Research article

End-Text References Cited in Written Final Project Reports: A Case of English Teacher Candidates

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Abstract.
Citation is important in academic writing because it informs the reader about the quality and authority of the information quoted. In-text citations and end-text citations or references are the two types of citations. A reference list provides readers with the information they need to locate and retrieve books cited in a text. End-text references are used to provide this information. Writers can use a variety of citation styles in their writing, such as APA, MLA, Chicago, and others. The goals of this study were to identify the end-text reference forms used in written final project reports and identify the issues using end-text references in written final project reports. The data were collected using an analytic qualitative method, which included the use of a note-taking technique. The research's data came from a selection of final projects done by English teacher candidates. Identification of end-text reference forms and difficulties with end-text references were used to examine the data. The findings show that (i) the writers primarily use end-text references, as recommended in the department's final project writing guidelines, and (ii) there are several major issues with the use of end-text references in written reports of selected final projects, including incompleteness, inconsistency in the use of end-text reference styles, and incorrect citation order.

Keywords: end-text reference, final project, teacher candidates

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1. Introduction

Acknowledging other people's views or perspectives in one's work is one of the most crucial aspects of academic writing. Referencing, documenting, and reference citations are all terms used to describe this form of acknowledgment. These referencing techniques are utilized in a variety of fields and for a variety of objectives. Vancouver, Harvard, American Psychological Association (APA), Modern Language Association (MLA), American Sociological Association (ASA), Council of Science Editors (CSE), and Turabian are among the many formats and styles currently in use (often referred to as Chicago). Turabian comes in two flavors: Chicago/Turabian Notes, which is popular in history and humanities, and Chicago/Turabian Author-Date, which is popular in the physical, natural, and social sciences. The author's name with surname written first,

followed by the other name(s) and/or initials of the author, title of publication, edition statement (if any), and imprint are all features of these styles[1].

According to Sharif[2], there are hundreds of citation styles, with the American Psychological Association (APA), Modern Language Association (MLA), Oxford, and Harvard being the most well-known. Books, journals, periodicals, newspapers, websites, and other sources are among the sources cited by writers. Citations are essential for writers' intellectual property rights to be protected. Academic writers frequently use citations to situate their present study within existing literature and to give supporting evidence in their research writing[3].

As described by Harwood[4] it is a common problem in writing proper references in accordance with the citation styles mentioned above, such as correct spelling of references, formatting in-text citations according to citation styles guidelines, formatting the reference list to each type of publication, and ordering the references alphabetically by the authors' surnames.

Lamptey[1] give three crucial elements for mentioning other writers' thoughts in writing while discussing the importance of reference and citing. They stated that a writer's use of referring or citing sources is an important component of academic writing because it allows the writer or author to accomplish three key goals. To begin with, it is to acknowledge the use of someone else's ideas or words. This will allow us to differentiate our own work from that of others. Second, it demonstrates that the author has read what others have written on the issue and, as a result, claims to be knowledgeable about the subject at hand. Other related or similar works should be cited in support of studies. Finally, an author links readers to the sources of information that he or she has used by citing and referring them.

2. Objectives of The Study

In order to discover additional elements of students' academic writing, this study focuses on identifying the referencing styles that students use and the errors they make when using those formats. This research aims to:

1. identify the end-text references styles/formats used in the written reports of selected final projects; and

2. identify the faults in the use of end-text references in the written reports of selected final projects.

3. Previous Studies

Several empirical researches have revealed factors that contribute to the fact that mastering academic writing skills is a difficult undertaking for undergraduate students at institutions [1,5].

The issues students have in Academic Writing that have been observed in earlier studies can be classified into three areas, as outlined by A.Noori[5]: content, structure, and language.

1. In terms of content, differentiating various sorts of genres, formulating the content of their writing, searching for relevant sources, providing clear introductions, supporting information, conclusion, and a clear emphasis on one issue may be difficult for students.

2. In terms of structure or form, students may struggle to give suitable in-text citations, capitalization, punctuation, paraphrasing and summarizing, and reference formatting.

3. In terms of language, students' inability to form grammatically acceptable sentences, the use of suitable tenses, discourse markers, parts of speech, and proper vocabulary choices.

Some other researchers did studies on the same topic, as described below.

Kargbo[6] looked into the difficulties that undergraduate students face when referencing sources in their academic papers. The research found that undergraduate students have difficulty citing references in their academic work and that their citation styles are inconsistent. The essay offers suggestions on how teachers and library staff might collaborate to solve this challenge.

