

**INCORPORATING REFERENCING SYSTEM  
IN WRITING A RESEARCH PROPOSAL:  
A CASE STUDY AT ENGLISH TEACHER  
EDUCATION DEPARTMENT UINSA**

**THESIS**

Submitted in partial fulfilment of the requirement of the degree of  
Sarjana Pendidikan (S.Pd) in Teaching English



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## ABSTRACT

Sholihah, Nona Ayu. (2019). *Incorporating Referencing System in Writing A Research Proposal: A Case Study at English Teacher Education Department UINSA*. A Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya, Advisors: Fitriah, Ph.D & Dr. Siti Asmiyah, M.TESOL

Keywords: Referencing system, Incorporating Referencing system, Research proposal Writing

This research discusses the incorporation of referencing system in English research proposal writing at English Teacher Education Department UINSA. The aims of this content analysis research are to explore; 1) The ways students incorporate referencing system in English research proposal writing. 2) The types of referencing system used. The documents analysed are students' English research proposal writing and the references or literatures used by the students using purposive sampling. Five documents along with the references were taken from students of English Teacher Education Department who have passed on seminar proposal examination in year 2018. The results highlighted the following; 1) Students still improper incorporate referencing system in English research proposal writing. Most of them failed to correctly cite the texts from the original text. Moreover, in paraphrasing and summarizing the students directly copied the main points of the original texts into their writing. 2) The students used three types of referencing system of direct quotation, paraphrasing, and summarizing. From five research proposals identified, the majority of the students used direct quotation (61 quotes). This indicate that the students still use the key basic referencing system.

## ABSTRAK

Sholihah, Nona Ayu. (2019). *Incorporating Referencing System in Writing A Research Proposal: A Case Study at English Teacher Education Department UINSA*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya, Pembimbing: Fitriah, Ph.D & Dr. Siti Asmiyah, M.TESOL

Kata kunci: Sistem Referensi, Penyertaan Sistem Referensi, Proposal Penelitian.

Skripsi ini membahas penyertaan sistem referensi pada proposal penelitian bahasa Inggris di jurusan Pendidikan Bahasa Inggris UINSA. Penelitian ini bertujuan menyelidiki; 1) Cara mahasiswa menyertakan sistem referensi kedalam penulisan proposal penelitian bahasa Inggris, 2) Jenis sistem referensi yang digunakan oleh mahasiswa. Dokumen yang dianalisa ialah proposal penelitian bahasa Inggris dan referensi atau literatur yang digunakan oleh mahasiswa menggunakan purposive sampling. Lima dokumen beserta referensinya telah diambil dari mahasiswa jurusan Pendidikan Bahasa Inggris yang telah lulus ujian proposal seminar pada tahun 2018. Hasil analisis menunjukkan sebagai berikut; 1) Mahasiswa masih tidak sesuai menggunakan sistem referensi didalam penulisan proposal penelitian bahasa Inggris. Kebanyakan dari mereka gagal dalam mengutip teks dari teks aslinya. Bahkan, didalam memparafrase dan meringkas para mahasiswa menyalin secara langsung kalimat yang penting dari teks aslinya kedalam penulisan mereka. 2) Mahasiswa menggunakan tiga jenis sistem referensi yaitu kutipan langsung, parafrase, dan meringkas. Dari lima proposal penelitian yang diidentifikasi, sebagian besar mahasiswa menggunakan kutipan langsung dalam mengutip (61 kutipan). Hal ini mengindikasikan bahwa mahasiswa masih menggunakan sistem referensi yang paling dasar.

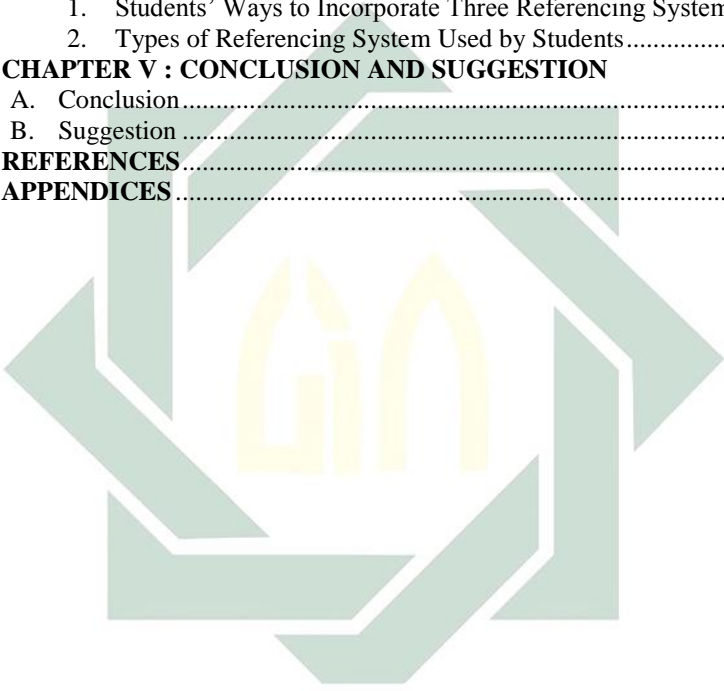


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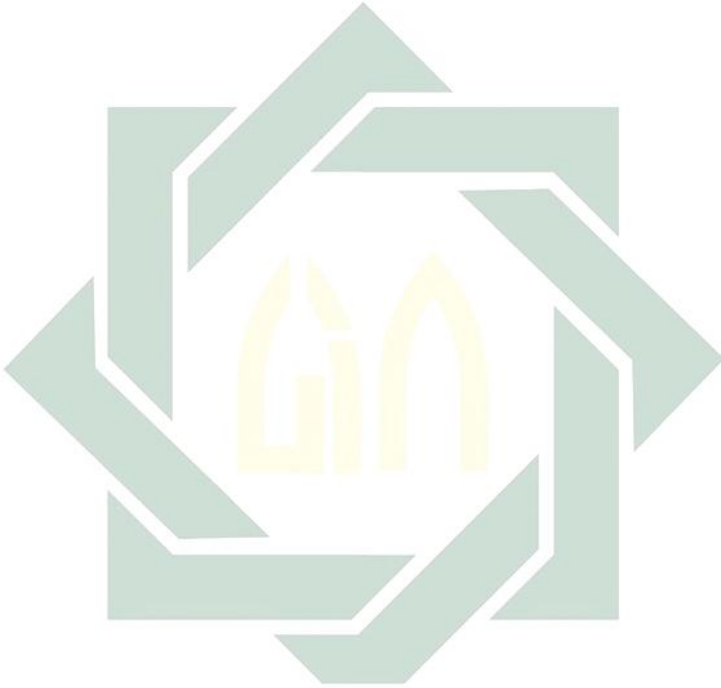


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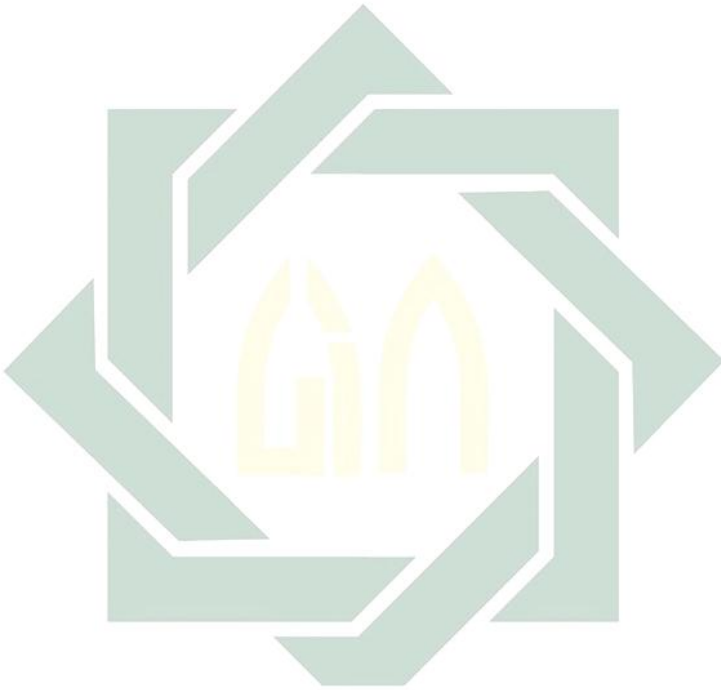
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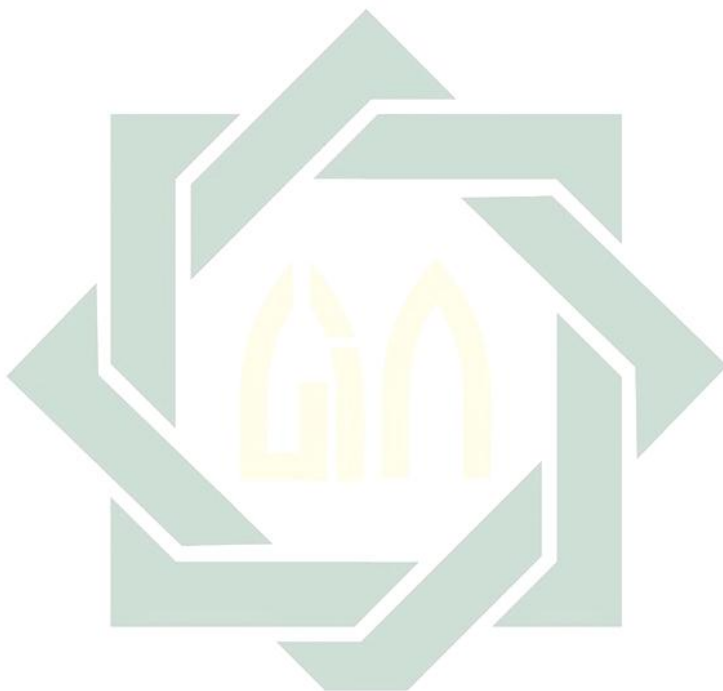
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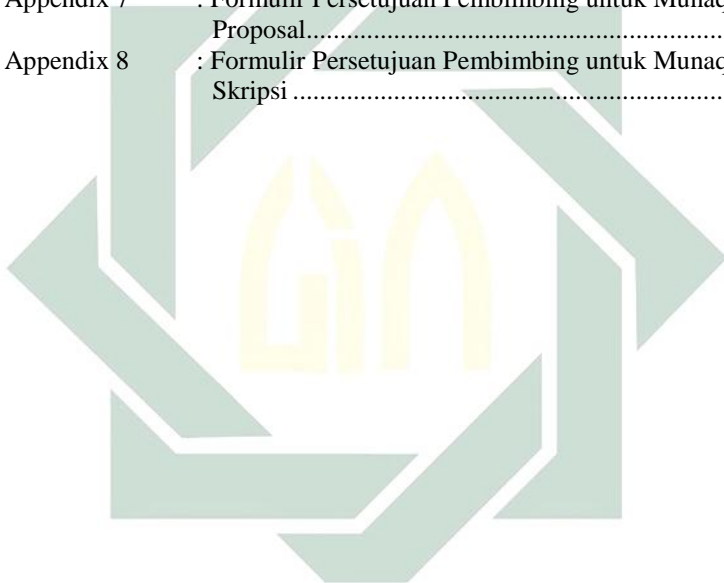
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## LIST OF ABBREVIATION



UIN	: Universitas Islam Negeri
EFL	: English Foreign Language
etc	: et cetera
et al	: et alia
(n.)	: Noun
(v.)	: Verb
L1	: First Language
L2	: Second Language
ELESP	: English Language Education Study Program
e-book	: Electronic Book
e-journal	: Electronic Journal
PKG	: Penilaian Kinerja Guru
KI	: Kompetensi Inti
E-Reading	: Electronic Reading
CD	: Compact Disc
VLS	: Vocabulary Learning Strategy
Doc.	: Document
APA	: American Psychological Association

# CHAPTER I

## INTRODUCTION

This chapter explains the reasons for conducting the research, the research questions, the objectives of the study and the significance of the study. The chapter also presents the scope and limitations and the definition of key terms of this research.

