CHAPTER I

INTRODUCTION

1.1 Background of The Study

In recent years, the use of citation has been the focus of research in English for Academic Purposes (EAP) (Samraj, 2013), as it is linked to the writer's credibility which the source materials support their content ideas. Citation is the ways cited authors are represented in a text which serves a reliable source of information followed by the practice of incorporating sources in a new form, it also can influence how the writer position themselves towards the reported material and construct an effective argument or claims that are integrated into current knowledge (Hyland & Jiang, 2017). With citations, writer can effectively develop their arguments, ideas, concepts, or findings to establish credibility and authority in their own writing. In conducting research, the act of the writers to position themselves to members of research community are found mostly in introduction section (Jalilifar & Dabbi, 2012) and literature review also one of the sections that has higher citation density in academic writing (Li & Zhang, 2021).

The practice of citation in academic writing requires writers to read critically previous study to attribute information from existing sources, selecting and evaluateits sources, and synthesizing sources into writing in a new form. In academic writing, Hyland (1999) defines citations as "attribution of propositional content to another source and central to social context of persuasion" (p. 341). How professional writers

persuade their publication will be valuable and worthwhile to others is they are using references as a powerful tool of persuasion, also, citing sources from authoritative paper are more persuasive because the content information is widely recognized by experts in their field which can be found from credible publication or established institution, therefore, academic writers prefer to use references from authoritative paper (Aksnes, Langfeldt, & Wouters, 2019). There are several sources from published works that can be used as a citation or reference, for instance, book, chapter in edited book, conference paper in published proceeding, journal article, dissertation, web article, magazine, newspaper and so on.

In academic writing, there is a certain form of citations to be implemented by writer in their own writing, for example, integral (i.e., citing the author within the grammar of a sentence) and non-integral (i.e., referring to sources in brackets) citations (Swales, 1990). According to Hyland (1999), citations are divided into four types or forms namely direct quotation, block quotation, summary, andgeneralization. The practice of patchwriting, paraphrasing, summarizing, and synthesizing are most common strategy in academic writing used by both first language and second language expert writers and novice writers or post-novice undergraduate writers, but expert writers show that they are often use summary andsynthesis instead of paraphrase (Hirvela & Du, 2013; Howard, 1999; Hyland, 1999;Pecorari, 2003; Wette, 2017). In a study that examine citation practices in research articles from the field of Applied Linguistics among novice and expert academic writers, Kafes (2017) also found that "expert writers

exhibited a noticeably higher level of citation tokens, almost two times more than novice writers" (p. 454).

There have been many studies of the use of citations forms in academic writing in the context of master's theses, doctoral dissertations, and students' paper writtenby L1 and L2 writers (e.g., Thompson, 2005; Thompson & Tribble, 2001; Mansourizadeh & Ahmad, 2011; Samraj, 2013; Ädel and Garretson, 2006; Swales,2014). In the context of second language writers, Lee, Hitchcock, & Casal (2018) have analyzed citations practices of L2 undergraduate students' research papers in first-year writing (FYW) course in terms of surface forms, rhetorical functions, and writer stance. The result of this study shows that the most citation forms used by L2 undergraduate writers are summary followed by quotation (both direct and block quotation), and, lastly, generalization. In terms of function and stance, they primarily use sources for attribution and acknowledge to state writer's position toward the cited sources.

When the use of citations by expert writers compared with novice writers, studies found that expert writer's behavior in citation practice they are more likely using multiple sources as a reference and they know to positioning those sources to further strengthen their claims or arguments (Harwood, 2009; Hyland, 1999). In contrast to expert writers, inexperienced undergraduates and postgraduates which are also known as novice writers, the way they use citations in their writing is quite different from the expert one. They tend to use single source and paraphrase it with the main purpose is to attribute their finding or idea just to refer only on a particular source (Abasi & Akbari,

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2008; Hirvela & Du, 2013; Lee et al., 2018; Li & Casanave, 2012; Petrić, 2007; Petrić & Harwood, 2013; Wette, 2017).

Hyland & Jiang (2017) in a study of citation practices of five journal articles in four disciplines (e.g., applied linguistics, sociology, electrical engineering, and biology) found that writers in four disciplines prefer to use generalization and summary because with this form of citations the writer can effectively present their argument and interpret the information from the source they cited. This study also shows writers' massive preference in using non-integral citations in terms of citation patterns. A study discussing writers' preferences of citation patterns has been observed in both research articles (Hyland 1999; Clugston 2008) and advanced student writing (Adel and Garretson 2006; Swales 2014).

