The Use of Integral Citation in English Students' Final Project Reports

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Abstract

This paper is concerned with integral citation employed by English students of Politeknik Negeri Bandung in their Final Project Reports (FPR). Thus, the aims of this study were to investigate the most integral citation type used by the students in their FPR. In conducting the study, 18 FPR focusing on analysis produced in 2022 were collected as data source. Applying qualitative method and text analysis, the results reveal several things. First, the students favor integral citation than non-integral citation. Second, verb controlling appears more than naming. In verb controlling citation, lexical verb state is commonly used compared with other lexical verbs. Whereas in naming, the phrase according to + the cited authors is the mostly used. This study has implication in improving the students' academic skills, especially in doing citation.

Keywords: integral citation, Final Project Report, verb controlling citation, naming

Introduction

In higher education, mastering academic writing skills is essential. The skills are used to carry out various tasks, for example, assignments, research reports and research articles (Kongpetch, 2021). In fulfilling the tasks, the students should be aware of the academic discourse natures, such as citation (Jalilifar & Dabbi, 2012).

Citation plays a critical role in academic discourse as having only linguistic proficiency is not sufficient in academic writing (Manan & Noor, 2015). Citing other authors' work as references can help the students support their arguments scientifically. The citation also serves as acknowledging the external sources and at the same time demonstrate their expertise of the topic and establish the legitimacy of their own assertions (Kongpetch, 2021). Hence, the students should have a skill how to cite properly in order to be included in academic discourse society (Pecorari, 2006). Understanding "what" to cite and "how" to cite the works of others becomes a must for the students (Swales, 1986; Swales, 1990; Swales, 2004).

Citing external resources as references is challenging, especially for non-English speaking writers (Jalilifar & Dabbi, 2012; Nguyen & Pramoolsook, 2016; Sirijanchuen & Gampper, 2018). In addition, the students do not have proper information about the functions of citations in academic writing, most likely due to social and cultural practices (Shooshtari & Jalilifar, 2010). The cultural background of non-native English speaking students (NNS) strongly affects the distinct thought processes than native English speakers (NS) which impact on their academic writing performance (Kaplan, 1966). Some previous studies related to the usage of citation forms have been found in several papers. The studies focused on the citation forms used by writers in both English as a Second Language (ESL) and English as a Foreign Language (EFL) situations have been found in several papers

(Kongpetch, 2021), in master's and doctoral theses (Jalilifar & Dabbi, 2012; Manan & Noor, 2015; Nguyen & Pramoolsook, 2016), and research articles (Goodarzi et al., 2017; Luzón, 2015; Sirijanchuen & Gampper, 2018). The results show that EFL writers faced difficulties in integrating sources into written writings. On the other hand, research on the use of citation formats in academic writings, particularly those authored by undergraduates, is limited. Thus, the current study aims to investigate the usage of citation forms in final project reports, especially in Introduction genre, written by the students of final-year English majors at Politeknik Negeri Bandung, a state polytechnic in West Java, Indonesia.

Introduction is seen as a distinct and critical "sub-genre" to outline their research questions either in research articles or MA theses (Hyland, 2002). Citation aspects of MA thesis introductions (MAIs) have even been a less explored zone of analysis than research article introductions (Jalilifar & Dabbi, 2012). It might be caused by the accessibility. Even in this digital era, accessing theses is not as easy as accessing research articles. In Indonesia, as a foreign language learning context, all English-major students are required to write their final project reports which are a kind of theses in English. As non-native writers, according to Samuelowicz (1987) as cited in Paltridge (2002) frequently struggle to match the demands of the type of writing expected of them at this level. As a result, writing an MA thesis is possibly the most important piece of writing that any student will ever accomplish. (Hyland, 2004). In MA theses, the supervisor and reader may ignore citations since they know that, aside from some broad assumptions about citation and plagiarism, judgments in the defense session may not depend so much on the ways students cite and the types of citations MA students employ in their writing. This is a sluggish performance that may cause students to be less attentive to this critical textual element of academic writing. As a result, MA students are rarely chastised for their citation habits (Jalilifar & Dabbi, 2012). By concentrating on the nature of citation patterns in one of the "citation-dense chapters" (Pecorari, 2003), we can assist students in completing more successful final project reports.

