

# APPENDIX A: Cover Page

6 cm

TITLE OF THE THESIS

font size 17  
Upper Cases, Normal,  
centered

BY

font size 17, Upper Cases,  
Normal, centered, placed in the  
centre of the title and name of the  
author

NAME OF THE AUTHOR

font size 17,  
Upper Cases, Normal,  
centered

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INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA

font size 17, Upper Cases, Normal,  
centered, single space between two lines

YEAR

font size 17, Upper Cases, Normal,  
centered

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*Note:* Use same font size throughout the page

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**APPENDIX B: Title page**

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TITLE OF THE THESIS

BY

NAME OF THE AUTHOR

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*Note:* The term 'dissertation' is used if your mode of study is by 'coursework and research' or 'coursework only', whereas 'thesis' is used if it is by 'research only'

A dissertation submitted in fulfilment of the requirement for the degree of (name of the program)

i.e., Doctor of Philosophy  
or Master of ...

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Name of the Kulliyah  
International Islamic University Malaysia

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MONTH YEAR

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## APPENDIX C (i): Abstract in English

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case

### ABSTRACT

4 single spaces

The abstract consists of a brief statement of the problem, a brief explanation of the methods or procedures used, a condensed summary of the findings of the study, and significance of the study. The abstract should be between 200 to 500 words. It should be single-spaced and not exceed one page. All theses, regardless of the language in which they have been written, must be preceded by an abstract in English, Arabic and optionally, in Bahasa Melayu. Each version must be on a separate page and have the heading ABSTRACT for English, ملخص البحث for Arabic and ABSTRAK for Malay. Each page is counted and must be numbered. Since the Title Page is counted but not numbered, "ii" is the first number that will be printed and appear on the Abstract page.

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lines, 12 point, normal

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This page is counted and numbered

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APPENDIX D (i): Approval Page for Master's Degree

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APPROVAL PAGE

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I certify that I have supervised and read this study and that in my opinion, it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Master of .....

12 points, normal, justified, single line spacing

Salihin Zakir Al-Tamimi  
Supervisor

Khairuddin Shahidan  
Co-Supervisor

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Master of .....

Hamidah Koutoub Moustapha  
Examiner

3.8 cm

2.5 cm

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This dissertation was submitted to the Department of ..... and is accepted as a fulfilment of the requirement for the degree of Master of .....

Muhammad Rahullah  
Head, Department of .....

Note: The term 'dissertation' is used if your mode of study is by 'coursework and research' or 'coursework only', whereas 'thesis' is used if it is by 'research only'

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Muhamed Haris Haji Husin  
Dean, Kulliyah of .....

Note: For Kulliyahs that require external examination, cut and paste the examiner portion immediately under the Examiner, and add the name of the examiner and "External Examiner.")

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APPENDIX D (ii): Approval Page for PhD

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APPROVAL PAGE — 14 points, bold, centered

4 single spaces

The dissertation of Adam Hakim Khairuddin has been approved by the following:

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12 points, normal, single spaces, justified,

Mohamed Hisham Kamali  
Supervisor

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Mohamed Aris Othman  
Co-supervisor

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Sayed Moustapha Amnullah  
Internal Examiner

Nurhanina Rafai  
Internal Examiner

Rohani Karim  
External Examiner

Jamal Othman  
Chairman

3.8 cm

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**APPENDIX E: Declaration for Masters and PhDs**

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**DECLARATION** 14 points, bold, UPPER CASE, centered

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*Note:*The term 'dissertation' is used if your mode of study is by 'courework and research' or 'coursework only', whereas 'thesis' is used if it is by 'research only'

I hereby declare that this dissertation is the result of my own investigations, except where otherwise stated. I also declare that it has not been previously or concurrently submitted as a whole for any other degrees at IIUM or other institutions.

12 points, normal, double spaced, justified

Ahmad Ismail Haji Sulong

Signature .....

Date .....

