellectual property rights, as well as to express appreciation to previous authors for the theory you have used. Writing the name and year of a reference is also useful for readers who want to know the source you are using, especially when the reader wants to follow up on the theory of the previous author you described. Based on the method, the reference process is divided into two, namely direct quotes (*quotes)* and indirect quotes / paraphrases (paraphrase) or elaborate / review.

Quoting is done when a certain sentence must be written as it is (according to the writing written before) to avoid losing important information that must be conveyed. Generally, the sentences quoted contain very specific discussions, so that if written in the style of the author concerned, it can cause reduced information or lack of clear information that must be conveyed. Although a sentence is translated from a foreign language into Indonesian, as long as all the results of the translation are rewritten in scientific papers, it can be categorized as quoting. The terms of a quotation are as follows:

1. A quotation must be in quotation marks ("...") if it is no longer than three lines.
2. If there are more than three lines, then the entire quotation sentence is typed on a new line and everything is typed in as many as seven tap spaces, the spacing between lines is one space, and using quotation marks as well.

Although allowed, citations should be limited to certain things, lest scientific papers, especially the background and literature review sections, become a collection of citations. Here's an example of a direct quote:

1. Direct quotes that are no longer than three lines:

   In their study on plagiarism, Booth et al. (2005) stated "It is very difficult to define plagiarism when you are doing summary or paraphrasing".

2. Direct quotes that are longer than three lines:

   "It is very difficult to define plagiarism when the author is doing summaries or paraphrasing. The two are different, but the boundaries of paraphrasing and summarizing are so thin that the author does not realize that the writer moves from paraphrasing to summarizing, then moving to plagiarism. Whatever the purpose, paraphrasing that is very similar to the original manuscript is considered plagiarism, even if the author has written down the source."

Indirect quotations (paraphrasing) are done to describe an idea from the previous author and written in a new language style concisely. So paraphrase is not just quoting, but taking important ideas or information from theories that have been written by previous authors, then describing them in their own language style and can be added with some writings / reviews of the author concerned to support the theory being written. Paraphrase writing is generally more concise than the original writing. A good writer should be able to write references in his own style, not in the style of previous writers.

To be able to make a good paraphrase, several things must be considered, namely:

1. When reading a passage of a sentence, you should also understand the entire sentence in a paragraph.

2. Choose and summarize the sentences that will be used to become a theory, so not all sentences have to be paraphrased
3. Write the sentence in your own style as if the writer would explain something based on the writing that has been read to others without rereading the original writing.
4. In a paraphrase can include direct quotes if necessary without changing the quote, but this should be done to a minimum

The method for creating a paraphrase is as follows:

1. Read the entire sentence that will be described several times until the meaning of the sentence can be understood, then write it again in the new style, then compare it again with the original writing
2. Write a short note from the original sentence, then paraphrase the note
3. Re-read the sentence that has been made, then change the structure of the sentence so that it can be read better and more concisely
4. Change words that have synonyms or with phrases that have the same or similar meanings

Here's an example of a paraphrasing technique:

Original sentence	
It's tricky to define plagiarism when you're doing summaries or paraphrasing. The two are different, but the boundaries of paraphrasing and summarizing are so thin that you don't realize if you move from paraphrasing to summarizing, then moving to plagiarism. Whatever your purpose, paraphrasing that is very similar to the original text is considered plagiarism, even if you have written down the source (Booth *et al*., 2005).	Students often overuse direct quotes when taking notes, as a result they use excessive citations in papers. Perhaps only about 10% of the final manuscript is allowed to appear in the form of direct quotation. Therefore, you should try to limit the amount of writing that exactly matches the source material when you write your book or notes.
Paraphrasing that is still plagiarism	
It is very difficult to define plagiarism when summary and paraphrasing are involved, because although they are different, the boundaries of the two are very vague, and a writer may not know when he or she is doing summariing, paraphrasing or plagiarism. However, paraphrasing very close to the source is considered to be the result of plagiarism, even though the original source is listed there (Booth *et al*., 2005).	College students often use too many direct quotes when they write books or notes. As a result, there are many direct quotes in their final project papers. Only about 10% of papers should contain direct quotes. Thus, it is very important to limit the amount of material copied when taking notes
PARAPHRASING THAT FALLS BETWEEN PLAGIARISM AND PERMISSIBLE	
It is very difficult to distinguish between summary, paraphrasing and plagiarism. The author is at risk of plagiarism if you paraphrase very similarly, even though you do not intend to plagiarize and include the source of the original manuscript (Booth *et. al*., 2005).	

BETTER AND ACCEPTABLE PARAPHRASING	
According to Booth *et al*. (2005), writers sometimes plagiarize without them knowing it because they think they are doing a summary, when they paraphrase too much like the original manuscript, an activity called plagiarism. Even when the activity is carried out accidentally and the source of the library is written.	In scientific papers, students often cite excessively, and fail to change the material cited to the desired level. Since the problem stems from writing notes, it is very important to minimize recording the exact same material or word for word.

Source: Hakim (2016) in Nufiah (2016) and Maqin (2016)

Some antiplagiarism applications can be used to find out whether the sentence that has been written is plagiarism from the previous kaliamt or not. Here are some free antiplagiarism applications:

1. **DupliChecker**: http://www.duplichecker.com/.
2. **PaperRater**: https://www.paperrater.com/
3. **Plagium**: http://www.plagium.com/en/plagiarismchecker.

D. Final Part

The bibliography is placed after the conclusion and suggestion chapters and before the appendix without using chapter numbers. The order of the bibliography in the bibliography is based on the alphabetical order of the initial letters of the surname or last name of the first author, followed by the order of the letters after the first letter. If more than one library has the same arrangement of surnames or last names of authors, then the order is based on the year, month, edition, volume, number, or page of the publication. The author's name varies depending on the author's region of origin, so it is not always the last word that is used in literature references and bibliography. Table 8 has shown variations in authors' surnames based on regional origin.

Bibliography is a list that contains further information about the literature referenced / used in the preparation of scientific papers. So note that the library referenced in the text **MUST** be included in the Bibliography, otherwise other reading materials that are not referenced in the text **SHOULD NOT BE** written in the Bibliography.

a The rules for writing a bibliography are as follows:

(1). the bibliography is placed after the chapter conclusions and suggestions and before the appendix without using the chapter number,

(2). Libraries are presented alphabetically in order of the first author's surname without being numbered sequentially. If there is an author's name that starts with the same initial letter, then the order should pay attention to the second letter of the name.

Likewise, if the second letter of the author's name is the same, then the order must pay attention to the third letter of the name, and so on,

(3). libraries that are not clear authors or authors can be written with [Anonymous] but if the library is compiled by an institution it should not be written [Anonymous] but the author's name is replaced with the name of the compiling institution,

(4). If there is the same author name but different library years, then the order must be arranged based on the year published where the earlier published year is presented earlier than the later published year and the author's name must be rewritten (not replaced by a line along the author's name) as written in the previous order,

(5). If the author name and year of publication are the same for different book titles, then the order of attention to the first letter of the book title and the writing of the name and year of publication for the sorted library is replaced with a line along the author name and year published,

(6). If there are several writings written by one or a group of authors with the same year, each library is given additional Latin lowercase letters (A, B, C, and so on) behind the year of publication (without the distance from the year) according to the order (example: 2003A, 2003b),

(7). if there is more than one library with the same author, the name of that author must be written back completely in all libraries,

(8). If there is more than one author, between the name of one author and the next with a sign "comma (,)", it is not allowed to write the word "and",

(9). the distance of writing in one library is one space; the distance between libraries is one and a half spaces,

(10). writing a library starts left-aligned on the page border, typed one space and writing on the second line and so on begins on the seventh beat,

(11). at the end of each writing of the author's name, year of publication, library title, publisher name, and place of the publisher affixed a period,

(12). The word "*edition*" is different from "reprint". If several editions have been printed, write the last edition and the year of edition. But if a writing has been printed repeatedly, then it is not allowed to write the last printing and the year, but write the year of publication in the first printing.

b The order of information in the bibliography is as follows:

COMMON EXAMPLES FOR JOURNALS

Author's name. Year published. The title of the article. Journal Name Volume number (Issue number): Page.

One-person author

Conley DJ. 1997. Riverine contribution of biogenic silica to the oceanic silica budgetLimnol. Oceanogr. 42(4): 774-777.

Author of two people.

Diani S, Mustahal S. 1996. Degree of parasitic infection in mud grouper (*Epinephelus suillus*) seeds accommodated with different water turnover systems. Indonesian Journal of Aquatic and Fisheries Sciences. 4(2): 11-18.

Author of more than two people

Cervetto G, Mesones C, Calliari D. 2002. Phytoplankton biomass and its relationship to environmental variables in a disturbed coastal area of the Rio de La Plata, Uruguay, before the new sewage collector system. Atlantica, Rio grande, 24 (1): 45 – 54.

The author is an organization

[SSCCCP] Scandinavian Society for Clinical Chemistry and Clinical Physiology. 1976. Recommended method for the determination of y-glutamyltranferase in blood. Scand. J. Clin. Lab. Invest. 36: 119 – 125.

