



The Forms of Citation Practices in the Undergraduate Students' Theses in English Language Teaching

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Abstract

This study aims to find out the forms used in citation practices of ELESP undergraduate students' theses at Universitas Negeri Jakarta. This research uses both quantitative and qualitative methods, which employ a corpus-based analysis. The analysis is conducted by adopting Hyland (1999)'s framework of citation category and citation integration as proposed by Swales (1990). The data source of this research consists of 50 theses in English Language Teaching (ELT), especially the introduction and literature review chapters, written by ELESP undergraduate students published from 2018 to 2022 in the repository of UNJ. The results revealed that ELESP undergraduate students frequently use summary and generalization in the introduction and literature review chapter. Furthermore, the use of integral and non-integral forms in the two chapters have nearly the same frequency, which indicates that the students focus on the actions of researchers as well as emphasize the research itself in the cited sources.

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INTRODUCTION

In recent years, the use of citations has been the indicator of research quality as it is linked to the writer's credibility in which the source materials support their content ideas. An effective citation practice means that the writer can incorporate the information from the original author's work in a new form, attribute the context as the purpose of the study, and generate persuasive research findings in their writing. Thus, the writer needs to acquire these skills and need to be taught how to use different citation types efficiently (Mansourizadeh & Ahmad, 2011). With citations, a writer can effectively develop their arguments, ideas, concepts, or findings to establish credibility and authority in their writing.

The practice of citation in academic writing requires writers to critically read the reports on previous studies to attribute information from existing sources, select and evaluate sources, and synthesize sources into writing in a new form. In academic writing, citations act as the "attribution of



propositional content to another source and central to the social context of persuasion” (Hyland, 1999). Professional writers convince readers that their publication is valuable and worthwhile by using strongly related references sourced from authoritative papers (Aksnes, Langfeldt, & Wouters, 2019). Several sources from published works can be used as a citation or reference, for instance, books, chapters in an edited book, conference papers in a published proceeding, or journal articles.

Two forms of citations are implemented by the authors of academic writing: 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). On the other hand, Hyland (1999) divides citations into four types or forms, namely direct quotation, block quotation, summary, and generalization. The practice of patchwriting, paraphrasing, summarizing, and synthesizing is the 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 often use summary and synthesis instead of paraphrase (Hirvela & Du, 2013; Howard, 1999; Hyland, 1999; Pecorari, 2003; Wette, 2017). In a study that examines 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.”

In the context of second language writers, Lee, Hitchcock, & Casal (2018) have analyzed citation practices of L2 undergraduate students’ research papers in the context of first-year writing (FYW) courses in terms of surface forms, rhetorical functions and writer stance. The result of this study shows that the majority of citation forms used by L2 undergraduate writers are summaries followed by quotations (both direct and block quotations), and, lastly, generalization. In terms of function and stance, they primarily use sources for attribution and acknowledge the 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 is more likely using multiple sources as a reference, and they know to position those sources to further strengthen their claims or arguments (Harwood, 2009; Hyland, 1999). In contrast to expert writers, inexperienced undergraduates and postgraduates, also known as novice writers, use single-source citations in their writing and paraphrase them to attribute their findings or ideas (Abasi & Akbari, 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 for using non-integral citations in terms of citation patterns. A study discussing writers’ preferences for citation patterns has been observed in both research articles (Hyland 1999; Clugston 2008) and advanced student writing (Ädel & Garretson 2006; Swales 2014).

Other similar studies focused more on the citation integration framework (integral and non-integral citation) (Thompson & Tribble, 2001; Clugston, 2008; Mansourizadeh & Ahmad, 2011; Swales, 2014; Kafes, 2017), and some of them focused only on one aspect of citation forms as categorized by Hyland (1999) such as paraphrase (Hirvela, A., & Du, Q, 2013) and quotations (Petrić



& Harwood, 2013). Furthermore, the studies above mainly focused on citation practices written by novice and expert L1 and L2 writers in research articles, master's dissertations, and doctoral theses. Few studies have analyzed citation practices in terms of citation forms in the English as a foreign language (EFL) context, especially in Indonesia. Thus, in this study, the researcher intends to explore more the citation practices of EFL writers focusing on Indonesian students' writing on the way they use citation forms in their writing 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 at Universitas Negeri Jakarta.