Theoretical Framework

Academic and general writing have different characteristics in which the former requires citations (Hyland, 1999). The students should study the citation norms and practice utilizing them in their texts to avoid being accused of plagiarism (Jalilifar & Dabbi, 2012). Szypszak (2011, p. 315) defined citation as a reference to a source and serves several key functions in academic writing: the supportive function (Harwood, 2009) and signposting (Goodarzi et al., 2017; Harwood, 2009). In short, citation is the practice of referring to a source to credit an author and/or support an argument, signpost information to retrieve a document, or develop further research (Rabab'ah & Al-Marshadi, 2013).

Citation is described to have two types: integral and non-integral (Swales, 1986). The former is subdivided into three kinds: verb-controlling, naming, and non-citation which are based on their syntactic position and role in a phrase (Manan & Noor, 2015; Thompson & Tribble, 2001). The latter has two subdivision: single citation pattern and multiple citation pattern.

A. Integral Citation
i. Verb controlling

This citation serves as the agent in command of the verb, whether active or passive as exemplified by Kongpetch (2021).

(1) Bland (2003) explained that men are aggressive in physical and verbal situations, competitive and are born as challengers.
(2) Noom-ura (2013) reported that Thai secondary school teachers of English found teaching writing the most challenging for them.

ii. Naming

This frequently occurs in a noun phrase or a part of a noun phrase as exemplified by Kongpetch (2021).

(3) A study on language use by female Malaysian bloggers was carried out by Akhmaliah (2009).
(4) A study conducted by Hoepfner (2006) discusses the various intentions and techniques of consumer product companies in reaching more customers and selling more products.

iii. Non-citation

There is a reference to another writer in this subcategory, but the name is given without a year reference as in the example below (Kongpetch, 2021). For example:

Messaries states that there are basically three functions of visual images.

Unlike other types of citation, no year reference is provided, despite the fact that it is stated earlier in the text. Hence, some academic communities are cautious to employ non-citation because they believe it is "not academic enough (Manan & Noor, 2015).

B. Non-Integral Citation

Non-integral citations include the author's name outside the sentence, within brackets (Rabab'ah & Al-Marshadi, 2013). According to Manan & Noor (2015), this type of reference emphasizes the product rather than the author. Luzón (2015) proposed to subdivide the patterns into single citation pattern and multiple citation patterns. For example:

(5) They are better able to communicate meeting times or share information quickly (Dunn, 2011).
(6) Students also perceive an improvement in their grammar, vocabulary and cultural content (Ducate, Anderson, & Moreno, 2011).
(7) Expert writing: Recent research (Lyster & Ranta 1997; Lyster, 1998; Ellis et al. 2001 a, b) has documented the fact that incidental focus on form occurs frequently in CLT.

While examples (5) and (6) show how to cite a single source, example (7) shows how to cite numerous sources. The latter is typically used when writers are synthesizing material from multiple sources.

Citation formats were also used differently by the writers depending on other aspects such as their disciplinary conventions, cultural background, and linguistic resources. Integral citations, for example, are more typically employed in social scientific fields than in natural sciences since social science writers want to refer to authoritative experts. Non-integral citations, on the other hand,

are more typically used in natural sciences since the authors prefer a more impersonal tone (Charles, 2006) and (Hyland, 1999).

Method

The method used in this study was qualitative one. The data were obtained from Introduction section of English Students' Final Project Report of Politeknik Negeri Bandung published in 2022. The Final Project Reports are the research reports conducted by the students for fulfilment a requirement to get their diploma. There are 18 Final Project Reports (FPR) used as the data; however, the focus of analysis was on the citation found in the Introduction chapter. This chapter is selected since it presents how writers position their claims among other studies in the similar field. It is critical because it is a way they interact with the readers by referring to other authors to support their claims.