Articles without authors (Anonymous)

[Anonim]. 1976. Epidemiology for primary health care. Int. J. Epidemiol. 5: 224 – 225.

Types of articles in journals

In the form of editorials, reviews, reviews, brief communications, research notes, comments, reviews, or reviewbacks.

Droop MR. 2003. In defence of the cell quota model of micro-algal growth [komentar]. J. Plankton Res. 25(1): 103 – 107.

Lee YK, Lee J, Lee HK. 2001. Microbial symbiosis in marine sponges [tinjauan]. The Journal of Microbiology 39(4): 254 – 264.

Mackey AP. 1993. Biomass of the mangrove *Avicennia marina* (Forsk.) Vierh. near Brisbane, South-eastern Queensland [komunikasi singkat]. Aust. J. Mar. Freshwater Res. 44: 721 – 725.

Reynolds GL, Hamilton-Taylor J. 1992. The role of planktonic algae in the cycling of Zn and Cu in a productive soft-water lake [catatan]. Limnol. Oceanogr. 37(8): 1759 – 1769.

Articles with the same title, but divided in sections

Yamamoto T, Seike T. 2003. Modelling the population dynamics of the toxic dinoflagellate *Alexandrium tamarense* in Hiroshima Bay, Japan. II. Sensitivity to physical and biological parameters.J. Plankton Res. 25(1): 63 – 81.

Issue as supplement (Suppl.), insert, special issue

Beaugrand G. 2004. Continuous plankton records: plankton atlas of the North Atlantic Ocean (1958 – 1999). I. Introduction and methodology. Mar. Ecol. Prog. Ser. Suppl. 3-10.

Rifai MA. 1992. Classification of ready-made plant taxonomy researchers. *Floribunda* 1 Insert 3: 22 – 24.

Reprint articles

Young DS. 1987. Implementation on SI units for clinical laboratory data: style spesification and convertion tables. Ann. Intern. Med. 106: 114 – 129. CETAK ULANG DALAM J. NUTR. 1990; 120: 20 – 35.

Research results published, but not yet published

Information about research results that have not been published, but have been approved to be published in a journal is written by stating the author's name, publication time, article title, place of publication, and ending with the word "ready to publish".

Lang C. 1989. Eutrophication of lake Neuchatel indicated by the oligochaete communities. *Hydrobiologia*, siap terbit

COMMON EXAMPLES FOR BOOKS

Name of author or editor. Year published. Book Title. Place of publication: The name of the publisher. Number of pages or specific pages. If in the book referred to there is more than one publisher city, use the name of the first city.

Books with authors

Barnabe, Barnabe-Quet. 2000. Ecology and management of coastal waters: The aquatic environment. Chichester, UK: Praxis publishing. 396 hlm.

Books with institutions or organizations as authors

[Bappeda NTT] East NusaTenggara Regional Development Planning Agency. 1998. Strategic plan for coastal and marine management. NTT: Regional Development Planning Agency of East Nusa Tenggara Province. 145 pp.

Books without authors

If there is no author's name, then the first to be listed is the title of the book or other print media, if the title of the print media also does not exist then what is listed is the name of the institution that wrote the book (institution / organization as the author). Avoid using the word "Anonymous"

The CCH Macquarie dictionary of business. 1993. North Ryde: CCH Australia. 200 hlm. Advertising in the Western Cape. 1990. Cape Town: ABC Publishers. 35 hlm.

Books with editors

Name of author, editor. Year. The title of the book. Publisher city: The name of the publisher. Number of pages.

Nybakken JW, editor. 1971. Readings in marine ecology. New York: Harper & Row. 544 hlm.

Praseno DP, Muchtar M, Simanjuntak M, editors. Teluk Bayur and Teluk Bungus, a study of nutrients and their relation to the environment and biological resources. Marine – Coastal Potential Inventory and Evaluation Project. Jakarta: Oceanology Research and Development Center - Indonesian Institute of Sciences. 106 pp.

Robinson WF, Huxtable CRR, editor. 1988.Clinicopathologic Principles For Veterinary Medicine. Cambridge: Cambridge University Press. 140 hlm.

Book translation with editor

Author's name. Year. The title of the book. Name of translator, translator; Editor name, editor. Publisher city: The name of the publisher. Translation from: Original title. The number of pages of the translated book.

Luzikov VN. 1985. Mitochondrial biogenesis and breakdown. Galkin AV, penerjemah; Roodyn DB, editor. New York: Consultants Bureau. Terjemahan dari: Reguliatsiia formirovaniia mitokhondrii. 200 hlm.

Translated books without editors

Author's name. Year. The title of the book. Name of translator, translator. Publisher city: The name of the publisher. Translation from: Original title. The number of pages of the translated book (not the number of pages of the original untranslated book).

Nybakken JW. 1992. Marine biology: an ecological approach. Eidman HM, Koesoebiono, Bengen DG, Hutomo M, Sukoharjo S, translators. Jakarta: Gramedia Main Library. Marine ecology: An ecological approach. 459 pp.

Chapters or sections of books with different authors and editors

Author's name. Year. Chapter/section headings. In: editor name, editor. The title of the book. Publisher city: The name of the publisher. The chapter/section page referenced.

Nurhayati, Triantoro OH. 2000. Current patterns in the waters of Teluk Bayur and Teluk Bungus, Padang, West Sumatra. In: Praseno DP, Muchtar M, Simanjuntak M, editors. Teluk Bayur and Teluk Bungus, a study of nutrients and their relation to the environment and biological resources. Marine – Coastal Potential Inventory and Evaluation Project. Jakarta: Oceanology Research and Development Center - Indonesian Institute of Sciences. pp 20 - 30.

Sutomo, Djamali A. 1996. Density of zooplankton around the mangrove waters of the Sapuregel River, Cilacap, Central Java. In: Praseno DP, editor. Inventory and evaluation of coastal, oceanographic, geological, biological and ecological environments. Jakarta: P3O – LIPI. pp 10 – 20.

Books published in different editions

Author's name. Year. Heading. "Number edition" edition. Publisher city: The name of the publisher. Number of pages.

Sumich JL. 1999. An introduction to the biology of marine life. Edisi ke-7. Boston: McGraw-Hill. 484 hlm.

Book series with different volume titles

If the different is part of the book, then use the word "volume" followed by the roman numerals. Author's name. Year. The title of the book. Volume "roman numerals", Volume title (if any). Name of publisher. Publisher city. Number of pages.

Kennish MJ. 1990. Ecology of estuaries. Volume II, Biological aspects. Boca raton: CRC. 391 hlm.

Books serialized with volumes and have *sections*

If the different is part of the book, then use the word "part" followed by the roman numerals.

Author's name. Year. The title of the book. Volume "roman numerals", Volume titles (if any), Section "roman numerals", Section headings (if any). Publisher city: The name of the publisher. Number of pages.

Tomascik T, Mah AJ, Nontji A, Moosa MK. 1997. The ecology of Indonesian seas. Volume VII Bagian I. Singapore: Periplus. 642 h.

COMMON EXAMPLES FOR PROCEEDINGS OR ARTICLES IN PROCEEDINGS

Author's name. Year published. Article title, article page. In: editor name, editor. The title of the publication or the name of the scientific meeting or both, the date of the meeting, the place of meeting. Place of issue: The name of the publisher.

Bray NA, Hautala S, Pariwono J. 1996. Large scale sea level and thermocline variations in the Indonesian throuhgflow region, hlm. 702-716. Dalam: Nontji A, Soemodihardjo S, Ilahude AG, D. Setyapermana, Praseno DP, Moosa MK, Ongkosongo OSR, editor. Sustainability of the marine environment: an integrated scientific approach to coastal area management. Proceedings of the IOC-WESTPAC 3rd. International Scientific Symposium, 22-26 November 1994, Bali, Indonesia. Jakarta, Indonesia: Research Development Centre for Oceanology-Indonesian Institute of Sciences.

Kaswadji R. 1992. Bacterioplankton dynamics in the lower Mississippi river at Plaquemine, Louisiana, USA, hlm. 109-122. Dalam: Conservation of lake ecosystem and management on watershed. Proceedings of the sixth international symposium on river and lake environment, 2-6 July 1992, Chuncheon, South Korea. Chuncheon, South Korea: Environmental Research Institute-Kangweon National University.

COMMON EXAMPLES FOR PAPERS PRESENTED IN SEMINARS, UPGRADES, WORKSHOPS, WORKSHOPS, WORKSHOPS, TRAININGS, AND THE LIKE

Name. Year. The title of the paper. The paper is submitted in (write the type of meeting). Date, month, year. City where the paper was submitted: The institution where the paper was delivered.

Garno YS. 2000. Aquatic ecology. Paper delivered in marine techno and fisheries training 2000. 21 – 25 August 2000. Jakarta: Seawatch Indonesia – BPPT and HIMITEKA – IPB.

COMMON EXAMPLES FOR ABSTRACT

Author's Name.Year published. Abstract title. In: editor name, editor. Publication title or conference name, conference time, Conference venue. Abstract number. Yard. Place of publication: The name of the publisher.

