

**AN ANALYSIS STUDENT'S CITATION AND REFERENCE BY UIR
ENGLISH LANGUAGE EDUCATION STUDENTS IN WRITING THEIR
FINAL RESEARCH REPORT**

A THESIS

*Intended to Fulfill for Award of Sarjana Degree in English Language Teaching
and Education*



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TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITAS ISLAM RIAU
PEKANBARU
2021**

SKRIPSI APPROVAL

**AN ANALYSIS STUDENT'S CITATION AND REFERENCE BY UIR ENGLISH
LANGUAGE EDUCATION STUDENTS IN WRITING THEIR FINAL RESERCH
REPORT**

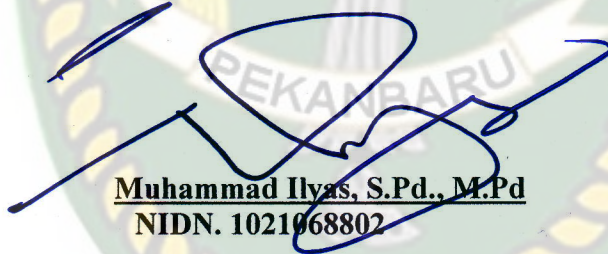
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THESIS APPROVAL

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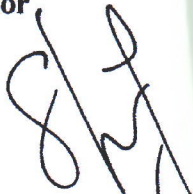
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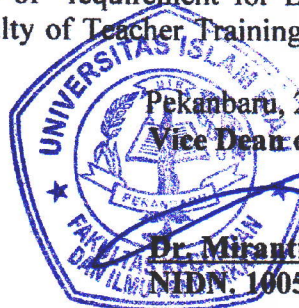


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









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ENGLISH LANGUAGE EDUCATION STUDENTS IN WRITING THEIR FINAL RESERCH REPORT

No.	Date	Guidance Agenda	Signature
1.	14/12/2021	Revised Title	
2.	30/12/2021	Revised Chapter I	
3.	8/01/2021	Revised Chapter II & III	
	17/02/2021	Approved to Join Seminar Proposal	
	08/03/2021	Join the Seminar	
	01/04/2021	Revised Chapter I & II	
	28/05/2021	Revised Chapter III	
	5/05/2021	Check and Re-check to Chapter III and IV	
	28/06/2021	Approved to Join Thesis Examination	
	26/07/2021	Join the Examination	

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LETTER OF NOTICE

We, that the advisor hereby notifies that :

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Faculty : Teacher Training and Education
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Has been completely written a thesis which entitled :

**AN ANALYSIS STUDENT'S CITATION AND REFERENCE BY UIR ENGLISH
LANGUAGE EDUCATION STUDENTS IN WRITING THEIR FINAL RESERCH
REPORT**

It was officially examined.

This letter is made to be used as it needed.

Pekanbaru, 26th July 2021

Advisor



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NIDN.1023027904

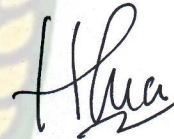
DECLARATION LETTER

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Faculty : Teacher Training and Education
Study Program : English Language Education

I declare that this thesis is the result of my own work, to the best of my knowledge. This thesis does not contain material written by other people except for certain section which I adopted and quoted as references by following the official procedures and ethics of writing scientific paper.

Pekanbaru, 26 July 2021

The researcher



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176310666

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BISMILLAHIRRAHAMNIRRAHIM

Alhamdulillah, i would like thanks to ALLAH SWT for his blessing and guidance in the process of completin this thesis. I am very grateful for the valuable learning that I got through the struggle of the thesis process. There are many people whom i would like to thank for their contribution, both directly and inderectly, to this thesis. I would like to thank to my family, lectures, friends and all institution involved in completing this thesis.

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Pekanbaru, 26 July 2021



The researcher

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ABSTRACT

Miftahul Hijraini, 2021, An Analysis Student's Citation and Reference by UIR English Language Education Students in Writing Their Final Research Report

Reference is an important part when writing a research report or scientific work. Reference is a list of information which can be used as a source to reinforce or strengthen a statement conveyed by the information provider. The purpose of using reference is to avoid plagiarism over the other people's idea and also to support research especially in literature review. Writing literature review in a scientific work is not easy to do, especially for students in a second language or foreign language. Writing for student in second language is still an acknowledged difficulty majority of language learners because is not just about rewrite or restate the important point found in relevant sources.

This research was descriptive qualitative research. The information got from skripsi. The participants were the alumni who has graduate in 2021 of English Language Education of FKIP UIR. The finding of this research by checked quotation in each paragraphs, then looked relevance between the quoted reference between the quoted reference in the writing and the quoted reference in the writing and the references list at the back of the research.

The data of the study were collected from reading and analyze it and showed into the table then applied in descriptive qualitative. The result on this research to shows several errors that found in both of thesis. The findings shows that there are possibilities for students do some wrongly academic conduct in writing final research report.

Keyword: Reference, Citation, Writing.

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Reference is an important part when writing a research report or scientific work. Reference is a list of information which can be used as a source to reinforce or strengthen a statement conveyed by the information provider. The purpose of using reference is to avoid plagiarism over the other people's idea and also to support research. Each paper needs to include reference or paper, providing no reference can be considered incomplete or rejected. Reference will show whether the information sources written in the paper are good and relevant for our study.

Writing is a process transferring or applying ideas into written form. According to White and Arndt (1991) in Hammad (2013:1) writing is a process of thinking using language for expressing meaning include some process such as generating ideas, planning, goal setting, monitoring, evaluation what is going to be which demands intellectual effort. It has been realized that writing is one of important skills that must be mastered, especially by English language learners. Writing is also considered as the indicator toward the students' success in learning English. Student's achievement in learning English is only measured by the productive skills, especially writing performance, Kingston et al (2002:3). Moreover, when doing research report writing skills become one of the requirement for finishing that. Before start writing, the writer need to have a clear

idea about what is she/he want to write on. In writing it is very important not to ignore the value of initial thought, as it is often the reference point for later stages.

Nowadays, college student who run the final semester are given the last project to make a research or paper . Research is a systematic study of natural phenomena or materials of sources or an existing social condition to be identified in order to obtain information and make new insight and conclusion. Simply put, a research report is a systematic writing of a study by following a certain style, such as an abstract summary, introduction (Background with literature review, justification, objectives, etc.), methodology, results and discussion, conclusion and recommendations and the last is reference.

Writing literature review in a scientific work is not easy to do, especially for students in a second or foreign language. Writing for student in second language is still an acknowledged difficulty majority of language learners because it is not just about rewrite or restate the important point found in relevant sources. According to Kwan *et al* (2012) as cited in Arsyad *et al* (2018: 29) factors that become writing literature review is hard mainly due to the complexity of writing processes which are consist of several problem. First, determining in choosing opinion is appropriate to cite because there are so many experts and their theories that can be found right now. Second, how to response or address the opinion with our own word properly because of the students writing ability which is still low. Third, how to combine some opinions from several authors into a sentence or how how to criticize the previous writer's opinion correctly and appropriately. This problem is basically happen because of the immaturity of the students in terms of

their capacity and capability on the literature itself. Related to these problems, students themselves still confusing how to write literature review appropriately.

Based on preliminary research that has been conducted by the researcher towards 3 students, there were some students who only gave reference but did not really written it down in their research, they wrote down references that they do not refer to original sources, they did not paraphrase and take them as their own writing or simply just copy pasting the references somewhere. It means that they are doing manipulating in writing their reference list. There are some factors that become drivers in manipulating data from reference, which is reluctant to read books, and denying to paraphrasing the sentences.

Furthermore, the same research also wrote by Fazilatfar *et al* with entitle An Investigation of The Effect of Citation Instruction to Avoid Plagiarism in EFL Academic Writing Assignment. That research focus on citation and source use in student writing, especially on student's difficulties in paraphrasing and summarizing. In conclude, the results of the assigned tasks and one survey question demonstrated student's perceiving growing confidence and significant improvement in their source-based writing.

Derived from the explanation above, the author is interested in researching referencing approaches by UIR English Language Education students in writing their final research report. Hopefully this research will be a meaningful resource in order to gain more knowledge about writing a good research report with valid

reference and to raise awareness of the importance of writing valid reference in a student's research.

1.2 Identification of the Research

Based on the background of the research above the problem is generally about how the reference approach used by English Language Education students in writing their final research report. Cases that found are that were some students who only put reference but did not really written it down in their literature review, they put reference but do not refer to the original source, and they did not paraphrase into their own language or simply just copy paste somewhere.

1.3 Focus of the Research

Based on identification of the research, this research focuses on analyzing referencing approaches, method of writing references and also relevance of references list and content on chapter II or literature review in final research report or skripsi by UIR English Language Students in writing their final research report.

1.4 Research Question

Based on the limitation of the problem, the formulation of the problem could be formulated as the question bellow:

1. How is the agreement between the citation and references in the text and in the reference list within the student final research report/skripsi?

2. How was the citation and references taken from the original source?

1.5 Objective of the Research

In relevant with the problems that have been stated previously, the objectives of the study is to find out how is the process of writing references by UIR English Language Students on their final research report including quoted reference in the writing and the reference list at the back of the research.

1.6 Significance of the Problem

The writer hopes that this research will be beneficial as follows:

1. Theoretically, based on the purpose of the research above, the result of this study hopefully can give something worthwhile for people who want to study in English Language. So, the results of this study will give more explanation about how to make good research report which actually pertains to the reference that was written.
2. Practically, the result of this research is expected to contribute to the readers, students, and future researcher. The research can give the beneficial information to the readers about the writing references on their final research report. For students, this research can give the information for those who want to make good research report based on the references that has been written. The last, this research can be supporting research for the future researcher who are interested in carrying on the same field of research.

3. Other lectures in English Education of UIR FKIP Pekanbaru, the finding of this study hopefully can be a valuable source of information to improve the quality of student final research report.