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14 points, UPPER CASE

**INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA**

{ 2 single line spacing

**DECLARATION OF COPYRIGHT AND AFFIRMATION OF FAIR USE OF UNPUBLISHED RESEARCH**

14 points, UPPER CASE, bold

{ 2 single line spacing

**TITLE OF THE THESIS/DISSERTATION**

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{ 2 single line spacing

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Signature

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Date



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Signature

.....

Date

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Affirmed by Student Name

.....

Signature

.....

Date

**APPENDIX G: Dedication (optional)**

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*This thesis is dedicated to my late parents for laying the foundation of what I turned out to be in life.*

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## APPENDIX H: Acknowledgements

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### ACKNOWLEDGEMENTS

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case

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All glory is due to Allah, the Almighty, whose Grace and Mercies have been with me throughout the duration of my programme. Although, it has been tasking, His Mercies and Blessings on me ease the herculean task of completing this thesis.

single spaces between  
lines, 12 point, normal

I am most indebted to by supervisor, Assoc. Prof. Dr Name, whose enduring disposition, kindness, promptitude, thoroughness and friendship have facilitated the successful completion of my work. I put on record and appreciate his detailed comments, useful suggestions and inspiring queries which have considerably improved this thesis. His brilliant grasp of the aim and content of this work led to his insightful comments, suggestions and queries which helped me a great deal. Despite his commitments, he took time to listen and attend to me whenever requested. The moral support he extended to me is in no doubt a boost that helped in building and writing the draft of this research work. I am also grateful to my co-supervisor, Asst. Prof. Dr. Name, whose support and cooperation contributed to the outcome of this work.

Lastly, my gratitude goes to my beloved wife and lovely children; for their prayers, understanding and endurance while away.

Once again, we glorify Allah for His endless mercy on us one of which is enabling us to successfully round off the efforts of writing this thesis. Alhamdulillah

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# APPENDIX I: Table of Contents

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# APPENDIX L: List of Cases

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## LIST OF CASES

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cases, bold

*Re Ding Do Ca* [1966] 2 MLJ 220  
*Mong v. Daing Mokka* [1935] MLJ 147  
*Nafsiah v. Abdul Majid* [1969] MLJ 174  
*Aishah v. Jamaluddin* [1978] 3 JH 104  
*Yang Chik v. Jamal* [1986] 6 JH 146  
*Muhammad Ismail Qureshi v. Pakistan* PLD 1979 Federal Shar'iah Court 10  
*Muhammad Khan v. Abdul Khalik Khan* PLD 1981 Supreme Court 155  
*Adegbenro v. Akintola* [1963] AAC 614  
*Stanislaus v. State of Madya Pardesh* AIR 1977 SC 908  
*Sudan Government v. Ibrahim Adam Uthman and Ors.* 1984 SLJ 118

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# APPENDIX M: List of Statutes

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## LIST OF STATUTES

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Contracts Act 1950 (Act 136)  
Courts of Judicature Act 1964 (Act 91)  
Evidence Act 1950 (Act 56)  
Islamic Family Law (Federal Territories) 1984 (Act 303)  
Legal Profession Act 1976 (Act 166)  
National Land Code 1965 (Act No. 56)  
Takaful (Prescribed Loan) Regulations 1985 (PU (A) 337/1985)  
Selangor Administration of Muslim Law Enactment 1952  
Administration of Muslim Law Enactment 1962 (Kedah Enactment No 9/1962)  
Islamic Family Enactment 1979 (Kedah Enactment No. 1/1984)  
Syariah Criminal Code 1985 (Kelantan)  
The Code of Criminal Procedure 1989 (Pakistan)  
The Penal Code 1860 (Pakistan)  
Constitution of the Islamic Republic of Pakistan 1982 (Pakistan)  
The Criminal Act 1991 (The Sudan)  
Qanun Al-Ijra'at al-Jina'yyah (Criminal Procedure Law) 1983 (The Sudan)  
Qanun Al-Ithbat (Law of Evidence) 1983 (The Sudan)  
Qanun Al-Uqubat (Penal Code) 1983 (The Sudan)