Darnaedi D. 1991. Rheophyte along the Mahakam River, East Kalimantan [abstract]. In: Scientific Seminar and National Congress of Biology X, 24 – 26 September 1991, Bogor, Indonesia. Abstr. No. 244. p 122. Bogor: PBI and IPB.

Rahayu WP, Fardiaz S, Darusman LK. 2002. Activity and production of antimicrobial components of galangal rhizomes [abstract]. In: Achmadi SS, editor. In: Summary of competing grant research results. Jakarta: Directorate General of Higher Education, Ministry of Education.

COMMON EXAMPLES FOR SCIENTIFIC WORK

Author's name. Year published. Heading. [Publication type]. Place of institution: The name of the institution where the scientific work is available. Number of pages.

Bria MD. 2003. Phytoplankton community structure in coastal waters of Kupang Bay, East Nusa Tenggara [Thesis]. Bogor: Marine Science study program, Faculty of Fisheries and Marine Sciences, Bogor Agricultural University. 90 pp.

Lumban Toruan LN. 2011. Estimating the quality of coral reef ecosystems in the Thousand Islands using the proportion of benthic foraminifera as bioindicators [thesis]. Bogor: Graduate School, Bogor Agricultural University. 108 pp.

.

COMMON EXAMPLES FOR BIBLIOGRAPHY

Name of the Gatherer. Year published. Title [publication type]. Name of publisher. Place. Yard.

Danimihardja S, Bergh MH van den. 1995. Plant resources of South-East Asia. Bibliography 8: Vegetables, Part I and II [bibliografi]. Bogor: Prosea foundation.

COMMON EXAMPLES FOR MICROFILM

Heath DF. 1961. Organophosphorus poisons: anticholinesterases and related compounds [mikrofilm]. Elmsford: Microforms international. 1 rol: 16 mm.

COMMON EXAMPLES FOR PATENTS

Name of patent inventor; Patent holder institution (if any). Year. The name of the patented item or process. Patent number.

Cookson AH. 1985. Particle trap for compressed gas insulated transmission systems. U.S. Patent 4554399.

Muchtadi TR; Bogor Agricultural University. 1993. A process to prevent the decline of beta carotene in palm oil. ID 0 002 569.

COMMON EXAMPLES FOR NEWSPAPERS

Author's name. Date of month, year published. Heading. Newspaper name: Page number (column number).
If the author's name does not exist, it is replaced with the title of the article.

Sha'ban H. December 21, 2006. Fiber from seaweed waste. People's mind: 31 (columns 6-7).

Human smell is as strong as a dog. December 21, 2006. People's mind: 23 (column 1).

COMMON EXAMPLES FOR MAGAZINES

Author's name. Date of month, year published. Heading. The name of the magazine. Page number (column number if any).

If the author's name does not exist, it is replaced with the name of the magazine. If there is no publication date, then write the month of publication, if there is no month, then write the year. In some magazines published with certain volumes and numbers, writing resembles writing in a journal.

Garder H. 1981. Do babies sing a universal song?. Psychology today. Hlm. 70 – 76. Suryadarma SVC. 1990. Processors and interfaces: data communication. Computer Info. IV 4: 46 – 48.

COMMON EXAMPLES FOR MAPS

Area represented. Year published. Title [map type]. Place of rise. Name of publisher. Physical Scientific Works.

Kupang. 1996. Map of Indonesia's coastal environment [topographic map]. Bogor and Jakarta: Bakorsutanal and Dishidros. Sheet 2305-07, scale 1:50,000, colored.

COMMON EXAMPLES FOR DOCUMENTS

Laws, regulations, decrees, and the like.

Law of the Republic of Indonesia Number 2 of 1989 concerning the national education system. 1990. London.

[Ministry of Education] Ministry of National Education. 2002. Decree of the Minister of National Education of the Republic of Indonesia Number 045/U/2002 concerning the Core Curriculum of Higher Education. Jakarta: Ministry of Education.

[STITK Nusantara, YBL] Nusantara Kupang College of Marine Science and Technology, Bintang Laut Foundation. 2006. Hansisi Village Regulation Number 01 of 2006 concerning Marine Protected Areas. Kupang: STITK Nusantara and Bintang Laut Foundation.

COMMON EXAMPLES FOR BROCHURES, LEAFLETS, POSTERS

[PMB RC NTT] Mitra Bahari Regional Center Nusa Tenggara Timur Program [leaflet]. 2006. Establishment of a community-based marine protected area (DPL – BM) in the waters of Hansisi Village, Semau District, Kupang Regency. Kupang: DKP NTT Province, STITK Nusantara, Bintang Laut Foundation.

Research and Training Centre on Independent Living [brosur]. 1993. Guidelines for reporting and writing about people with disabilities. Edisi ke-4. Melbourne: Research and Training Centre.

COMMON EXAMPLES FOR AUDIO CASSETTES, VIDEOCASSETTES, CDS, DVDS

Name of author or editor or a combination thereof. Year published. Title [media type], producer (if different from publisher). Physical Scientific Works. Series description (if available) with supporting materials. Place of publication: The name of the publisher.

Child Growth Foundation. 2004. Health for all 3 the video Part 1 [video]. Narrated by D B M Hall.London: Child Growth Foundation.

Clark R, editor. 1976. Topics in clinical microbiology [kaset audio]. American Society for Microbiology, produsen. 24 audio cassette: 2 trek, 480 minute. Fully equipped: 120 colour slaid, 2 x 2 inch. Baltimore: Wiliams and Wilkin.

Warner Brothers. 2005. Great films from the 80s: a selection of clips from Warner Brothers top films from the 1980s [DVD]. New York: Warner Brothers.

REFERENCES FROM THE WEBSITE

In general, all journals, books, and other media obtained through Internet sites are written the same as the rules outlined above plus the site address in parentheses (<site address>) and the date the site was visited.

Isaac JD, Sansone C, Smith JL. 1999. Other people as a source of interest in an activity [abstrak]. Dalam: J Experimental Soc Psychol 35:239-65. <http://www.europe.idealibrary. com>. Dikunjungi tanggal 7 Juni 1999.

If the reference is taken directly from a site that does not include the media previously described, then the writing is as follows:
Name of author/institution. Year. Heading. <site address>. Visited date (in the form of numbers), month (in the form of letters), year (in the form of numbers).

Klenk T. 2003. An Introduction to Marine Biology and Oceanography.<http://darter.ocps.net/classroom-klenk/Ecology.htm.> Dikunjungi tanggal 27 Mei 2004.

Bryant P. 1999. Biodiversity and conservation. <http://darwin.bio.uci.edu/~sustain/bio65/index.html>. Visited October 4, 1999.

If there is no author's name, then the writing begins with the name of the institution that publishes, if there is none, then the writing begins with the title of the quotation taken.

Coral bleaching and mass bleaching events [Gambar]. 2002. <http://www.gbrmpa.gov.au/corp_site/info_services/science/bleaching>. Visited 2 September 2005.

If there is no year of publication, then write down the date the site was visited.

Coral bleaching and mass bleaching events. <http://www.gbrmpa.gov.au/corp_site/info_services/science/bleaching>. Visited 2 September 2005.

A COMMON EXAMPLE FOR A PAPER WRITTEN BY THE SAME AUTHOR IN THE SAME YEAR

Napier A. 1993a. Fatal storm. Sydney: Allen & Unwin. 200 hlm.

Napier A. 1993b. Survival at sea. Sydney: Allen & Unwin. 70 hlm.

E. Supplementary parts

Attachments are arranged after the bibliography with page numbers continuing the page numbers of the bibliography. Between the bibliography and the contents of the appendix are separated by sheets written **Attachments**, bold, capital letters, using the letters TNR 20, writing is placed in the middle of the writing field, and page numbers are not listed. Attachment numbers are numbered with Arabic numerals from one onwards and are titled to the right of the attachment number. The format of writing the attachment title is that the first letter of each word consists of capital letters except conjunctions and prepositions. The type and font size in the content of the attachment (not the title) is TNR 12, but if the use of

TNR 12 will exceed the writing field, then the writing size can be reduced to at least TNR 11. If TNR 11 still exceeds the writing field, then the writing can be loaded on larger paper and then folded. If the annex contains tables and or figures, then the title of the table and or figure is no longer written in the Table and or List of Figures, but must be written in the Appendix List.

Appendices should be placed in order according to the mention in the main section. For example, if in the results subchapter there are several data that must be included in the appendix, then the data mentioned first is included in appendix 1, then the next data to be written in the appendix is included in appendix 2 and so on, not to be reversed or even not sequential. The titles in the appendix are included in the Appendix List (Appendix 23).

IV. SETTLEMENT

A. Final Stage Of Writing

Although the table of contents to the list of appendices is placed at the beginning of the Scientific Paper, but basically this section is the last written on the writing of the Scientific Paper. Errors that often occur in writing scientific papers are the incompatibility of titles and pages in the table of contents, list of figures, list of tables, and list of appendices with the location of the body of writing. Therefore, it is best to write on these lists after the writing from chapter one until the appendix has been typed. When making a list, the title and page should not be different from what has been listed in the body of writing.