1.7 Definition of Key Terms

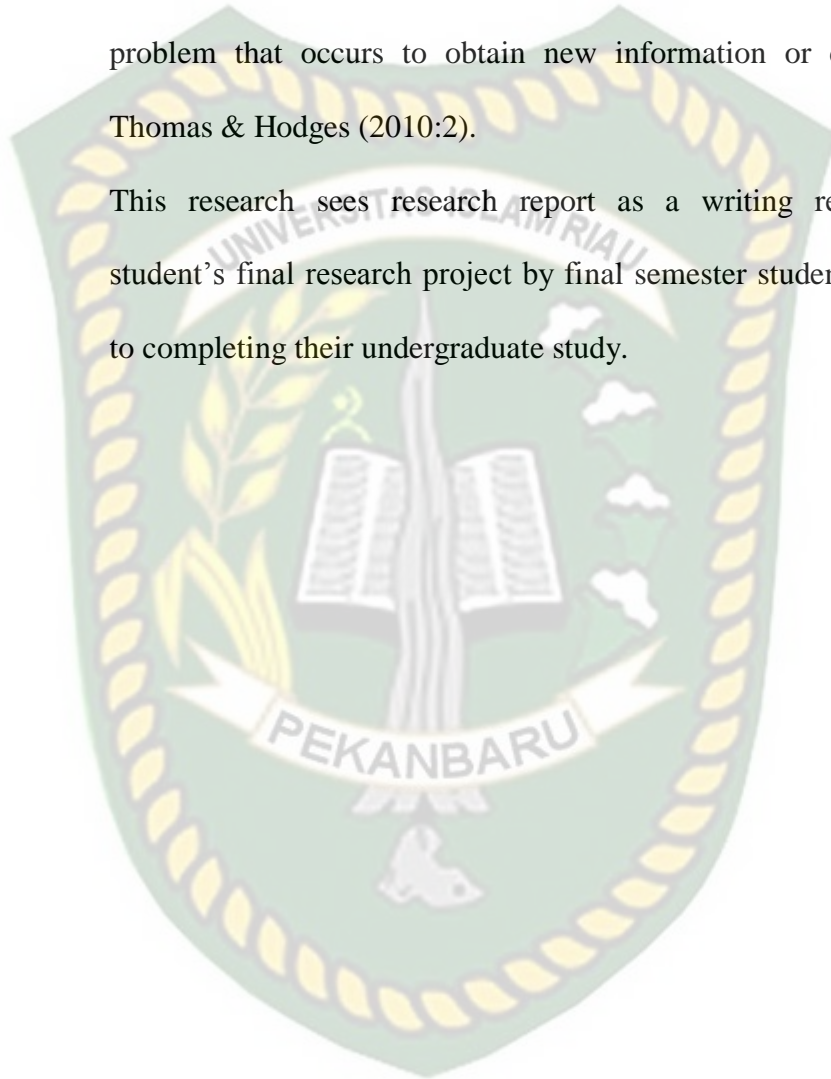
There are some terms used to give clear explanation related to this study. Those terms are defined in order to give the readers clear understanding and also to make it clearly in order to avoid misunderstanding. They are :

1. Reference can be defined as system which is used to represent where ideas, theories, quotes, facts and any other evidence and information used to carry out an assignment, can be found. References are usually used in academic community, Ahamed Shibly (2016:2). In this research, reference means as a source that is used to obtain information in writing a final research report.
2. Citation is the part of reference that you include in your research whenever you directly quote, paraphrase, and make summarize refer to someone's or author's work. Shibly (2016: 4) posited that. In this research, citation can defined as a specific source that researcher mention in the body of paper.
3. As Walsh (2010) reveal that writing is an important aspect it is used extensively in higher education and also in the workplace. Through writing students are helped to communicate well in expressing themselves. Much of professional communicate is done

in writing. Furthermore, Yi (2009) mention that writing is describe as ability to deliver “contextually” language form properly.

4. Research report is systematic investigation of a phenomenon or problem that occurs to obtain new information or conclusion, Thomas & Hodges (2010:2).

This research sees research report as a writing report from student’s final research project by final semester students in order to completing their undergraduate study.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

In this chapter the writer tries to put clear description and some relevant theories to support this research. What covers this chapter are referencing, writing in general, process of writing, and relevant studies.

2.1.1 Reference

In a university, to graduate from faculty, students are required write a research-based thesis. In Indonesia, thesis is usually-known as *skripsi*. To support arguments or for against ideas, the writers should uses many supporting ideas from other sources, the sources can be books, journals, articles and other sources. From that, the writer may use the author ideas by quoting and paraphrasing. When quoting someone's mind or work, it is important for researcher to refer to the original sources. Fartiessa *et al* (2012:2) mentioned that referencing can be define as declaring or stating the sources in written text. Moreover in order to avoid plagiarism it is a basic requirement to represent detail of sources of the ideas, arguments and information.

When doing research, reference is one of important things that must be considered and must be presented in every research. Reference can defined as a system which is used to represent where ideas, theories, quotes, facts and any other evidence and information used to carry out an assignment, can be found. References are usually used in academic community, Shibly (2016:2). Every

researcher must use valid source to put on their research, included valid and findings or theories as well as sensible ideas

In putting references into a research, the researcher should be considered to choose valid source. There are so many kind of source that you are likely put on your own research cited in NMSU Library, New Mexico State University. First, scholarly publications (Journals) that written by and for faculty, researchers, or other expert in a field. Second, popular sources like news and magazine that written by journalist or professional. Third, professional/trade sources, this source is written by practitioners in a field such as nurses, teachers, or social workers. This source is communicated about the news and trends in that field. Fourth, the researcher can use books/ books chapter. Often, books become a good source for investigate a specific topic. Fifth, conference proceedings. This conferences are compilations of research, paper or even information that showed or presented on conferences. Sixth, government documents, the researcher can get information like data, statistics, white papers and more from this source. Usually, the information from government documents is technical and scientific. Seventh, the researcher can use theses and dissertations as the source,

Furthermore, rewrite or summarize someone else's works in their own words also called as reference. The list at the end of the research may be called references or bibliography. A list of references includes only those works the researcher have noted in written text, while a bibliography list includes all the works that researcher have consulted for writing. Both those noted in the text as well those that have informed the researcher ideas about the topic he/she has

written on, but which the researcher have not referred to directly in written text, it is cited by Bak 2013:50). Here are some examples of how to write reference based on your source, this cited by Bak (2013:50-54) :

1. Citing books

Things that should be considered in citing books are : 1) The author's name are shown with surname first. Sometimes, an organization may function as the author. 2) In case of more than one author, the author's name should be written down by separating them with comma and ampersand (&). 3) If there is no author that cannot identified, the first entry the researcher should write is the title of the work and alphabetic order will according to the first word in the title (E.g "A", "An" or "The") 3) The titles of all published materials are listed using italic type or by underlining. 4) The edition should mention, unless it is the first edition. If there is no edition statement, it can assume as the first edition.

Example of reference to books:

Example of how to cite:

1. Single author book :

This is the example how to write reference in single author book

- a. Pantzar, K. 2018. *Finding Sisu*. United Kingdom: Hodder and Stoughton.

2. More than one author book:

In referencing more than author book, here is the format

- a. Behrens, S.J., Olen, S.I. & Mchet, M.P. 1999. *Mastering information skills*. Pretoria: Unisa

3. A book produced by an editor rather than an author:

When writing reference to a book produced by an editor rather than an author, this the format

- a. Stone, R.L. Ed. 1989. *Essay on The Closing of the American mind*. Chicago: Review Press.

4. An edition of a book other than the first

When choosing reference with another edition of book but not first, the format should be like this following

- a. Visser, N. 1992. *Handbook for writers of essay and theses*. 2nd ed. Cape Town: Maskew Miller Longman.

5. A section or a chapter in a book:

This is the example how to write book with a section or a chapter

- a. Green, K. 1996. The use of auditory and visual information in phonetic perception. In *Speechreading by humans and machines*, D. Stork and M. Hennecke, Eds. Berlin, Germany: Springer. 55-77

6. A paper from a conference publication:

In taking paper from conference publication as reference, the researcher should write the format like this :

- a. Poll, R. 1998. The house that jack built: the consequences of measuring. *Proceedings of the 2nd Northumbria International Conference on Performance Measurement in Libarary & Information Services*. 7-11 September 1997, Longhirst Hall, Northumberland. 39-45.

2. Citing journal articles

Things to remember in citing journal article are the writer should write the title of the journal in italic and underlined, then the volume and issue number of the journal are given followed by page number. This is the example of references to journals:

1. Kiondo, E. 1999. Acces to gender and development information by rural women in Tanzania. *Innovation*. 19:18-27
 2. Levitt, A.G. & Wang, Q. 1991. Evidence for language-specific rhythmic influences in the reduplicative babbling of French and English learning infacts. *Language and speech*. 34(3): 235-249
- a. Lillard, A. 1998. Wanting to be it: children's understanding of intentions underlying

pretense. *Child development*. 69:981-993

3. Citing a thesis

When citing in an unpublished source, the title are not underlined or italicized.

The following are the example of reference to unpublished sources :

1. Makhubela, P.M. 1998. Public libraries in the provision of adult basic education programmes: the case of the Western Cape Province, South Africa. D.Bibl. Thesis, Department of Library and Information Science, University of the Western Cape
2. Thapisa, A. 1998. Co-operation with the University of Bostwana. [Personal interview, 10 March]. Cape Town. (Unpublished).

4. Citing electronic source

When using electronic source as reference, the date of finding source must showing to indicate whether the link was still functioning or not. Any citation to an electronic source should contain with the name of the author if you can find it and the date of the document was produced or updated. Here are the example of how to cite:

1. An electric journal

Aird, A. 2001. E-Commerce in higher education: can we afford to do nothing? *Ariadne*. 26. [Online]. Available: <http://ariadne.ac.uk/issue26/e-commerce/intro.htm> [2001, March 8].

2. A journal article available in both electronic and print formats

Brink, P.J. 2001. Violence on TV and aggression in children. *Western journal of nursing research*. 23(1):5-7. [Electronic]. Available: EBSCOHost: Academic Search Primer.

3. Articles from the World Wide Web

Standler, R.B. 2000. *Plagiarism in colleges in USA*. [Online]. Available: <http://www.rbs2.com/plag.htm> [2002, September 11]

After read and understand how to cite ideas or someone's work from several sources, perhaps the researcher will write it down in right format.

2.1.1.2 Types of Referencing

There are so many types of referencing are available. But here are the most widely used and popular types in academic writing works is cited by Shibly (2016:1-6) :

1. Harvard Referencing & Citation
2. APA Referencing & Citation

1. Harvard Referencing & Citation

In the following are brief notes of Harvard reference and citation :

- a) In this system, reference which refers to the document cited and put at the end of the text described as term of referencing.
- b) In Harvard system, the references are listed in alphabetical order of author's surnames.