### A. Research Background

Understanding the use of referencing system in academic writing is important to avoid one of the academic crime, namely plagiarism. Bailey explains that a reference is an acknowledgment of other writer's ideas or opinions in writing.<sup>1</sup> By acknowledging the exact author's ideas, it does not consider as stealing other people's work or plagiarism. As stated by Vander, et.al, plagiarism is using a source's ideas, phrases, or information without documenting or giving credit to the material.<sup>2</sup> Therefore, the writer should quote the sources properly as the rule of referencing system, since it considered as a way to quote sources by acknowledging people's ideas.

In higher education, students are required to write academic writing such as essay, paper, research report, and thesis. Writing thesis is the last requirement of university students to get the bachelor degree. The thesis considered as one of the academic writing which needs a lot of referencing systems. In writing thesis, students use other people's ideas to support their ideas to make the writing credible. Before going to write a thesis, the students have to write a research proposal as a research plan of their thesis. The research proposal as foundation of a thesis also has a lot of referencing system. As Peter, et.al, explain that research proposal contains extensive literature review . . . .<sup>3</sup> By having this, the

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<sup>1</sup> Stephen Bailey, *Academic Writing A Handbook for International Students 2nd Edition* (New York: Routledge, 2006), 110

<sup>2</sup> VanderMey – Meyer – Van Rys – Sebranek, *The College Writer Brief A Guide to Thinking, Writing, and Researching fourth Edition* (United States of America: Wadsworth, 2012), 438

<sup>3</sup> Peter Chomba Manchishi – Daniel Ndhlovu – David Sani Mwanza, "Common Mistakes Committed and Challenges Faced in Research Proposal Writing by University of Zambia



students of course use other people's ideas in their research proposal. Presenting other people's ideas should do properly as the referencing system rules. Applying the way of referencing system properly is extremely needed for university students, particularly in writing a research proposal in order to avoid plagiarism.

In English Teacher Education Department UINSA there are two study revealed that the students' sentences in research proposal considered as plagiarism since the students sentences is too similar with the original texts. This is became the reason of conducting this research in English Teacher Education Department UINSA since plagiarism is considered a serious academic crime. The researcher wants to know the way students quote the other people's ideas in their writing, particularly in research proposal writing as the plan for conducting a research.

A number of studies have investigated the referencing system in writing. For instance, a research by Rebeeca examined the students' method in writing sources on students' assignment of research writing class. The finding revealed that students used paraphrasing, direct quotation, and patchwriting in quoting other people's ideas.<sup>4</sup> Another research done by Brenda Refaei examined the students' abilities in integrating quotations in writing paragraph. The finding revealed that students were difficult in applying the referencing system, especially in writing the quotation although they understand how to write it.<sup>5</sup> A research conducted by Asma was identifying the students' difficulties and challenges in incorporating sources in writing an essay. The finding showed that the students were generally cannot incorporating outside source properly in their essay.<sup>6</sup> Addition, a research was done by Bojana Petric compared the students' direct quotation in high-rated and low rated Master's Theses. The result showed that the low-rated

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Postgraduate Students". *International Journal of Humanities Social Sciences and Education*, Vol. 2, No. 3, March 2015, 1

<sup>4</sup> Rebeeca Moore Howard - Tricia Serviss – Tanya k. Rodrigue, "Writing from Souces, Writing from Sentences". *Writing and Pedagogy*. Vol. 2, No. 2, 2010

<sup>5</sup> Brenda Refaei - Rita Kumar - M. Lauren Wahan - Aber Burkett Peplow, "Supporting Source Integration in Student Writing". *International Journal of Teaching and Learning in Higher Education*, Vol. 29, No. 3, 2017

<sup>6</sup> Asma Abas Brime – Fatimah Rashid Hassan Bajalan, "Incorporating Outside Sources in Kurdish EFL Students' Academic Writing". *European Scientific Journal*. Vol. 13, No. 31, November 2017

theses tended to be longer use direct quotation than those students in high-rated theses.<sup>7</sup> A research was done by Herdiansari investigated the students' problem in writing paraphrase and the reason they produce unacceptable paraphrase in the research paper. The finding revealed that the most frequent type problem which do by the students was word-for-word plagiarism.<sup>8</sup> The students copy only several words from the original text which are important.

Referring back to the previous studies above, there is no information how students incorporate the referencing system and the frequent types of referencing system used in writing a research proposal. Moreover, the students considered as poor writer in writing the referencing system. The students' sentences also considered as plagiarism work since the students' sentence are same as the original. Hence, the researcher believes that there are problems on how the ways students writing the referencing system. However, this research has a similarity that is focus on identifying the quality of the referencing system within the university students.

Therefore, this present study aims to identify the referencing system used by students in writing a research proposal. The researcher also wants to know the frequent types of referencing system used by students in the research proposal. Hence, the researcher conduct this research was to built more understanding about how the way writing the referencing system in the research proposal properly. This study also could raise the students' awareness in the referencing system especially for quoting and acknowledging outside sources to avoid plagiarism in their academic writing.

## **B. Research Question**

In relation to the research background outlined above, the problem of the research can be formulated as the following questions:

1. How do the students incorporate the referencing system in their research proposal writing?

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<sup>7</sup> Bojana Petric, "Legitimate Textual Borrowing: Direct Quotation in L2 Students Writing". *Journal of Second Language Writing*, 2012

<sup>8</sup> Herdiansari Hayuningrum – Made Frida Yulia, "Students' Problems in Writing Paraphrase in Research Paper Writing Class". *LLT Journals*. Vol. 15, No. 1

2. What are the types of referencing system used by students in their research proposal writing?

### **C. Objective of the Study**

This research aimed to find:

1. the way students incorporate referencing system in their research proposal writing.
2. the types of referencing system used by students in their research proposal writing.

### **D. Significance of the Study**

The result of this research is expected to give the following contribution.

- a. Theoretical significance

The result of this study is expected to contribute to the development of theories in referencing system, particularly, on what Indonesian EFL learners use in their English academic writing. This research will make additional references about the incorporation of referencing system.

- b. Practical significance

For the students teacher, the researcher expect to bring better understanding on the ways to incorporate the referencing system in academic writing properly, particularly, in writing a research proposal as the plan of conducting a research. The better understanding of the ways incorporate referencing system will lead the writer become a good writer since it avoids the most academic crime.

- c. Significance for further researcher

This research is expected to be useful for the further researcher to inspire next study with the same topic. The referencing system has broad aspects which should be analyzed too such as citing and acknowledging the different literatures. Since the referencing system has soo many styles.

### **E. Scope and Limitation of the Study**

This research is focusing on analyzing the referencing system used by students in their research proposal writing. The researcher was analyzed the referencing system which are include direct quotation, paraphrasing and summarizing. Particularly, the

way students quote other people's ideas using those three ways and the types of referencing system used by students in their research proposal writing.

This research does not analyze the referencing system in the whole of students' research proposal writing. However, the researcher limits this research on the research background and the previous study in the literature review on chapter two. Since the research background is the reasons of students conduct a research, while the previous study the students report the other's study which have same topic as the references of the students' research. Therefore, the research background and the previous study are suitable to be analyzed. In this research, researcher analyse the referencing system which indicated by footnote since to abridge the researcher finding the original text. The research proposal analyzed was taken from students' research proposal writing who have passed seminar proposal on thesis writing course in English Teacher Education Department of UIN Sunan Ampel Surabaya year 2018. Therefore, this research only applies in students research proposal writing of English Teacher Education Department of UIN Sunan Ampel Surabaya academic year 2018 and may not reflect the general features of the proposal in the department.

## **F. Definition of Key Terms**

In order to have the same idea and concept of the referencing system, the researcher clarifies the terms used in this research, as below:

### **1. Plagiarism**

Plagiarism is defined by Bailey as taking ideas or words from a source without giving credit (acknowledgment) to the author.<sup>9</sup> In this research, plagiarism is the students act in taking someone's ideas without giving proper acknowledgment of their English research proposal.

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<sup>9</sup> Stephen Bailey, *Academic Writing A Handbook for International Students 3th Edition* (New York: Routledge, 2011), 51

2. Referencing system

Bailey stated, “A reference is an acknowledgment that writer use of another writer’s ideas or data in writing”<sup>10</sup> In this research, referencing system is the way students quote and acknowledge other people’s ideas in their English research proposal.

3. Incorporating referencing system

According to cambridge dictionary, incorporate means “to include something as part of something larger”<sup>11</sup> In this research, incorporating referencing system is the way students include quotation from other people’s ideas in their English research proposal.

4. A research proposal

In broad terms, the research proposal defined as a detailed description of a proposed study design to investigate a given problem.<sup>12</sup> In this research, a research proposal is a research plan written by students to conduct a research for their thesis in English Teacher Education Department.

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<sup>10</sup> Stephen Bailey, *Academic Writing A Handbook ...* 110

<sup>11</sup> *Cambridge Advanced Learner’s Dictionary Third Edition* (Cambridge: Cambridge University Press, 2008)

<sup>12</sup> Asya Al-Riyami, “How to Prepare a Reserach Proposal”. *Oman Medical Journal*, Vol. 23, April 2008, 1

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents the related literature review of the study. There are two main points that will be presented; the definition of plagiarism and the referencing system. The chapter also presents previous studies that investigated the use of referencing system in academic writing.

#### A. Theoretical Framework

##### 1. Definition of Plagiarism

Using outside sources in academic writing is very important because it considers as the subskills of the academic writing.<sup>13</sup> The outside sources will give clear information in order to convince the reader and make the writing credible. According to Oshima and Hogue, students are ordinarily use information from outside sources to support their ideas and opinions by presenting the facts, statistics, quotations and supporting information in their academic writing.<sup>14</sup> To present other people's ideas, the students have to be careful in using the sentence to avoid plagiarism. According to Eisner and Vicinus, "Plagiarism is the most serious academic crime"<sup>15</sup> and every writer should avoid this act. Anthony and Jo proposed that plagiarism is the act of exchange Other people's words and ideas and treat them as their own ideas.<sup>16</sup> Similarly, Vander, et.al describe plagiarism as using another person' ideas, phrases, or information without documenting or giving credit to his/her work.<sup>17</sup> Therefore, the students should be careful when citing outside

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<sup>13</sup> Diane Pecorari, *Academic Writing and Plagiarism A Linguistic Analysis* (New York: Continuum, 2010), 2

<sup>14</sup> Alice Oshima – Ann Hogue, *Writing Academic English 4rd edition* (Unite States of America: Pearson Longman, 2006), 48

<sup>15</sup> Caroline Eisner – Martha Vicinus, *Originality, Imitation, and Plagiarism Teaching Writing in The Digital Age* (United States of America: The University of Micmhigan Press, 2008), 169

<sup>16</sup> Anthony C. Winkler – Jo Ray McCuen-Metherell, *Writing The Research Paper A handbook Seventh Edition* (United States of America: Wadsworth, 2008), 88

<sup>17</sup> VanderMey – Meyer – Van Rys – Sebranek, *The ...* 438

sources and always giving acknowledgment to the sources to avoid plagiarism.

The act of plagiarism may also be caused by failing in quoting the sources. As stated by Hacker and Sommer that the students writing can be considered as a plagiarism if they committing three actions: “(1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotation marks, (3) failing to put summaries and paraphrases in your own words.”<sup>18</sup> Failing to cite the sources generally done by the writers especially the younger writers such as university students. A younger writer may failing this three acts since writing the other people’s ideas need a deep understanding and more practice to write it well. If the students are not aware of those acts, it will make them mix up with plagiarism. Below is the example of plagiarism work which written in underlined words:<sup>19</sup>

Original text:

Here again Glaspell’s stodry reflects a larger truth about the lives of rural women. Their isolation induced madness in many. The rate of insanity in rural areas, especially for women, was a much-discussed subject in the second half of the nineteenth century.

