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## **Index Mitra Bebestari**

### **Volume 2 (tahun 2018)**

Untuk penerbitan Volume 2 Tahun 2018, semua naskah yang disumbangkan kepada Etnolingual telah di telaah oleh mitra bebestari (peer reviewers), berikut ini :

[Erlita Rusnaningtyas](#), Sinta ID 6050892, Fakultas Ilmu Budaya Universitas Airlangga, Indonesia

[Afwin Sulistiawati](#), Universitas Airlangga, Indonesia

[Yulia Indarti](#), Sinta ID 6050836, Universitas Airlangga, Indonesia, Indonesia

[Retno Wulandari](#), Sinta ID 6028498, Fakultas Ilmu Budaya, Universitas Airlangga, Indonesia

[Sri wiryanti utami](#), Sastra Indonesia, Fakultas Ilmu Budaya, Universitas Airlangga, Indonesia

[Rosita Uyun](#), Portal Garuda ID 202543, Fakultas Ilmu Budaya, Universitas Airlangga, English First, Indonesia

[Robby Andre](#), The British Institute Surabaya, Indonesia

[Mr Valentino Pamolango](#), Tilburg University

[Muchamad Sholakhudin Al Fajri](#), Universitas Airlangga, Indonesia

Penyunting Etnolingual menyampaikan penghargaan setinggi-tingginya dan terima kasih sebesar-besarnya kepada para mitra bebestari tersebut atas bantuan mereka.

# AUTHOR GUIDELINES

## A. Preparing the Manuscript

The articles submitted for Etnolingual are **original research articles** that have not been published elsewhere and are not under review for publication elsewhere

## B. Writing Styles

### Language

The articles can be written in **English** or **Indonesian language**.

### Title and Abstract

- The **title** should be written within 8-14 words and describe the content of the article.
- The **abstract** is written in Indonesian Language and English language with length of maximum 250 words and is written in one paragraph. The **abstract contains background of the study, aims, method, and highlight the results of the study.**
- **Keywords** with maximum 5 words

### Author's detail information

The authors state the name and institution as well as contact details such as **mailing address, email and phone numbers.**

### Manuscript Format

- **The manuscript should consist of 5000 - 8000 words** (Abstract, Keywords, and references are excluded).
- The manuscript should be written in **Times New Roman, 12 point, 1.5 space, margin 3-3-3-3** in MS Word 2003 or later version.
- Manuscript is preceded by **Introduction which states the background of the research, identification of the research question, aim and significance of the research.**
- **Theoretical review and methodology** are written accordingly following the introduction. The tables should be written as simple as possible. The figures, if any, should be in high resolution (at least 300dpi). Tables and figures should be labelled with number and title in accordance with their appearance in the text. The table number and title are placed above the tables, while figure number and title are placed under the figures. If the table and figure are taken from another source, the appropriate information that refers to the source must be stated.
- **Discussion** consist of the data presentation and interpretation of the research result.
- **The conclusion** must emphasize the research result, recommendation, and statements of how the study contributes to science and scientific discussion.

### Abbreviation

Abbreviations such as &, e.g, etc., and i.e. may not be used. Instead write 'them' in full, for example, and, see, for example, etcetera, and that is. Abbreviations of names such as LIPI, Kemdiknas, LSM, TNI may be used but only if they occur more than once in the book; at

first occurrence, write the name in full and put the abbreviation in parentheses, for example, Lembaga Ilmu Pengetahuan Indonesia (LIPI).

### **Special symbols**

If diacritics or special symbols occur, or if special fonts such as Kawi or Arabic are used, please contact Etnolingual editor for further instructions.

### **Italicization**

Titles books and journals should be italicized. If the manuscript is written in English, all non-English words should be italicized (*vereniging, sampang, bertani*), unless they can be considered as loanwords in English (par excellence, gamelan, harem). Capitalized names should not be italicized: Taman Hiburan Rakyat, East India Company, Vereenigde Oost-Indische Compagnie.

### **Quotation and reference**

Quotation and reference employs **APA (6th edition)**. Please refer to the following examples:

#### **An article in a periodical as a reference**

Kintsch, W. (1988). The role of knowledge in discourse comprehension: A construction-integration model. *Psychological review*, 95(2), 163.

Lorch Jr, R. F., & van den Broek, P. (1997). Understanding reading comprehension: Current and future contributions of cognitive science. *Contemporary educational psychology*, 22(2), 213-246.

Ozuru, Y., Dempsey, K., & McNamara, D. S. (2009). Prior knowledge, reading skill, and text cohesion in the comprehension of science texts. *Learning and instruction*, 19(3), 228-242.

#### **A chapter/article in an edited book as a reference**

Guthrie, J. T., Wigfield, A. E., & Perencevich, K. C. (2004). *Motivating reading comprehension: Concept-oriented reading instruction*. Lawrence Erlbaum Associates Publishers.

Kintsch, E., & Kintsch, W. (2005). Comprehension. In S.G. Paris and S.A. Stahl (Eds). *Children's reading comprehension and assessment* (pp. 89-110). Routledge.

Quina, K., & Kanarian, M. A. (1988). Continuing education. In P. Bronstein & K. Quina (Eds.), *Teaching a psychology of people: Resources for gender and sociocultural awareness*(pp. 200-208).

Wigfield, A., & Guthrie, J. T. (2000). Engagement and motivation in reading. *Handbook of reading research*, 3, 403-422.

#### **Book as a reference**

Duranti, A. (Ed.). (2009). *Linguistic anthropology: A reader* (Vol. 1). John Wiley & Sons.

Foss, D. J., & Hakes, D. T. (1978). *Psycholinguistics: An introduction to the psychology of language* (p. 11). Englewood Cliffs, NJ: Prentice-Hall.

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Clark, H. (2007, April 25). *Prime Minister's 2007 ANZAC Day message* [Transcript]. Retrieved from <http://www.anzac.govt.nz>

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Rousseau, H. (1896). *The ship in the storm* [Painting]. Retrieved from Oxford Art Online