- c) If the reference cited from more than one specific author in one item, they must listed chronologically (earliest first) and by the letter (1993a, 1993b) during a specific years more than one item has been published.
- d) Each reference should contains or use the elements and punctuation.

Here are the following examples by Harvard Referencing

1. Reference to a book

Referencing should be listed through this order : Author's Surname, Initials, Year of

publication. Title.Edition.(if not the first),Place of publication, Publisher are the format that researcher should write on reference list.

E.g. Mercer, P.A. and Smith, G., 1993. Private viewdata in the UK. 2nd ed. London: Longman.

2. Reference to an article journal

The format reference to an article journal is Author's Surname, Initials., Year of publication, Title of journal, Volume number and (part number), Page number of contribution.

E.g. Evans, W.A., 1994, Approaches to intelligent information retrieval. Information processing and management, 7 (2), 147-168

3. Reference to a conference paper

In referencing to a conference paper should contribute author's Surname, Initials., Year of publication. Title of contribution. Followed by In: Initials. Surname, of editor of conference proceedings (if applicable), Title of conference proceedings including date and place of conference, Place of publication, Publisher, Page numbers of contribution.

E.g. Silver, K., 1991. Electronic mail: the new way to communicate.

In: D.I. Raitt, ed 9th international online information meeting, London 3-5 December 1990. Oxford: Learned Information, 323-330.

4. Reference to a publication from a corporate body (e.g. a government department or other organization)

When using reference from corporate, referencing should listed through this order: Name of Issuing Body, Year of publication, Title of publication, Place of publication, Publisher, Report Number (where relevant)

E.g. Unicef, 2000. General information Suriah camp's Children. New York, (PGI-93/WS/22)

5. Reference to a thesis

When making reference which takes from a thesis the researcher should write reference as follows, Author's Surname, Initials., Year of publication, Title of thesis, Designation, (any type), Name of institution to which submitted.

e.g. Vaherni, K.V., 2017. An analysis of Directive and Indirect Utterances on Surah Al-Ahzab, Thesis (PhD). Edinburgh University.

6. Electronic material- following the Harvard System

There are two ways to put reference in the writing research:

1. This part taken from:

Mardiah, A., (1996). UIR system [online]. Islamic University of Riau

2. Available from:

<http://www.bournemouth.ac.uk/service-depts/newslis/LISGen.citation/harvardsystint.html> [15 Apr 1996]

Harvard Citation:

Citation is commonly the most commonly pedagogical interference in academic writing (Keck: 2006). According to Shiby (2016: 4) states citation is the part of reference that you put or include in your research whenever you directly quote, paraphrase, and make summarize refer to someone's or author's work. The basic elements of the citation that researcher need to include are; name of the author(s), year of publication, and page number or page range. While, Prasad (2017) reveal citation is a specific mention of a source in the body of manuscript, name of the author and year of publication are included.

The process of citation includes paraphrasing, summarizing or even critical-synthesis. The result of this is put into the main body of his/her work.

In Harvard style, a citation is followed by the author's surname and year of publication. In citation, the researcher can use the author's name in the text or just refer to the author in brackets and citations might appear at the start, middle or end of sentence, or the researcher can also directly into multiple authors.

Example

a. Citing in the text – One author

If the author's name is not mentioned in the text, the citation should consist of the author's surname and the date of publication in brackets

E.g. It has been emphasized that process of writing has roughly four stages
(Harmer, 2004: 4-6)

If the name of the author already write or named in the text, only years need to be included in brackets.

E.g. Harmer (2004: 4-6) emphasized that process of writing has roughly four stages.

b. Citing in the text – Two author

If a source has two authors, both names should be written. When the author's name not mentioned in the text, the citation should contains by the author's surnames and the date of publication in brackets.

E.g. It was emphasized that process of writing has roughly four stages
(Harmer and Baker, 2004: 4-6)

If the researcher was already write or name the author's in the text, only the year needs to be included in brackets.

E.g. Harmer and Baker (2004: 4-6) emphasized that process of writing has roughly four stages.

When the researcher quote directly from the text, it should include page number, paraphrase specific ideas or explanations, or use an image, diagram, table etc from a source.

c. Citing in the text – Two or more authors

When the researcher choose three or more authors', it is usual name of the first author to be given, then followed by the phrase "et al." (which means "and others").

When the author's name not mentioned in the text, the citation should consists of the first author's surname and "et al.", followed by the date of publication, in brackets

E.g. It was emphasized that process of writing has roughly four stages (Harmer et al., 2004:4-6)

The researcher only need years in brackets if the authors already named in the text.

E.g. Harmer et al. (2004:4-6) emphasized that process of writing has roughly four stages.

Page numbers should include if the researcher quote directly from table, diagram, text, or paraphrase specific ideas, etc from a source

2. APA Referencing & Citation

Based on American Psychological Association which state that whenever the researcher use or take someone's work, they should stating which book or journal article is the source and idea or quotation they use to acknowledge the ideas of other.

Example APA – Referencing

a. Reference to book

When the researcher use book as their source they should make format on reference like this, Author, A.A., & Author, B. B. (year of publication).

Title of book. Location of publication :Publisher

e.g. Setiawan, J. (1994) *Classic Experiment in Psychology*. Westport, CT: Greenwood.

b. Reference to an article in a journal

Author, A.A. (year of publication). Title of article. *Journal Title*, Volume number(issues-number),page-page. doi:xxxx

e.g. Matney, G.T. (2014). Early mathematics fluency with CCSSM. *Teaching Children Mathematics*, 21(1),27-35.

- c. Reference to a conference paper

The format is: Presenter, A.A. (Year, Month). *Title of paper or poster.*

Paper or poster session presented at the meeting of Organization Name,
Location

e.g. Mardiah, A., Hijraini, M., Vaherni K., & Zahora, T. (2017, August).

Joined at the hip: Partnership between librarians and learning skills advisers. Poster session presented at the international Congress of Medical Librarianship, Brisbane.

- d. Reference to a publication from a corporate body (e.g. a government department or other organization).

e.g. Australian Bureau of statistics. (2008). *Childhood education and care* (No. 4402). Canberra, ACT: Author.

- e. References to a thesis

e.g. Bozeman, A. Jr. (2007). *Age of onset as predictor of cognitive performance in children with seizure disorders.* (Doctoral dissertation). Retrieved from Proquest Dissertation and These. (UMI 3259725)

- f. Reference to an electronic material – following the Harvard System

Here is the format: Author, A.A. & Author, B.B. (Year of publication)

Title of work. Retrieved from URL.

e.g. Singh, L. (2011). *The critical decade: Climate change and health.*

Retrieved from <http://climatecommission.gov.au/report/the-critical-decade-climate-change-and-health/>

Example APA Citation

In APA style, citations are put within sentences paragraphs in order to give clear information is being quoted and paraphrased and whose information is being cited.

Example

1. Works by a single author

Include the last name of the author and the year of publication are inserted in the text at the appropriate point.

from theory on bounded rationality (Simon, 1945)

If the name of the author or date appear as part of the narrative, cite only missing information in parentheses.

Simon (1945) posited that.

2. Works by multiple authors

When the text or ideas has two authors, both names must cite. In parenthetical material join the name with (&).

As been represent (Leiter & Maslach, 1998)

3. In the narrative text, join the names with the word “and”

as Leiter and Maslach (1998) demonstrated

4. Works with three, four, or five authors, cite all authors the first time the reference occurs.

Vaherni, Mardiah, and Hijraini (2017) found

5. In all subsequent citations per paragraph, include only the surname of the first author followed by “et al.” (Latin for “and others”) and the year of publication

Kahneman et al. (1991) found

Footnote

There are two elements that requires in method of footnote/bibliography, these are : footnotes throughout in assignment and a bibliography at the end. Sometimes, footnotes are just called as notes which appears at the foot (bottom) of a page. In footnote referencing system, the researcher indicate a reference by : putting a small number above the number, this number called a note identifier.

e.g. It looks like this.¹

¹ Some text in footnote.

2.1.2 Writing

In the holy Al-Quran surah Al-Qalam:1 state the existence of writing. It means that writing is also important skills that should be learned.

“Nun. By the pen and by what they (the angles) write (in the records of men)”

يَسْطُرُونَ وَمَا وَالْقَلَمَ ۗ نَّ

Based on surah Al-Qalam:1 Allah SWT told that He taught human being by pen (qalam) . Discovery of pen and writing are the greatest gift from Allah. By pen and through writing people can share all of knowledge, experience to the next generation. It defines that writing has important roles in our life.

Kern (2000:172) reveals that writing is functional communication, making learners possible to create imagined worlds of their own designs. It means that, through writing process, learners can express their feeling, imagination, their ideas, thought and experience in order to convey their specific purpose. One of purpose of writing is to give some information to the reader.

One of productive skills is writing. Writing contains a symbol (orthographic) and it takes a complex process. In creating a good writing we must master on grammatical rules , use appropriate vocabulary, and make focus on coherent and cohesion (Murcia and Olstain 2000:142). A clear definition has been made by linguists to help us get clearer definition.

Furthermore, according to Berninger *et al*, (2002) he states, writing is defined and categorized as an active creation of text overwhelm from lower-order

transcription skills such as handwriting, punctuation and spelling, to higher-order self-regulated thinking processes such as planning, sequencing and expressing the content. In writing the writer must considering the aspect of writing to convey or to express the content of writing into a good composition to be understood by the writer.

Writing frequently benefits for some important activities, such as making research report and also journal. According to Rugaiyah *et al* (2020:8) reveal that writing is an academic activity of a learner especially writing in the form of scientific work. In creating good scientific work writing is one of the most essential abilities that required, and also if someone want to master on learning language, they should be mastered writing because it can help someone to creating and expressing concepts clearly.

On other hand, White (1986:10) states writing is a way that takes process in sharing ideas, information, knowledge or maybe experience in order to acquire the knowledge and some information to share and learn. Before making a good writing the writer must go through some stages.

Based on the explanations above, it can be concluded that writing is an activity which has important roles in communication and also become the most essential element that must mastered by language learners, take complex process and take some skills to create a good writing in order to sharing specific ideas , information and knowledge to make ideas understood by the reader.