Plagiarism:

Glaspell may or may not want us to believe that Minnie Wright’s murder of her husband is an insane act, but Minnie’s loneliness and isolation certainly could have driven her mad. As Elaine Hedges notes, the rate of insanity in rural areas, especially for women, was a much-discussed subject in the second half of the nineteenth century (59).<sup>20</sup>

## 2. Referencing system

The outside sources are easily taken from any kinds of literature such as books, journals, newspapers, research

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<sup>18</sup> Diana Hacker – Nancy Sommers, *Rules for Writers with Writing about Literature Seventh Edition* (United States of America: Bedford/St. Martin’s, 2012), 620

<sup>19</sup> Ibid ... 620

<sup>20</sup> Diana Hacker – Nancy Sommers, *Rules for Writers* ... 620



papers, thesis, and many others. Moreover, in this digital era electronic literature such as electronic book (e-book) and electronic journal (e-journal) can be easily downloaded. By having this, applying copy paste without any typing the sources are generally do in this era. In academic writing, the writer should follow the academic rules namely referencing system when taking or putting the outside sources into the writing. According to Bailey, a reference is an acknowledgment of other writer's ideas or opinions in writing.<sup>21</sup> The acknowledgment is used to avoid plagiarism. Bailey also stated that there are three basis motive to provide references and citations into writing; (a) showing that writer have read the sources which make the writing credible, (b) allowing the reader to find the sources, if they want to know the topic in detail, (c) avoiding plagiarism.<sup>22</sup> Therefore, the outside sources should be quoted properly as the referencing system.

Writing the referencing system in academic writing may be done in three ways. According to Oshima and Hogue, there are ways to insert outside sources into writing; quote, summary, and paraphrasing.<sup>23</sup> Similarly, Asma and Fatimah proposed that the three main ways to incorporate a source are summarizing, paraphrasing, and quoting.<sup>24</sup> The writers can use those ways of referencing system based on their necessity since each of them has its functions. Those three ways describe in details below:

#### **a. Direct quotation**

Direct quotation is one of the easiest ways of the referencing system which is generally used by writers. Direct quotation becomes the easiest way since it only copy the exact other people's ideas in the writing without any changing. According to Jones, et.al, quotation describes as taking author's exact words from another sources and using it in our written which include a

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<sup>21</sup> Stephen Bailey, *Academic Writing A Handbook* ... 110

<sup>22</sup> Ibid ... 83

<sup>23</sup> Alice Oshima – Ann Hogue, *Writing Academic English* ... 51

<sup>24</sup> Asma Abas Brime – Fatimah Rashid Hassan Bajalan, ... 4

quotation marks.<sup>25</sup> Similarly, Oshima and Hogue explain, “Direct quotation is writer copy the person’s exact words (spoken or written) and enclose them in quotation marks.”<sup>26</sup> The writer should present other people’s ideas clearly and correctly. To present other people’s ideas the writer should introduce the quotation. Oshima and Hogue state, all quotation should be introduced by a phrase which called reporting verbs such as assert, claim, mention, state, write, etc.<sup>27</sup> The purpose of the reporting verbs is to show the outside sources and also explains how the quotation fits into writer’s opinion.

The use of quotation in academic writing is to support the writers’ ideas or opinions. So, the writers’ opinion reputed as credible work. Oshima and Hogue describe that quotation from reliable and acknowledgeable sources are good supporting details.<sup>28</sup> The quotation gives distinctly information about the writer’s opinion related to the issue in writing. Besides, Jones, Quinn, and Brown suggest that quotations give an evidence or support, not as a substitute for the writer’s own ideas or arguments.<sup>29</sup> By having this, it is clear enough the purpose of quotation only for support the writer’s ideas not treat the ideas as their own ideas.

In academic writing, frequently use direct quotation is not permissible because it will ruin the writing. As written on the book the modern language association, “Overquotation can bore your readers and might lead them to conclude that you are neither an original thinker nor a skillful writer.”<sup>30</sup> Therefore, the writers have to know when they must use the direct quotation in their writing. According to Hacker and

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<sup>25</sup> Jennifer Jones – Sarah Quinn – Hana Brown, *Writing Guide for Sociology Second Edition* (San Francisco: University of California, 2010), 69

<sup>26</sup> Alice Oshima – Ann Hogue, *Writing Academic English ...* 51

<sup>27</sup> Ibid ... 52

<sup>28</sup> Ibid ... 51

<sup>29</sup> Jennifer Jones – Sarah Quinn – Hana Brown, *Writing ...* 69

<sup>30</sup> The Modern Language Association, *MLA Handbook for writers of research papers 7th edition* (New York: The Modern Language Association of America, 2009), 58

Sommer, there are five reasons when the writer using direct quotation.<sup>31</sup> First, when the language is especially vivid or expressive, it means that the language is clear enough and do not need to retel. Second, when the exact words are needed for technical accuracy. Third, when the sentence or words important to let the debaters of an issue explain their potitions in their own words. Fourth, when the exact words have strong support to an argument. Last, when the language of a source is the topic of your discussion (as in an analysis or interpretation).

To write a direct quotation into the writing, the writer can follow the guideline for incorporating direct quotation proposed by Toby Fulwiler. These guidelines help the writers do direct quotation properly. There are eight guidelines for incorporating direct quotations in writing.<sup>32</sup> The first, introduce the author's name to each quotation. Add the detail information if there is any doubt on the speaker's identity. For instance; (a) According to Brenda Spatt, "Underlining requires selection." (b) According to a writer Brenda spatt, "Underlining requires selection." The second, quote the passage into the text smoothly and grammatically. In this case, the writer can use three ways; (a) Use a comma to introduce quotations. For instance, according to Brenda Spatt, "Underlining requires selection." (b) Use no punctuation to introduce quoted language that, it written without the quotation marks. For instance, Brenda Spatt claim that [u]nderlining requires selection. (c) Use a colon to introduce quotations which are examples, explanations, or elaborations of the previous sentences, or lits of items. For instance, according to Toby Fulwiler a good sources needs two answers: "(1) Is the source itself credible? (2) does it help my paper?". The third, Include commas and periods within the quotation marks.

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<sup>31</sup> Diana Hacker – Nancy Sommers, *The Bedford Handbook Ninth Edition* (United States of America: Bedford/St. Martin's, 2014), 507

<sup>32</sup> Toby Fulwiler, *College Writing A Personal Approach to Academic Writing Third Edition*. (United States of America: Boynton/Cook Publishers, 2002), 149-150

Put all other punctuation outside quotation marks, unless it is part of the quoted material. For instance; (a) “The play failed.” (b) Arthur miller asked, “What is drama?”. The fourth, enclose the changes in brackets, if make changing in punctuation or capitalization in order to integrate quotations smoothly into the sentences. For instance, Brenda Spatt claim that [u]nderlining requires selection. The fifth, put the changed word(s) in brackets, if make changing in words or verb tense to integrate quotations smoothly into the sentences. For instance, before the end of the Cold War, Jonathan shell argued that “knowledge [was] the deterrent” to nuclear war. The sixth, include the additions in brackets, if add language in the middle of a quotation. For instance, Arthur Miller asked, “What is [American] drama?”. The seventh, indicate the omitted material with a ellipsis if delete material from within a quotation. If delete material at the end of a sentence, add a period to the ellipsis. If omit words in the begining of a sentence make sure the quote is grammatical, but do not use an ellipsis. For instance; (a) Oshima and Hogue assume that “quotation . . . are good supporting details.” (b) Peter, Daniel, and David claimed that “[r]esearch proposal contains extensive literature reviews. . . .” The last, explain the meaning you intend or the value you believe it has after including a quotation. The quotation is capable of being interpreted in more than one way. For instance, Oshima and Hogue assume that “quotation . . . are good supporting details.” The purpose of the supporting details in writing make the writer’s arguments are reputed more credible.

The referencing system has various styles and every college may follow one of the styles. Every college also has their own rules in academic writing which should be fulfill by every university students. English Teacher Education Department UIN Sunan Ampel Surabaya has a guideline book for writing thesis, thesis proposal, and journal. To write quotation on those parts, the students must follow the rules. The first, ways on write short quotation. If writing a short quotation, the

students should enclose the quote sentence in quotation marks if the sentences no more than three lines.<sup>33</sup> For instance, Gerald Graff argues that colleges make the intellectual life seem more opaque than it needs to be, leaving many students with “the misconception that the life of the mind is a secret society for which only an elite few qualify”.

The second, the ways on write long quotation. If the students quote more than three lines, they should not use quotation marks. The students should indent the quote sentence as same as the alienia while five space from the right margin and write in single space.<sup>34</sup> An example of long quotation is the following.

Yanovski and Yanovski have described earlier treatments of obesity that focused on behavior modification:

With the advent of behavioral treatments for obesity in the 1960s, hope arose that modification of maladaptive eating and exercise habits would lead to sustained weight loss, and that time-limited programs would produce permanent changes in weight. Medications for the treatment of obesity were proposed as short term adjuncts for patients, who would presumably then acquire the skills necessary to continue to lose weight, reach “ideal body weight,” and maintain a reduced weight indefinitely.

The third, the ways on write translated quotation. If the students translated the quotation, the translation must be written under the quotation with the same writing technique as the quote sentence. If the translation is written by someone who is not the author of the thesis, the translator's name must be included. For instance, Participant M said, “Estoy muy satisfecho con mi vida

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<sup>33</sup> Fakultas Tarbiyah dan Keguruan, *Pedoman Teknik Pengajaran Judul, Skripsi, Penulisan Proposal, Skripsi dan Jurnal Bagi Mahasiswa*, (Surabaya: UIN Sunan Ampel, 2017), 71

<sup>34</sup> Fakultas Tarbiyah dan Keguruan, *Pedoman Teknik ...* 71

ahora que tengo hijos” [“I am very satisfied with my life now that I have children”].

#### **b. Paraphrasing**

In academic writing, paraphrasing is one of the referencing system that suggested to be used than the other ways. Since the writer must report the original sources using their own words. Here means the writer require to be critically in quoting the source. According to Bullock, “Paraphrase is restate information from a source in your own words, using your own sentence structures.”<sup>35</sup> The writer could use paraphrase when the sources are important than the original. Since, it includes the main point of the sources. A paraphrase is not shorter than the original sources, it has the same length as the original sources. Bailey describes that the effective paraphrase ordinarily has different structure to the exact source, has mainly different vocabulary, has the same meaning, and also use some phrases from the original that are common use.<sup>36</sup> Therefore, using paraphrasing is not as simply as the changing the words, it needs deep analysis to develops writers’ own words to present the exact author’s ideas.

As paraphrasing restating other people’s ideas using writer’s own words, the writer should be carefully in writing paraphrase, since it may lead committing problems such as write the paraphrase sentences improperly, failing restate using own words, misinterpretation the original sources, etc. If the writer commit those case it will be considered as plagiarism. Therefore, to paraphrase the outside sources writers need deep understanding and more practicing related to the technique how to write it. According to Bailey, there are three-techniques for paraphrasing<sup>37</sup>, as describes below:

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<sup>35</sup> Richard Bullock, *The Norton Field Guide to Writing with Handbook Second Edition*. (United States of America: W. W. Norton & Company, 2009), 413

<sup>36</sup> Stephen Bailey, *Academic Writing A Handbook ...* 72

<sup>37</sup> Stephen Bailey, *Academic Writing A Handbook ...* 73

a. Changing vocabulary by using synonyms.

This technique is included as very simple technique in paraphrasing. Since categorizing as the simple ways to paraphrase it generally do by writers. In this technique, the writer change the vocabulary of the original sentences by its synonyms. For examples, the word *argues* change to its synonym that is *claims*, both of them have the same meaning that is saying something. For the exceptional, writers cannot paraphrase every word by using the synonyms because some of the word have no true synonym such as *demand*, *economy*, *energy*.

Below is the example of paraphrasing by using this technique:

Original text:

People who really need to drink have a high level of intake but a lower level of satisfaction than people who can take it or leave it.

Paraphrase:

A person who is addicted to alcohol consumes more but gets less pleasure than a person who drinks just to be sociable.

b. Changing word class.

In this technique, the writer change the word class of the original sources words. The writers does not change all of the words but change some words from the original sources. For instance, *explanation* (n.) > *explain* (v.) The word *explanation* has the word class *noun*, then paraphrase and change to the word *explain* which the word class is *verb*.

Below is the brief example of paraphrasing using this technique:

Original text:

Medical professor John Swanson says that global changes are influencing the spread of disease.



Paraphrase:

According to John Swanson, a professor of medicine, changes across the globe are causing diseases to spread.

