

REFERENCES

- Abasi, A. R., & Akbari, N. (2008). Are we encouraging patchwriting? Reconsidering the role of the pedagogical context in ESL student writers' transgressive intertextuality. *English for Specific Purposes*, 27(3), 267–284. <https://doi.org/10.1016/j.esp.2008.02.001>
- Ädel, A., & Garretson, G. (2006). Citation practices across disciplines: The case of proficient student writing. In M. C. Pérez-Llantada Auría, R. Pló Alastrué, & C. P. Neumann (Eds.), *Academic and professional communication in the 21st century: Genres and rhetoric in the construction of disciplinary knowledge* (pp. 271-280). Zaragoza, Spain: Prensas Universitarias.
- Aksnes, D. W., Langfeldt, L., & Wouters, P. (2019). Citations, citation indicators, and research quality: An overview of basic concepts and theories. *Sage Open*, 1-17. doi: 10.1177/2158244019829575
- Anthony, L. (2005). AntConc: Design and development of a freeware corpus analysis toolkit for the technical writing classroom. *International Professional Communication Conference* (pp. 729-737). Piscataway, NJ: IEEE
- Anyassari, N. F. (2021). Types of citations in Indonesian exemplary theses. *Pelita: Jurnal Penelitian dan Karya Ilmiah*, 21(1), 117-129.
- Badenhorst, C. (2018). Citation practices of postgraduate students writing literature reviews. *London Review of Education*, 16(1), 121-135. DOI: <https://doi.org/10.18546/LRE.16.1.11>
- Borg, E. (2000). *Citation practices in academic writing*. In P. Thompson (Ed.), *Patterns and perspectives: Insights into EAP writing practices* (pp. 27-45). Reading, UK: University of Reading.
- Clugston, M. (2008). An analysis of citation forms in health science journals. *Journal of Academic Language and Learning*, 2, 11–22.

- Cresswell, J. W. (2012). *Educational research: planning, conducting, and evaluating quantitative and qualitative research*. Boston: Pearson.
- Cumming, A., Yang, L., Qiu, C., Zhang, L., Ji, X., Wang, J. et al. (2018). Students' practices and abilities for writing from sources in English at universities in China. *Journal of Second Language Writing*, 39(1), 1–15. <https://doi.org/10.1016/j.jslw.2017.11.001>
- Halyna M., Kornuta, R. W., & Germaine (2019). *A Concise Guide to Writing a Thesis or Dissertation*. London: Routledge.
- Harwood, N. (2009). An interview-based study of the functions of citations in academic writing across two disciplines. *Journal of Pragmatics*, 41(3), 497– 518. <https://doi.org/10.1016/j.pragma.2008.06.001>
- Hirvela, A., & Du, Q. (2013). “Why am I paraphrasing?”: Undergraduate ESL writers' engagement with source-based academic writing and reading. *Journal of English for Specific Purposes*, 12(2), 87–98. <https://doi.org/http://dx.doi.org/10.1016/j.jeap.2012.11.005>
- Howard, R. M. (1999). *The new abolitionism comes to plagiarism*. In L. Buranen & A. Roy (Eds.), *Perspectives on plagiarism and intellectual property in a postmodern world* (pp. 87–95). State University of New York Press
- Hyland, K. & Jiang, F. (2017). Points of reference: Changing patterns of academic citation. *Applied Linguistics*, 1–23. doi:10.1093/applin/amx012
- Hyland, K. (1999). Academic attribution: Citation and the construction of disciplinary knowledge. *Applied Linguistics*, 20(3), 341–367. <http://dx.doi.org/10.1093/applin/20.3.341>
- Hyland, K. (2002). *Activity and evaluation: Reporting practices in academic writing*. In J. Flowerdew (ED) *Academic Discourse*. London, Longman. PP115-30.