2.1.2.1 The Process of Writing

Writing is an activities needs complex process and stages to create a good text that can be understood by everyone. Writing does not only mean telling everyone what the writer knows, but also a tool of exploring and developing ideas about specific topics. To produce a good text the writer must clearly communicate thoughts, ideas, feeling and emotion. Writing is never one-action process. According to Harmer (2004: 4-6) process of writing has roughly four stages , those are planning, drafting, editing (editing and revising), and final version.

a. Planning

Experienced writers plan what they are going to write or in other hand they make some detailed notes. Planning what going to write is about what food is needed before cooking it in kitchen. In this stage, there are three main issues that should be considered by writers. In first place, the writers must consider the purpose of writing. By knowing the purpose of writing, the writers can decide the most appropriate style of the language such as language that used and the information that chosen to put. Secondly, the writers should consider about the audience they are writing for. The reader will be the audience, because most of the language style, diction, and paragraph structure will be influenced by the reader. And the last, the writers need to consider about content structure, it helps to sequence the facts, ideas, or arguments which they have decided to include, Harmer (2004:5).

b. Drafting

Drafting is the first version of a piece of writing. In this stage the main of idea or ideas are written in outline form which was later developed into writing form. At this point, the writers should make focus on the development ideas and the organization of those ideas more than the development of perfect grammar, punctuations or spelling, Harmer (2004:5).

c. Editing

In editing process the writers should read again what they write as draft. It helps to see where it works and where it does not. The writers must check again the grammar, the sentence containing ambiguous meaning, appropriate dictions, or sequence. If the writers find these condition, it must change or repair. Through editing the writers can avoid or minimize mistakes, Harmer (2004:5).

d. Final Version

In the last stage is the final version. After all of the stage has been done, or after making change on draft which is consider to be necessary in editing process, the writers arrive at the final version. It is usually different with original plan and first draft look due to there are so many unimportant information changed or deleted in the editing process, Harmer (2004:5-6).

After running all of this process, now the writer is ready to send their written text to the reader or audience. If the writer follows this stage, the results of their written text will be better. It must be completely different if the writers write without consider this process.

2.1.2.2 Benefits of Writing

Writing is productive activities that bring a lot of advantages. According to Klimova (2012:9) writing is very important because it helps to express someone's personality, through writing activity people can freely express anything. Writing also helps to foster communication, application of written communication for example when people has to write down an idea, or opinion on something in formal form.

Writing activity helps to develop thinking skills because through this activity expected to able to create a text to communicate with others. In writing, it also helps to make logical and persuasive argument to strengthen ideas. Through writing the writer given to reflect his/her ideas in later and re-evaluate them.

Writing also provide and receive feedback to make reader easy to understand what the writer telling about. Almost in all university, students perhaps to having writing skill ability in order to prepare the student to face their final research, making proposal, memos, and to comply some subject of college student to successful in graduate. There are so many another advantages of writing, its just some of them.

2.1.2.3 The Importance of Writing

Writing is important ability which helps learners to put their ideas and thoughts in a meaningful form and tackle the message in proper manner mentally, Ariana (134). It is used extensively in higher education and work place, making it become importance As Walsh (2010) posited that. According to Harmer (2004:31-33) there are some importance of writing. Here are these following things:

- a. In writing, the writer should focus on accurate language use because they thing as they write. This thing can raise well development as they resolve problem which writing puts in their mind.
- b. Writing helps writer to have longer time think rather than any others activities such as choosing the appropriate word that will be used in the text to show their ideas and checking their grammar patterns.
- c. In school, teacher usually ask student to make note about recently learnt grammar in learning process through writing skill, through this writing become a tool to reinforcing language that has been taught.
- d. Students also need to be able to write in any others activity such as speaking and listening. Before speaking, we usually write down what we are going to say, thus while listening, we usually write what we have listened.
- e. Writing is also used in pre interview section. In this case interviewer is asked to design a questionnaire by asking questions to their source. In making question, we should write appropriate question.

- f. For particular activity writing is frequently useful as preparation such as in a school teacher ask students to write sentence, then students are given the time to think the ideas.
- g. Writing can also be used in a large activity where the focus is on something else, such as acting out, speaking and language practice. Before they do that, they should write short dialogue which they will act out.

2.2 Relevance Studies

There are some past studies that have the same objective with this research so the researcher decided to choose these studies as references of this study. The past studies are :

1. Writing References

This research was written by Sharma and published in September 2019. In this research the researcher showed the commonly used referencing system/style of writing references in nursing research in 21st century. And the results from this research represent three common referencing system, there are Vancouver style, APA style, and Harvard style.

2. Usage of References and Its Management in Research

This research was conducted by Prasad and published in January 2017. In this research the researcher tried to describe about reference or citations and its management in research. The researcher also explained the different styles both in manual and through software. The results from this research display

the choice of the reference management tool depends on researcher's personal workflow preferences and needs, each and every reference management tool has its own strength and weaknesses.

3. Review and Citations Style in Research Article Introductions : A Comparative Study between National and International English-Medium Journals in Medical Sciences

This research was written by Arsyad *et al* and published in November 2018. In this research showed the review and citation style in English RA introductions published in medical science journals written by Indonesian and International authors. The results from this research showed that there are more similarities than differences in the review and citation style and linguistics features of RA introduction in the two different medical journals. Nevertheless, Indonesian writers in medical sciences should include negative evaluation when reviewing and citing other's work in their English RA to be successful if submitted to an international journal.

4. An Investigation of The Effect of Citation Instruction to Avoid Plagiarism in EFL Academic Writing Assignment.

This research was conducted by Fazilatfar *et al* and published in June 2018.

This studies focus on citation and source use in student writing, especially on students' difficulties in paraphrasing and summarizing, difficulties in expressing one's voice including lack of having a trend toward the cited text,

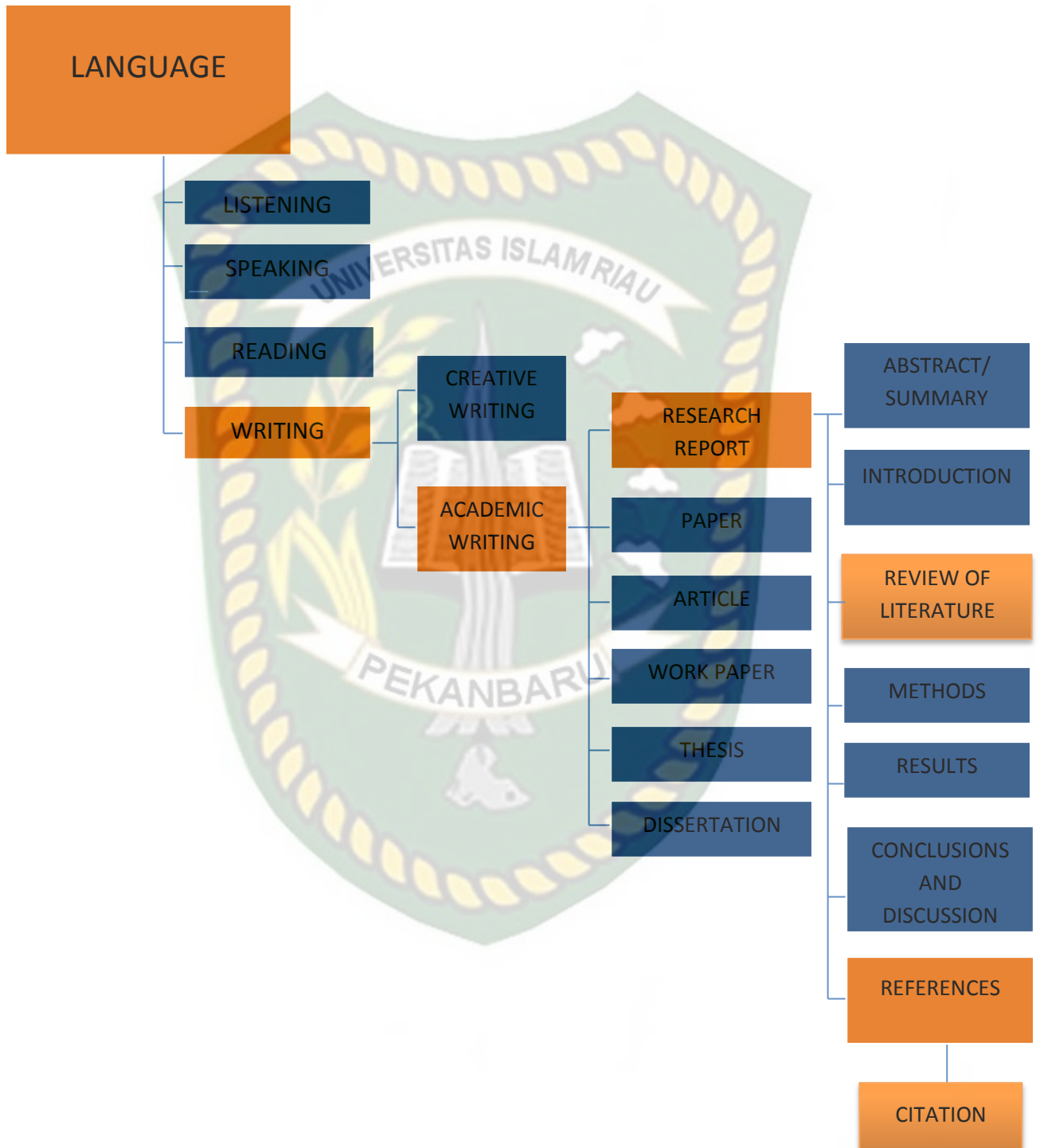
inappropriate criticizing of other authors, tendency to conveying claims without referring to any previous work, and imprecise division between one author's own ideas and those of others. The results of the assigned tasks and one survey question demonstrated students' perceiving growing confidence and significant improvements in their source-based writing.



Dokumen ini adalah Arsip Miik :

Perpustakaan Universitas Islam Riau

2.3 Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher will try to explain how English Language Student Education at FKIP UIR Pekanbaru in perform paraphrasing, and this chapter will explain in detail how this research conducted.