## c. Changing word order.

In this technique, the writer change the word order from the original sources. The writers can change the word order of the sentences such as active into passive, change order of ideas, or words. Below is the brief example of paraphrasing of this technique:

Original text:

Terry wanted more books, but he couldn't afford them.

Paraphrase:

Terry couldn't afford more books, even though he wanted them.

c. **Summarizing**

Summarizing is known as reporting only the key point of other people's ideas. Summarizing is much shorter than the original sources. In summarizing, the writer presents the main points of the text concisely. According to Bullock, "A summary contains the main ideas in a source concisely by using the writer's own words."<sup>38</sup> Oshima and Hogue also explain that summary consider as shortening the text and retelling only the most important points and leaving out the details.<sup>39</sup> Similarly, Spatt states that summarizing a sources usually means condensing ideas or information.<sup>40</sup> The description and explanation do not become an important things to know. Therefore, in writing a summary the writer should understand what the information intend then report it using their own words. According to Spatt, "When writing a summary, you record your understanding for your own information . . . [then] report the understanding

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<sup>38</sup> Richard Bullock, *The Norton Field Guide to ...* 416

<sup>39</sup> Alice Oshima – Ann Hogue, *Writing Academic English ...* 145

<sup>40</sup> Brenda Spatt, *Writing From Sources Eighth Edition, ...* 75

to the reader.”<sup>41</sup> Reporting the sources in writing should be properly in order to avoid plagiarism. Hacker and Sommer proposed that failing put summaries and paraphrase into the writer’s own words considers as plagiarism.<sup>42</sup> The writer should not forget to mention the name of the author to emphasize the source is belong to other people’s ideas. It is one of the ways to avoid plagiarism by acknowledging the sources. Below is the brief example of summarizing:<sup>43</sup>

Original text:

Language is the main means of communication between peoples. But so many different languages have developed that language has often been a barrier rather than an aid to understanding among peoples. For many years, people have dreamed of setting up an international universal language which all people could speak and understand. The arguments in favor of a universal language are simple and obvious. If all peoples spoke the same tongue, cultural and economic ties might be much closer, and good will might increase between countries (Kispert).

Summary:

According to Kispert, people communicate through language; however, having different languages creates communicatio barriers. A universal language could bring countries together culturally and economically as well as increase good feelings amon them.

The above ways of the referencing system can be summary in the following figure:

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<sup>41</sup> Ibid ... 75

<sup>42</sup> Diana Hacker – Nancy Sommers, *Rules for Writers ...* 620

<sup>43</sup> Alice Oshima – Ann Hogue, *Writing Academic English ...* 145

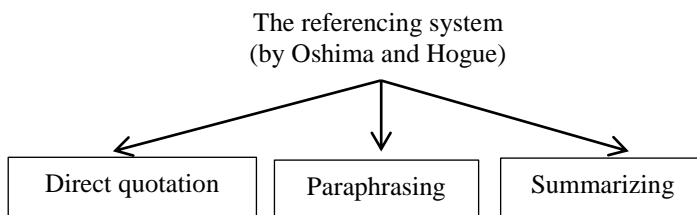


Chart. 2.1 Types of referencing system

**A. The guideline of direct quotation by Toby Fulwiler.**

1. Introduce the author name of each quotation.
2. Quote the passage smoothly and grammatically into your text:
  - a. Use a comma to introduce quotations.
  - b. Use a colon to introduce quotations that are examples, explanations, or elaborations of the previous sentence, or lists of items.
  - c. Do not use punctuation to introduce a sentence that use the word *that* and do not need to add quotation marks.
3. Include commas and periods within quotation marks, put all other punctuation outside quotation marks, unless it is part of the quoted material itself.
4. Enclose the change in brackets if you make changes in punctuation or capitalization.
5. Put the changed word in brackets, if you make changes in words or verb tense.
6. Include the additions in brackets if you add language in the middle of a quotation.
7. Indicate the omitted material with three dots ellipsis, if you delete the material within a quotation. If the omitted words at the end of a sentence, making four dots. If the omitted word at the beginning, do not use an ellipsis and make sure the quote is grammatically correct.
8. Highlight or interpret the quotation after you quote the source.

<p><b>Addition rules by English Teacher Education Department</b>  <b><i>Pedoman Teknik Penulisan Skripsi:</i></b></p> <ol style="list-style-type: none"> <li>9. Enclose the quote sentence in quotation marks if the sentences no more than three lines.</li> <li>10. Using no quotation marks, If you quote more than three lines and indent the quote sentence of one-half inch (or five space) from the left margin.</li> <li>11. Translation should written after the original source.</li> </ol>
<p><b>B. The guideline of paraphrasing by Stephen Bailey.</b></p> <ol style="list-style-type: none"> <li>1. Changing vocabulary by using synonyms.</li> <li>2. Changing word class.</li> <li>3. Changing word order.</li> </ol>
<p><b>C. The guideline of summarizing by Alice Oshima – Ann Hogue.</b></p> <ol style="list-style-type: none"> <li>1. Summary is much shorter than the original text.</li> <li>2. Reporting the most important points and leaving out the details of the text.</li> </ol>

Figure 2.1 Guideline of referencing system

## B. Previous Study

A number of research investigated the referencing system in writing. For instance, Asma and Fatimah investigated the difficulties and challenges faced by the Kurdish EFL students who incorporate outside sources into their academic writing. This research analyzed the three ways of the referencing system that are direct quotation, paraphrasing and summarizing in the whole of students in academic writing. The method that used is giving an essay test to the third-year students of English Teacher Education Department in Salahaddin University Erbil Iraq. The object of the research is 25 students third-year of the first semester in academic year 2016-2017. The finding revealed that the students generally poor in incorporating outside sources because most of them were not able to use their own words in summarizing, paraphrasing and direct quotation properly.<sup>44</sup> The differences with this research is the method that used. In this research, the researcher uses content analysis while the previous study use an essay test. The similarity

<sup>44</sup> Asma Abas Brime – Fatimah Rashid Hassan ...

are identify the three ways of referencing system in English Teacher Education Department students paper.

Another previous research conducted by Brenda Refaei, et.al. They examined the students' ability of integrating direct quotation in students' writing. The research aimed to investigate the interdisciplinary instructional strategies to improve students' use of quoting in their writing using lesson study. This research used an experimental method. The data of this research are collected through pre and post-test. While, the subject of this research is university students from different major. The result indicated that the students are difficult in applying the referencing system. Particularly, when committing direct quotation.<sup>45</sup> The differences with this research are the aim of the study, the method used, and the object of the study. Although the object is similar that is the university students but in this research only focus on the students of English Teacher Education Department.

A research done by Rebeeca, et.al. focused on identifying the students' method in writing sources in research writing class. This research analyzed all the method of referencing system that used by the college students, they are summary, paraphrasing, direct quotation, and patchwriting. The method of this research was used content analysis since it analyzes the students writing. There are 18 students' papers assignment analyzed from a research writing class which seeks the type of referencing system that are used by students including summary, paraphrase, direct copy, and patchwriting. The subject of this research is L1 and L2 students university. The finding showed that the students used paraphrase, direct copy and patchwriting as their method of referencing system in a research proposal writing.<sup>46</sup> The differences with this research is the subject and the ways of referencing system. In this research the subject is EFL students and the researcher only focus on analyse three ways of referencing system. The similarity of this research is the method and the object.

Moreover, a previous research by Bojana Petric investigated the comparison of direct quotation in high-rated and low-rated Master's Theses also explore the students' motivation to quote

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<sup>45</sup> Brenda Refaei - Rita Kumar - M. Lauren ...

<sup>46</sup> Rebeeca Moore Howard – et.al. “Writing from Souces, ...

directly from the sources. The research aimed to provide an insight to second language students who used direct quotations in their Master's theses. The research also exploring students' motivations to quote directly from outside sources. The data were analyzed are eight high-rated and eight-low rated Master theses which come from students of Central and Eastern Europe at English-Medium University in Central Europe. In this research, the researcher used textual analysis and interviews to the students to get the data. The findings showed that the low-rated these tended to be longer use direct quotation than those in high-rated theses.<sup>47</sup> The differences with this research is the research only focus on direct quotation meanwhile this research focus on direct quotation, paraphrasing, and summarizing. The object and the method also quiet different. The similarity of this research is analyse the students' document.

Additional, a research done by Herdiansari and Made focuse on investigating the students problems in writing paraphrase and the reason they produce unacceptable paraphrase in research paper writing class. The document analysis and interview are used to get the data. In this research, the 97 students' research papers were analyzed which taken from four classes. The subject of this research is English Language Education Study Program (ELESP) students of sixth semester at Sanata Dharma University in academic year 2010/2011. Based on the analysis, there were 76 students who used paraphrase and only 21 students who did no use paraphrase on their research paper. The finding of this research revealed that the most frequent type of problem encountered by the students was word-for-word plagiarism.<sup>48</sup> The differences with this research is the focus of the research which is the research only focus on identifying paraphrasing while this research on direct quotation and summarizing also. The similarity is the research analyze the students' document.

The last research conducted by Taufik Hidayat and Rastri Dewi Savitri. Both of them were investigated the quality of students' writing in their research proposal, especially in research proposal writing class. The finding both of the research showed that the students' writing were committing as plagiarism. Taufik

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<sup>47</sup> Bojana Petric, "Legitimate Textual Borrowing: Direct ...

<sup>48</sup> Herdiansari Hayuningrum – Made Frida Yulia, "Students' ...

investigated the level of appropriatenes paraphrasing used by the students in their research proposal writing. The finding revealed that students are generally poor in doing paraphrase and the sentences were committed as plagiarism work.<sup>49</sup> Meanwhile, Rastri investigated the types of plagiarism and the factors caused students doing plagiarism. The finding revealed that the mosaic plagiarism and inadequate paraphrase were used by the students and the factors caused were bad-time management, lack comprehension, laziness, and easy acces to internet.<sup>50</sup> The method were used is qualitative descriptive method, however rasti also used quantitative method to support the qualitative method. To collect the data both of them are used deep interview to the students. The differences with this research is the research only focus on paraphrasing and plagiarism, while this research focus on direct quotation, summarizing and paraphrasing. The similarity of this research is the researcher analyze the students of English Teacher Education Department students in their research proposal writing.

Referring back to the previous research above, this research has a similarity that identifying the quality of the referencing system on students writing paper within the context of higher education. Despite, the method, subject, object and the focus of this research is different with the previous studies. Even if there is a previous study which has the same topic, subject, and method with this research but the object and the focus are quite different. This current research focuses on identifying the way on how students use the referencing system and types of referencing system used by students in their research proposal writing. The research proposal writing that analyzed is the research proposal which has been examined by the examiner in seminar proposal.

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<sup>49</sup> Taufik Hidayat, Thesis: "Students' Paraphrasing Appropriateness ...

<sup>50</sup> Rastri Devi Savitri, Thesis: "Plagirism in Proposal Writing Course ...

## CHAPTER III

### RESEARCH METHOD

This chapter describes the research procedure to explore how students apply referencing system when writing research proposal. the section covers research design, research location, data collection and analysis, and research instrument.

#### A. Research Design

This current research applied content analysis to explore students' ways in using referencing system in academic writing, particularly research proposal. Jack Fraenkel stated, "Content analysis is a technique that enables researchers to study human behavior in an indirect way, through an analysis of their communications."<sup>51</sup> This means that, content analysis is used to explore and identify the content of people's creativity or ideas. This method (content analysis) is suitable for understanding students' abilities or understanding in using referencing system, particularly how to cite other people's opinion and describe them in research proposal. To understand or identify students' ability to incorporate the use of referencing system, this research did not confirm directly to the authors (students) but the researcher identified students' way in using referencing through their writing. Therefore, this research only require students' documents to examine the use of referencing system. As stated by Fraenkel, a major part of content analysis is the analysis of document.<sup>52</sup> So, the content analysis is suitable to this research.

#### B. Researcher Presence

This research is a qualitative research and the researcher is the key instrument in identifying the use of referencing system. The researcher is an essential role in collecting and analyzing the data. The researcher presence is known by the subject of this research. The researcher presence did not influence the document or even did not include in developing the document. Therefore, in

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<sup>51</sup> Jack R. Fraenkel – Norman E. Wallen – Helen H. Hyun, *How to Design and Evaluate Research in Education Eighth Edition* (United States: McGraw-Hill, 2012), 478

<sup>52</sup> Jack R. Fraenkel – Norman E. Wallen – Helen H. ... 478



this research the researcher has function as pure observer and collector data.