B. Examination

Before the draft of Scientific Paper is duplicated and bound as material for testing Scientific Papers, it is necessary to check or check the completeness, typographical errors, formatting, and so on. It should be noted that although there are almost always improvements to the draft after the Scientific Paper exam, the draft of Scientific Paper as exam material must be treated like a Scientific Paper that is final or ready to print. This is important to do because the final draft of the Scientific Paper will be assessed by the examination team as part of the exam assessment. Therefore, before the final draft is duplicated as test material, it must be examined once again on the basis of the checklist (Appendix 30). If all the examination lists have been fulfilled by giving a matching mark (√) to each question, it means that the draft of the Scientific Paper is ready to be duplicated.

\

BIBLIOGRAPHY

Abdullah M. 2004. Penetrating national and international scientific journals: concise instructions from paper writing to proof correction. Jakarta: Gramedia library. 112 pp.

Arikunto S. 2006. Research procedure: a practice approach. Revised edition VI. Jakarta: Rineka Cipta. 370 pp.

Bates College. 2004. How to write a paper in scientific journal style and format. Lewiston: Departement of Biology, Bates College.
<http://abacus.bates.edu/~ganderso/biology/resources/writing/HTWtoc.html>. Visited February 10, 2007.

Bedford/St.Martin's. 2003. Using CBE style to cite and document sources. <http://www.bedfordstmartins.com/online/cite8.html>. Visited February 10, 2007.

Curtin University of Technology. 2007. Harvard referencing 2007. <http://library.curtin.edu.au/referencing/harvard>. Visited on 9 March 2007.

Datta FU. 2004. A practical guide to writing journal articles. Kupang: Research institute of Nusa Cendana University. 102 pp.

[Ministry of Education and Culture] Ministry of Education and Culture. 1999. The great dictionary Indonesian. 2nd ed. Jakarta: Balai Pustaka. 1281 pp.

Dod JS, Brogan MC, editor. 1986. The ACS style guide: a manual for authors and editors. Washington: American Chemical Society. 264 hlm.

Duke University Libraries. 2007. CSE citation-sequence and name-year styles. <http://library.duke.edu/research/citing/within/cse.html>. Visited February 10, 2007.

Gunawan AW, Achmadi SS, Arianti L. 2004. Guidelines for presenting scientific papers. Bogor: IPB Press. 168 pp.

Maqin K. 2016. Paraphrasing writing: Another way to avoid plagiarism. In: Nurdiansyah B, editor. Guidelines for writing a book without plagiarism. Yogyakarta: Deepublish. pp. 11-15.

Nafiah M. 2016. Paraphrasing writing techniques to avoid plagiarism. In: Nurdiansyah B, editor. Guidelines for writing a book without plagiarism. Yogyakarta: Deepublish. pp. 7-10.

Riduwan. 2004. Methods and techniques of compiling a thesis. Bandung: Alfabeta. 376 pp.

Soemanto W. 1988. Guidelines for writing scientific paper techniques (scientific papers). Jakarta: Earth literacy. 57 pp.

Surakhmad W. 1982. Introduction to scientific research: basics, methods and techniques. 7th ed. Bandung: Tarsito. 338 pp.

Cape BN, Ardial. 2005. Guidelines for writing scientific papers (proposals, scientific papers, and theses) and preparing to become a scientific article writer. Jakarta: Prenada Media. 257 pp.

Tarumingkeng RC. Instructions for using internet sources for library materials for writing scientific works.
<http://tumoutou.net/intern_pub.htm>. Visited February 25, 2007.

University of Wisconsin-Madison Writing Center. 2003. Acknowledging, paraphrasing, and quoting sources. University of Wisconsin-Madison.
<http://www.wisc.edu/writing/Handbook/QuotingSources.html>. Visited on 8 January 2007.

University of Wisconsin-Madison Writing Center. 2006. The writing center. University of Wisconsin-Madison.

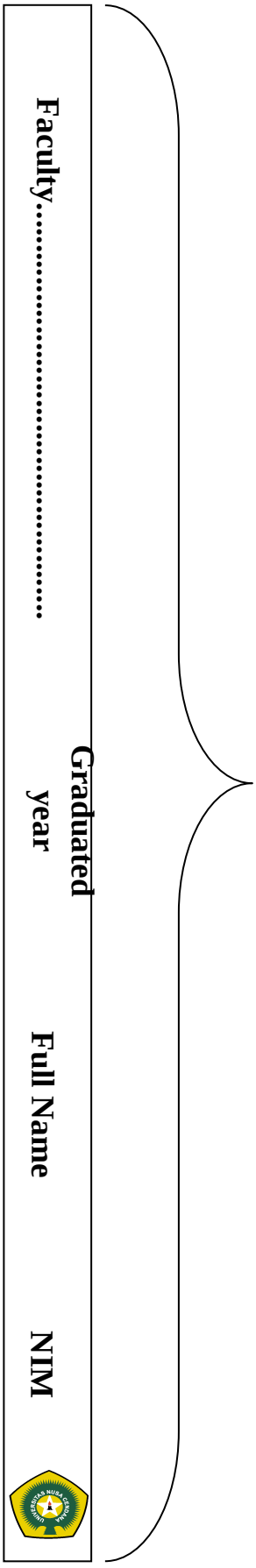
< http://www.wisc.edu/writing/Handbook/DocCBE.html>. Visited on 8 January 2007.

APPENDIX

Note:

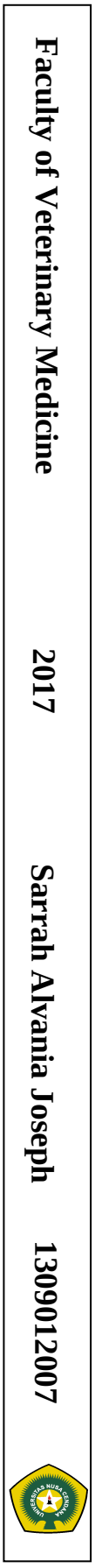
1. The typeface used is Times New Roman size 12 (TNR 12), except for the title and some specific parts that will be described in the appendix are TNR 14
2. If there is no letter explanation, then TNR 12 is used.
3. For the cover back, the font size depends on the thickness of the Scientific Paper
4. The distance between lines x space, meaning the space between the lines after the last writing to the line before the next writing, abbreviated x space (example: 1 space)
5. The writing format is twofold: a). Right-aligned and left-aligned (*justify*) and b). Centered/symmetrical (*center*), there are 4 letter forms: a). regular, b). bold , c). oblique (*Italic*), and d). <u>Underline</u>

Appendix 1. Cover Back Terms



Letters using Times New Roman, minimum size 14, in bold. The name should not be abbreviated and without titles, capital letters only at the beginning of each word in the name.
The letters are printed in gold when the cover is dark or black when the cover is light.

Appendix 2. TemplateBacks Cover



Typed using Word Art, printed BOLD. The height of the writing is in accordance with the thickness of the thesis. Letters use Times New Roman. The name should not be abbreviated and without titles, capital letters only at the beginning of each word in the name.
The letters are printed in gold when the cover is dark

Appendix 3. Terms of Outer Cover of Scientific Papers

TITLES ARE CAPITALIZED, TNR 14 AND BOLDED, ONE LINE SPACING
SPACING, SHAPED HEADING STRUCTURE
INVERTED PYRAMID, PLACEMENT
TITLE CENTERING

TNR 12

THESIS

7 spaces, TNR 12

By

1 space, TNR 12

FULL NAME OF STUDENT
NIM.....

(Names with capital letters at the beginning of words, should not be abbreviated and without titles, TNR 12, spacing between lines 1 space, center)

7 spaces, TNR 12

(Height ± 2.5 cm)

7 spaces, TNR 12

COURSES.....
FACULTY.....
UNIVERSITAS NUSA CENDANA
KUPANG
MONTH OF YEAR

{Month (in letter form) &; Year (in number form) owner of Scientific Paper passed the exam, TNR 12,bold. The distance between the lines from the STUDY PROGRAM to the MONTH YEAR is 1 space, center)

Appendix 4. Scientific Paper Outer Cover Template

SEROPREVALENCE AND RISK FACTORS OF CYSTICERCOSIS IN PIGS IN SIKKA DISTRICT

THESIS

By

Sarrah Alvania Joseph
NIM 1309012007.

VETERINARY MEDICINE STUDY PROGRAM
FACULTY OF ANIMAL MEDICINE
UNIVERSITAS NUSA CENDANA
KUPANG
FEBRUARY 2017

Appendix 5. Inner Cover Terms

Titles Are Capitalized, Tnr 14 And Bolded, One Line Spacing
Spacing, Shaped Heading Structure
Inverted Pyramid, Placement
Title Centering

TNR 12

THESIS

Submitted to the Faculty ....., Nusa Cendana University – Kupang to meet some of the requirements to obtain a degree
Bachelor..... (S. ...)

(1 space, TNR 12, bold, center)

7 spaces, TNR 12

By

1 space, TNR 12

FULL NAME OF STUDENT
NIM.....