1.10.1 Method of Research

The type of this research is descriptive qualitative method. Furthermore Jackson (2007:3) mentions that qualitative research is a research which is concerned on understanding human beings' experiences in humanistic and social phenomenon. In collecting the data, the writer applies the reading and collecting data from *skripsi*. The several steps are done to analyze the data. Bodgan and Taylor, quoted in Moleong (2004), say the data analyzed by the researcher are in the form of oral or written words in descriptive qualitative analysis.

1.10.2 Participant of the Research

The aim of this research is to get data. In taking data, the researcher need available source to get available data. Ary *et al* (1985: 332) reveal that in qualitative research, there are two source that can be used to get the data. Those are:

1. Primary Source

Sugiyono (2008: 225) states that primary source is source which can give valuable information directly or in other word, the primary source is to give prominent data related to the problem that discuss in the research. For primary source, the researcher uses the results of interview and questionnaire. In qualitative research, the results of interview can be used as strongest source to get information.

2. Secondary source

Secondary source is additional source to obtain the data. Given (2008: 803) argued “Secondary data source is preexisting source that have been collected for a different purpose or by someone other than the researcher”. In other word, secondary source has function to collecting data for different purpose when conducting the research. Here, the secondary source which is used is document. The document is final research report/skripsi of English Language Students who has graduate at 2021 in FKIP UIR Pekanbaru.

1.10.3 Instrument of the Research

Instrument is a tool that required to get information for research data. Arikunto (2000: 134) reveals that instrument is a tool that is used by the researcher to help them in collecting data in order to it more systematically and easy. Here, the instrument of this research is document. Sugiyono (2008: 225) state that the fundamental method relied on by qualitative researcher for gathering information is participation in the setting, direct observation, in-depth

interviewing, and documentation review. The document is thesis of alumni who has graduate in 2021. Furthermore, the researcher will analyze referencing approaches in final research report of English Language Students in FKIP UIR Pekanbaru.

1.10.4 Data Collection Technique

In data collection, the researcher uses documentation technique. According to Sugiyono (2008: 240) stated that documentation can be written or picture form by someone that can be used to gain information. In conducting documentation method, the researcher provide documents which is 2 thesis or final research reports. The stages are :

1. The researcher will collect some final research report written by English Students of FKIP UIR Pekanbaru. In this step, five final research reports are selected.
2. The researcher will read 5 final research reports written by English Language Students of FKIP UIR Pekanbaru.
3. The researcher will identify the reference written by student whether it matches with the content on their final research report. The references are rewritten from the five final research report into tables.
4. The researcher will identify referencing approaches that use in student final research report, the relevance between reference and the research, whether they paraphrase or not, and whether they use valid source or not.

5. The researcher will identify any relevance between the quoted reference in the writing and the references list at the back of the research

1.10.5 Data Analysis Technique

After getting the data, the researcher will analyze the data. Wiersma (1991: 85) states “Data analysis in qualitative research is a process of categorization, description, and synthesis. Data reduction is necessary for the description and interpretation of the phenomenon under study”. It can be concluded, data analysis is systematically process to analyze data which have been collected. In short, the steps in analyzing data will be done by doing some following steps.

1. The researcher is going to find out and list the referencing approaches that used in English Student’s final research report.
2. The researcher is going to find out relevance between the quoted reference in the writing and the references list at the back of the research.
3. The researcher is going to describe referencing approaches that used in English Student’s final research report and relevance between the quoted reference in the writing and the references list at the back of the research.

CHAPTER IV

RESEARCH FINDING

3.1 Data Description

In this chapter, the researcher covers the data analysis about referencing and citation. The table below presents the distribution of finding. There are 2 thesis that being analyzed by the researcher. The first student will be mentioned as S1, the second will be S2.

Table 3.1 Distribution of Referencing and Citation Error

Student	Number of error	Total of quotation	Percentage
S1	22	23	95,5%
S2	10	26	38%
Total		49	

The table depicts the distribution of referencing and citation error which found in S1. The number of error is 22 from 23 quotations and it has the percentage about 95%. Then, it is followed by S2 with 10 number of error from 26 total of quotation and it has percentage about 38%.

3.2 Data Analysis

In doing analysis, the researcher engage some journals and books related to the citations and reference list to find information about the original source that used by the writer on their paper.

Table 3.2.1 Distribution of Referencing and Citation Error Student 1

Data	Source	Remark
1. Katamba (1993:19), morphology is the study of word structure.	Katamba, Francis. (1993). Morphology. London: Macmillan Press.	This quotation found in Katamba's book in page 19. The reference used is matches with data
2. Yule (1985:67) identifies morphology as the study of the basic element of a language, and the element is called a morpheme.	Not found	None of the references match with data. Same data or quotation can found in sinta.unud.ac.id page 6 of 18, paragraph 1, line 2. The writer take it without elaborate the sentence.
3. Nida, she explained that "morphology is the study of morphemes and their arrangements in forming words"	Nida, Eugene. (1962) Morphology: A Descriptive Analysis of Words. Ann Arbor: University of Michigan Press.	The theory or quotation can found in page 1 on Nida's book 1962, Morphology. The year of original source should 1952 not in 1962.
4. The process of combining the elements to make a new word is usually termed as word- formation process.	Not found	The same quotation found on I.D.A Paramasitti Rahadiyanti's thesis with entitle Compound Words in

<p>There are several kinds of word formation process, for example affixation, blending, clipping, borrowing, and compounding (Akmajian, 2001:32).</p>		<p>Political Articles of Strategic Review Magazine, in page 22, paragraph 2, line 3-5. The writer also make up the page. The original source should be Akmajian <i>et al</i>, 2001:18).</p>
<p>5. Compounding is a part of word formation process. Compounding is a process of combining some lexical categories (nouns, adjectives, verbs, or prepositions) (O'Grady, 1996: 26).</p>	<p>O'Grady, William, Michael Dobrovolsky and Francis Katamba. (1996). <i>Contemporary Linguistics: An Introduction</i>. William Kingdom: Longman.</p>	<p>The writer make up the page, the original page should 143, not 26. This sentence has been paraphrased from original source. Unfortunately, the writer just cheating this sentence from someone else's work. This quotation found on I.D.A Paramasitti Rahadiyanti's thesis with entitled Compound Words in Political Articles of Strategic Review Magazine page 22, paragraph 1, line 1-3. The writer copy pasted all the paragraph.</p>
<p>6. compound word is the combination of lexemes into larger words (Scalise, 2010: 5).</p>	<p>Not found</p>	<p>This quotation found on .ID.A Paramasitti Rahadiyanti's thesis with entitle Compound Words in Political Articles of Strategic Review Magazine page 22, paragraph 1, line 3-7. The writer just copy paste all of paragraph on this thesis.</p>

<p>7. Compound word has the rightmost morpheme which is usually termed as head (Fromkin, 2009:61).</p>	<p>Not found</p>	<p>This quotation found on I.D.A Paramasitti Rahadiyanti's thesis with entitle Compound Words in Political Articles of Strategic Review Magazine page 22, paragraph 2, line 1-9. The writer just copy paste d all of the paragraphs on this thesis.</p>
<p>8. Fromkin, Blair and Collins (1999:81) stated that there are three kinds in spelling compound words:</p>	<p>Not found</p>	<p>The data match with original source. But the writer just copy paste on someone else's work with entitled A study of The Formation and Meaning in page 11, paragraph 2, line 1-6, it can be proved by all of the example from each point is same.</p>
<p>9. This kind of compound is the largest sub grouping compound and the most productive type of compound (Bauer, 2004: 202)</p>	<p>Not found</p>	<p>The writer just copy paste theory or quotation on I.D.A Paramasitti Rahadiyanti's thesis with entitled Compound Words in Political Articles of Strategic Review Magazine page 24, paragraph 1, line 1-2.</p>
<p>10. Compound noun is also defined as a fixed expression which is made up of more than one word and function as a noun (McCharty,2001: 28).</p>	<p>Not found</p>	<p>This quotation found on I.D.A Paramasitti Rahadiyanti's thesis with entitle Compound Words in Political Articles of Strategic Review Magazine page 24, paragraph 1, line 2-4.</p>

		The writer just copy pasted all paragraph.
11. The researcher focuses on the compound words formations of noun+ noun, adjective + noun, and verb + noun. The most productive formation is noun + noun in compound nouns (Ballard, 2013:58).	Not found	The writer just copy paste on I.D.A Paramasitti Rahadiyanti's thesis with entitle Compound Words in Political Articles of Strategic Review Magazine page 24, paragraph 1, line 5-8. The writer just copy pasted all paragraph.
12. All forms have in common that they are noun-noun compounds and that they denote a subclass of the referents of the head:.....	Not found	The writer just copy paste on someone else's work.
13. Katamba (1993:311) added that, the most compound in English are endocentric, they have a head.	Not found	This quotation found on Arum Rumiyaniti's thesis with entitled "A Morphological Analysis Compound Words Used in Novel "The Single Girl's to-do List" by Lindsey Kelk on page 5, paragraph 1-2. The writer just copy paste all of paragraph even just to change the example.
14. Compound adjectives are formed by several different patterns. The compound adjective is formed by	Not found	This quotation found on I.D.A Paramasitti Rahadiyanti's thesis with entitled Compound Words in Political Articles of

<p>several lexical categories (Bauer, 2004: 209).</p>		<p>Strategic Review Magazine page 25-26, paragraph 1-2, included 14 line and one table . The writer just copy pasted all paragraphs.</p>
<p>15. The majority of compound verbs in English are not formed by putting two lexemes together to form a new verb, but by back-formation or conversion 17 from compound nouns (Adams, 1973: 57).</p>	<p>Not found</p>	<p>This quotation found on I.D.A Paramasitti Rahadiyanti's thesis with entitled Compound Words in Political Articles of Strategic Review Magazine page 26, paragraph 1, 4 lines are included . The writer just copy pasted all paragraphs.</p>
<p>16. Compound verb is formed by several types of lexical categories. Those are particle + verb, noun + verb, verb + verb, adjective + verb (Bauer, 2004: 207).</p>	<p>Not found</p>	<p>This quotation found on I.D.A Paramasitti Rahadiyanti's thesis with entitled Compound Words in Political Articles of Strategic Review Magazine page 26, paragraph 2, 4 lines and one table with example are included. The writer just copy pasted all paragraphs.</p>
<p>17. According to Griffiths (2006: 1), semantics is one of the two main branches of linguistic studies.</p>	<p>Not found</p>	<p>This quotation found on Hilyatus Sa'adah thesis with entitled A Semantic Analysis of Entailment Applied by the Main Character in the Movie <i>life of pi</i> page 27, paragraph , line 1-4. He just copy pasted all paragraphs.</p>