### **C. Research Setting**

This research is conducted in UIN Sunan Ampel Surabaya particularly at English Teacher Education Department Faculty of Tarbiyah and Teacher Training located at Ahmad Yani Street, 117, Surabaya. This research conducted in thesis writing course on academic year 2018 exactly on students who have passed seminar proposal of the course. There are more than 120 students of English Teacher Education Department who take this course but the students who have passed seminar proposal is about 54 students during 2018 since May - November. The researcher only took 5 students' research proposal writing to be analyse.

### **D. Data and Source of Data**

#### **1. Data**

The main data of this research was from students' sentences or ways in using referencing system, particularly when they quote or cite other people's ideas in writing research proposal. The examples of referencing system was from research background and previous studies in literature review on chapter two.

#### **2. Sources of data**

The source of data for this current research was from students' research proposals. This research identified five research proposals and the focus of the analysis was only on research bakground and previous studies in literature review sections.

### **E. Data Collection Technique**

This research used purposive sampling technique to collect the data. Jack R. Fraenkel describes, "The purposive sampling is investigator used personal judgment to select a sample".<sup>53</sup> The use of the sampling is not aimed at selecting representative sample of the population such as in quantitative research but rather to select the most suitable source of data that best suit the purpose of the

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<sup>53</sup> Jack R. Fraenkel – Norman E. Wallen – Helen H. ... 100

research. The samples was selected based on the following three criteria; (a) contain a lot of referencing system (b) the referencing system indicated by footnote in the bottom of page (c) the reference or literature used are able to access. By having those criteria, the researcher began to collect the data. First, researcher listed the name of the students who have passed seminar proposal in thesis writing course along with the title and the date of seminar proposal exam in form of table completely. Second, researcher contacted all of the students to collect the students' research proposal. After having it, the researcher read all the students' research proposal in part of research background and previous study on literature review section. Third, the researcher counted the number of students' reference on the research background and the previous study on literature review section. Fourth, the researcher sum up the result in the form of table then select the research proposal which suit to the above criteria. For the result of selecting, the researcher took five students' research proposal writing to be analyzed. Last, the reseacher contacted those five students to make copy of their reference or literature used in supporting their research proposal writing. The reference or literature is needed to help the researcher knowing the exact sources that students used in supporting their research proposal writing.

## **F. Research Instrument**

The instrument of this research is the researcher itself since it is a qualitative study. Here, the researcher as the key instrument help by the guideline of the referencing system based on theory in literature review section. The guideline of the referencing system includes 8 aspects of the guideline for incorporating direct quotation proposed by Toby Fulwiler (2002)<sup>54</sup> and 3 aspects of the guideline book of writting thesis by English Teacher Education Department UIN Sunan Ampel Surabaya (2017)<sup>55</sup>, 3 aspects of paraphrasing technique proposed by Stephen Bailey (2006)<sup>56</sup> and 2 aspects of summarizing proposed by Alice Oshima and Ann Hogue

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<sup>54</sup> Toby Fulwiler, *College Writing A Personal Approach ...* 149-150

<sup>55</sup> Fakultas Tarbiyah dan Keguruan, *Pedoman Teknik ...* 71

<sup>56</sup> Stephen Bailey, *Academic Writing A Handbook ...* 73-78

(2006)<sup>57</sup>. The guideline is written in one part table according to those items.

### **G. Data Analyzing Technique**

In this current research, the researcher analyzed the data based on the following steps:

1. Categorizing the data  
The researcher categorized the data based on the three criteria in the data collection technique section. Categorizing the data is the first step before researcher started to analyse the data. After knowing the result, the researcher took five students' research proposal writing which suit with those criterias.
2. Reading the content  
The researcher read the students' research proposal especially in part of research background and previous study on literature review section to find the referencing system that incorporated by students in their research proposal writing.
3. Coding each referencing system  
The researcher gives coding to each referencing system in students research proposal. The researcher highlighted each students' quote sentences which indicated by footnote in the bottom of page.
4. Read the references or literatures used  
The researcher read the references or literatures used by the students in supporting their argument in research proposal writing. The researcher read around the page of the students' references according to page number in students' research proposal footnote.
5. Coding and matching the original sources to the students' referencing system.  
The researcher coded the references by highlighting the sentences and giving a note to the sentences based on the number of students' footnote. After that, the researcher matched the students' quote sentences with the original sources from the students' references or literatures used in their research proposal writing.

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<sup>57</sup> Alice Oshima – Ann Hogue, *Writing Academic English* ... 145

6. Re-write each the referencing system in form of table.  
The researcher made a form of table which consist of number of footnote, students' quote sentences, original texts, source identity, page, and note. Then, the researcher wrote all of those items from students' referencing system in research proposal writing and references used. The researcher made the form of table for each students' document, so the tables are five. The table is designed purposefully to abridging the researcher in analyzing data.
7. Analyze each table  
The researcher analyzed all of the data in form of table by reading the students' quote sentences then matching with the original texts, next looking the guideline of the referencing system. To abridging the researcher, coding was given by underlined the same words and circled the missing or addition words in the sentences.
8. Write the result of analyzis in column of note table  
The researcher wrote the brief result of the analysis in note column of the table. The researcher analysed the text and write types of the text based on the referencing system.
9. Summarizing the result of table  
The researcher wrote all the result of analysis from each students' table then the reseacher summarized it.
10. Drawing the conclusion  
The researcher drew the conclusion of the analysis by presenting in form of description.

## CHAPTER IV

### RESEARCH FINDINGS

This chapter presents the research findings and discussion of the study. The chapter describes the results of data analysis and discuss the data analysis with the theory about referencing system.

#### A. Finding

The description of this section is arranged based on the two research questions, namely students' way to incorporate the referencing system and the types of referencing system in students' research proposal writing. The data were from students' writing particularly in the background and previous study section. The researcher analyzes five students' research proposal writing. The total of the referencing system used in five research proposals writing is presented in the table below.

Table 4.1 Total reference used by students

	Research Background	Previous Study	Total
Document 1	17	6	23
Document 2	15	5	20
Document 3	20	8	28
Document 4	27	6	33
Document 5	14	5	19
Total			123

As describe in the table 4.1 showed that the total number of references used by students are 123 references. From those number, the majority of references use by students in the research background. It makes sense since the research background need more references to support students' ideas as the reason to conduct the research. From five documents analyzed documents 3 and 4 use more references than three other documents. Further explanation

on how students incorporate referencing system is discussed in the following sections.

### 1. Students' ways to incorporate referencing system

The result of the analysis indicated that students used different ways in incorporating the referencing system, namely, direct quotation, paraphrasing and summarizing. The detail information of each referencing system is described in the following section.

#### a. Direct quotation

Direct quotation refers to the students' ways in using other people's exact words (no more than forty words) with the use of quotation marks. The finding of this research showed that the students used 11 ways in applying direct quotation. Those eleven ways are generally used in five students documents. The detail information of each ways of students' direct quotation is described in the following section.

##### 1. No introducing the author's name

Students quoted the content directly without mentioning the name of the author as described in the following example.

Student's quote sentences (student 5):

This may be because vocabulary has been recognized as crucial to language use in which insufficient vocabulary knowledge of the learners led to difficulties in second language learning.

Original text:<sup>58</sup>

Vocabulary has been recognized as crucial to language use in which insufficient vocabulary knowledge of the learners led to difficulties in second language learning.

The example shows that student quoted the content exactly the same as described in the original text and the student did not state the

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<sup>58</sup> Azadeh Asgari – Ghazali bin Mustapha, "The Type of Vocabulary Learning Strategies Used by ESI. Students in University Putra Malaysia". *English language teaching*. Vol. 4 no. 2, 2011, 1

author's name. The students also did not enclose the quote sentence with the quotation marks, although it the same as the original text. In this case, the students directly present the content and fit the sentence into their writing. As the example above, the students add the words *This may be because* in front of the quote sentence. It seems like the students directly fit the original text with their words.

2. Introducing author's name using reporting verb + *that*

Students quoted the content directly with introducing the author's name using reporting verb plus word *that* as describe in the following example. Student's quote sentence (Student 5):

**Wilkins in Schmitt stated that** without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Original text:<sup>59</sup>

Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

The example shows that student introduced the author's name of the original text using reporting verb *stated* and it followed by word *that*. The original text is taken from wilkins's ideas in Nobert Schmitt's book. In the example above, The students quoted the content exactly the same as the original text and did dot enclose the sentence using quotation marks.

3. Introducing author's name using reporting verb + *comma* and without *comma*

Students quote the original text with introducing the author's name using reporting verb plus *comma* as describes in the following example.

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<sup>59</sup> Nobert Schmitt. *Researching Vocabulary: A Vocabulary Research Manual*. London: Palgrave Macmillan. 2010, 3

Student's quote sentences (Student 3):

According to Giron, reading is the process of thinking which the readers have to relate with written symbols to the language knowledge of text, content area and the world for bringing the meaning of the text.

Original text:<sup>60</sup>

That means that reading is a thinking process through which readers must relate the written symbols they perceive to their knowledge of language, of texts, of content areas, and of the world, in order to bring meaning to a text.

The example shows that the student introduced the author's name *Giron* using reporting verb *according to* and put the *comma* after the author's name. In the example above, the student did not quote exactly same as the original text, there are a few changing of the sentence but the sentence structure and meaning is same as the original text. The student changes the word order from *a thinking proces* become *the process of thinking*. The student also changes the word *must* become *have to*. In this case, the student's sentence categorise as direct quotation since the structure of the sentence is same as the original text and the students did not retel the original text using their own words. Moreover, The students also did not enclose the quote sentence which are exactly the same as the original text using quotation marks.

Student does not use *comma* when introducing the author's name using the reporting verb. It shows in the following example.

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<sup>60</sup> Carolina Giron-Garcia, "Literacy and Technologies in EFL Settings: Fostering Reading Comprehension on The Internet", *Bellaterra Journal of Teaching & Learning Language & Literature*, Vol. 8 No. 2, 2015, 5



Student's quote sentence (Student 3):

According to Susan M Brookhart rubric is a coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria.

Original text:<sup>61</sup>

A rubric is a coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria.

The example shows that the student introduced the author's name completely *Susan M Brookhart* using reporting verb *according to* and there is no comma after the author's name. In the example above, the student quoted the sentence is exactly the same as the original text, meanwhile the student did not enclose the quotation in quotation marks since the quote sentence is no more than forty words.

4. No using quotation marks in short quotation

Students quoted the content no more than forty words directly without enclose with the quotation marks as described in the following example.

Student's quote sentence (Student 4):

This is because planning is systematic process of deciding what and how students should learn.

Original text:<sup>62</sup>

Planning is the systematic process of deciding what and how students should learn.

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<sup>61</sup> Susan M Brookhart, "How to create and use rubric for formative assessment and grading", (USA: ASCD Publisher), 4

<sup>62</sup> Volkan Cicek - Hidayet Tok, "Effective Use of Lesson Plans to Enhance Education in U.S. and Turkish Kindergarten thru 12th Grade Public School System: A Comparative Study".

The example shows that the student quoted the sentence exactly same as the original source. The sentence considered as short quotation since the sentence consist only two lines so the words are not too many. The student did not enclose the quote sentence above with the quotation marks. In the example, the students did not introduce the name of the author also there are addition words *This is because* in front of the quote sentence it does not change the meaning of the original text. Moreover, it seems like the student directly fit the original text with their words.

5. Copying a complete sentence from the original text

Students quote the original text by copying a complete sentence as described in the following example.

Student's quote sentence (Student 5):

Easiest of all are those that are more or less identical both in meaning and form, to their L1 equivalents.

Original text:<sup>63</sup>

Easiest of all are those that are more or less identical, both in meaning and form, to their L1 equivalents.

The example shows that the student quoted the sentence of the original text completely. It means the student's quote sentence is exactly same as the original text. However, in the example above the student did not enclose the sentence using quotation marks even the quote sentence is consider as short quotation which consist of not too many words. The students also did not introduce the author's name of the quotation. The student directly present the content and fit it to his/her writing.