RESEARCH METHOD

The research design in this study used a quantitative method to measure the frequency of each citation using AntConc concordance software and a qualitative method to describe the analysis of each citation. The data were manually checked to consider each form of citation as categorized by Hyland (1999) and Swales (1990). The data of this study were the citation practices sourced from the introduction and literature review chapter of 50 EFL undergraduate students' theses (Skripsi) written by English Language Education final-year students who graduated from 2018 to 2022. Citation practice in academic writing can be seen by analyzing the way the cited material is incorporated into the citing text as a summary, quotation (direct quotation and block quotation), or paraphrase, whether they are integral or non-integral citations, and how they use the reporting verbs. The data were analyzed based on the following procedures:

1. The corpus was converted and combined into one .txt file type and inputted into AntConc software.
2. The researchers added the list of search items such as years of publication with brackets "19" (from 1901-1999) and "20" (from 2000), quotation marks, and page numbers for canonical citations, and a list of reporting verbs and prepositional phrases.
3. After the AntConc concordance tool showed the frequency of each search item, the researchers manually checked one by one by clicking the concordance lines to ensure that the search items were categorized as citation forms.
4. Peer raters validated the citation instances so that confirmation and agreement could be met.
5. The results were then described qualitatively to elaborate on the findings.

RESULTS AND DISCUSSION

A. Results

Table 1 below illustrates the total number of words of the two corpora: the introduction part and the literature review part.



Topic		Length (words)	
English Teaching	Language	Chapter I Introduction	78.532
		Chapter II Literature Review	196.886
Total		275.418	

Table 1. The Description of Corpora

As can be seen from the table above, the total number of words in the literature review (LR) chapter doubles that of the introduction chapter. It is because LR contains a summary of the information from journal articles, books, and other documents which describe “the past and current state of information on the topic of the research study” (Cresswell, 2012). Consisting of the explanation of the conceptual and theoretical framework (Swales, 1990) makes the authors put more citations from the previous related studies in LR (Monreal & Gil Salom, 2011), resulting in a longer discussion. Even though the Introduction chapter presents the background and the key points of existing studies to identify the context of the problem to be investigated (Kornuta & Germaine, 2019), it should not include a lengthy explanation (University of Southern California, 2022).

The forms of citations in the two corpora were analyzed using two different frameworks; the first one used Hyland's (1999) citations categories (i.e., direct quotation, block quotation, summary, and generalization), and the citations were subsequently categorized as integral and non-integral by using Swales' (1990) framework. A total of 3.131 citations were identified in 275.418 words from the introduction and literature review chapter of students' theses, and the citation density of both chapters is 11.36 ptw. In the introduction chapter, the citation density is 10.94 ptw for a total of 4 citation categories and citation integration. The result is somewhat similar to the study by Jalilifar & Dabbi (2012) on the introduction chapter of Iranian MA theses, whose citation density reached 14.19 ptw. On the other hand, the citation density in the LR of this present study is 11.54 ptw for citation category and integration, slightly lower than the result by Loan & Pramoolsook (2016) on the literature review of the MA theses by Vietnamese postgraduates, 11.93 ptw were found per 1.000 words.

Below is the frequency of citation forms in the two chapters:

Category	Introduction			Literature Review			Total		
	Frequency	Per 1000 words	%	Frequency	Per 1000 words	%	Frequency	Per 1000 words	%
Generalization	78	0.99	9.08%	206	1.05	9.07%	284	1.03	9.07%
Summary	758	9.65	88.24%	1954	9.92	86.00%	2712	9.85	86.62%
Block Quotation	0	0.00	0.00%	1	0.01	0.04%	1	0.00	0.03%
Direct Quotation	23	0.29	2.68%	111	0.56	4.89%	134	0.49	4.28%
TOTAL	859	10.94		2272	11.54		3131	11.37	

Table 2. The Frequency of Citation Forms in the Introduction and Literature Review Chapters



Table 2 shows that the most frequently used citation form in both chapters of ELESP undergraduate students' theses is summary which almost reaches 87% of the total usage. In the introduction chapter, a total of 859 citations were identified in the corpus, and the use of summary dominates the total number of citations. The researcher found 2.272 citations in the LR's chapter corpus, and from its total, nearly 1.954 citations are considered summaries. However, in terms of the relative frequency, there is no big difference in both chapters, 9.65 ptw for the summary in the introduction chapter and 9.92 ptw in the LR chapter.