<p>18. Borg (2006: 19) states that a semantic theory is interested in sentence meaning and not speaker meaning.</p>	<p>Not found</p>	<p>This quotation found on Hilyatus Sa'adah thesis with entitled A Semantic Analysis of Entailment Applied by the Main Character in the Movie <i>life of pi</i> page 27, paragraph 1, line 4-5. He just copy pasted all paragraphs.</p>
<p>19. The analysis in lexical semantics is not only for the words but also including subcategories which are affixes, phrases, and compound words (Cruse,1986:20).</p>	<p>Not found</p>	<p>This quotation found on I.D.A Paramasitti Rahadiyanti's thesis with entitled Compound Words in Political Articles of Strategic Review Magazine page 28, paragraph 1, 6 lines are included. The writer just copy pasted all paragraphs.</p>
<p>20. Endocentric compound is a compound which the meaning can be denoted by its head (O'Grady, 2005:125).</p>	<p>Not found</p>	<p>The writer just copy paste the quotation on Paramasitti Rahadiyanti's thesis with entitled Compound Words in Political Articles of Strategic Review Magazine page 29, paragraph 1, 2 lines are included. The writer just copy pasted the quotation then made the conclusion.</p>
<p>21. Exocentric compound is a compound which the meaning does not follow from its parts' meanings</p>	<p>Not found</p>	<p>This quotation found on I.D.A Paramasitti Rahadiyanti's thesis with entitled Compound Words in Political Articles of</p>

(O'Grady, 2005:125).		Strategic Review Magazine page 30, paragraph 1, 6 lines are included. The writer just copy pasted all paragraphs. Without any explanation or conclusion.
22. Compound Words Used in Stephenie Meyer's Twilight	Not found	The writer just copy paste on someone else's work.
23. A Morphological Analysis of English Compound Words in TolToy's God Sees the Truth But Wait	Not found	This study is revealed by Chusni Hadiani in 2021. The writer just copy paste the next explanation on his abstract.

The table above displays the distribution of reference and citation error in student 1. Based on table, the researcher found at least three common problems in this thesis. Those are :

a) Doing major copy paste on someone else's work.

In this thesis the writer took someone else's work as his own, he takes thesis with title Compound Words In Political Article Of Strategies Review Magazine by I.D.A Paramasti Rahadiyanti at Sanata Dharma University Yogyakarta from page 7 to 14. The writer copy pasted at least 8 pages consisting of 17 paragraph, and 4 tables without changing the example that concluded on that table. It can see on data number 5 to 21. Then, the researcher found that the writer doing minor copy pasted from several source without paraphrase and elaborate the sentence on data number 1,2 and 3. The writer just put expert's theory without paraphrasing

or elaborate the theory based on his own. While in point 8, the writer takes one paragraph on someone's work without changing the example and punctuation.

b) **Making up the page and years**

From original source in data number 3,4,5. In data number 3, the researcher found the year of original source should be 1952 not in 1962. In data number 4 the writer made up the page. The original source should be Akmajian *et al*, 2001:18) while he wrote Akmajian, 2001:32. And for data number 5 the original page should be 143, not 26. This sentence was paraphrased from original source. Unfortunately, the writer just cheated this sentence from someone else's work.

c) **Quotation and the name that written is not found in the reference list.**

From 24 reference lists written, only 3 references that are almost match with citation. First, the researcher found it in data number 1, then in number 3 and 5. But, in data number 3 and 5, the writer changing the years and page from original.

Data	Source	Remark
<p>1. Arthur (2009:28), technology is a means to fulfill a human purpose, an assemblage of practices and components, and the entire collection of devices and engineering Arthur practices available to a culture.</p>	<p>Arthur, W. B. (n.d.). THE NATURE of TECHNOLOGY What It Is and How It Evolves an imprint of.</p>	<p>The writer just take some important point without elaborate the sentence on this journal. He starts new paragraph just to explain not analyze. This quotation can be found on page 28, paragraph 4-6. The writer took 1 sentence on each paragraph.</p>
<p>2. Social networking revolution makes the world a small village and gives people opportunities to be independent learners rather than receiving knowledge merely from teachers in a traditional manner, Ababneh (2017).</p>	<p>Ababneh, S. (2017). Using Mobile Phones in Learning English: The Case of Jordan. Journal of Education and Human Development, 6(4), 120–128. https://doi.org/10.15640/jehd.v6n4a14</p>	<p>The writer just copy paste someone's work without paraphrase the sentence. Page 120, paragraph 1, line 1-2.</p>
<p>3. Marshall (2011) state that new technologies have the potential to do more than accelerate the pace and change the quality of what we do currently.</p>	<p>Marshall, S. J. (2018). Shaping the university of the future: Using technology to catalyse change in university learning and teaching. In Shaping the University of the Future: Using Technology to Catalyse Change in University Learning and Teaching. https://doi.org/10.1007/978-981-10-7620-6</p>	<p>The writer just copy paste someone's work without any additional information. Page 19, paragraph 6, line 1-2.</p>

<p>4. Rabiou et al. (2016), globalization has led to changes in our lives.</p>	<p>Rabiou, H., Muhammed, A. I., Umaru, Y., & Ahmed, H. T. (2016). Impact Of Mobile Phone Usage On Academic Performance Among Secondary School Students In Taraba State, Nigeria. European Scientific Journal, ESJ, 12(1), 466. https://doi.org/10.19044/esj.2016.v12n1p466</p>	<p>The writer paraphrased sentence and elaborate with his own. Page 84, paragraph 2, line 1-2.</p>
<p>5. The development of information, communication and technologies from year to year has increased and provided a lifestyle change and human view points from various aspects, both aspects of politics, business, health and education (musahrain, 2016).</p>	<p>Musahrain. (2016). Developing Android-Based Mobile Learning as a Media in Teaching English. Proceeding The 2nd International Conference On Teacher Training and Education Sebelas Maret University, 2(1), 307–313.</p>	<p>The writer copy paste original sentence then start new paragraph with his own sentence. 311, 5, 1-3</p>
<p>6. As cell phone technology continues its rapid development, the device appears capable of contributing to student learning and improved</p>	<p>Not found</p>	

<p>academic performance (Hossain, 2019:164-180).</p>		
<p>7. Mobile learning technology is a dynamic tool in facilitating the teaching, learning, and research efforts among educators and the students in this 21st century (Mohamed & Norazah, 2013).</p>	<p>Not found</p>	<p>The researcher found the suitable journal with this statement with entitle The Wonders of Mobile Phone Technology in Teaching and Learning English in page 58.</p>
<p>8. With technology being part of our everyday lives, it is time to rethink the idea of integrating technology into the curriculum and aim to embed technology into teaching to support the learning process (Ahmadi, 2018:116).</p>	<p>Ahmadi, M. R. (2018). Mohammad Reza Ahmadi 1*. International Journal of Research in English Education (IJREE), 3(2), 115–125.</p>	<p>The writer just copy all the text then he starts new paragraph just to explain not analyze. “The Use of Technology in English Learning : A Literature Review” 116, 4, 4-6.</p>
<p>9. Gilakjani, (2017:96) said that technology plays a key role in promoting appropriate activities for learners and has a significant impact on teachers’ teaching methods in their classes.</p>	<p>Gilakjani, A. P. (2017). A Review of the Literature on the Integration of Technology into the Learning and Teaching of English Language Skills. International Journal of English Linguistics, 7(5), 95. https://doi.org/10.5539/ij</p>	<p>The writer just copy all the text then he starts new paragraph just to explain not analyze. Page 96, paragraph 1, 1-2.</p>

	el.v7n5p95	
<p>10. Rahmi, (2014) Media is being used to send messages to the students and stimulate them to learn.</p>	<p>Regina Rahmi, The ImplementationOf Media... THE IMPLEMENTATION OF MEDIA IN ENGLISH LANGUAGE TEACHING Regina Rahmi 1 1. (2014). V.</p>	<p>The writer just copy all the text then he starts new paragraph just to explain not analyze. The statement not reveal by Rahmi, but reveal by Gagne <i>et al</i> in 1992 in page 8. The writer should write : <i>Media is being used to send messages to the students and stimulate them to learn</i> Gagne <i>et al</i> in 1992:8 cheated on Rahmi,(2014)</p>
<p>11. Media is anything that can be used to channel the message (learning materials), so it can stimulate the attention, interest, thoughts, and feelings of students in learning activities to achieve learning objectives (Kristanto, et al., 2018).</p>	<p>Kristanto, A., Mustaji, Mariono, A., Sulistiowati, & Nuryati, D. W. (2018). Developing Media Module Proposed to Editor in Editorial Division. Journal of Physics: Conference Series, 947(1), 0–7. https://doi.org/10.1088/1742-6596/947/1/012054</p>	<p>The researcher found that the writer just copy all the text without paraphrase and add additional information. Page 2, paragraph 6, line 2-4.</p>
<p>12. Any media chosen to implement in teaching and learning are a useful thing to be used in both outdoor and</p>	<p>Adi, Soenyoto, T., & Sulaiman. (2018). The Implementation of Media in Teaching and Learning</p>	<p>The writer just copy all the text then he starts new paragraph just to explain not analyze. Page 2, paragraph</p>

<p>indoor teaching, (Adi, Soenyoto, & Sulaiman, 2018).</p>	<p>of Physical , Sport , and Health Education Subject. Journal of Physical Education and Sports (JPES), 7(1), 13–21. Retrieved from https://journal.unnes.ac.id/sju/index.php/jpes/article/view/19740</p>	<p>6, 1-3.</p>
<p>13. The types of media are divided based on three main elements, namely: sound/audio, visual, and, motion ((Kristanto, Mustaji, Mariono, Sulistiowati, & Nuryati, 2018).</p>	<p>Kristanto, A., Mustaji, Mariono, A., Sulistiowati, & Nuryati, D. W. (2018). Developing Media Module Proposed to Editor in Editorial Division. Journal of Physics: Conference Series, 947(1), 0–7. https://doi.org/10.1088/1742-6596/947/1/012054</p>	<p>The researcher found that the writer only copy paste all the text and start new paragraph to explain the statement not analyze. Page 2, paragraph 8, line 1-2.</p>
<p>14. Learning is imperative for growth and in today’s era, the gadgets become a supplement to add value for learning activities (Sumathi, Selva Lakshmi, & Kundhavai, 2018).</p>	<p>Not found</p>	<p>The researcher find the journal with entitle Reviewing the Impact of Smartphone Usage on Academic Performance Among Students of Higher Learning, and this statement found in page 1.</p>
<p>15. Nalliveetil & Alenazi,</p>	<p>Nalliveetil, G. M., &</p>	<p>The researcher find the</p>