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and upper cases

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## APPENDIX N: List of Symbols

### LIST OF SYMBOLS

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cases, bold

$a$	Length of a square plate (m, in.)
$E_1$	Young's Modulus in 1-direction (GPa,psi)
$E_2$	Young's Modulus in 2-direction (GPa, psi)
$F_i$	Strength tensors of the second rank
$F_{ij}$	Strength tensors of the fourth rank
$G_{12}$	Shear Modulus in 12-plane (GPa, psi)
$G_{13}$	Shear Modulus in 13-plane (GPa, psi)
$G_{23}$	Shear Modulus in 23-plane (GPa, psi)
$Q_{ij}$	Reduced Stiffness (N/m <sup>2</sup> , psi)
$R$	Shear strength in 23-plane (Mpa, psi)
$S$	Shear strength in 13-plane (Mpa, psi)
$S_{ij}$	Compliance matrix components
$T$	Shear strength in 12-plane (Mpa, psi)
$t_i$	Thickness of each lamina
$u_0$	Displacement of the mid-plane in $x$ -direction (m, in.)
$v_0$	Displacement of the mid-plane $y$ -direction (m, in.)
$w_0$	Displacement of the mid-plane $z$ -direction (m, in.)

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## APPENDIX O: Abbreviation for postgraduate programmes

Ph.D	All doctoral programmes
MCL	Master of Comparative Laws
MEC	Master of Economics
MSACC	Master of Science (Accounting)
MSFIN	Master of Science (Finance)
MAIRK (FQ)	Master of Islamic Revealed Knowledge and Heritage (Fiqh and Usul al-Fiqh)
MAIRK (QS)	Master of Islamic Revealed Knowledge and Heritage (Qur'an and Sunnah Studies)
MAIRK (UD)	Master of Islamic Revealed Knowledge and Heritage (Usul al-Din and Comparative Religion)
MAASL	Master of Human Sciences (Arabic as a Second Language)
MALT	Master of Human Sciences (Arabic Literary Studies)
MAL	Master of Human Sciences (Arabic Linguistic Studies)
MHSLG	Master of Human Sciences (English Language Studies)
MAESL	Master of Human Sciences (Teaching of English as a Second Language)
MHSL	Master of Human Sciences (English Literary Studies)
MHSPSY	Master of Human Sciences (Psychology)
MHSCM	Master of Human Sciences (Communication)
MHSPS	Master of Human Sciences (Political Science)
MHSHC	Master of Human Sciences (History and Civilization)
MHSSA	Master of Human Sciences (Sociology and Anthropology)
MSCIE	Master of Science (Computer and Information Engineering)
MSMFG	Master of Science (Manufacturing Engineering)
MSMCT	Master of Science (Mechatronic Engineering)
MSMAT	Master of Science (Materials Engineering)
MSCE	Master of Science (Communication Engineering)
MSEE	Master of Science (Electronics Engineering)
MSAE	Master of Science (Automotive Engineering)
MSBTE	Master of Science (Biotechnology Engineering)
MHCPH	Master of Science in Clinical Pharmacy
MSPHC	Master of Science in Pharmaceutical Chemistry
MSPHA	Master of Science in Pharmacology
MSPHT	Master of Science in Pharmaceutical Technology
MSPHY	Master of Science in Physiology
MSBMS	Master of Science (Biomedical Sciences)
MSCTS	Master of Science (Computational and Theoretical Sciences)
MSBSC	Master of Science (Biosciences)
MSBTS	Master of Science (Biotechnology)
MSBE	Master of Science (Built Environment)
MURP	Master of Urban and Regional Planning
MSBSE	Master of Science in Building Services Engineering
MIT	Master of Information Technology
MLIS	Master of Library and Information Science
MIOC	Master of Arts (Islamic and Other Civilizations)
MPECI	Master of Arts (Philosophy, Ethics and Contemporary Issues)
MISC	Master of Arts (Islamic Spirituality Culture and Contemporary Society)
MAIS	Master of Arts (Islamic Science)
MMWI	Master of Arts (Muslim World Issues)
MED	Master of Education
MMDSC	Master of Medical Sciences
MHSC	Master of Health Science