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<sup>63</sup> Thornbury, S. *How to Teach Vocabulary*. (Essex, England: Pearson Longman, 2002), 17

6. Copying the important points and delete the details information from the original source.

Students quoted the important point of the original text and delete the details information as described in the following example.

Student's quote sentence (Student 1):

According to Stosic, educational technology is systematized and arranged process in applying technology in order to improve the quality of education which helps educational process by inserting the application of modern educational teaching technique including instructional materials, methods and organization of work.

Original text:<sup>64</sup>

Educational technology is a systematic and organized process of applying modern technology to improve the quality of education (efficiency, optimal, true, etc.). It is a systematic way of conceptualizing the execution and evaluation of the educational process, i. e. learning and teaching and help with the application of modern educational teaching techniques. It includes instructional materials, methods and organization of work and relationships, i.e. the behavior of all participants in the educational process.

The example shows that the students quoted the main points of the original text and omitted the detail information. Since the student copy the main points of the original text, the student certain use the exact author's words. In the example above, the students directly omit the words of the original text. The omitted words indicated in the yellow highlight above. In the example above, the students also did not enclose the quote sentence which exactly same as

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<sup>64</sup> Dr. Lazar Stosic, "The Importance of Educational Technology in Teaching". *International Journal of Cognitive Research in Science, Engineering and Education*. Vol. 3, No. 1, 2015, 1

the original text with the quotation marks and did not mention the author's name of the quotation.

#### 7. Adding the word directly

Students quoted the sentence by adding word directly in their direct quotation as described in the following example.

##### Student's quote sentence (Student 4):

It is not just in face-to-face teaching that teaching outcomes need to be aligned; **but all of the teaching and learning components like learning activities,** materials, media and online support should be constructed to help the learner achieve the specified outcomes of the learning program.

##### Original text.<sup>65</sup>

It is not just in face-to-face teaching that learning outcomes need to be aligned; learning materials, library and online support all have to be constructed to help the learner achieve the specified outcomes of the training programme.

The example shows that the students quoted the sentence by add the words directly in their quote sentence. The student added the words directly and fit with the original text. The addition words indicated in the yellow highlight above. The student also did not introduce the name of the author and change the word directly. The students change the word *library* become *media* and the word *have to* become *should*. Although there are a few changing in the student's sentence it still considered as direct quotation since whole the quote sentence still same as the original text, the words and the structure.

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<sup>65</sup> "Setting Learning Objectives". *British Journal of Hospital Medicine*. Vol. 70 No 7, July 2009, 1

#### 8. Changing the word directly

Students quoted the original text by changing the word directly in their direct quotation as described in the following example.

Student's quote sentences (Student 4):

Defining **teaching objectives** also helps **to** achieve what Biggs calls 'constructive alignment', where objectives, teaching methods and assessments are aimed at **achieving** the same thing.

Original text:<sup>66</sup>

Defining **outcomes** also helps **us** achieve what Biggs (1996) calls 'constructive alignment', where objectives, teaching methods and assessments are aimed at **delivering** the same thing.

The example shows that the students quoted the original text by change the word of the original text directly. The students change the words *outcomes* become *teaching objectives*, *us* become *to*, and *delivering* become *achieving* directly fit with the original text. The changing words indicated in the yellow highlight above. The students also did not introduce the author's name and did not use the quotation marks. The whole quote sentence is same as the original text unless the words changed mentioned before. This case still consider as committing direct quotation since the student's quote sentence still same as the original text.

#### 9. Translating Indonesian into English directly

Students quoted the original text by translating Indonesian into English directly as described in the following example.

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<sup>66</sup> Ibid ... 1

Student's quote sentence (Student 2):

Islamic ideology system is grouped into three, which are Aqidah (*Faith*), Syari'ah (*Rule of worship*), and akhlak (*Character*).

Original text:<sup>67</sup>

Sistem ideologi islam dikelompokkan menjadi tiga yakni Aqidah, Syari'ah, dan Akhlak.

The example shows that the student quoted the original text by translating the original text from Indonesian into English directly. The student wrote the translation in line with the other sentence. In the example, the student still using Indonesian such as *Aqidah*, *Syari'ah*, and *Akhlaq*. The students also did not enclose the sentence using quotation marks and did not introduce the author's name of the quotation.

10. Writing a long quotation in line with the other sentences

Students quoted the original text more than forty words, namely long quotation as described in the following example.

Student's quote sentence (Student 4):

Effective lesson planning begins by identifying instructional objectives in terms of students' performance. According to Lang et al, the first step is to choose a topic that relates to a particular instructional unit. Then, lesson objectives are constructed by determining what knowledge, skills, attitudes and value students should acquire as the outcome of the lesson. This is followed by identifying more particulars related specific content, student learning and skills objectives and the appropriate strategies. Then, teaching methods, students

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<sup>67</sup> Ahmad Amin, "Etika (*Ilmu Akhlak*)". Terj. oleh Farid Ma'ruf. (Jakarta: Bulan Bintang. Cet. VIII, 1995), 14

activities and evaluation techniques should be carried out.

Original text:<sup>68</sup>

Effective lesson planning begins with identifying instructional objectives in terms of students' performance. According to Lang et al. (1994), the first steep is to choose a topic that related to a particular instructional unit. Then, lesson objectives are constructed by determining what knowledge, skills, attitudes and value students should acquire as the outcome of the lesson. This is followed by identifying more particulars relating to topic-specific content, student learning and skills objectives and the choice of appropriate presentation strategies. Then, teaching methods, students activities and evaluation techniques should be carried out.

The example shows that student quoted the original text about eleven lines which consist of 91 words. The student copy the sentence exactly the same as original sentence even there are two words changing. The changing are the word *with* become *by* and the word *relating* become *related*. Although the student has change the two words, it did not mean to change the meaning or structure of the original text, it same as directly copy the original text. In the example, the student writes the long quotation directly in line with the other sentence. So the way student write long quotation is same as the other sentences include the space and the margin format. The student did not enclose the long quotation with the quotation marks and did not introduce the author's name of the quotation.

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<sup>68</sup> Aslina Saad, Doctoral Thesis: "*A case-based system for lesson plan construction*" (England: Loughborough University, 2011), 20

### 11. Adding interpretation after the quote sentences

Students quoted the original text and interprets the quotation using own words as described in the following example.

Student's quote sentence (Student 4):

Grant notes the important of stating the intended learning achievement are to (1) inform students of what they should achieve; it means that they know what they are going to reach during the day. (2) inform teachers about what they should help students to achieve; it deals with the teachers' way to make the lesson is easy to be learnt by the students in order to achieve the goal. (3) form the basis of the assessment system, everyone knows what will be assessed; because both teachers and students already know what they should learn and achieve, of course they know what is the important aspect in the assessment. (4) reflect accurately the nature of profession and the professional characteristics which must be acquired; it talks about the teachers' responsibility which encourage their personality.

Original text:<sup>69</sup>

Grant (2007) notes that it is fitness for purpose that is important and that the main purposes of stating intended learning achievements are to:

- Inform learners of what they should achieve
- Inform teachers about what they should help learners to achieve
- Form the basis of the assessment system, so that everyone knows what will be assessed
- Reflect accurately the nature of the profession into which the learner is being inducted and the professional characteristics that must be acquired.

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<sup>69</sup> "Setting Learning Objectives". *British Journal ...* 1



The example shows that the student quoted the original text and add his/her own interpretation directly to the quote sentence. The student write the interpretation after the original text which written after semicolon. The interpretation indicated in highlighted above. In the original text the author used bullets to describe each points, meanwhile the example above the student presented the point by describing in line with the sentence. The student introduced the author's name and using reporting verb same as the original text that is *Grant notes*. Since the quote sentence is same as the original text even there are interpretations, it indicated that student directly copy the original text. However the students did not use the quotation marks in the quote sentence which exactly same as the original text. The researcher found this case is infrequently used by the students in writing direct quotation.

b. Paraphrasing

Paraphrasing refers to the students ways of restating other people's ideas using their own words with the same length as in the original text. The analysis result showed that the students used 7 ways in incorporating paraphrasing in their research proposal. The detail information about those seven ways describe briefly in the following section.

1. No introducing the author's name

Students paraphrase the original text which did not introduce the author's name as described in the following example.

Student's quote sentence (Student 2):

Character education is not a new brand thing in educational system.

Original text:<sup>70</sup>

Character education in Indonesia's educational system is not likely a brand new thing.

The example shows that the students paraphrase by changing the order of a few words from the original text. In this case, the student did not introduce the author's name of the quotation, the student directly presents the content to the writing. The student's paraphrase is indicated by student changed the word order of the end of the original text. The changing word order indicated in the yellow highlight that is *in Indonesian's educational system is not likely a brand new thing* became *a new brand thing in educational system*. The student changed the word order of the original text so the student's paraphrase is quite different with the original text.

## 2. Changing word order

Students paraphrase by changing the word order from the original text as describe in the following example.

Student's quote sentence (Student 2):

Character determines the existence of a nation.

Original text:<sup>71</sup>

The existence of a nation is more likely determined by its characters.

The example shows that the students paraphrase by changing the word order from the original source. The student changes the original text from passive sentence into active sentence. So, the student's paraphrase is quiet different from the original text. The example above, the student paraphrase is much shorten than the original.

<sup>70</sup> Milad Islami "Character Values and Their Internalization in Teaching and Learning English at Madrasah" *Dinamika Ilmu*, Vol. 16 No. 2 2016, 2

<sup>71</sup> Milad Islami "Character Values and Their ... 2

Moreover, in the example above the student also directly presents the content of original text without introducing the author's name of the quotation.

### 3. Changing some words using synonyms

Students paraphrase by changing some words from the original text with its synonyms as described in the following example.

#### Student's quote sentence (Student 4):

Lesson plan is **the main** factors in the educational process.

#### Original text:<sup>72</sup>

Lesson plan is **one of the key** factors in the educational process.

The example shows that the student paraphrase by changing the word using its synonym. The student changed the word *the key* from the original text become *the main*. The student also omitted the words *one of* from the original text. In this case, the student's paraphrase still the same as original text since the students only change a word without retelling the original text by their own words. It means the length of the student's paraphrasing sentence is the same as original text. In the example above, the students also did not introduce the name of the author, the students directly present the content in the writing.

### 4. Changing word class

Students paraphrase by changing the word class of the original text as described in the following example.

#### Student's quote sentence (Student 4):

It is as behaviors which stated specifically, **observably** and **measurably**.

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<sup>72</sup> Ali Jamil N. and Mina Heidari, "The Important Role of Lesson Plan on Educational Achievement of Iranian EFL Teachers' Attitudes". *International Journal of Foreign Language Teaching & Research*. Vol.3 No. 5, 2014, 1

Original text.<sup>73</sup>

Learning objectives state the **observable** and **measurable** behaviours that learners should exhibit as a result of participating in a learning programme.

The example shows that the student paraphrase by changing the word class of the original text. The student changes the word class adjective become adverb; in the example above the words *observable* and *measurable* are adjective change to the word class adverb it become *observably* and *measurably*. In this case, the student paraphrase consider as proper writing since the students retel what the original text imply using their own words. So, the student's sentence is different with the original text above. In the example, the student did not introduce the name of the author, the content directly present in the writing. The researcher found this way is infrequently used by the students in writing paraphrase.

5. Changing word order and combine with direct quotation

Students paraphrase by changing the word order and combine with direct quotation as described in the following example.

Student's quote sentence (Student 1):

In-on service courses on the PKG English Program or called by "For the Teacher by the Teacher" in Indonesia argue that material development is the primary component in teaching. Besides, teachers would meet to work together in order to discuss and reviews the previous week's materials and to develop materials which would be used by the teachers in the following week.

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<sup>73</sup> "Setting Learning Objectives". *British Journal* ... 1

Original text:<sup>74</sup>

In Indonesia materials development was the main component of in-on service courses on the PKG English Programme (“For the Teacher by the Teacher”) (Tomlinson, 1990) and in every region of the country teachers from the Programme would meet every week to work together to review the previous week’s materials and to develop materials which they would all use the following week.