(Names with capital letters at the beginning of words, should not be abbreviated and without titles, TNR 12, spacing between lines 1 space, center)

7 spaces, TNR 12

7 spaces, TNR 12

VETERINARY MEDICINE STUDY PROGRAM
FACULTY OF VETERINARY MEDICINE
UNIVERSITAS NUSA CENDANA
KUPANG
MONTH OF YEAR

{Month (in letter form) &; Year (in number form) owner of Scientific Paper passed the exam, TNR 12,bold. The distance between the lines from the STUDY PROGRAM to the MONTH YEAR is 1 space, center)

Appendix 6. Inside Cover Template

SEROPREVALENCE AND RISK FACTORS OF CYSTICERCOSIS IN PIGS IN SIKKA DISTRICT

THESIS
Submitted to the Faculty of Veterinary Medicine, Nusa Cendana University – Kupang to meet some of the requirements to obtain a degree Bachelor of Animal Medicine (S. KH)

By

SarrahAlvania Joseph
NIM 1309012007.

VETERINARY MEDICINE STUDY PROGRAM
FACULTY OF ANIMAL MEDICINE
UNIVERSITAS NUSA CENDANA
KUPANG
FEBRUARY 2017

Appendix 7. Provisions of the Examination Sheet

EXAMINATION SHEET

(TNR 14, bold, center)

2 spaces, TNR 12

Students with

Name : (Full name not abbreviated, without title. The first letter at the beginning of each word is capitalized)

NIM : (Student Identification Number)

has carried out research with

Heading : (capital letters, TNR 12, line spacing 1 space, not bolded)

1 space, TNR 12

and has been tested by the Board of Examiners.

2 spaces, TNR 12

All contents in this Scientific Paper have been examined and approved by

5 spaces, TNR 12

15 70

Supervisor I Supervisor II

5 spaces, TNR 12

Full Name (with title) Full Name (with title)

NIP: NIP:

5 spaces, TNR 12

KNOW

5 spaces, TNR 12

Faculty....., Study Program.....

Dean, Chairman,

5 spaces, TNR 12

Full Name (with title) Full Name (with title)

NIP: NIP:

Appendix 8. Checksheet Template

EXAMINATION SHEET

Students with
Name : Sarrah Alvania Joseph
NIM : 1309012007
has carried out research with
Heading : SEROPREVALENCE AND RISK FACTORS OF CYSTICERCOSIS IN PIGS IN SIKKA DISTRICT

and has been tested by the Board of Examiners.

All contents in this Scientific Paper have been examined and approved by

Supervisor I Supervisor II

drh. Putri Pandarangga, MS Dr. drh. Annytha I. R. Detha, M.Si
NIP: 19830810 201012 2 003 NIP: 19810816 200801 2 013

KNOW

Faculty of Veterinary Medicine, Veterinary Medicine Study Program
Dean, Chairman,

Dr. drh. Maxs U. E. Sanam, M.Sc drh. Putri Pandarangga, MS
NIP: 19650308 199003 1 002 NIP: 19830810 201012 2 003

Appendix 9. Provisions of the Attestation Sheet

ATTESTATION SHEET

(TNR 14, bold, center)

2 spaces,

Students with

Name : (Name Complete Student, Without Degree, Written In Capital Letters On Every First Letter in Every Word, TNR 12)

NIM : (Student Identification Number)

Title of Scientific Paper : (Capitalized on every first letter of every word except conjunctions and prepositions, TNR 12)

Under guidance

Supervisor one : (Name Complete Supervisor I With Title, Written In Capital Letters On Every First Letter in Every Word, TNR 12)

Mentor: two : (Name Complete Supervisor Ii With Title, Written In Capital Letters On Every First Letter in Every Word, TNR 12)

1 space

Has been tested by the Board of Examiners of Faculty Scientific Work (Faculty name.....), Nusa Cendana University and declared valid to meet some of the requirements to obtain a Bachelor's degree..... (write title name) (S. ..../write title abbreviation) on ..... (write dates in the form of numbers, months in the form of letters, and years in the form of numbers) on the Faculty Campus ..... (write the name of the faculty), Nusa Cenadana University, Kupang.

2 spaces,

Board of Examiners

2 spaces,

1. Examiner I: (Full name of supervisor I with title, Written With a Capital Letter on Each First Letter in Every Word) (Signature)

4 spaces,

2. Examiner II: (Full name of supervisor II with title, Written With a Capital Letter on Each First Letter in Every Word) (Signature)

4 spaces,

3. Examiner III: (Full name of guest examiner by title, Written With a Capital Letter on Each First Letter in Every Word) (Signature)

4 spaces,

1 space, TNR 12

Kupang, (write dates in numbers, months in letters, and years in numbers)

Martyr

Faculty ....., Nusa Cendana University, Kupang

Dean

4 spaces,

Signature

(The Dean's full name with title, capitalized on each first letter in each word)

Appendix 10. Attestation Sheet Template

ATTESTATION SHEET

Students with
Name : Sarrah Alvania Joseph
NIM : 1309012007
Title of Scientific Paper: Seroprevalence and Risk Factors of Cysticercosis in Pigs in Sikka District
Under guidance
Supervisor one : drh. Putri Pandarangga, MS
Mentor: two : Dr. drh. Annytha I. R. Detha, M.Si

It has been tested by the Thesis Examination Board of the Faculty of Veterinary Medicine, Nusa Cendana University and declared valid to meet some of the requirements to obtain a Bachelor of Veterinary Medicine (S.KH) degree on February 10, 2017 at the Faculty of Veterinary Medicine Campus, Nusa Cendana University, Kupang.

Board of Examiners

1. Examiner I: drh. Putri Pandarangga, MS (Signature)

2. Examiner II: Dr. drh. Annytha I. R. Detha, M.Si (Signature)

3. Examiner III: Dr. drh. Maxs U. E. Sanam, M.Sc (Signature)

Kupang, 25 February 2017

Martyr
Faculty. Animal Medicine, Nusa Cendana University, Kupang
Dean

Signature

Dr. drh. Maxs U. E. Sanam, M.Sc
NIP: 19650308 199003 1 002

Appendix 11. Provisions for Authentic Statements of Scientific Papers and Information Sources

AUTHENTIC STATEMENT OF SCIENTIFIC WORK AND RESOURCES

(TNR 14, bold, center) } 2 spaces, TNR 12

I hereby declare that the Scientific Paper entitled: .....
(The title is capitalized. TNR 14 and bolded, line spacing one space, justify)
} 1 space, TNR 12

It is indeed the result of one's own work, the primary data listed are the results obtained from own research, and have not been submitted in any form to any university. All sources of data and information derived or quoted from published and unpublished works from other authors have been mentioned in the text and included in the Bibliography at the end of this Scientific Work. If in the future it is proven that my statement is not true, I am willing without filing an appeal to accept sanctions in the form of cancellation of the overall results of Scientific Papers, revocation of the degree of faith, and cancellation and withdrawal of undergraduate diplomas and transcripts that I have received

I hereby delegate the copyright of my paper to Nusa Cendana University, Kupang.

} 2 spaces, TNR 12

Kupang, Date (number) Month (letter) Year (numbe

Signature

} 4 spaces, TNR 12

Full Name (not abbreviated and without titles, the first letter at the beginning of each word is capitalized)
NIM. .....
(Line spacing 1 space, justify)

Appendix 12. Authentic Statement Template of Scientific Papers and Information Sources

AUTHENTIC STATEMENT OF SCIENTIFIC WORK AND RESOURCES

I hereby declare that the Scientific Paper entitled: **SEROPREVALENCE AND RISK FACTORS OF CYSTICERCOSIS IN PIGS IN SIKKA DISTRICT**

It is indeed the result of one's own work, the primary data listed are the results obtained from own research, and have not been submitted in any form to any university. All sources of data and information derived or quoted from published and unpublished works from other authors have been mentioned in the text and included in the Bibliography at the end of this Scientific Work. If in the future it is proven that my statement is not true, I am willing without filing an appeal to accept sanctions in the form of cancellation of the overall results of Scientific Papers, revocation of the degree of faith, and cancellation and withdrawal of undergraduate diplomas and transcripts that I have received
I hereby delegate the copyright of my paper to Nusa Cendana University, Kupang.

Kupang, 25 February 2017

Signature

Sarrah Alvania Joseph
NIM. 1309012007

Appendix 13. Terms of Offering

OFFERING

(TNR 14, bold, center) } 2 spaces, TNR 12

The offering sheet is written with typeface, font size, spacing between lines, writing format, etc. freely, but according to applicable general norms. The offering sheet is only one sheet)

Appendix 14. Summary Terms

SUMMARY

(TNR 14, bold, center) } 2 spaces, TNR 12

STUDENT NAME (Full name, no degree, capitalized in all letters). Title of Scientific Paper (Written in **Indonesian** with capital letters on each letter at the beginning of the word except prepositions and conjunctions). Guided by SUPERVISOR NAME I (Full name of supervisor I without title, capitalized in all letters) and SUPERVISOR NAME II (Full name of supervisor II without title, capitalized in all letters). (TNR 12, line spacing 1 space, justify)

} 2 spaces, TNR 12

(Contents of the Indonesian summary, written in TNR 12 font, line spacing 1 space, justify)

} 2 spaces, TNR 12

Keywords: (write a minimum of three keywords and a maximum of seven keywords)

Appendix 15. Summary Template

SUMMARY

SARRAHALVANIA JOSEPH. Seroprevalence and Risk Factors of Cysticercosis in Pigs in Sikka District. Guided by drh. PUTRI PANDARANGGA, MS and Dr. drh. ANNYTHA I. R. DETHA, M.Si.