In doing the analysis, several steps were taken as illustrated in the Figure 1.
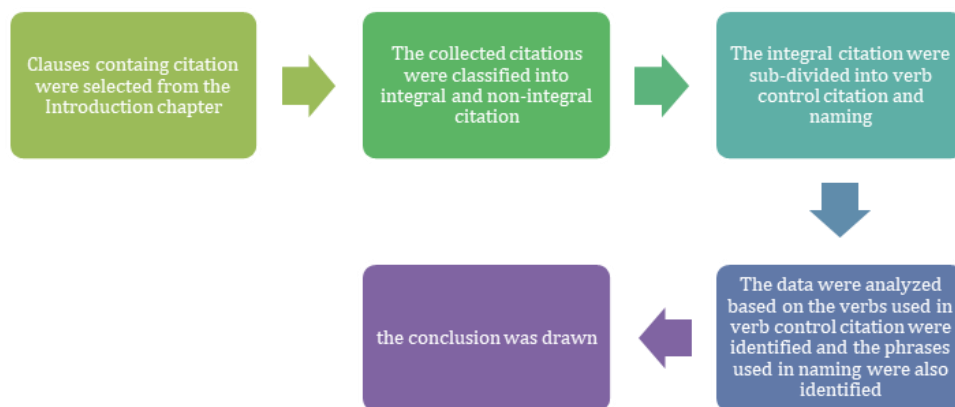

Figure 1. The steps of analyzing the data

Results and Discussion

Results

The analysis of 18 FPRs reveal that the students employed both types of citation: integral and non-integral citation as classified by (J. Swales, 1986). The frequencies are 55 for integral citation and 24 for non-integral one meaning that the student use integral citation more frequently than non-integral citation as illustrated in Figure 2. The results of this study coincide with previous studies (Charles, 2006; Hyland, 1999; Kongpetch, 2021; Manan & Noor, 2015) which found that writers of social science discipline employ more integral citation forms than those of natural sciences. Whereas, the average number of citations, both integral and non-integral citation was 4,39 which is less than what found by Kongpetch (2021). The differences may be caused by the education level of the students'. The former used master theses as the data source while this study focuses on Diploma-3 students.
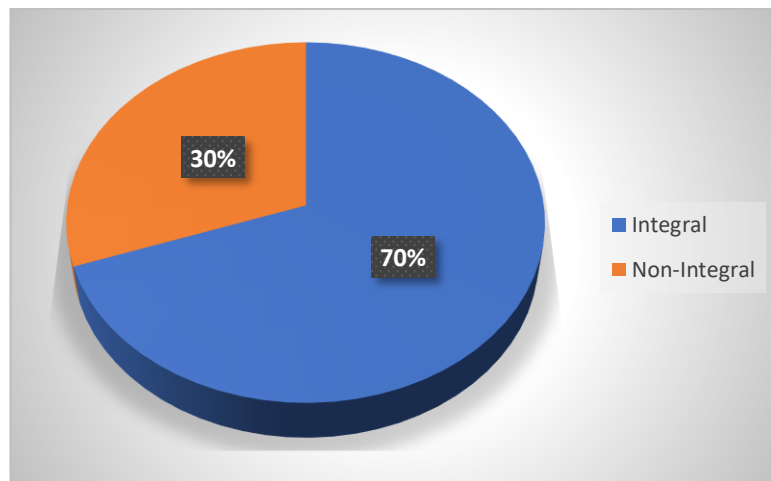
Figure 2. The Comparison between Integral and Non-Integral Citation

Figure 3. shows that the students applied two types of integral citations: verb controlling citation and naming but non-citation was not found in the data. Verb controlling citation appears to be used more than naming which corresponds with what found by (Kongpetch, 2021). Although the students also employed non-integral citation, they only used single citation pattern.