The example shows that the student paraphrase by changing the word order from the original text and combine with direct quotation. The changing word order indicated in yellow highlight while the direct quotation in blue. The student changed word order of the adverb sentence to in front of the subject of the sentence. The student combined the sentence with direct quotation which consist of 29 words same as the original text. However, the student did not enclose the direct quotation with quotation marks. The students also delete a few detail information from the original text, it indicated in underlined words above. Moreover, the student also did not introduce the author’s name of the quotation.

6. The sentences are the same length as the original text

Students committing paraphrase is the same length as the original text as described in the following example.

Student’s quote sentence (Student 3):

Language consistency in describing performance of the criteria for assessment and

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<sup>74</sup> B. Tomlinson, “The Importance of Material Development for Language Learning”. In Maryam Azarnoosh, et.al (Eds.). *Issues in Materials Development* (The Netherlands: Sense publisher, 2016), 3

learning in the scale level is become the main focus.

Original text:<sup>75</sup>

The focus is on the consistency of the language that is used across the scale levels to describe performance criteria for learning and assessment.

The example shows that the student paraphrase by changing word order from the original text. The sentence is same length as the original source since the way student paraphrase only change a few words order from the original text. In the example above, the student present the original text using their own words so the student's paraphrase is quiet different with the original text although the students only change a few words. The structure of the paraphrase is different with the original text. From the example above, the students also did not introduce the author's name of the quotation, it directly presents the content into the writing.

7. Translating Indonesian into English directly and change the word order

Students paraphrase the original text by translating Indonesian into English directly and change the word order as described in the following example.

Student's quote sentence (Student 3):

**KI is** Generic competence consists of 4 (four) dimensions that represent spiritual attitudes (KI 1), social attitudes (KI 2), knowledge (KI 3), and skills (KI 4).

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<sup>75</sup> Tierney, Robin & Marielle Simon. *What's still wrong with rubrics: focusing on the consistency of performance criteria across scale levels*. Practical Assessment, Research & Evaluation, 9(2). Retrieved October 18, 2004, 1

Original text:<sup>76</sup>

Dengan demikian, Kompetensi yang bersifat generik terdiri atas 4 (empat) dimensi yang merepresentasikan sikap spiritual, sikap sosial, pengetahuan, dan keterampilan, yang selanjutnya disebut Kompetensi Inti (KI).

The example shows that the student translation using paraphrasing. The student translates the Indonesian into English directly. The length of the quote sentence is relative same as the original however in the quote sentence the student tend to used abbreviation. The student also change the word order of the translation from passive sentence into active sentence. The student also did not introduce the author's name of the quotation.

c. Summarizing

Summarizing refers to students ways of reporting the main points of other people's ideas using their own words, and the sentence is shorter than the original text. The analysis result showed that the students used 4 ways in incorporating summarizing in their research proposal writing. The detail information about those four ways describe briefly in the following section.

1. Introducing the author's name

Students summarize the original text by introducing the name of the author completely as described in the following example.

Student's quote sentence (Student 1):

Another similar study was conducted by Nur Hidayat from STKIP Bina Insan Mandiri Surabaya untitled *Developing E-Reading Materials for Students of Grade Seventh*. This study aims to develop electronic reading materials in the form of interactive CD. The research used product development to develop

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<sup>76</sup> Permendikbud 2016 No.021, 6

E-Reading materials which consists of four steps. Those are needs analysis, developing materials, evaluation, and product try-out and revision. Questionnaire was also given to the subject in order to get their responses and comments about the materials in the form of interactive CD.

Original text:<sup>77</sup>

This study aims to develop electronic reading materials in the form of interactive CD. . . . In this study, the researcher adopts Yalden's design in product development (1987) to develop E-Reading materials. It consist of four steps: needs analysis, developing materials, evaluation, and product try-out and revision. . . . the researcher gave the questionnaires to get their comments and responses about the materials.

The example shows that the student shortening the original text by copying the main point of the original text. The student did not report the main points of the original text using his/her own words even the students present the original text concisely in their writing. In this case, the student introduce the author's name completely. This way is always done by the students in writing the summary in part of reporting previous studies. The example of the original text above only presents the main points that student used in their summarizing and the detail information that did not use indicate in ellipsis.

2. No introducing the author's name

Students summarize the original text by did not introduce the name of the author as described in the following example.

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<sup>77</sup> Nur Hidayat, Developing E-Reading Materials for Students at Grade Seventh. *Journal of English Educators Society*, 2 (1), 2017



Student's quote sentence (Student 1):

British Council was founded in 1934 and used 100 countries across the world in the fields of arts and culture, English language, education and civil society. The aim of British Council is to bring high quality of language materials for the teachers and learners. Besides, British Council wants to bring the schools around the worlds together, so people can learn each other from different countries.

Original text:<sup>78</sup>

. . . We work with more than 100 countries across the world in the fields of arts and culture, English language, education and civil society. . . . Founded in 1934, . . .

Our work in English aims to bring high-quality language materials to every learner and teacher who wants them. . . .

In these ways, the British Council builds links between UK people and institutions and those around the world, helping to create trust and lay foundations for prosperity and security around the world.

The example shows that the student shortening the original text without introducing the name of the author. It is different with the previous example which the student introduce the author's name completely. In this case, the way student summary is the same as the previous example which the students copy the main point of the original text without report the main point by their own words. The example of original text above only presents the main points that student used in their summarizing and the detail information that did not use indicate in ellipsis.

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<sup>78</sup> British Council, "Our Organisation". (<https://www.britishcouncil.org/organisation>, accessed on November 20, 2018)

3. Shortening the text by reporting using own words

Students summarize the original text by reporting the text much shorter than the original source using their own words as described in the following example.

Student's quote sentence (Student 5):

The strategies to be intended are called as Vocabulary Learning Strategies (VLS).

Original text:<sup>79</sup>

The particular strategies which are used by learners for the acquisition of new words in the second language are called 'vocabulary learning strategies' (Gu, 1994).

The example shows that the student shortening the original texts using their own words. It can be seen the length of the student's summary is shorter than the original text above and the structure is different. However, in the sentence the student did not introduce the name of the author, the student just directly present the content into the writing.

4. Shortening the text by directly copy the main points of the text

Students summarize the original text by shortening the text with directly copy the main points of the original text as described in the following example.

Student's quote sentence (Student 4):

As the last study, Emily Ross from Queensland University of Technology conducted "*An Investigation of Teachers' Curriculum Interpretation and Implementation in a Queensland School*". The study aimed to investigate how teachers interpret and

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<sup>79</sup> Rakchanok Saengpakdeejit, *Strategies for Dealing with Vocabulary Learning Problems by Thai University Students*. Silpakorn Uni, 2014, 148, 3

implement the Australian Curriculum: Mathematics, in their classroom. This qualitative exploratory case study analyzed the process of curriculum interpretation of a Queensland primary school during the implementation of the Australian Curriculum: Mathematics. Data were collected from each teacher participant through pre-unit semi structured interviews; teachers' recorded journal entries about planning for lessons and reflections on lesson enactment; and post-unit semi-structured interviews. The study found that the teachers employed similar strategies when interpreting the intended curriculum to the planned curriculum. They followed a unique process to enact it.

Original text:<sup>80</sup>

The study aimed to investigate how teachers interpret and implement the Australian Curriculum: Mathematics, in their classroom. . . . This qualitative exploratory case study analysed the process of curriculum interpretation of a Queensland primary school during the implementation of the Australian Curriculum: Mathematics. . . . Data were collected from each teacher participant through pre-unit semistructured interviews; teachers' recorded journal entries about planning for lessons and reflections on lesson enactment; and post-unit semi-structured interviews. . . . The teachers in the study employed similar strategies when interpreting the intended curriculum to the planned curriculum. However, each teacher followed a unique process to enact the curriculum.

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<sup>80</sup> Emily Ross, Doctoral Thesis: "*An Investigation of Teachers' Curriculum Interpretation and Implementation in a Queensland School*" (Australia: Queensland University of Technology, 2017), 4.

The example shows that the student shortening the original text with copy the main point of the original text. The sentence structure of the student's summarizing is exactly the same as the original source. The student did not report the original text using their own words. In the example, the student introduce the name of the author completely with the title of the original text. The example of original text above only presents the main points that student used in their summarizing and the detail information that did not use indicate in ellipsis.

## 2. Types of referencing system used by students

Based on the analyzes of five students' research proposal writing, it discovered three types of students' referencing system in research proposal writing. The types are direct quotation, paraphrasing, and summarizing. As describes in the findings, direct quotation refers to the students ways of using other people's ideas the same as the original without any changing. Paraphrasing refers to the students ways of retelling the other people's ideas using their own words and the sentences is the same length of the original text. Meanwhile, summarizing refers to the students ways of reporting the main point of the other people's ideas using their own words concisely. From those three types of referencing system identifying in the students writing majority used direct quotation with the total number 61 quotes. The researcher describes the finding of the types referencing system used by students in the following table.

Table 4.2 Types of students' referencing system

	Doc. 1	Doc. 2	Doc. 3	Doc. 4	Doc. 5	Total
Direct Quotation	13	7	15	18	8	61
Paraphrasing	2	3	9	4	1	19

Summarizing	8	10	4	11	10	43
Total	23	20	28	33	19	123

As describe in the table 4.2 showed that from the five documents analysed the students frequently used direct quotation with the total number 61 quotes. Then, the students used summarizing with the total number 43 quotes. Next, the students used paraphrasing with the total number 19 quotes. From those documents the majority that used direct quotation is the document 4 with the total number 18 quotes, document 4 also indicated frequently used summarizing with the total number 11 quotes. It makes sense that from those five documents, document 4 indicated as the frequently used references with the total number 33 quotes. While document 2 indicated as infrequent used direct quotation with the total number 7 quotes. Document 3 indicated the most infrequent used summarizing with the total number 4 quotes but it is the most frequent used paraphrasing with the total number 9 quotes. Meanwhile, document 5 is infrequently used paraphrasing with the total number 1 quote but frequently used summarizing. In sum, the students are most frequently used direct quotation and they infrequently used paraphrasing in their research proposal writing.

## B. Discussion

This section discusses the main findings of the study and links the findings with the literature or theory about referencing system to identify the similarities and differences. The discussion follows the two research questions: students' ways to incorporate referencing system and the types of the referencing system used in students' research proposal writing.

### 1. Students' ways to incorporate referencing system

The finding showed that the students still do not understand how to use the referencing system properly. For instance, the way students incorporating direct quotation. The students mostly did not introduce the name of the author they directly present the contents. Meanwhile, quoting other

people's ideas the writer should introduce the author's name. The purpose is to show the ideas or sentences belong to the author. The introduction can be in front or at the end of the sentences. According to Jordan, "When referring to a book or article, the normal procedure is to give the author's surname, . . . ."<sup>81</sup> Moreover, Fulwiler described that there are nine guidelines for incorporating direct quotation and the first writer should "[i]ntroduce the author's name to each quotation."<sup>82</sup> Hence, the students' ways considered improper writing since the students mostly did not introduce the name of the author to the quotations. The students also mostly copy the original sources without using quotation marks despite it is a short quotation. In APA style, a short quotation describes copy exact other people's words no more than forty words and should enclose within quotation marks<sup>83</sup>. As explained by Oshima and Hogue, "In a direct quotation, you copy another person's exact words (spoken or written) and enclose them in quotation marks."<sup>84</sup> Moreover, Brenda Spatt explained that quotation marks is important in the direct quotation to indicate someone else's words used in the writing.<sup>85</sup> By having these, the students considered as improper ways since the students did not use the quotation marks in short quotation.