*Note:* These abbreviations are subject to change. Moreover, only limited abbreviations are listed. Please refer to your Kulliyah Postgraduate division for latest abbreviations and that of new programmes

## APPENDIX P (i): Common Abbreviations

app.	appendix	n.p.	no place: no publisher
art./arts.	article/articles	no./no.s	number/numbers
b.	born	n. s.	new series
bk./bks.	book/books	o. s.	old series
C. P. C.	Criminal Procedure Code	P. B. U. H.	Peace Be Upon Him
c.	copyright	P. L. D.	All Pakistan Legal Decisions
ca.	(circa): about, approximately	P. P. C.	Pakistan Penal Code
cf.	compare	p./pars.	paragraph/paragraphs
ch.	chapter (in legal firms)	passim	here and there
chap./chaps.	chapter/chapters	pt./pts.	part/parts
col./cols.	column/columns	q. v.	( <i>quode vide</i> ): which see
comp./comps.	compiler/compiler; compiled by	Q. Sh	Qanun - E Shahadat
dept./depts.	department/departments	S. L. J.	The Sudan, Law, Journal
d	died	S. W. T.	Subhanahu Wa Ta'ala (Praise be to Allah and the Most High)
div./divs.	division/divisions		
e. g	( <i>exempligratia</i> ); for example	sc.	scene
ed./eds.	edition/editions; editor, edited by	sec./secs.	section/sections
et al.	( <i>et alia</i> ): and others	sic.	so, thus
et seq	( <i>et sequers</i> ): and the following	s. l.	( <i>sinoloco</i> ): no place of publication
etc	( <i>et cetera</i> ): and so forth pages that follow	s. n.	( <i>sine nomine</i> ): no publisher
fig./figs.	figure/figures	s. v.	( <i>sub-verbo, sub-voce</i> ) under the word of heading
ibid.	( <i>ibidem</i> ): in the same place	trans.	translator/translated by
id	( <i>idem</i> ): the same below	v./vv.	verse/verses
L. E.	Law of Evidence	viz.	( <i>videlicet</i> ): namely
l. v.	( <i>locus variis</i> ): various places (of publication)	vol./vols.	volume/volumes
ms./mss.	manuscript/manuscripts		
n. d.	no date		

## APPENDIX Q (ii): Notes on abbreviations

**Some Notes on Abbreviations / Acronyms** (adapted from the Publication Manual of the American Psychological Association. (1995). Fourth Edition. Washington D.C.)

Student must decide whether to (1) spell out a given expression every time it is used in an article or (2) spell it out initially and abbreviate it thereafter (do not switch between the abbreviated and written-out forms of a term).

Use an abbreviation only if it is conventional and if the reader is more familiar with the abbreviation than with the complete form. Authors must explain acronyms and abbreviations not familiar to the readers. Do not over-abbreviate as in the following example, even if the abbreviations have been explained previously:

The ESP class for ESL students is more suitable for L1 speakers than L2.

Some abbreviations are acceptable and are already listed out in the dictionary, such as: IQ, AIDS, ESP.

Latin abbreviations: Use the following standard Latin abbreviations only in parenthetical material; in nonparenthetical material, use the English translation of the Latin terms:

cf.	compare	i.e.,	that is
e.g.,	for example	viz.,	namely
etc.	and so forth	vs.	versus, against

But:

Use the abbreviation v. (for versus) in references and text citations to court cases, whether parenthetical or not.

et al., which means others, should be used in nonparenthetical as well as parenthetical material.

Scientific abbreviations

Use abbreviations and symbols for metric and nonmetric units of measurement that are accompanied by numeric values. No dots necessary following the abbreviations (except for in. for inches, a.m. and p.m.).