Cysticercosis/taeniasis is a zoonotic parasitic disease that has an impact on public health, agriculture, and the economy but has received less attention (*neglected disease*) in various developing countries. Factors that influence the incidence of cysticercosis in pigs are the pig rearing system, the habit of cooking undercooked pork, and whether or not defecation in the garden. The purpose of this study was to determine the seroprevalence and relationship between risk factors and the incidence rate of cysticercosis in pigs in Sikka District. Samples were taken using *the purposive sampling* method as many as 32 samples. The detection method used is the serologysenzyme-linked immunosorbent assay (ELISA) test using the ELISA sandwich method developed by the *Institute of Tropical Medicine Antwerp, Belgium* (ITM 2009). Data analysis was performed using the SPSS 23 program. The equivalence analysis of the research group was carried out with the *chi square test*. Measurement of the strength of the causative relationship with the calculation of *the Odds Ratio* (OR) with a confidence interval of 95%. The results showed that the seroprevalence of cysticercosis in pigs in Sikka District was 75%. The pig pet system extensively or detached had p = 0.01 and OR = 18.333; the habit of cooking undercooked pork **had p = 0.01 and OR = 21.000; and had or not defecated in the garden had** p = 0.013 and OR = 8.333 **.**

Keywords: Cysticercosis, ELISA, Risk Factors, *Odds Ratio*, Sikka District, Taeniasis

Appendix 16. Summary Terms

SUMMARY
(TNR 14, bold, center)

2 spaces,
TNR 12

STUDENT NAME (Full name, no degree, capitalized in all letters). Title of Scientific Paper (Written in **English** with a capital letter at the beginning of each letter at the beginning of the word except prepositions and conjunctions). Supervised by SUPERVISOR NAME I (Full name of supervisor I without title, capitalized in all letters) and SUPERVISOR NAME II (Full name of supervisor II without title, capitalized in all letters). (TNR 11, line spacing 1 space, justify)

2 spaces,
TNR 12

(Content of the summary in English, written in TNR 11 font, spacing between lines 1 space, justify)

2 spaces,
TNR 12

Keywords: (write a minimum of three keywords and a maximum of seven keywords)

Appendix 17. Template Summary

SUMMARY

SARRAHALVANIA JOSEPH. Seroprevalence and Risk Factors of Cysticercosis in Pigs in Sikka District. Supervised by drh. PUTRI PANDARANGGA, MS dan Dr. drh. ANNYTHA I. R. DETHA, M.Si.

Cysticercosis is a zoonotic disease that caused by the infiltration of *Taeniasoliummetacestodes. Cysticercosis is a serious public health problem especially in tropical countries like Indonesia. Factors affecting the incidence of cysticercosis in pigs are free-range husbandry system, the habits of cooking pork half-cooked, and defecating in the bush or backyard. The aim of this study is to determine the seroprevalence and the relationship between the risk factors and the incidence rate of cysticercosis in pigs in Sikka district.* Thirty two samples were taken using *purposive sampling* method. The detection method used is the serologic test enzyme-linked immunosorbent assay (ELISA) using a sandwich ELISA method developed by the Institute of Tropical Medicine Antwerp (ITM 2009). The collected data using interview with coorporative questionnaire. The data analysis was done by using SPSS 23 program. The group equivalence research were analyzed using *chi square*. The strength causative relationship measurement were analyzed using *Odds Ratio* (OR) accounting with 95% confidence intervals. The result show that seroprevalence of cysticercosis in pigs in Sikkadistrict were 75%. Pigs are free-range husbandry system has value of p = 0,01 and OR = 18,333); the habits of cooking pork half-cooked has value of p= *0,01 and OR* = 21,000; and defecating in gardens has value of p = 0,013 and OR = 8,333).

Keywords : Cysticercosis, ELISA, Risk Factors, Odds Ratio, SikkaDistrict

Appendix 18. Terms of Preface

FOREWORD
(TNR 14, bold, center) } 2 spaces, TNR 12

The content of the preface is written using the Times New Roman (TNR) 14 typeface. The spacing between lines is 1.5 spaces. The preface is written in the format of *alignment*, right and left (*justify*).

} 2 spaces, TNR 12

Month of Year
(Moon written with letters, year with numbers, TNR 12)
Faculty..... Nusa Cendana University, Kupang
Full Name of Author
(CAPITAL LETTER AT THE BEGINNING OF THE LETTER IN EACH WORD)

Appendix 19. Preface Template

FOREWORD

The content of the preface is written using the Times New Roman (TNR) 14 typeface. The spacing between lines is 1.5 spaces. The preface is written in the format of *alignment*, right and left (*justify*).

February 2017
Faculty of Veterinary Medicine, Nusa Cendana University, Kupang
Sarrah Alvania Joseph

Appendix 20. Table of Contents Terms

TABLE OF CONTENTS

(TNR 14, bold, center)

2 spaces, TNR 12

Yard

1 space

Chapter writing is typed in all capital letters, but subchapters are only the first letter of each word typed in capital letters. Conjunctions do not use capital letters.

*) The dotted lines should be at least five dots after the end of the chapter title, or subchapter.

The dot ends just before the letter H in the word Page above it.

(in MS Word click Format→Tabs... →Clear All on →Tab stop position: fill in number 14 on Alignment click →Righton Leader click →2..... click Set →then on Tab stop position: fill in number 15,4→ on Alignment click Right→on Leader click 1None →click Set→click Ok→)

**) The writing of other subchapters and sub-sub-chapters is as follows: numbers/letters in sub-chapters with lower degrees are below the first letter in the title of sub-chapters with higher degrees (see examples TABLE OF CONTENTS in Chapter IV. RESULTS and DISCUSSION or see section TABLE OF CONTENTS in this Scientific Paper guide).

Appendix 21. Table Terms

TABLE
(TNR 14, bold, center)

2 spaces, TNR 12

TABLE Yard

1 space

1.*) Abcdefghijkl mnopqrstuvwxyz..... 1

1.5 spaces

2. ABCDEFGHIJKLMNOPQRSTUVWXYZ ABCDEFGHIJKLM NOPQRSTUVWXYZ ABCDE

1 space

nopqrstuvwxyz..... 2

Note:

*) The distance from the number/number after the period to the first letter in the contents of the table, figure list, and attachment list is five spaces (tap)

**) The line spacing between numbers is 1.5 spaces; The line spacing inside one number is one space

Appendix 22. Image List Terms

IMAGE LIST
(TNR 14, bold, center)

2 spaces, TNR 12

PICTURE Yard

1 space

1. Abcdefghijkl mnopqrstuvwxyz 5

1.5 spaces

2. Abcdefghijkl mnopqrstuvwxyz 7

Note:

*) The distance from the number/number after the period to the first letter in the contents of the table, figure list, and attachment list is five spaces (tap)

**) The line spacing between numbers is 1.5 spaces; The line spacing inside one number is one space

Appendix 23. Appendix List Terms

APPENDIX list
(TNR 14, bold, center)