The students also write a long quotation, but the long quotation written in line with the other sentences. This case indicated the students' long quotations are improper because long quotation should be written in different ways. As stated by Oshima and Hogue, to write long quotation writer should "[i]ntroduce the quotation with a colon and indent it one inch from the left-hand margin."<sup>86</sup> Moreover, in the guideline book of English Teacher Education Department of UIN Sunan

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<sup>81</sup> R. R. Jordan, *Academic Writing Course Study Skills in English Third Edition*, (United Kingdom: Pearson Education Limited, 1999), 102

<sup>82</sup> Toby Fulwiler, *College Writing A Personal Approach ...* 149

<sup>83</sup> American Psychological Association, <https://www.apastyle.org/> accessed on December 2, 2018

<sup>84</sup> Alice Oshima – Ann Hogue, *Writing Academic English ...* 51

<sup>85</sup> Brenda Spatt, *Writing From Sources Eighth Edition, ...* 111

<sup>86</sup> Alice Oshima – Ann Hogue, *Writing Academic English ...* 55

Ampel Surabaya describe, “Kutipan yang lebih dari 3 baris diketik dalam format tersendiri berspasi tunggal, masuk sejajar/sama dengan alinea, sedang margin kanan lebih menjorok ke dalam (kurang lebih 5 ketuk).” [”Quotation which written more than three lines should be written in different ways using single space, indent as the Alenia, while the right margin indent as five spaces.”]<sup>87</sup> Therefore, writing long quotation should indent from the left margin with single space without quotation marks. It as clear enough the students way to write long quotation is improper.

The students changed some words in direct quotation without proper punctuation. They did not indicate changing or addition words in brackets. The students also did not indicate deletion words in ellipsis. As long as direct quotation copying exact words of the author, changing the author’s words should be indicated by some punctuations. Indicating change and addition the students should use brackets. According to Fulwiler, the writer should use brackets in three cases; if making change in punctuation and capitalization, if making change in words or verb tense, if adding the language.<sup>88</sup> Indicating deletion, the students should use ellipsis. Fulwiler explains the omitted materials should be indicated with three dot ellipsis, if the omitted materials at the end of the sentence use four dots.<sup>89</sup> By having this theory, the students’ ways of changing direct quotation considered as improper writing. The students also committing translation from Indonesian into English, and it was written directly with the other sentences. This case also considered improper writing, since the original sources should be written before writing the translation. As written in guideline book of English teacher education department of UIN Sunan Ampel Surabaya, “Jika kutipan ini hendak dialihbahasakan maka terjemahannya ditulis di bawahnya dengan teknik penulisan yang sama dengan kutipan itu sendiri.” [“If the quotation will be translated, the translation written below the quotation and has the same

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<sup>87</sup> Fakultas Tarbiyah dan Keguruan, *Pedoman Teknik ...* 71

<sup>88</sup> Toby Fulwiler, *College Writing A Personal Approach ...* 150

<sup>89</sup> *Ibid ...* 150

quotation technique.”]<sup>90</sup> Moreover, in APA style the translation should be written after the original sources enclosed with brackets and has the same quotation technique.<sup>91</sup> From those description above, the students direct quotation considered as improper since the students still committing direct quotation improperly in their research proposal writing. This case is same with Brenda Refaei, et.al’s study which the students feel difficult in writing direct quotation.<sup>92</sup> It means the students still improper to do direct quotation properly in their writing.

The ways students incorporating paraphrasing and summarizing. When incorporating paraphrasing the students changed the vocabulary to its synonyms, changed word order, and sometimes changed the word class. It is same as Bailey technique that there are three techniques to paraphrase; change the vocabulary using synonyms, change the word class, and change the word order.<sup>93</sup> However, the students’ paraphrase still same as the original sources. The students did not report the original sources using their own word, so the structure of the sentences still same as the original. This case indicated that the student’ paraphrasing is improper since the sentence is same as the original. Toby Fulwiler said that paraphrasing is known as repeating another author’s ideas in writer’s own words to simplify or clarify.<sup>94</sup> Meanwhile, Oshima and Hogue state that if the paraphrase is too similar to the original, you are plagiarism.<sup>95</sup> This case is also same as the Hayuningrum and Yulia’s study that the students’ paraphrase including too much of the original and It became one of the students’ problems in producing unacceptable paraphrase<sup>96</sup>. From those descriptions, the way students’ paraphrasing are considered as improper since the students

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<sup>90</sup> Prof. Dr. H. Ali Mudlofir, M.Ag, et.al., *Pedoman Teknik ...* 71

<sup>91</sup> American Psychological Association, <https://www.apastyle.org/> accessed on December 2, 2018

<sup>92</sup> Brenda Refaei - Rita Kumar - M. Lauren ...

<sup>93</sup> Stephen Bailey, *Academic Writing A Handbook ...* 73

<sup>94</sup> Toby Fulwiler, *College Writing A Personal Approach ...* 148

<sup>95</sup> Alice Oshima – Ann Hogue, *Writing Academic English ...* 137

<sup>96</sup> Herdiansari Hayuningrum – Made Frida Yulia, “Students’ ... 9



did not retel the other people's ideas by their own words. Meanwhile, the way students incorporating summarizing is by directly copy the main point of the original sources. The students did not report the original text using their own words. Moreover, the students copy the main point and combine the sentence into a text. This case indicated the students' summarizing is improper writing since writing summary the students should report using own words when writing summary. As explained by Asma and Fatimah, in writing summary "[s]tudents' own words and own sentence structures should be used."<sup>97</sup> The purpose is to avoid plagiarism. It also supports by Hacker and Sommer's that failing put summaries and paraphrase into the writer's own words considers as plagiarism.<sup>98</sup> From those description, the ways students summarizing is improper since it is only shortening the other people's ideas by copying the important points.

In sum, the way students incorporate referencing system in research proposal writing categorized as improper, since the students still do not understand how to incorporate the referencing system properly. The result of this research is same as a study from Asma and Fatimah that most the students in Kurdish were not able to summarize, paraphrase, and quote properly.<sup>99</sup> The students should present other people's ideas correctly to avoid plagiarism. Hacker and Sommer explain that the three actions that considering as plagiarism; fail in citing quotations and borrowed ideas, fail in enclosing quotation within quotation marks, and fail in putting summaries and paraphrases in own words.<sup>100</sup> Based on the discussion above, the students categorized as committing these three actions so it same as plagiarism.

## 2. Types of referencing system used by students

The finding showed that the students used direct quotation, paraphrasing, and summarizing in their research proposal writing. As stated by Asma and Fatimah, "The three

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<sup>97</sup> Asma Abas Brime – Fatimah Rashid Hassan Bajalan, ... 4

<sup>98</sup> Diana Hacker – Nancy Sommers, *Rules for Writers* ... 620

<sup>99</sup> Asma Abas Brime – Fatimah Rashid Hassan Bajalan, ... 7

<sup>100</sup> Diana Hacker – Nancy Sommers, *Rules for Writers* ... 620

main ways to incorporate a source are summarizing, paraphrasing, and quoting.”<sup>101</sup> From those three ways, the students tend to use direct quotation in presenting other people’s ideas. In this case indicated that the students copy the important point that students used from the original text without any changing. It makes sense that among those three types of referencing system, direct quotation considers as the easiest ways since the writer copies other people’s exactly the same as the original text into their writing. Although direct quotation is the easiest ways, the students should use direct quotation sparingly. As written on modern language association book that overquotation could make readers bored and indicate that the writer is not a skillful writer.<sup>102</sup> Hence, the students should know when they must use direct quotation in order to avoid overquotation.

The infrequent types used is paraphrasing since the students should reporting the other people’s ideas using their own words and the structure of the sentences it should different from the original text. According to Bullock, “Paraphrase is restate information from a source in your own words, using your own sentence structures.”<sup>103</sup> Besides, Bailey describes that the effective paraphrase ordinarily has different structure to the exact source, has mainly different vocabulary, has the same meaning, and also use some phrases from the original that are common use.<sup>104</sup> Form those description, it makes sense that paraphrasing is infrequently used by the students since it needs deep understanding about the meaning of the text then represent using own words.

In sum, the result of this research is different from Howard et.al’s study which is his study revealed that the students of L1 and L2 college writers use paraphrasing, quoting, and patchwriting in their research paper.<sup>105</sup> However, this research is same as Petric’s study which is the students

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<sup>101</sup> Asma Abas Brime – Fatimah Rashid Hassan Bajalan, ... 4

<sup>102</sup> The Modern Language Association, *MLA Handbook* ... 58

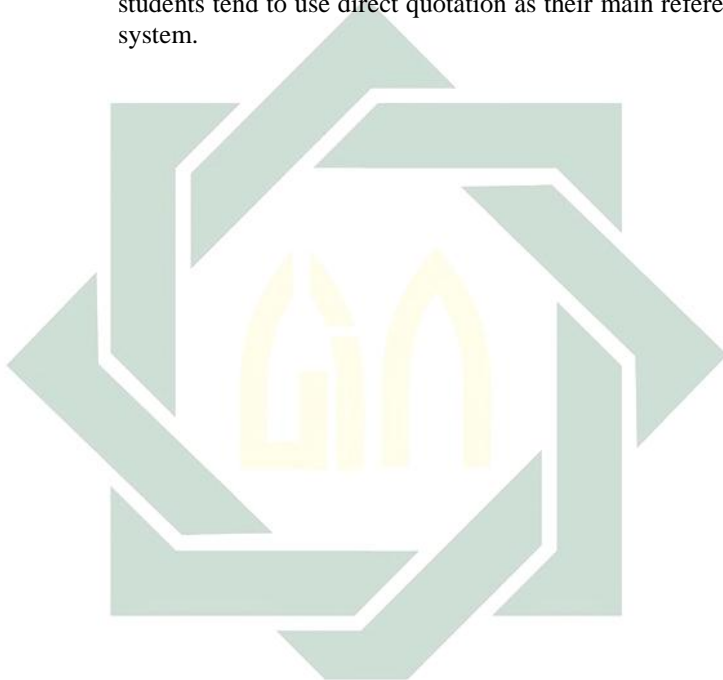
<sup>103</sup> Richard Bullock, *The Norton Field Guide to Writing with Handbook Second Edition*.

(United States of America: W. W. Norton & Company, 2009), 413

<sup>104</sup> Stephen Bailey, *Academic Writing A Handbook* ... 72

<sup>105</sup> Rebeeca Moore Howard – et.al “Writing from Sources, ... 1

frequently used direct quotation in academic writing. His study revealed that among the students of high-rated and low-rated master thesis in Central Europe mostly used direct quotation, however the type of direct quotation that used from both of them are different.<sup>106</sup> Along with findings from previous studies, finding from this study highlight the L2 students tend to use direct quotation as their main referencing system.



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<sup>106</sup> Bojana Petric, "Legitimate Textual Borrowing: Direct ... 13

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research findings and suggestion. The conclusion section describes the main or salient findings of the research and propose several suggestions for the students, lecturers, and further researchers.

#### A. Conclusion

As described the research findings and discussion section, there are several important points about how students incorporate referencing system in writing research proposal. The points are:

1. The findings indicated that the students still improper incorporate the referencing system in research proposal writing, and most of them failed to cite the texts form the original text. Another findings also showed that the way the students paraphrase and summarise were not as it should be, for example they did not use their own words for paraphrasing and summarising. They copied directly the sentences or points the original text. This act is considered as plagiarism.
2. The students used three types of referencing system in writing research proposal, namely direct quotation, paraphrasing, and summarizing. From five proposals identified, the majority of the students used 'direct quotation' in citing other people's words with 61 quotes. This indicated that the students may think direct quotation is easiest referencing system of other systems as they do not need to change the sentences or add some words. They just copy the sentence exactly the same as described in the original text.

#### B. Suggestion

Considering the findings of this study, the current research proposes some suggestions for the students particularly students of English Teacher Education Department, UIN Sunan Ampel Surabaya, the lecturers and the future researcher.

1. For the students

The students are expected to learn more about how to incorporate the referencing system in academic writing, not

limited only for research proposal. The students should be aware on how to use or cite other people's ideas to avoid plagiarism.

The students are expected to use all of the three types of referencing system in academic writing since over used quotation is not good in academic writing.

2. For the lecturers

The lecturers need to explain clearly the procedures on how to cite and acknowledge other people's ideas with the use of proper referencing system. The lecturers should also provide more practices to use the referencing system particularly when the students do their academic writing. Addition, the lecturers should explain the usage of three types of quotation so the students did not over use one type of referencing system in their academic writing.

3. For future researchers

For future researchers who are interested in examining the same topic. As this study found that direct quotation was the most frequent quote used, future researchers may also need to investigate the factors that encourage students to choose that referencing system, and find more the reasons they choose other referencing systems.

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