Furthermore, as shown in Figure 4., the lexical verb choices found in verb controling citation varied significantly. However, the students used the verb *state* repeatedly while other lexical verbs are limitedly used. These findings implies that the students have limited knowledge of how to cite other references to support their claims.
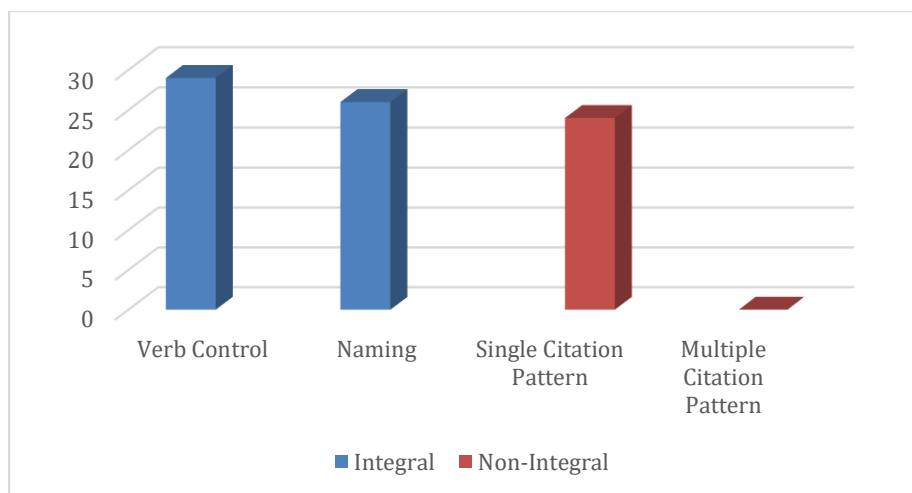

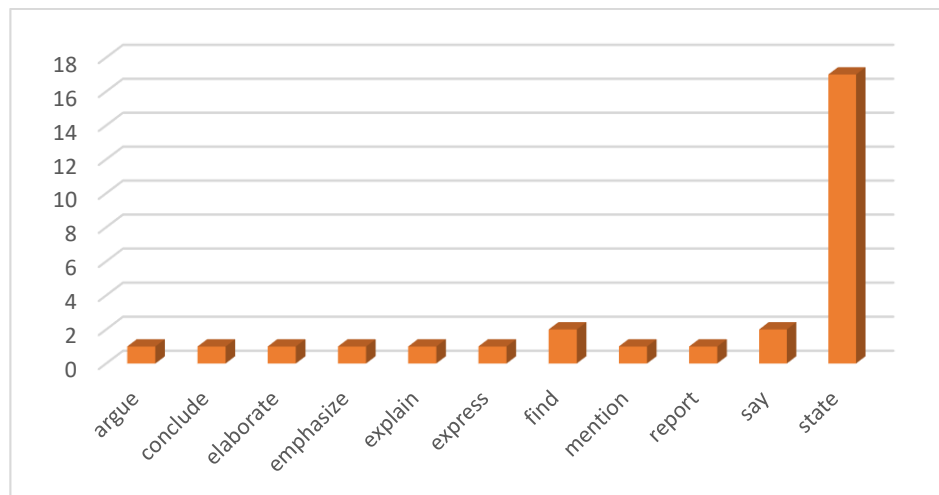Figure 3. The types of Integral and Non-Integral Citation Found

Figure 4. The verbs used in Verb Control Citation

In naming, the students used various phrases: *according to, based on, come from, written by, as defined by*, and *as explained by*. But, the most frequent phrase used by the students is *according to* which can be seen clearly in Figure 5. Again, these findings indicate that even in naming citation, there is a tendency for the students to use the same phrase repeatedly which reflects the limited students' knowledge of citation strategy. It may also indicate that academic writing is not only a kind of research report but they do not aware of dialogic expressions.
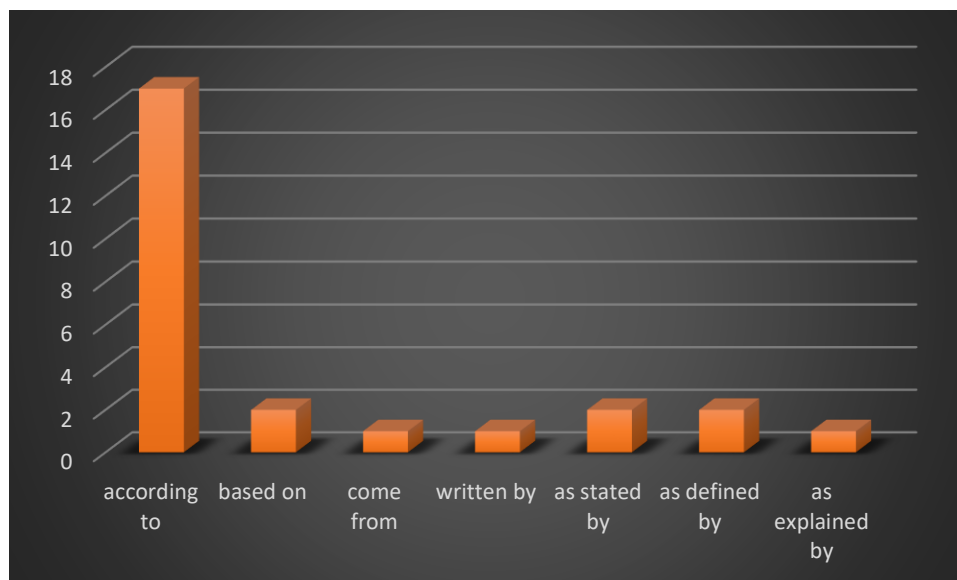