2 spaces, TNR 12

ATTACHMENT
Yard

1 space

1. Abcdefghijkl mnopqrstuvwxyz 17

1.5 spaces

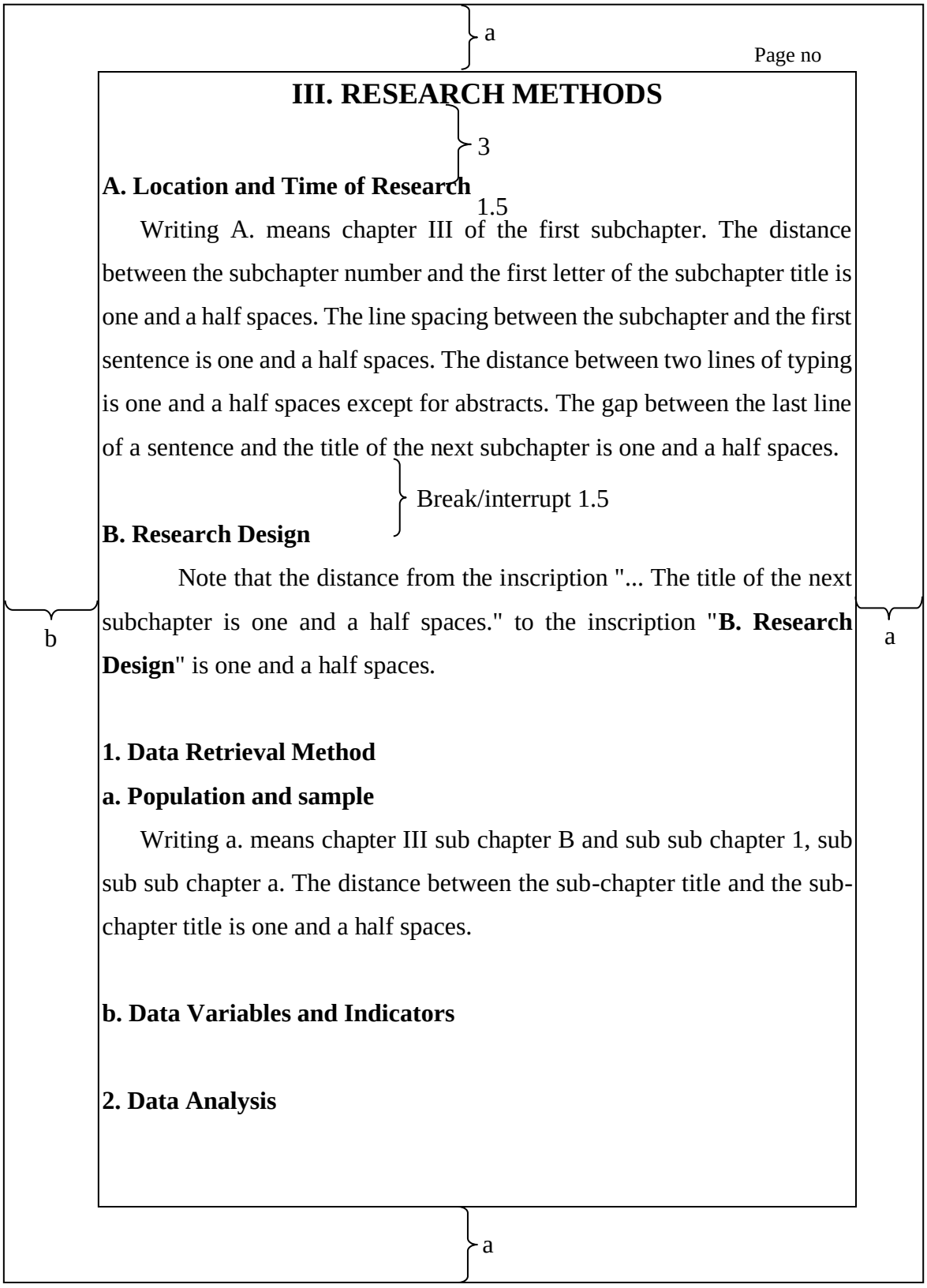
2. Abcdefghijkl mnopqrstuvwxyz 20

Note:

*) The distance from the number/number after the period to the first letter in the contents of the table, figure list, and attachment list is five spaces (tap)

**) The line spacing between numbers is 1.5 spaces; The line spacing inside one number is one space

Appendix 24. Example Margins, Chapters, Subchapters And Writing In The Writing Field.



Note:
a = 2,5 cm, b = 3 cm. Pada Page setup: Paper size: A4, Header: 2 cm, Footer: 2 cm

Appendix 25. Curriculum Vitae Provisions

CURRICULUM VITAE

(TNR 14, bold, center)

2

Recent photograph, color or black and white, size 3 cm x 4 cm

2

Full Name : (Full name without degree, not abbreviated, according to high school diploma)
Place/date of birth : (place/date (number) month (letter) year (number)
Gender : (Male or Female)
Address : (Jln..., Gang/Block..., No.., RT/RW..., Kelurahan/Village/Hamlet..., Subdistrict..., Municipality/Regency..., Postal Code..., Province...)
Phone/mobile/email number : (if phone, include the area code)
Father/mother's name : (full names of father and mother, not abbreviated, written without titles)
Educational history
Primary school : (name of school, city, and year of graduation)
First Level High School : (name of school, city, and year of graduation)
High School/SMK : (name of school, city, and year of graduation)
College : (PT name, city, year of entry, and year of graduation)
Scientific seminars : (seminar name, city, and year of seminar outside the seminar Works Scientific)
Training : (training name, city, and year of training)
Work/internship/research experience: (agency and city and year of implementation, research title, etc.)
Also add other things related to educational background.
(From name to work experience written with TNR 12 equivalent type and font size, spacing between lines one and a half spaces, justify). (On seminars, training, and work/internship experience, including student organizations, only relevant ones are written)

Appendix 26. Table Terms

Table 2. Table headings (after the table heading directly create a table, the distance between rows in one

...	...	...	...	...	...	...	...

Source: Author's name (year) (The distance between the table and the Source is one space, the distance between

Note: (Write if there is additional information)

} The gap between Source (or Note if applicable) and a new sentence is 1.5 spaces

New sentence.....

} The pause between the last line of the sentence and before the table heading below

Table 18. Abcdefghijkl mnopqrstuvwxyz
abcdefghijkl mnopqr stuvwxyz } 1 space

...	...		...		...		...			
	A	B	...	...	...	...	...	...	...	...

Source: Processed from ... (processed from appendices or what table, or from other sources that have been processed)

Note: A = February
B = August

Note:

1. The font type and size in tables, notes, and sources is TNR 11 or 12
2. The font type and size in the table title is TNR 12
3. Table models vary greatly depending on the information to be conveyed
4. If the size of the table is too large/length sideways, then the table can be divided into several parts or placed in attachments. If the table is too long to fall under, it is best placed in attachments.
5. Tables that are contained in attachments, cannot be written in tables
6. In the example of Appendix 26 Table 2, "Author name (year)" applies to tables retrieved in a library
7. In the example of Appendix 26 Table 18, "Extracted from ..." Applies to tables processed from research data.

Appendix 27. Table Template

Each group of benthic foraminifera has a different type of endosymbiont that occupies cells in large foraminifera. Several taxa with different symbiont types are shown in Table 2 (Utchike and Nobes, 2008).

Table 2 Taxa of foraminifera with symbiont type

Sub order	Family	Genus	Symbiont type
Rotaliina	Calcarinidae	*Baculogypsina*	Diatom
		Calcarine	Diatom
		Neorotalia	Diatom
	Amphisteginidae	*Amphistegina*	Diatom
	Numulitidae	*Heterostegina*	Diatom
		Operculina	Diatom
Miliolina	Alveolinidae	*Alveolinella*	Diatom
	Peneroplidae	*Peneroplis*	Red algae
	Soritidae	*Marginopora*	Dinoflagelata
		Sorites	Dinoflagelata

Source: Utchike and Nobes (2008)

Both endosymbionts used by foraminifera and carbon used by endosymbionts become useful a) when foraminifera utilize particulate organic matter from symbionts for growth and breeding, b) symbionts use the results of excretion from these foraminifera through photosynthesis for growth and development which then the symbionts are reused by foraminifera, c) increase the calcification of foraminifera shells (Kuile, 1991, Murray, 2006).

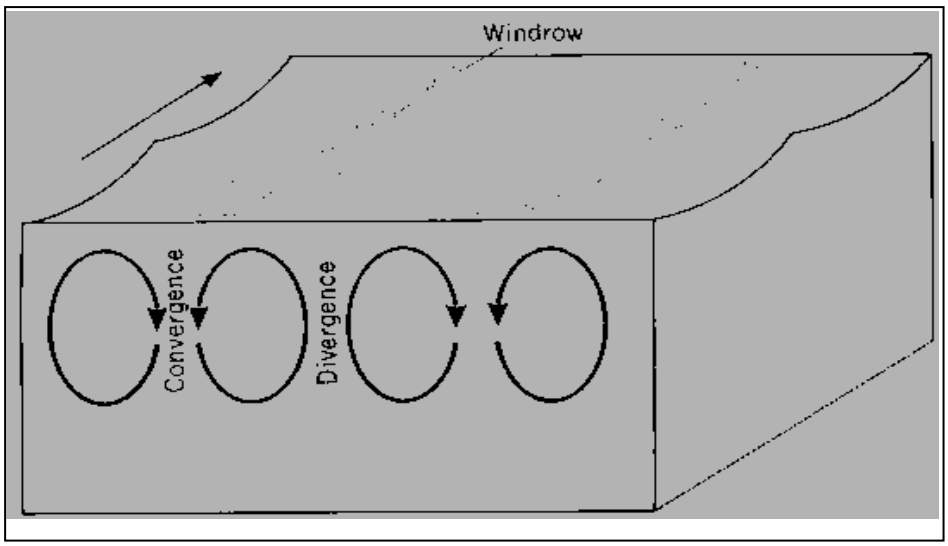
Table 10. Composition of zooplankton by phylum and class as of February 24, 2002

No.	**Phylum**	**%**	**Dominant class**	**%**
1.	Protozoa	52,832	Ciliata	51,773
2.	Arthropoda	39,060	Crustacea	39,060
3.	Protochordata	3,270	Urochordata	3,270
4.	Aschelminthes	2,073	Roundabout	2,073
5.	Annelida	1,474	Polychaeta	1,474
6.	Mollusc	0,921	Bivalvia	0,737
7.	Echinodermata	0,138	Asteroid	0,092
8.	Bryozoa	0,138	Gymnolaemata	0,138
9.	Chaetognata	0,092	Sagittoidea	0,092

Source: Adapted from Appendix 2

The high composition of ciliates due to the abundance of the Order Tintinnida. The order Tintinnida is characteristic of marine waters, especially coastal areas.