<p>(2016) Mobile phones with internet connectivity can search thousands of web pages and provide details of a high degree of accuracy to the reader.</p>	<p>Alenazi, T. H. K. (2016). The Impact of Mobile Phones on English Language Learning: Perceptions of EFL Undergraduates. <i>Journal of Language Teaching and Research</i>, 7(2), 264. https://doi.org/10.17507/jltr.0702.04</p>	<p>writer just copy paste all the text and start new paragraph with conclusion not doing analyze in that statement. Page 264, paragraph 2, line 1-2.</p>
<p>16. Kuimova, et al., 2018 said that the use of the latest information technology in foreign language teaching creates a close relationship between two disciplines (computer science and foreign language).</p>	<p>Kuimova, M., Burleigh, D., Uzunboylu, H., & Bazhenov, R. (2018). Positive effects of mobile learning on foreign language learning. <i>TEM Journal</i>, 7(4), 837–841. https://doi.org/10.18421/TEM74-22</p>	<p>The researcher find the writer just copy paste all the text and start new paragraph with conclusion but not doing analyze in that statement. Page 838, paragraph 2, line 6-9.</p>
<p>17. Students become willing to learn English by the use of technology (Aziz et al., 2018).</p>	<p>Aziz, A. A., Hassan, M. U., Dzakiria, H., & Mahmood, Q. (2018). Growing Trends of Using Mobile in English Language Learning. <i>Mediterranean Journal of Social Sciences</i>, 9(4), 235–239. https://doi.org/10.2478/mjss-2018-0132</p>	<p>In this quotation the researcher find the writer just copy paste all the text and start new paragraph with conclusion but not doing analyze in that statement. Page 236, paragraph 1, line 4.</p>

<p>18. Hashemi and Ghasemi (2011:2948) defined mobile phones are relatively inexpensive as compared with, for example, wireless laptop computers, and with functions such as Internet browsers that are available in current 16 mobile phones, the range of possibilities of mobile phones as tools for learning increases even further.</p>	<p>Hashemi, M., & Ghasemi, B. (2011). Using mobile phones in language learning/teaching. <i>Procedia - Social and Behavioral Sciences</i>, 15, 2947–2951. https://doi.org/10.1016/j.sbspro.2011.04.220</p>	<p>The researcher find the writer just copy paste all the text and start new paragraph with conclusion but not doing analyze in that statement. Page 2948, paragraph 1, line 5-7.</p>
<p>19. A mobile phone which is known as mobile learning will make the learning process more flexible so that students do not have to attend a special place to undergo the learning process. It means that the learners can learn anywhere and anytime (Musahrain: 2016).</p>	<p>Musahrain. (2016). Developing Android-Based Mobile Learning as a Media in 65 Teaching English. <i>Proceeding The 2nd International Conference On Teacher Training and Education</i> Sebelas Maret University, 2(1), 307–313.</p>	<p>Same as previous, the researcher find the writer just copy paste all the text and start new paragraph with conclusion but not doing analyze in that statement. Page 308, paragraph 2, line 1-3.</p>
<p>20. Aziz, (2018) said that the advantage of mobile learning for students is that they can use IT wherever and whenever they want to use it.</p>	<p>Aziz, A. A., Hassan, M. U., Dzakiria, H., & Mahmood, Q. (2018). Growing Trends of Using Mobile in English Language Learning.</p>	<p>The researcher find the writer just copy paste all the text and start new paragraph with conclusion but not doing analyze in that statement. Page 236,</p>

	<p>Mediterranean Journal of Social Sciences, 9(4), 235–239.</p> <p>https://doi.org/10.2478/mjss-2018-0132</p>	<p>paragraph 2, line 2-3.</p>
<p>21. Mobinizad, (2018) confirmed that Small screen size and limited battery life are two major physical aspects of mobile phones that prevent an optimal learning experience.</p>	<p>Mobinizad, M. M. (2018). The Use of Mobile Technology in Learning English Language. Theory and Practice in Language Studies, 8(11), 1456.</p> <p>https://doi.org/10.17507/tpls.0811.10</p>	<p>The researcher find the writer just copy paste all the text and start new paragraph with conclusion but not doing analyze in that statement. Page 1466, paragraph 14, line 1-2.</p>
<p>22. The most common negative effects are a lack of attention and concentration, which might be also caused by mobile phone multitasking, switching between different activities on a mobile device or several devices, Klimova (2019).</p>	<p>Not found</p>	<p>This statement was found in Klimova’s journal published in 26 April 2019 page 2 with entitle Impact of Mobile Learning on Students’ Achievement Results.</p>
<p>23. Aamri & Suleiman, 2011 in his study indicates that since mobile phones are widespread everywhere and are popular among students for communication with each other, they may offer a</p>	<p>Aamri, A., & Suleiman, K. (2011). The Use of Mobile Phones in Learning English Language by Sultan Qaboos University Students : Practices ,</p>	<p>The researcher find that the writer only copy paste all the statement from original source and just give conclusion with analyze the statement. Page 144, paragraph 5, line 1-3.</p>

<p>motivating alternative for L2 learning.</p>	<p>Attitudes and challenges. Canadian Journal on Scientific & Industrial Research, 2(3), 143–152.</p>	
<p>24. Hashemi and Abbasi (2013) the results of the study proved that using mobile phones was helpful to EFL learners in terms of vocabulary retention.</p>	<p>Not found</p>	<p>The researcher find the same statement with this relevance study in journal with entitle The Impact of Using Mobile Phone on English Language Vocabulary.</p>
<p>25. The impact of mobile phones on English language learning: perceptions of EFL undergraduates by Mathew and Khaled (2016)</p>	<p>Not found</p>	<p>Is it true there is a journal mentioned by the writer but not found in reference.</p>
<p>26. Chen (2016) on the study about evaluating language learning mobile Apps for second language learners, Through careful instructional design, mobile apps can be integrated into language-learning modules or curriculum for adult learners to enhance their language skills.</p>	<p>Not found</p>	<p>The written explanation is suitable with original source but not found in reference.</p>

d) Making up the page and years

From original source in data number 3,4,5. In data number 3, the researcher found the year of original source should be 1952 not in 1962. In data number 4 the writer made up the page. The original source should be Akmajian *et al*, 2001:18) while he wrote Akmajian, 2001:32. And for data number 5 the original page should be 143, not 26. This sentence was paraphrased from original source. Unfortunately, the writer just cheated this sentence from someone else's work.

e) **Quotation and the name that written is not found in the reference list.**

From 24 reference lists written, only 3 references that are almost match with citation. First, the researcher found it in data number 1, then in number 3 and 5. But, in data number 3 and 5, the writer changing the years and page from original.

Table 3.2.2 Distribution of Referencing and Quotation Error Student 2

This table displays the distribution of reference and citation error in student 2. Based on table, the researcher also found three common problems in this thesis. Those are :

The table above displays the distribution of reference and citation error in student 1. Based on table, the researcher found at least three common problems in this thesis. Those are :

a) **Copy pasted all the text or quotation**

From 26 quotations including, the researcher found that there are 15 data which are all the text just copy pasted from original by the writer. It can be

seen on data number 1,5,8,10,12,13,15,16,17,18,19,20,21 and 23. He started next paragraph just to explain the statement but not analyzing and elaborating with his own idea. In academic rule, if someone took other's statement without analyzing it would show or present in italic form, it call direct quotation. While in this case, the writer did not indicate.

b) Some data is not including in reference lists

The researcher found that there are 6 data are not included in reference list but the researcher found the original sources which are suitable with quotations. It can be seen on data number 6,7,14,22,24,25 and 26. It can be explain as follows :

1. Data number 6

The data number 6, the statement should be found in abstract not in page 164-180 in journal with entitle Impact of Mobile Phone Usage on Academic Performance by Md. Moyazzem Hossain. The writer just copy pasted part of abstract.

2. Data number 7,14 and 22

The researcher found the suitable journal with written quotations but the writer just copy pasted all the text and started new paragraph with conclusion.

3. Data number 24,25 and 26

These are included in past studies, it is true that there are original sources matches with past studies mentioned by the writer. But all of those are not found in the reference section.

c) The writer doing minor copy pasted

The researcher found in data number 2 and 3, that these were just a copy paste quotation without paraphrasing technique, elaborating or analyzing and without adding some additional information. It can be categorized as plagiarism.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the focus of the research, there are two findings in this research. The first one is related to the method of references in final research report by English students. The second one is about relevance of reference list and content on chapter II in final research report or skripsi by UIR English Language Students in writing their final research report.

There are possibilities for students to do some wrongly academic conduct in their writing final research report. This research found that there are several errors that found in both of the thesis. The errors are doing major and minor copy pasted someone's work, making up the page and the years from original, excluding names and citations are not including in the references list. Furthermore, there is also a misunderstanding in making citation.

The researcher also did analysis about the relevance of reference list and content on chapter II. In conclusion, there is no relevancy between the data that taken by student 1 with his reference list. Meanwhile, in student 2 almost all of the content that written is matched with reference list.

5.2 Suggestion

As the closure of this chapter, the researcher likes to give some suggestions to the reader as follows:

1. The researcher suggests to the students who doing their thesis to follow the rules strictly especially in paraphrasing and quotation.
2. The researcher expects to the next researcher to use this research as the references, to update and to develop the theories in this research based on the development of science.
3. The researcher assumed that the lecturer should be more careful in doing double checking and guiding the student's work.
4. The last, the researcher expects this research can help to reader to enrich their knowledge especially in paraphrasing and making quotations of thesis.