Figure 5. Phrases Used in Naming

Discussion

Integral Citation: Verb Control

The analysis of 18 Final Project Reports (FPR) revealed that the students applied both integral and non-integral citation (Figure 1.). In integral citation, verb controlling citation appeared to be greater than the naming one. The verb is realized by lexical verb *state* which is the most frequent verb used by the students. The verb appears in two types of reported speech: direct and indirect. In direct speech sentence, the students took the original statements used by the other authors as the references. The samples of these findings can be seen in *1), 2),* and *3)*. By using this structure, the students seem to convince the readers the originality of the sources. Another structure used by the students in verb control citation is indirect speech. The students did not quote what other authors are saying, instead they made reports based on the authors' original statements as seen in *4) – 6).* It can be concluded that the students used such types of structure to retain the originality or they may not aware how to make a good citation. These findings are also indicate that the students do not have the ability to cite properly by evaluating other authors' work.

1) *Gee (2003) stated that "good games make clear meaning of the information and how it applies to the world". (FPR-4-1)*
2) *Thyab (2019, p.230) states, "Phrasal verbs are extremely important in English verbal communication, therefore English native speakers use phrasal verbs when they communicate spontaneously and daily." (FPR-9-1)*
3) *McGuigan (2011) stated, "Good writers use rhetorical devices to pull their readers in, to make them laugh, and to make them cry." (FPR-15-1)*
4) *Anil (2020) stated that basic grammar such as tenses, prepositions, different forms of verbs, and subject-verb agreement are needed to understand since they are used as the common rules in speaking. (FPR-7-2)*
5) *As Waickman (2019) stated that persuasive language is put to evoke the reader's emotion, and it has power to make people feel missing out if they do not buy the product. (FPR-10-1)*
6) *Djurayeva (2020) states that grammar is notoriously difficult to learn for both native and second-language speakers. (FPR-12-3)*

Integral Citation: Naming

As shown in Figure 5, the most frequently phrase used by the students were *according to.* This finding corresponds with the previous study (Kongpetch, 2021). The students used the pattern "according to + the cited author" as illustrated by the samples below.

7) *According to Kamayana (2015), a translator must be fluent in both the source and target languages, English and Indonesian. (FPR-2-2)*
8) *According to Gosh (2020), English is the most used languages with 1.13 billion people using it. (FPR-5-1)*
9) *According to Kokemuller (2022) Using ambiguous statement in advertising is one of marketing stategy to build awareness to the readers and to compete brands. (FPR-10-6)*
10) *According to Wyatt (2006), a phrasal verb is a verb that is combined with one or more particles. (FPR-18-3)*

The results show that the students repeat what the cited authors say persistently as shown in 7)— 10). This finding is not far different from verb controlling citation. It seems there is no paraphrasing involved in citing other authors' work.

Conclusion

Having analyzed the results of the study, it can be drawn several things. First, in supporting their claims, the students employed two types of citation: integral and non-integral as classified by (J. Swales, 1986). The students used integral citation mostly which corresponds with previous studies. The use of integral citation is common for social science discipline writers. Two types of integral citations: verb controlling and naming are used by the students. The most lexical verb used by the students in verb controlling citation is *state* which is used either in direct speech or indirect speech structures. Whereas, the most frequent phrase used in naming is *according to.* In their citation, the students seem do not apply paraphrasing strategy. They just repeat or report or state what the cited authors say. These findings can be used as reference for improving the students' academic writing skill, especially in doing citation.

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