Appendix 28. Image Terms



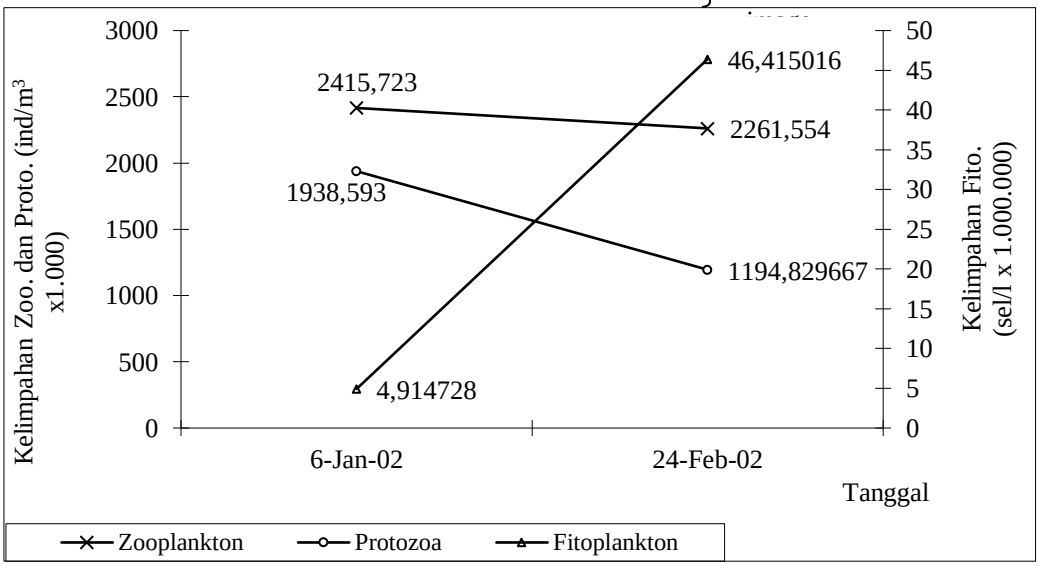
Source: Author's name (year) (after the image directly write the source, the terms are like a table)

Figure 1. Image title

} 1.5 spaces from after the image text to before the new sentence

Abcdefghijkl mnopqrstuvwxyz.....

} 1.5 spaces from the end of the sentence to before the



Source: Processed from..... (write processed from appendices or tables of how much or other sources have been processed)

Figure 2. Abcdefghijkl mnopqrstuvwxyz abcdefghijklm nopqrstuvwxyz abcdefghijklm nopqrstuvwxyz (Image title)

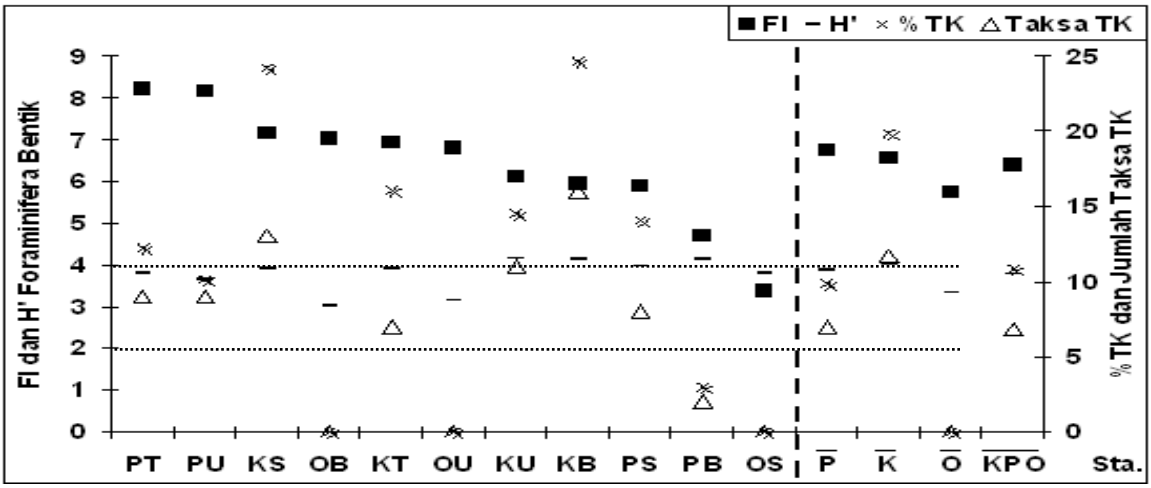
} 1 space

Note:

1. The font type and size in processed images is TNR 10, 11, or 12
2. The font type and size in the image title is TNR 12
3. The location of the image is symmetrical with the typing space
4. When the image size exceeds the writing field, then the image is placed in the attachment and can be folded.

Appendix 29. Image Templates

Based on the proposal of Hallock *et al*. (2003), Sta. OS (Figure 15) indicates a limited environment for coral growth and unsuitable for recovery of corals that have been damaged in the event of disturbance to the area.



Source: Adapted from Appendices 4, 6, and 7.

Figure 15. Distribution of FI values, diversity of benthic foraminifera (H'), percentage of reefs corals (%TK), and number of coral reef taxa

FI value anomalies occur in Sta. OU and Sta. OB. The FI value at both stations should show a low value as happened to Sta. OS, but the FI value at both stations is quite high (Sta. OU = 6.80 and Sta. OB = 7.01).

Appendix 30. Examination of the Completion of Scientific Work

EXAMINATION COMPLETION OF SCIENTIFIC WORK

__ 1. Is the paper size, the distance of writing from the edge of the paper (margin), and the size of the Scientific Paper font or number in accordance with applicable rules?

__ 2. Whether the title of the Scientific Paper and the name listed on the approval page have been typed completely and correctly?

__ 3. Are there letters, numbers, words, sentences, punctuation, pictures, tables, equations/ formulas, and missed attachments (not yet written)?

__ 4. Are the names of the quoted authors and their cited years, Latin names, and other foreign names written correctly?

__ 5. Are all the libraries referenced in the report text in the Bibliography?

__ 6. Have libraries in the Bibliography that were not referenced in the report text deleted?

__ 7. Have changes to page numbers, figure numbers, table numbers, and attachment numbers in the last draft been made to the body of the text, Table of Contents, List of Figures, List of Tables, and Appendix List?

__ 8. Do the title and Image number match what is in the Image List and what is in the report text?

__ 9. Are the table titles and numbers the same between those in the table and those in the report text?

__ 10. Are the title and Attachment number the same between those in the Appendix List and those in the report text?

__ 11. Whether the number of pages is complete (nothing is left behind), format The numbering is correct, and arranged in order?

__ 12. Are the *prints*, both writing and images, clear, clean, and the printed ink does not overflow / scatter?

By

(. . . . . .)
BEFORE:

Appendix 31. Guide to Using Parametric and Non-Parametric Statistics to Test Hypotheses

TYPES OF DATA	**Hypothesis form**					
	Descriptive (one variable)	Comparative (two samples)		Comparative (more than two samples)		Associative (relationship)
		Related	Free/Independent	Related/correlation	Free	
Nominal (Non parametric)	Binomial Test Single sample Chi squared test	Mc Nemar	Fisher exact probability Chi squared two samples	Chi squared for k sample Cochran (Q test)	Chi squared k sample	Contingency Coefficient C Multidimesional contingency table
Ordinal (Non parametris)	Binomial Test Single sample Chi squared test Uji Run	Sign test Wilcoxon matched pairs	Uji Median Uji Mann-Whitney U Kolmogorov-Smirnov Uji Wald-wolfowitz	Friedman Two-way Anova (Two way anova)	Median extension Kruskal-walls Anova satu arah (H test)	Spearman rank correlation Kendall tau
Intervals and Ratios (for parametrics)	Test t (t test)	Related t-tests		One-way Anova (One way anova) Two-way Anova (Two way anova)	One-way Anova (One way anova) Two-way Anova (Two way anova)	Pearson product moment Partial correlation Multiple correlation Regression

Note: in fact the use of parametric and non-parametric statistics is more diverse than what is shown in Appendix 12 and Appendix 13. For further information, students can read statistical books related to mathematics, ecology, biology, physics, chemistry, social, and so on.

Appendix 32. Statistical Techniques for Relationship/Associative Analysis

Types of Data relationships		**Correlation Coefficient**	**Types of Statistical Tests**
Variable 1	**Variable 2**		
Nominal	Nominal	Contingency (C)	Chi squared
Nominal	Nominal	Lambda (λ)	Chi squared
Nominal	Nominal	Fee (ϕ)	Chi squared
Nominal	Ordinal	Theta (θ)	Chi squared
Nominal	Interval/ratio	AND (η)	F
Nominal	Interval/ratio	Point Biserial (rpbi)	t
Ordinal	Ordinal	Gamma (γ)	With
Ordinal	Ordinal	Spearman (rs)	t (n ≤ 30) and Z (n > 30)
Ordinal	Ordinal	Goodman's dan Kruskal's Gamma (γ)	With
Ordinal	Interval/ratio	Jaspen's (M)	r
Interval/ratio	Interval/ratio	Pearson's (r)	t (n ≤ 30) and Z (n > 30)
Interval/ratio	Interval/ratio	Multiple correlation	F
Interval/ratio	Interval/ratio	Partial correlation	t
Interval/ratio	Interval/ratio	Linear regression	t or F
Interval/ratio	Interval/ratio	Multiple regression	F (synchronous) and t (individual)