The second most used citation form in the introduction chapter and the LR chapter is the generalization, with a total of 78 citations for chapter 1 and 206 citations for chapter 2. The total number of uses of generalization in both chapters constitutes almost 10% of all citations, with 1.03 times per 1000 words. The two corpora show that the use of direct quotation in students' theses is the lowest compared to the other citation forms and the total number of citations in both chapters, which is only 23 citations in the introduction chapter and 111 citations in the LR chapter. Meanwhile, it is found that ELESP undergraduate students hardly ever use block quotations in their theses as there is only one citation that functioned as a block quotation existing in the LR chapter corpus, and no block quotation is found in the introduction chapter.

In terms of the integration of citations, the corpus displayed the frequency of integral and non-integral citations in ELESP undergraduate theses. The result of the citation integration analysis is presented in Table 3.

Category	Introduction			Literature Review			Total		
	Frequency	Per 1000 words	%	Frequency	Per 1000 words	%	Frequency	Per 1000 words	%
Integral	363	4.62	42.26%	1202	6.11	52.90%	1565	5.68	49.98%
Non-Integral	496	6.32	57.74%	1070	5.43	47.10%	1566	5.69	50.02%
Total	859	10.94		2272	11.54		3131	11.37	

Table 3. Citation Integration in the Introduction and Literature Review Chapter

Table 3 shows the disparity in the type of citations that students used in the introduction and the LR chapter. Non-integral is the most frequently used citation form in the introduction chapter, with 6.32 occurrences per 1000 words, constituting 57.74% of all citations in that chapter. In contrast, integral citation form dominates the LR chapter with 52.90% of total citations with 6.11 occurrences per 1000 words. Overall, the total number of each citation form in the two chapters shows a balanced number: 5.68 times per 1000 words for the integral form (49.98%) and 5.69 times per 1000 words for the non-integral form (50.02%). It is also found that in the way ELESP undergraduate students cite the reported information from previous studies, they often cite a source from another source (indirect citation) in both types of citation.

Furthermore, there are three reporting structures of the citations used by ELESP undergraduate students in both chapters, as displayed in Table 4 below.



Structure	Frequency	Per 1,000 words	%
X+verb+that clause	657	2,39	66,10%
According to X	205	0,74	20,62%
by X	132	0,48	13,28%

Table 4. The Reporting Structure Found in the Introduction and Literature Review Chapter

The use of the *X+verb+that clause* pattern is the most frequent in the corpus, with 657 total instances. The next pattern used by the students is *according to X* structure which placed in the second rank with 205 instances. In the last place, the *by X* structure shows a few practices compared to the two other structures, with a total of 132 citations. These three reporting structures are found in integral citation forms.

In the two corpora, the top 10 most frequently used reporting verbs can be seen in Table 5. The other unlisted verbs were counted by manual checking from the year of publication that was inserted into the search box in Antconc corpus software. The lemma of each reporting verb was also included in the corpus and was counted to get the overall frequency of the verbs. For instance, the lemma of the verb “state” are “states” and “stated.”

Reporting Verbs	Frequency	Per 1,000 words	%
state	252	0,91	31,94%
show	85	0,31	10,77%
define	83	0,30	10,52%
find	72	0,26	9,13%
propose	63	0,23	7,98%
suggest	55	0,20	6,97%
argue	50	0,18	6,34%
describe	47	0,17	5,96%
explain	46	0,17	5,83%
say	45	0,16	5,64%

Table 5. The Top 10 Most Frequently Used Reporting Verbs in the Introduction and Literature Review Chapters

In total, the top 10 reporting verbs in the two chapters occur 798 times, and the word *state* becomes the dominant verb with 252 occurrences, or equal to 31.94%. That is more than three times higher than the second most frequent verb, *show*, which appears 85 times or 10.77%. On the other hand, the verb *say* shows the lowest frequency or number 10 with 45 occurrences or 5.64%, which is one-sixth of the total number of the word *state*.