Previous research has presented information on how academic writers cited sources. However, most of these research focused on the citation integration framework (integral and non-integral citation) (Swales, 1999; Thompson & Tribble, 2001; Clugston 2008; Mansourizadeh & Ahmad, 2011; Swales, 2014; Kafes, 2017) and several research tends to focus on one aspect of citation forms as categorized by Hyland (1999) such as paraphrase (Hirvela, A., & Du, Q, 2013) and quotations (Petric, 2013). Furthermore, the studies above mainly focused on citation practices written by L1 and L2 writers both novice and expert in research articles, master's theses, and doctoral dissertations. Few studies have analyzed citation practices in terms of citation forms in English as a foreign language (EFL) context, especially in Indonesia. The studies are mostly analyzed citation practices in expert writer of research articles (Arsyad & Adila, 2018)

which examine citing behavior of Indonesian authors in English research article and master thesis written by Indonesian student writers (Anyasari, 2021) with only using citation integration framework to analyze the citation practices. Thus, in this study, the researcher intends to explore more the citation practices of EFL writers focusing on Indonesian undergraduate students' writing on the way they use citation forms in their writing with using Hyland (1999)'s framework and the citations were subsequently categorized based on Swales (1990)'s framework. To find out the forms of citations used by Indonesian writers in their writing, the researcher takes a study of Indonesian undergraduate students' theses written by English Language Education Study Programme (ELESP) students in Universitas Negeri Jakarta which they use English as foreign language or non-native of English.
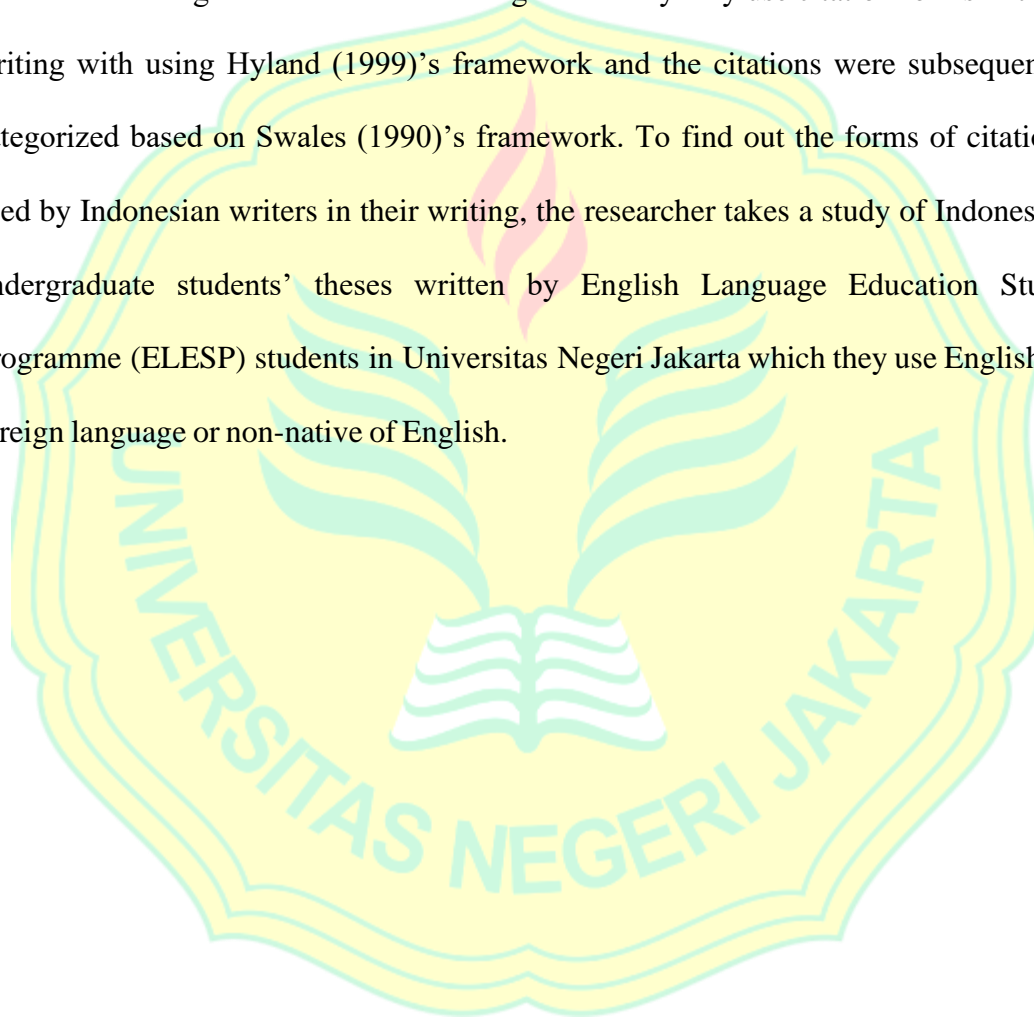
1.2 Research Question

1. What forms are used in the citation practices of English Language Education Study Programme (ELESP) undergraduate students' theses in English Language Teaching (ELT)?

2. How do citation forms in the introduction chapter differ from those in literature review chapter?

1.3 Purpose of The Study

The purpose of this study seeks to find out and discuss what and how the forms used in the citation practices of undergraduate students' theses in ELT written by English Language Education Study Programme (ELESP) students of Universitas Negeri Jakarta.

1.4 Scope of The Study

This study focused on citation forms as Hyland (1999) categorized which consists of four categories namely direct quotation, block quotation, summary, and generalization, also, subsequently categorized by Swales (1990) as integral and non-integral citation in ELESP undergraduate students' theses of Universitas Negeri Jakarta.

1.5 Significance of The Study

The result of this study is expected to contribute to further researchers that conduct research about citation practices of EFL undergraduate students specifically in the forms of citations which can be used as a comparison of citation

practices in student writing from various disciplines. Also, as consideration for ELESP undergraduate students of Universitas Negeri Jakarta in using the forms of citations based on its purpose to support their ideas or claims in their writing.