Another study Harwood[4] looked into the attitudes of two students named Tara and Sofie when it came to referencing and citing. Regardless of whether they found the texts helpful or not, both students took sure to cite essential sources on their reading lists since they realized that lecturers expected proof that these sources had been reviewed. Both authors mentioned a vast number of sources, whether they had studied them thoroughly or not, in order to portray the diligent student who reads widely. Tara was able to play the attentive student who listened intently to lectures and seminars by ensuring that the same sources that had been addressed in class were acknowledged in her writing. Sofie adapted what she quoted to meet her markers' perceived interests and ideological viewpoints in an attempt to connect her own stance with what she

thought would be their attitude and thus garner their approval. The implications of applying Goffman's concept of performance to the study of student writers' quoting habits are examined.

Mammen[7] conducted the next research. The data was evaluated, and frequencies and percentages were converted into tables to make interpretation easier. The key findings demonstrated that the majority of respondents had received pre-service training on referencing and techniques to avoid plagiarism, among other things, based on responses from the majority of respondents. Plagiarism occurred at all levels of qualification and in all types of work submitted by students; the levels at which they had received training, as well as how they trained their students on plagiarism and the time allotted for such training, were not uniform; plagiarism occurred at all levels of qualification and in all types of work submitted by students. The majority of respondents were confident in their capacity to detect plagiarism and took one or more efforts to prevent incidents. Several problems hampered the monitoring of plagiarism: it was unreasonable to punish pupils without first providing training in referencing and preventing plagiarism.

Yap [8] carried out a more recent investigation. It was mostly concerned with the master's thesis reference list. The study's goal is to track down, assess, and analyze the reference list of selected master's theses submitted to one of Kazakhstan's top universities. There were a lot of reference problems in the results. Having a standard format will help you avoid making mistakes in the future. They go on to say that excellent citation and reference habits begin with a student appropriately citing and following the citation format. Academic integrity is intimately linked to plagiarism, but there is another common issue that academics overlook: the proper formatting of a reference list according to a specific citation style.

Following up on prior studies, this one is attempting to delve deeper into the types of errors made in the usage of end-text references in written reports of selected final projects of English teacher candidates.

4. Methods

To gather and analyze data, to find answers to research questions, to position this study in the literature, and to set and explore the findings and discussion, this study used a qualitative approach. The data was collected using an analytic qualitative method, which included the use of a note-taking technique. The research's data were gathered from ten final projects written by English teacher candidates. The data was evaluated by

determining the reference format/styles that were utilized, as well as the errors/problems that were experienced when using the references..

5. Findings and Discussion

5.1. Styles/Formats Used

Most of the writers use end-text references styles/formats (APA style) as suggested in final project writing guidelines provided by the department. However, in some cases, students use other style as Chicago or MLA. This seems to be of students' ignorance.

Harmer, J. (2004). How To Teach Writing. England: Longman.

Harmer, J. 2005 . *The Practice of English Language Teaching*. London: pearson Education Limited.

_____(2007). *The Practice of English Language Teaching*. United States of America: Longman.

http://baguswira77.blogspot.com/2014/07/definition-writing.html

Hyland, K. 2004. *Genre and Second Language Writing*. America: University of Michigan Press.

Larasati, Mega Gigih. (2017). *The Use of Pictures in Improving Students' Writing Descriptive Text: An Experimental Research in SMP 1 Lebakbarang In Academic Year 2017/2018*. Sarjana Final Project, University of PGRI Semarang.

Maria, P. 2005. *English For Better Life*. Bandung: Pakar Raya.

Nation. 2009. *Teaching ESL/EFL Reading and Writing*. New york. Routledge Taylor and francis Group.

Figure 1: Chicago & MLA style.

Sources 1, 3, and 5 are in APA style; while sources 2, 4, 6, and 7 are in Chicago style.

5.2. Major Errors

There are some major errors in the use of end-text references in written report of selected final projects: incompleteness, incorrect order, and inconsistency in the use of end-text reference styles.

5.2.1. Incompleteness

5.2.2. 5.2.1.1 Missing the date of tracing the material

In this excerpt the date of tracing the material is missed.

Rachmawati, Fauzia. (2017 : 20 -26). "The use of Fairytale Films in Teaching Narrative Writing"

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Raoul, writing learning objective. Learning objective. 2013 (https:www.uwo.ca.ta).