B. Discussion

This study revealed that a large number of summary formats was found in the two corpora, which constitute 86.62% of citations, followed by generalization with 9.07%, direct quotation with 4.28%, and block quotation as the least citation form with only 0.03% of the total percentage in all citations. This result is in line with the previous studies by some experts (see Hyland, 1999; Lee et al., 2018; Liu & Wu, 2020).

Most practices of summary in students' theses come from one source, either as an integral form or a non-integral form, for example:



English has been taught as a subject in Indonesia, the Indonesian government has developed several curricula, and each of these curricula was proposed based on a particular teaching approach (Dardjowidjojo, 1997).

Poplack (1980) also shares the same types of code-switching, such as inter-sentential and intra-sentential, but with the addition of tag switching.

A study by Badenhorst (2018) examining citation practices and patterns in master's students' literature reviews chapter revealed similar results in which most of the citations used a single source in which the students summarized the source with their own words and also put their ideas or thoughts on it.

Besides citing from one source, the students also incorporate several previous studies into their writing to attribute their claims in writing introduction and literature review chapter, though the frequency of generalization is less than summary with only 1,03 cases ptw. Hyland & Jiang (2017), in their study which explored citations in research articles from the same five journals in four disciplines spaced over three periods over the past 50 years, mention that summary and generalization are the most effective way to present the writer's ideas because it gives them the flexibility to emphasize and interpret the information within the text they cite from the original author's work.

Meanwhile, the use of direct quotation and block quotation appears to be the least practice in the students' theses compared to the total frequency per 1000 words of the two other citations, which shows 0.49 cases (direct quotation) and 0.00 cases (block quotation) in both chapters. In the corpus, the most used format of the direct quotation was identified by the use of quotation marks and the author's name, while other types of direct quotation, such as quotation fragments and brief quotations, are also found in some theses. Petrić & Harwood (2013), who analyzed the use of direct quotations in high-rated and low-rated MA theses of L2 students, pointed out that "Direct quotation is considered relatively undemanding in comparison to paraphrasing, summarizing, or generalizing from multiple sources since it does not require any textual modification of the appropriated material." In line with Petrić & Harwood's study, the finding of this research also found that direct quotation practice remains low, unlike the other form of citations because they used direct quotation and block quotation only when necessary, so the use of quotations in their theses show a fraction of the total number of citations. Brief quotation and quotation fragments in students' theses can be seen in the following examples:

The word "literate" means to be "familiar with literature" or "well educated, learned" (UNESCO, 2006, p. 148). [quotation fragment in Introduction chapter]

Bawden D (2008) explains that digital literacy can be understood as a framework that integrates numerous other literacies and skill sets without "the need to encompass them all" or to become "one literacy to rule them all." [quotation fragment in LR's chapter]

Accordingly, Hyland (2004) claims that "explicit reference to prior literature is a substantial indication of a text's dependence on contextual knowledge and thus a vital piece in the collaborative construction of new knowledge between writers and readers" (p. 21). [brief quotation in introduction chapter]

MacIntyre (1999) stated anxiety as "the worry and negative emotional reaction that comes when learning or using a second language." [brief quotation in LR'S chapter]



The practice of block quotation found in the LR chapter with only one instance from as follows:
Critical thinking itself is defined by the US's National Council for Excellence in Critical Thinking (2014, in Kivunja, 2014):

The intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from or generated by observation, experience, reflection, reasoning, or communication as a guide to belief and action. (p. 42)