4 cm 30 s 12 min 18 hr 5 lb 6 kg

Do not abbreviate the following words: day week month year

Do not abbreviate for metric and nonmetric units that are not accompanied by numeric values: (i) several pounds, (2) measured in kilometers

Do not abbreviate chemical compounds to their formula; use either the common name of the chemical name: Aspirin or salicylic acid (not C<sub>9</sub>H<sub>8</sub>O<sub>4</sub>).

# APPENDIX R (i): Chapter and sub-headings in the chapter

## CHAPTER TWO

level 1, 14 points,  
UPPER CASE, bold

double spaces

level 1, 14 points, upper  
case, bold

### FIRST LEVEL HEADING (CHAPTER HEADING)

4 single spaces

#### 1.1 SECOND LEVEL SUBHEADING

level 2, 12 points,  
UPPER CASE, bold

double space

Text should begin at the left margin, i.e., the first line of the first paragraph in a section is not indented. The body of the text must be fully justified. The line spacing of the basic text should be set at 2.0 (double spacing). This includes line-to-line, paragraph-to-paragraph, text-to-numbered list, sentences within numbered lists, and subheading to text.

1.2cm

The first paragraph of a section need not be indented. However the first sentence of all proceeding paragraphs should be indented 12 millimetres. Use the tab

3.8 cm

key for consistency. However, between the last paragraph of a section and a next level subsequent subheading, there should be three spaces (3.0).

2.5 cm

3 single line  
spaces

Tips: For three (3) single line spaces, press the ENTER bar twice and start typing on the Second

#### 1.1.1 Third Level Subheading

level 3, 12 points, Title  
Case, bold

double space

The first line of the first paragraph in a section is not indented. There should be a minimum of two lines of a paragraph at the bottom of the page under the heading. In cases where headings falls in the next page, the bottom margin will be wider than the required specification.

1.2cm

However, text of the subsequent paragraphs should be indented 12 millimetres from the left margin and continue to the end of the left margin. The line spacing of paragraph-to-paragraph should be set at 2.0 (double spacing), same like the basic text. For the basic text, the 12-point font size is to be used. Use only “Times New Roman” font style. In the case of transliteration, “AHTimes New Roman” font style is

## APPENDIX R (ii): Chapter and sub-headings in the chapter

acceptable. Students may use any word processor they are familiar with to write their thesis. However, the specification mention in the Manual should be strictly followed.

The choice of using numbers along with the level headings is left to the student and supervisor.

3 spaces  
Tips: For three (3) spaces, press the ENTER bar twice and start typing on the Second Stroke

### ***1.1.1.1 Fourth Level Subheading*** level 4, 12 points, Title Case, bold and italics

The first paragraph of a section need not be indented. However, the first sentence of subsequent paragraphs should be indented 12 millimetres from the left margin.

12 mm Headings are of five types, ranging from the Level 1 (the chapter heading) to Level 5 (the fourth level subheading). Chapter headings (level one) are to be centred and written in bold capital letters. The font size for chapter headings is 14 point.

double space  
Subheadings are up to four levels: levels two to five.

3 spaces  
Tips: For three (3) spaces, press the ENTER bar twice and start typing on the Second Stroke

3.8 cm

2.5 cm

### ***1.1.1.1.1 Fifth Level Subheading*** level 5, 12 points, Title Case, italics and underlined

double space  
Subheadings are up to four levels: levels two to five. The font size for chapter headings is 14 point and it is considered as level 1. The font size for level 2 headings is 12 point, but in upper case bold letters. For level 3 headings: Bold, Title Case of 12 points are used. For level 4, heading is typed in bold italics Title Case of 12 points. In rare cases, double space  
when students need to use another subheading level, level 5, the format is 12 point italics Title Case underlined.

double space  
A heading that appears as a last line on a page will not be accepted. There should be a minimum of two lines of a paragraph at the bottom of the page under the heading.

In such cases, the bottom margin will be wider than the required specification.