Sujarweni, V. Wiratna. 2014. Metode Penelitian : Lengkap, Praktis, dan Mudah dipahami. Yogyakarta : Pustaka Baru Press.

Figure 2: the missing date.

5.2.3. Incorrect order

5.2.2.1 Incorrect order of sources

The order of sources cited should be organized alphabetically. However, as shown in this excerpt, it is not in the right order: Abdul, Agustini, Megawati, and Yazdani.

Agustiani, Merry. (2016). The effect of DRTA and LC strategies on students' reading comprehension achievement of narrative texts based on English Score levels. *Journal* of *English Literacy Education* (JELE), Vol. 3, No. 2, Nov.

Yazdani, M.M. (2015). The explicit instruction of reading strategies: directed reading thinking activity vs. guided reading strategies. *International Journal of Applied Linguistics & English Literature* Vol. 4 No. 3; May.

Abdul Hamid, B. (2020). The effect of DRTA strategy on the students' reading comprehension of Wisnuwardhana of Malang, Indonesia. *European Journal of Education Studies* Vol. 6, Iss. 1.

Megawati. (2019). The effect direct reading thinking activity on students' reading comprehension. *Getsempena English Education Journal* Vol6 no 2.

Figure 3: Incorrect order of sources.

5.2.2.2 Incorrect order of a source

In the above excerpt, the order of the source should be Raoul. 2013. Writing ....

Rachmawati, Fauzia. (2017 : 20 -26). "The use of Fairytale Films in Teaching
Narrative Writing"

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Raoul, writing learning objective. Learning objective. 2013
(https:www.uwo.ca.isc).

Sujarweni, V. Wiratna. 2014. Metode Penelitian : Lengkap, Praktis, dan Mudah
dipahami. Yogyakarta : Pustaka Baru Press.

Figure 4: Incorrect order of a source.

Another order incorrectness can also be seen the the following excerpt, in which the title of the article (Research Method) should be put after the year/before the journal name.

VI. Bibliography

Oshima, Alice & Hogue, Ann (2006) Writing Academic English Forth Edition.

William, Carrie (2007:March) Journal of Business & Economic Research –
Research Methods.

Musarokah, Siti & Egar, Ngasbun (2014:September) Paragraph Development
Through MASS And MISS of the Teacher Candidate Students of the English
Education Department of the University of PGRI Semarang.

Wibowo, A. P. & Febrinda, V. (2019:August) The Use of Learning Logs Strategy
in Improving Students' Ability in Writing Expository Paragraph.

Indrawati, S. & Ayob A. (2017) Contextual Approach for Expository Essay: A
Study of Writing Achievement and Quality.

Figure 5: Another order incorrectness.

5.2.4. Inconsistency

The inconsistencies in the use of references can be seen from the following excerpt.

VI. Bibliography

Oshima, Alice & Hogue, Ann (2006) *Writing Academic English Forth Edition.*

William, Carrie (2007:March) Journal of Bussiness & Economic Research = *Research Methods.*

Musarokah, Siti & Egar, Ngasbun (2014:September) *Paragraph Development Through MASS And MISS of the Teacher Candidate Students of the English Education Department of the University of PGRI Semarang.*

Wibowo, A. P. & Febrinda, V. (2019:August) *The Use of Learning Logs Strategy In Improving Students' Ability In Writing Expository Paragraph.*

Indrawati, S. & Ayob A. (2017) *Contextual Approach for Expository Essay: A Study of Writing Achievement and Quality.*

Figure 6: Incorrect references .

The first inconsistency is in writing the name. In APA style, the way to write name is the 'surname' plus the 'initial' of the given name. Thus the name in source 1 should be written as Oshima, A. & Hogue, A. A similar thing goes to source 2 and 3, where William, Carrie should be written in William, C., and where Musarokah, Siti & Egar, Ngasbun should be written in Musarokah, S. & Egar, N.

The second inconsistency found in the excerpt is the use of month after the year like: (2007: March) in source 2, (2014: September) in source 3, and (2019: August) in source 4, where in APA style they are not needed, and therefore the months must be deleted.

The third inconsistency is seen in the excerpt below. This reference uses three sources at the same time. In source 1, 2, and 4, APA style is used. Source 5 and 7 use MLA style, and source 3 uses Chicago style.

5.2.5. Other Errors

Some other errors found in references used by the teacher candidates, among others:

Firstly, the use of unnecessary italic word as in the following excerpt.

The word 'Yogyakarta' should not be in italic.

Secondly, the use of unnecessary capitalized letters as shown in source 1 and source 4 in this excerpt.