The researchers also found that there is a difference in the type of citations that students applied in the theses among the corpora. The students show a preference for non-integral over integral in the introduction chapter, with 6.32 occurrences ptw and 4.62 ptw for integral form. The use of a non-integral form placed the cited author (the source of information) in a bracket at the end of the cited sentence without being included in the sentence structure. Kafes (2017) in his study investigated the citation practice of novice Turkish writers and expert native English-speaking academic writers in the field of Applied Linguistics and found that both writers employed more non-integral than integral forms. The findings from other previous studies reveal that academic writers show a preference for using non-integral types in their research papers (Mansourizadeh & Ahmad, 2011), master theses, and research articles (Samraj, 2013), research articles in various disciplines (Hyland, 1999, 2002; Hyland & Jiang, 2017). In writing the introduction chapter, ELESP undergraduate students tend to highlight and emphasize the information from the cited source because this chapter requires reviewing the prior research related to their study to establish the gaps and to extend previous knowledge. Here is one example: *Numerous studies have revealed that ICT integration in the learning process are able to attract students to stay longer when doing the task (Tunstall & Gipps, 1996; David et al., 1997; Moseley et al., 1999; Pacher, 1999).*

In the LR chapter, the use of integral form has the most frequency than non-integral form with 6.11 cases ptw and 5.43 ptw for non-integral form. The practice of integral citation puts the focus on the cited researcher's action. Loan & Pramoolsook (2016), in a study of citation practice in TESOL master theses (MA) literature review section written by Vietnamese students, have shown that the most frequently used citation type in literature review is integral citation which is almost twice the usage of integral form than non-integral form. The use of integral form clearly "places prominence on the messenger of the proposition than on the message reported," and L2 student writers also prefer to use the integral form in their research paper to "personalizing their writing by interacting directly with those sources" (Lee et al., 2018). In the literature review chapter, the explanation of the conceptual and theoretical framework is presented, and it becomes the focus of the chapter, which requires students to provide an overview of the prior studies that have been explored. It can therefore be said that ELESP undergraduate students used the integral form to emphasize the researcher (original author's framework they adopted) rather than the reported information by placing the citations within the sentence structure to support their claims, for instance:

Jacob and Farrell (2003), as cited in Richard (2005), state communicative language teaching should provide an alternative assessment. [Integral citation]



The first strategy is a group discussion, which involves exchanging ideas combined with active learning and participation (Orlich et al., 2013, as cited in Zhao et al., 2016). [Non-integral citation]

In citing sources, the reporting structure *X+verb+that clause* appears the most frequently, followed by *according to* and *by X* structure. See the examples below.

Brophy (1999) and Crooks (1988) in McMillan (2014, p. 1) mentioned that although effective assessments are assumed to carry a positive impact on students' learning experiences, students' perceptions can determine how the experiences are interpreted and make meaning, thus creating a personalized impression for them.

According to Erler & Finkbeiner (2007) and Wang (2016), reading strategies are defined as self-directed actions that readers are aware of and manage to achieve reading goals, for example, retrieving, regulating, and evaluating the information.

The term digital literacy was initiated by Gilster (1997) in his book Digital Literacy.

Meanwhile, Jallifar & Dabbi's (2012) study, which analyzed citation forms in the introduction section of Iranian MA theses, found that the sentence pattern *according to* shows the highest frequency while *by X* (preposition + naming) pattern was not frequent.

CONCLUSION AND RECOMMENDATION

To conclude, undergraduate students' theses in ELT use all forms of citation categories (summary, generalization, direct quotation, and block quotation) as proposed by Hyland (1999) in integral as well as non-integral forms. The students' arguments or ideas are mostly supported by a single source that is relevant to their topic, and they also synthesize two or more sources to strengthen their argument and to incorporate broader ideas of their topic extensively. The top 10 most frequent reporting verbs used by the students to cite sources are *state, show, define, find, propose, suggest, argue, describe, explain, and say*, while the three most frequent reporting structures are *X+verb+that clause, according to X, and by X*.

The researchers realize that this study is far from fully explored since the data source is limited to undergraduate ELT-related theses written by ELESP students in UNJ. Therefore, further studies need to be conducted with more varied data sources from various disciplines to broaden the understanding of citation forms used in Indonesian students' writings.

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