2.5 cm  
**APPENDIX S: Sample of a page continuation, spacing between paragraphs and line spacing**

**THINKING SKILLS** level 2, 12 points, UPPER CASE, bold  
double space

Students must be taught to think about when, why, why not, and how else. Students must be able to make use of these abilities outside their classroom, in their daily lives. Thus, the task of a teacher in this century is to help students make sense of their world, and to open up new worlds of knowledge and experience. In doing this the teacher needs to bridge the larger world of ideas and public knowledge with the students' private world. Information and experience offered to the students remain meaningless if they do not connect and become a part of the students' world. To do this the teacher must do more than impart information, and more than leaving students to flounder for themselves. Teachers need to be concerned with the reasons behind the facts rather than just the facts themselves.

3.8 cm  
1.2cm According to Fisher (1995), philosophy, in the Socratic tradition of discussion, questioning and experimenting with ideas to see which one makes sense, has much to offer. Socrates, founder of the philosophical tradition brought the notion that nothing ought to be taken for granted and has to be questioned. For him an unexamined life is not worth living for. Therefore through philosophy, students can be encouraged to think for themselves and be given the means to be critical and creative thinkers. By so doing, teaching thinking enhances the chances of individual and eventually, societal survival in this rapidly changing world.

1.2cm See It is also hoped that good thinking taught to students will help them to develop the capacity to be reasonable within the context of moral development. Perhaps if this is achieved juvenile delinquency and social problems might decrease if not cease to exist. understand how. Students must be taught to think about when, why, why not, and how else. Students must be able to make use of these abilities outside their classroom, in their daily lives. Thus, the task of a teacher in this century is to help students make

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## APPENDIX T: Bulleted or Numbered Texts

2.5 cm

For bulleted materials, students should place the bullets/numbers indented 12 millimetres from the left margin. The space between the bullet/number and the text should also be adjusted to 8 mm. This standard should be kept throughout the thesis and in sub-bullets/numbers and the proceeding texts. A double space is still maintained between lines. For consistency adjust *Bullets and Numbering* under *Format* pullout menu in Microsoft Word., for example:

3.8 cm

1.2 cm i. The title of the thesis at the top in full.

2.0 cm ii. The name of the students as registered in the IIUM.

iii. The submission formula, as follows:

2.0 cm a. For programmes with coursework and research, the phrase “dissertation submitted in fulfilment ... .”

2.8 cm b. For programmes with research only, the phrase “thesis submitted 2.5 cm in fulfilment ... .”

iv. The name of the Kulliyah in full.

v. The name of the University in single spacing.

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## APPENDIX U: Quoting longer material

...studied were not exposed to opportunities for the output to be “pushed.” Swain (1985) argued that there is an important role to be played by learner’s comprehensible output, as evidenced in the following excerpt:

1.2cm { "while most language classes pay attention only to comprehensible  
input its impact on grammatical development has been overstated in  
previous research, and the role that interactional exchanges play in second  
language acquisition may have as much to do with the learner’s  
production of comprehensible output as it has to do with the  
learner’s access to comprehensible input. The role of output is vital  
in generating not only comprehensible input, but it also provides an  
opportunity for learners to use their linguistic resources meaningfully"

double space

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typed in single space  
no quotation marks  
no italics  
no reducing font size

Swain’s position was based on her research on the language achievement of students in immersion classrooms, where greater emphasis was placed on students’ comprehension of input than to the comprehensibility of their output. Test results indicated that learners’ spoken second language (L2) production lagged behind their other language skills. She also examined features of communicative competence—grammatical, discourse, and sociolinguistics (Canale and Swain, 1980)—found in French L2 students and found that these students failed to achieve NS grammatical competence in their L2 expected of learners in an immersion program. Many factors could have contributed to this and one is that the learners were not given the opportunities to speak up in the classroom; therefore, there were not comprehensible output with which the teacher can gauge to improve on her methods in improving the students’ second language.

3.8 cm

2.5 cm

## APPENDIX V: Example of Table and Figure

### Instrumentation

In addition, this would allow for a better illustration of the differences in responses towards the items. Items for the instrument were self-constructed after taking into consideration what previous studies have investigated and the responses received in informal interviews conducted by the researcher with some members of the sample.