Thirdly, as shown in the next excerpt, there is no indent of each reference.

Sakkir, G., Rahman, Q., & Salija, K. (2016). Students' Perception on Social Media in Writing Class at STKIP Muhammadiyah Rappang, Indonesia. *International Journal of English Linguistics*, 6(3), 170. https://doi.org/10.5539/ijel.v6n3p170

Sarlito W Sarwono (2010). Pengantar Psikologi Umum. Jakarta: Rajawali Pers.

Stiller, G. 2011. *The Important of Writing Skill*. Available on http://ezinearticles.com/? The-Importance-of-Writing-Skill.

Susanti, A. Z. (2016). Jenis – Jenis Media Dalam Pembelajaran. *Artikel Mahasiswa Fakultas Agama Islam, Program Studi Pendidikan Agama Islam, Universitas Muhammadiyah Sidoarjo*, 1–16.

Tarigan, Henry G. Writing: As A Language Skill. Bandung: Angkasa Publishers. 2008.

Verderber, Kathleen S., Rudolph F. Verderber, & Deanna D. Sellnow, 2008. Communicate!. Canada: Wadsworth.

Wina Sanjaya, " Perencanaan dan Desain Sistem Pembelajaran", (Jakarta: Kencana Prenada Media Group, 2010) hlm. 208-209

Figure 7: Inconsistency writing style.

Rachmawati, Fauzia. (2017 : 20 -26). "*The use of Fairytale Films in Teaching Narrative Writing*"

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Raoul, writing learning objective. *Learning objective*. 2013 (https:www.uwo.ca.tsc).

Sujarweni, V. Wiratna. 2014. *Metode Penelitian : Lengkap, Praktis, dan Mudah dipahami*. Yogyakarta : Pustaka Baru Press.

Figure 8: Unnecessary italic word.

6. Conclusion

Most of the writers use end-text references styles/formats (APA style) as suggested in final project writing guidelines provided by the department. However, in some cases, students use other style as Chicago or MLA.

Puspitaloka, N. (2016). THE EFFECT OF PICTURE SERIES TOWARD STUDENTS'DESCRIPTIVE WRITING SKILL. *JUDIKA (JURNAL PENDIDIKAN UNSIKA)*, 4(2).

Mustafa, M. N., Hermandra, H., & Zulhafizh, Z. (2019). Teachers' Strategies to Design Media to Implement Communicative Leaning in Public Schools. *Journal of Educational Sciences*, 3(1), 13-24.

Apsari, Y. (2017). The Use Of Picture Series In Teaching Writing Recount Text. *Eltin Journal, Journal Of English Language Teaching In Indonesia*, 5(2), 51-56.

Nasir, A. M., Asih, A., & Padjoebroto, A. H. (2013). IMPROVING STUDENTS'WRITING SKILL OF DESCRIPTIVE TEXT BY USING PICTURE. *English Education*, 3(3).

Nurhila, A. P. (2015). The use of mind mapping technique in writing descriptive text. *Journal of English and Education*, 1(2), 9-15.

Figure 9: Unnecessary capitalized letters.

Saldana, Jhonny. (2011). *Fundamentals of Qualitative Research*. New York; Oxford University Press.

Tara, Mccarthy. (1998). *Descriptive Writing*. USA: Scholastic.

Urquhart, Vicki and Mciver, Monette (2005). *Teaching writing in the content areas*. USA: ASCD.

Wardiman, A. Jahur, B. Maschuki. Djuana, Sukirman M. (2008). English in focus for grade VIII junior high school (SMP/MTs). Jakarta: DEPDIKNAS.

Weigle, S. C. (2002). *Assessing Writing*. Cambridge: Cambridge University Press.

Yin, K. Robbert. (2016). Qualitative Research from Start to Finish. New York: The Guilford press.

Figure 10: No indent of each reference.

Major errors in the use of end-text references in written report of selected final projects: incompleteness, incorrect order, and inconsistency in the use of end-text reference styles.

To improve accuracy in referencing, in both the forms and in avoiding errors like incompleteness, inconsistency, and some forms of incorrectness, student teacher candidates need better mentoring from lecturers.

Authors' Contributions

The contribution of the author in this writing is 100% as he is the only writer of this particular article.

Acknowledgments

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[6] Kargbo JA. Undergraduate students' problems with citing references. The Reference Librarian. 2010;51(3):222-236. https://doi.org/10.1080/02763871003769673

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