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Dokumen ini adalah Arsip Miik :

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APPENDIX

Appendix 1 : Thesis I (Included Reference List)

Name/Initial : WPR

Tittle : Compound Word on Mark's Twain's A Dog's Tale : Descriptive Analysis Study

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 Morphology

Many experts explain and describe about morphology, some of them are Katamba, Yule and Nida. According to Katamba (1993:19), morphology is the study of word structure. Yule (1985:67) identifies morphology as the study of the basic element of a language, and the element is called a morpheme. Katamba (1993:19), definition for morphology is a part of language study or linguistics which studies morphemes. Moreover, morphology studies and analyzes the structure of word forms. Another definition came from Nida, she explained that “morphology is the study of morphemes and their arrangements in forming words” (1). Some definitions above have the same point that morphology is a sub discipline study from linguistics that concerns in the process of word formation. By morphology, the main purpose in this study is to analyze the internal structure of words which are formed each other. The discussion in morphology is in the morphemes.

The definition of morpheme is the basic units of analysis recognized in morphology. Morpheme is the smallest unit in language which has meaning.

There are two kinds of morphemes, free morpheme and bound morpheme. A morpheme is categorized as a free morpheme if it can stand alone as an independent word in a phrase. For example, in, but, do, stay, and blend. Those



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morphemes can stand alone independently. Those morphemes don't need to be attached with other morphemes.

The second classification is bound morpheme which is a morpheme that should be attached to another morpheme. This kind of morpheme is usually the affixes. For example, -ed, -er, -ing, and -s. Those kinds of morphemes cannot stand alone. They need another morphemes to be attached those morphemes are combined each other to make a new word. The process of combining the elements to make a new word is usually termed as word-formation process. There are several kinds of word formation process, for example affixation, blending, clipping, borrowing, and compounding (Akmajian, 2001:32). The researcher is focusing on word-formation process in compounding.

2.1.2 Compounding

Compounding is a part of word formation process. Compounding is a process of combining some lexical categories (nouns, adjectives, verbs, or prepositions) (O'Grady, 1996: 26). In another definition, compound word is the combination of lexemes into larger words (Scalise, 2010: 5). For example in the compound word is public policy. Public policy is from the word of public as a noun and policy as a noun. Those are combined into the new word of public policy which has the new meaning.

Compound word has the rightmost morpheme which is usually termed as head (Fromkin, 2009:61). The role of head as the rightmost morpheme is to determine the category of entire word. For example, address book is noun

compound. Address book is categorized as a noun compound because its rightmost morpheme book is a noun. Then, capital-intensive is an adjective compound. Capital-intensive has the rightmost morpheme intensive which is an adjective. The last is overachieve as a compound verb. Overachieve has the rightmost morpheme achieve which is a verb. The head is also used to identify the broad meaning of compound.

Fromkin, Blair and Collins (1999:81) stated that there are three kinds in spelling compound words:

1. Open

This kind of compound word is spelled with a space between the two words as day laborer, walking stick, filling cabinet etc.

2. Hyphenated

Hyphenated means that there is a mark (-) to join two words together. For example: Cigarette-case, egg-up, self-confidence etc.

3. Idiosyncratic

This kind of compound word is different from the others because it has no space or connector between two words. For example: blackbird, rainbow, pickpocket etc.

Compound words in English can be distinguished by the tense and plural markers which cannot be attached to the first element. The researcher presents several examples. Those are as follow:

Table 2.1.2

The Differences Between Compound and Noncompound

Compound word	Noncompound word
Drop <u>kicked</u>	<u>Dropped</u> kick
Friday <u>nights</u>	<u>Fridays</u> night

2.1.2.1 Compound Noun

This kind of compound is the largest sub grouping compound and the most productive type of compound (Bauer, 2004: 202). Compound noun is also defined as a fixed expression which is made up of more than one word and function as a noun (McCharty,2001: 28). The noun compound can be formed from several combinations of lexical categories. The researcher focuses on the compound words formations of noun+ noun, adjective + noun, and verb + noun. The most productive formation is noun + noun in compound nouns (Ballard, 2013:58).

All forms have in common that they are noun-noun compounds and that they denote a subclass of the referents of the head: a laser printer is a kind of printer, a book cover is a kind of cover, a letter head is the head of a letter. We could say that these compounds have their semantic head inside the compound. which is the reason why these compounds are called endocentric compounds.

Katamba (1993:311) added that, the most compound in English are endocentric, they have a head. In such compound, normally the head element appears as the right-handmost constituent of the word. Semantically an

endocentric compound indicates a sub-grouping within the class of entities that the head denotes. There are the examples with the head is underlined; a schoolboy is a kind of a boy and a bedroom is a kind of room. The examples of compound word formations with several lexical categories. Those are as follow:

Table 2.1.2.1

The Formation of Compound Noun

The Lexical Categories	Examples
Noun + Noun	<i>policymaker</i>
	<i>loan shark</i>
	<i>arm race</i>
Adjective + Noun	<i>local government</i>
	<i>red zone</i>
	<i>Softbank</i>
Verb + Noun	<i>chokepoint</i>
	<i>ceasefire</i>
	<i>viewpoint</i>

2.1.2.2 Compound Adjective

Compound adjectives are formed by several different patterns. The compound adjective is formed by several lexical categories (Bauer, 2004: 209). Compound adjectives are usually written in a hyphen. For example, well-dressed, never-ending, and shocking-pink. There are several examples of formations of compound adjectives. Those are Noun + Adjective, Adjective + Adjective, and Adverb + Adjective. Here are the examples of each formation of compound adjective which the researcher presents in the table below :

Table 2.1.2.2

The Formations of Compound Adjectives

The Lexical Categories	Examples
Noun + Adjective	<i>capital-intensive</i>
	<i>card-carrying</i>
	<i>Childproof</i>
Adjective + Adjective	<i>open-ended</i>
	<i>ready-made</i>
	<i>double-helical</i>
Adverb + Adjective	<i>counter-intuitive</i>
	<i>over-qualified</i>
	<i>Uptight</i>

In this study, the researcher only focuses on one formation of compound adjectives. The formation is Adverb + Adjective. The first example of formation of Adverb + Adjective is counter (Adverb) is combined with intuitive (Adjective), and then it becomes counterintuitive (Adjective). Secondly is over-qualified (Adjective) which comes from over (Adverb) and qualified (Adjective). Lastly is uptight (Adjective) which is the combination of up (Adverb) and tight (Adjective).

2.1.2.3 Compound Verb

The majority of compound verbs in English are not formed by putting two lexemes together to form a new verb, but by back-formation or conversion

from compound nouns (Adams, 1973: 57). For the back formation, the example is trickle-irrigate is from the back formation of trickle-irrigation.

Compound verb is formed by several types of lexical categories. Those are particle + verb, noun + verb, verb + verb, adjective + verb (Bauer, 2004: 207). Here are the researcher presents the examples of compound verbs which are formed by several lexical categories. Those are as follow:

Table 2.1.2.3

The Formations of Compound Verb

The Lexical Categories	Examples
Noun+ Verb	<i>carbon-date</i>
	<i>block bust</i>
	<i>sky-dive</i>
Verb + Verb	<i>dare say</i>
	<i>trickle-irrigate</i>
	<i>make do</i>
Adjective + Verb	<i>free-associate</i>
	<i>double-book</i>
	<i>fine-tune</i>

2.2 Semantics

According to Griffiths (2006: 1), semantics is one of the two main branches of linguistic studies. Basically, it is the study of meaning. He defines

semantics as the study of word meaning and sentence meaning; it differs from pragmatics which relates language and its contexts. Similar to Griffiths, Borg (2006: 19) states that a semantic theory is interested in sentence meaning and not speaker meaning. This study deals with the meaning of the linguistics unit from the smallest one which is morphemes, then it is followed by words, phrases, and sentences.

There are several subfields in semantics study. Those are lexical semantics and phrasal or sentential semantics. Lexical semantics is a subfield of semantics which concerns with the meaning of word. Meanwhile, phrasal or sentential semantics is a subfield of semantics that deals with syntactic units which are larger than the word. The researcher's focus in this study is compound words.

2.2.1 Lexical Semantics

One of the purpose of this study is to find the meaning of the word. The analysis in lexical semantics is not only for the words but also including subcategories which are affixes, phrases, and compound words (Cruse,1986:20). Lexical semantics identifies how the meanings of lexical units correlate with the structure of language. It includes the compound words which are formed and attached by several lexical units.

2.2.2 Compound Word Meaning

Compound word meaning does not always be predicted from its parts. For example, White House and white house. White House is not always white

because the meaning of White House is actually the official residence of the US president in Washington DC. Meanwhile, the meaning of white house is a house which is painted with white color. In this study, the researcher focuses on identifying the meaning of compound words by its parts. There are several types of compound words meanings. Those are:

2.2.2.1 Endrocentric Compound

Endocentric compound is a compound which the meaning can be denoted by its head (O'Grady, 2005:125). So, the meaning of the word can be identified by look up to the head of the word. For example, *windmill* is a kind of mill, and a truck driver is a kind of driver.

2.2.2.2 Exocentric Compound

Compounds may be termed exocentric when the meaning is not consistent from its parts. Exocentric compound is a compound which the meaning does not follow from its parts' meanings (O'Grady, 2005:125). For example a Red head is not a type of head. It is a person who has red hair. Another example is redneck. *Redneck* is not a kind of neck, but it is a working-class white person from southern US. Based on the previous examples, the meaning of compound word cannot be identified from its parts.

2.3 Past Studies

There are some past studies that have the same objective to this research so that the researcher choose those studies to be reference of this study. The past studies are:

1. Compound Words Used in Stephenie Meyer's *Twilight*

This study was written by Ririn Dwi Cahyanti which is Published on March 25, 2016. It is aimed to describing the types, the function, and the meaning of the compound words used in Stephenie Meyer's *Twilight*. This qualitative research put compound words as the object of the research. in collecting the data, the researcher use the techniques such as data collection, data reduction, data display, and conclusion drawing. The researcher also shows the distribution of each kind of compound words in percentage.

2. A Morphological Analysis of English Compound Words in TolToy's *God Sees the Truth But Wait*

This research also used short story as the source of data. It focus on finding out the endocentric constructions and the elements. The research method is descriptive qualitative. The researcher classified the endocentric compound based on the categories whether they were noun, adjective or verb compound. Then, the researcher break down the construction based on its constituents.

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