3 single line spaces

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Centre

Table 3.1 Breakdown of Items according to themes measured

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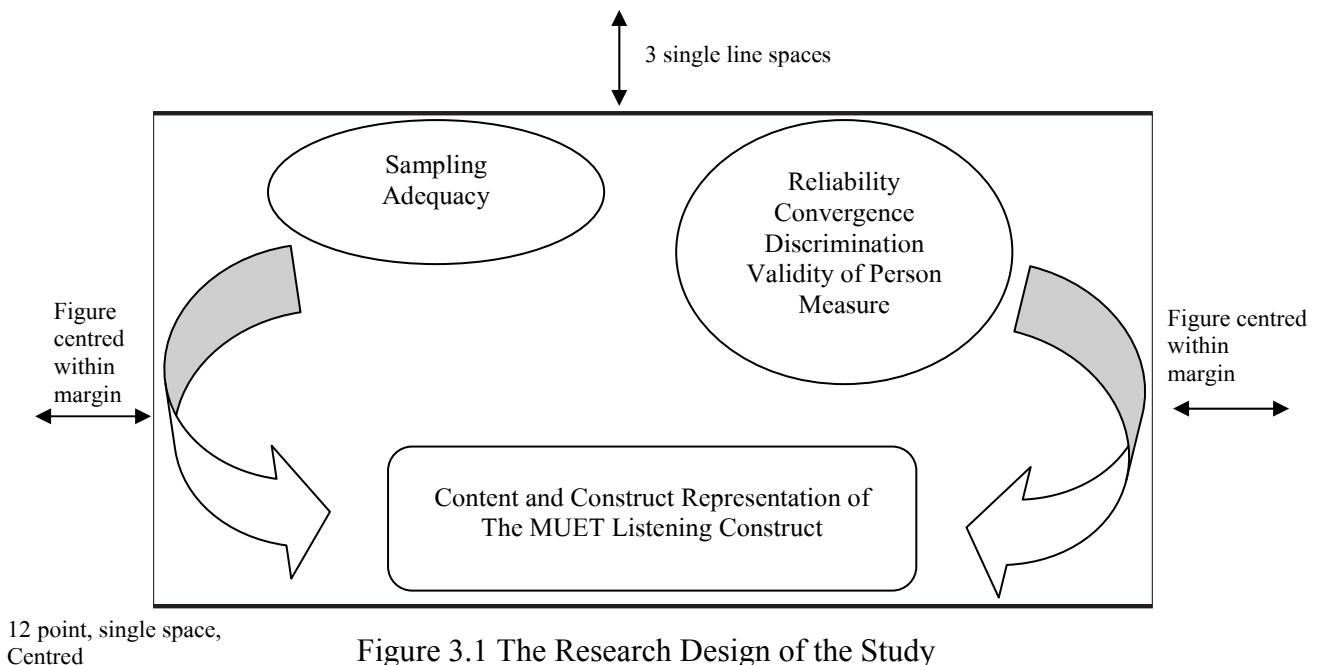
Item Numbers	Themes measured
1-5	Contextual clues
6-10	Goals for taking notes
11-17	Activities involved in note taking
18-23	Review activities
24-30	English Language proficiency

3 single line spaces

Table centred within margin

Table centred within margin

The breakdown of items according to factors extracted, factor loadings, standard deviations and means are shown in Table 3.2.



Under logical investigation, the MUET listening ability construct was theoretically defined by conceptualizing the construct

## APPENDIX W: Example of table specifications (landscape)

12 point, single space,  
Centred

Table 3.2 Factors underlying Students' Perceptions towards Note Taking: Items, Factors, Mean and Standard Deviation