- Hyland, K. (2015). *Academic Publishing: Issues and Challenges in the Construction of Knowledge*. OUP.
- Jalilifar, A., & Dabbi, R. (2012). Citation in applied linguistics: Analysis of introduction sections of Iranian master's theses. *Linguistik online*, 57(7), 91-104.
- Kafes, H. (2017). Citation practices among novice and expert academic writers.
- Lee, J. J., Hitchcock, C., & Elliott, J. C. (2018). Citation practices of L2 university students in first-year writing: Form, function, and stance. *Journal of English for Academic Purposes*, 33(1), 1–11. <https://doi.org/10.1016/j.jeap.2018.01.001>
- Li, Q., & Zhang, X. (2021). An analysis of citations in Chinese English-major master's theses and doctoral dissertations. *Journal of English for Academic Purposes*, 51, 1-14.
- Li, Y., & Casanave, C. (2012). Two first-year students' strategies for writing from sources: Patchwriting or plagiarism? *Journal of Second Language Writing*, 21(2), 165-180.
- Liu, M., & Wu, Y. (2020). Chinese undergraduate EFL learners' perceptions of Plagiarism and use of citations in course papers. *Cogent Education*, 7(1), 1-14. <https://doi.org/10.1080/2331186X.2020.1855769>
- Loan, N. T. T., & Pramoolsook, I. (2016). Citations in literature review chapter of tesol master's theses by Vietnamese postgraduates. *Journal of Language Studies*, 16(2), 17-32.
- Mansourizadeh, K., & Ahmad, U. K. (2011). Citation practices among non-native expert and novice scientific writers. *Journal of English for Academic Purposes*, 10(3), 152–161. <https://doi.org/10.1016/j.jeap.2011.03.004>
- Monreal, C. S., & Gil Salom, L. G. (2011). A cross-language study on citation practice in PhD theses. *International Journal of English Studies*, 11(2), 53–75. <https://doi.org/10.6018/ijes/2011/2/149641>

- Pecorari, D. (2003). Good and original: Plagiarism and patchwriting in academic second-language writing. *Journal of Second Language Writing*, 12(4), 317–345. <https://doi.org/10.1016/j.jslw.2003.08.004>
- Petrić, B. (2007). Rhetorical functions of citations in high- and low-rated master's theses. *Journal of English for Academic Purposes*, 6, 238–253.
- Petrić, B. (2013). Legitimate textual borrowing: Direct quotation in L2 student writing. *Journal of Second Language Writing*, 21, 102–117. doi:10.1016/j.jslw.2012.03.005.
- Petrić, B., & Harwood, N. (2013). Task requirements, task representation, and self-reported citation functions: An exploratory study of a successful L2 student's writing. *Journal of English for Academic Purposes*, 12 (2), 110– 124. <https://doi.org/http://dx.doi.org/10.1016/j.jeap.2013.01.002>
- Samraj, B. (2013). Form and function of citations in discussion sections of master's theses and research articles. *Journal of English for Academic Purposes*, 12(4), 299-310. <https://doi.org/10.1016/j.jeap.2013.09.001>
- Siler, K. (2012). Citation choice and innovation in science studies. *Scientometrics*, 95: 385–415.
- Swales, J. M. (1990). *Genre analysis: English in academic and research settings*. Cambridge: Cambridge University Press.
- Swales, J. M. (2014). Variation in citational practice in a corpus of student biology papers: From parenthetical plonking to intertextual storytelling. *Written Communication* 31, 118–41.
- Thompson, P. (2005). Points of focus and position: Intertextual reference in PhD theses. *Journal of English for Academic Purposes*, 4, 307-323.
- Thompson, P., & Tribble, C. (2001). Looking at citations: Using corpora in English for academic purposes. *Language Learning and Technology*, 5, 91-105.

Tseng, M.Y. (2018). Creating a theoretical framework: On the move structure of theoretical framework sections in research articles related to language and linguistics. *Journal of English for Academic Purposes*, 33, 88-99.

University of Southern California. (2022). *Organizing Your Social Sciences Research Paper*. Retrieved July 6, 2022, from <https://libguides.usc.edu/writingguide/CARS>

Wette, R. (2017). Source text use by undergraduate post-novice L2 writers in disciplinary assignments: Progress and ongoing challenges. *Journal of Second Language Writing*, 37(1), 46–58. <https://doi.org/10.1016/j.jslw.2017.05.015>