↓  
One single line space

Factor	Items	Factor Loadings	M	SD
English Language Proficiency	I take less complete notes in English.	0.83	3.36	1.63
	I translate my notes from English to Malay Language.	0.78	2.92	1.76
	I find it difficult to understand my notes if it is written in English.	0.77	2.7	1.68
	I find it difficult to take notes since the lecture is in English.	0.72	3.37	1.79
	I must refer to dictionary since my notes is in English	0.57	4.32	1.71
Activities in Note Taking	I copy down all the key words used by my lecturer.	0.75	5.84	1.18
	I use diagrams in my notes.	0.74	4.87	1.4
	I underline the important points.	0.73	5.85	1.36
	I use different colored pens to differentiate the main ideas from the supporting ones.	0.7	4.57	1.86
Review Activities	I have a back-up copy of my notes.	0.71	4.04	1.02
	I use my own words in taking down notes.	0.68	5.03	1.31
	I update my notes regularly.	0.61	4.67	1.3
	I check with my lecturer if my notes are complete or not.	0.6	3.31	1.62
Reasons for Taking Notes	I summarize all the points mentioned by my lecturer in a short paragraph.	0.58	4.05	1.41
	I review my notes to prepare for examinations.	0.83	6.66	0.7
	I feel more confident to examinations after I have studied my notes.	0.81	6.38	0.99
	I understand my topic better if I take notes.	0.52	4.81	0.94
Contextual Clues	I read my notes to prepare for classroom discussion.	0.41	5.66	1.14
	I take down notes when my instructor uses phrases like "pay attention to this", "listen carefully", and "look here" before mentioning the points.	0.84	6.28	1.22
	I copy down the information that my lecturer repeats more than twice.	0.83	5.9	1.36
	I record the information on a topic when asked by my instructor.	0.54	5.04	1.7
	I scribble down the information on topics that my lecturer elaborates in details.	0.51	5.57	1.14

*Note.* Factors were determined using Principle Component Analysis. M=Median; SD= Significant Difference.

12 point, single space, same margin with the Table

Minimum 10-point font size, single space, justified if applicable

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Note that page number should appear at its usual place

Centred within the margin  
↔

Centred within the margin  
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points, upper  
cases, bold

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number for  
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repeated, no  
dashes are  
used

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## APPENDIX Y: Glossary

### GLOSSARY

level 1, 14  
points, upper  
cases, bold

4 single spaces

**Artifact.** Anything made by man. The term is used here to mean any pieces of stone that has been modified by man.

**Axis of detachment.** The path of the force that removed the piece from the core. It runs from the point of impact on the platform of the artifact toward the distal end.

{ double space between  
entries

**Backing.** Very steep retouch along a lateral edge, forming a near ninety-degree angle with the dorsal face of the artifact. The retouch is usually obverse, but it may be inverse or a mixture of the two. It has the effect of thickening, blunting, and shaping of a table knife. Backing may be straighten, curve, or shoulder the outline shape of an artifact. Long, narrow perforators are often “double backed” (meaning both lateral edges) to that shape, producing a strengthened point.

**Blade.** An elongated piece of stone that was detached from a core and is, by oversimplified definition, at least twice as long as it is wide. When detached from the blade core, the removals, one after another, usually produce on the core a series of flake scar ridges, approximately parallel; they in turn become dorsal surface features trending lengthwise of the blades that are subsequently detached. However, the pattern of flake scars on a blade is not limited.

3.8 cm

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**Burin facet.** The scar formed by the detachment of a burin spall.

**Burin spall.** The piece struck off to produce a burin. An occasional burin spall may show subsequent modification, by retouch, into a perforator.

**Carinated.** Shaped like the keel of a ship.

**Cleavage surface.** A surface formed by a separation of the rock along a natural cleavage plane or crack. Among the raw materials most apt to exhibit cleavage surfaces are quartz crystals, slate, and some kinds of petrified wood.

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4 single spaces

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APPENDIX AA: Spine

Left side 2.5 cm	MAHMUD A. RAHEEM	MSACC	2005	IIUM	Right side 2.5 cm
		At 1) cm from the edge	At 88 cm from the edge		

Left side 2.5 cm	LIZA ISMAIL	MAALS	2013	IIUM	Right side 2.5 cm
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Left side 2.5 cm	SHAHEED. H. HUDAWI	Ph.D	2005	IIUM	Right side 2.5 cm
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