PRAKTIK KUTIPAN YANG DITEMUKAN DI BAB DUA DALAM SKRIPSI YANG DITULIS OLEH LULUSAN KE-52 JURUSAN PENDIDIKAN BAHASA INGGRIS UIN MAHMUD YUNUS BATUSANGKAR

SKRIPSI

Diajukan ke Jurusan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Mahmud Yunus Batusangkar sebagai syarat untuk penyelesaian studi Sarjana S1

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PRODI TADRIS BAHASA INGGRIS
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI MAHMUD YUNUS
BATUSANGKAR
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ممارسة الاقتباسات الموجودة في الفصل الثاني في الأطروحة التي كتبها
الخريج الثاني والخمسون من قسم تعليم اللغة الإنجليزية بجامعة ديوين محمود
ديونس باتوسنجكار

رسالة علمية

مقدمة إلى كلية التربية وعلوم التعليم
شرطا من الشروط اللازمة للحصول على الدرجة الجامعية الأولى في تعليم
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Quotation Practices Found in Chapter Two of Theses Written by the 52nd Graduates of English Teaching Department of UIN Mahmud Yunus Batusangkar

THESIS

Submitted to English Teaching Department Tarbiyah and Teacher Training Faculty, State Islamic University Mahmud Yunus Batusangkar as a Partial Requirement to Obtain Bachelor Degree

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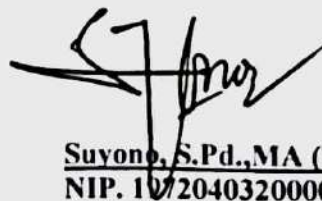Saya yang menyatakan,

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THESIS ADVISOR'S APPROVAL

The thesis advisor of **Adrian Nugraha, NIM 1930104003,** entitled: **"Quotation Practices Found in Chapter Two of Theses Written by the 52nd Graduates of English Teaching Department of UIN Mahmud Yunus Batusangkar",** approves that be mentioned thesis proposal has fulfilled the requirement to proceed thesis examination.

This approval is granted and be applied appropriately.
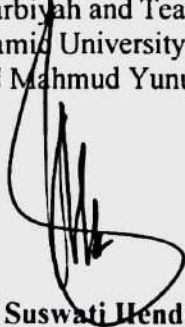
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بسم الله الرحمن الرحيم

Alhamdulillahirabbilal'alamin, all praise to ALLAH SWT, the Almighty, for the completion of this thesis. Only due to His blessings the researcher can finish this thesis entitled **"Quotation Practices Found in Chapter Two of Theses Written by the 52nd Graduates of English Teaching Department of UIN Mahmud Yunus Batusangkar"**

Salutations and blessings be upon Muhammad S.A.W, the esteemed Prophet of the Muslim community worldwide, whose legacy comprises two remarkable treasures: the Noble Qur'an and Hadith, which serve as our guiding principles in all aspects of life. This thesis has been composed as part of the prerequisites to attain an undergraduate degree (S.1) from the English Department of UIN Mahmud Yunus Batusangkar.

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ABSTRAK

ADRIAN NUGRAHA, Reg No. 1930104003, dengan judul skripsi **"Quotation Practices Found in Chapter Two of Theses Written by the 52nd Graduates of English Teaching Department of UIN Mahmud Yunus Batusangkar".** Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri (UIN) Mahmud Yunus Batusangkar.

Permasalahan dalam penelitian adalah belum terungkapnya bentuk-bentuk kutipan yang terdapat dalam skripsi mahasiswa bahasa Inggris lulusan ke 52 di UIN Mahmud Yunus Batusangkar. Penelitian ini bertujuan untuk mengungkap dan menemukan bentuk-bentuk kutipan yang ditemukan dalam skripsi mahasiswa Tadris bahasa Inggris lulusan ke 52 di UIN Mahmud Yunus Batusangkar.

Jenis penelitian ini adalah penelitian kualitatif dengan desain penelitian analisis dokumen. Total skripsi yang dianalisis dalam penelitian ini berjumlah 21 Skripsi Mahasiswa jurusan Tadris Bahasa Inggris UIN Mahmud Yunus Batusangkar lulusan ke 52. Data skripsi dikumpulkan dengan cara mengakses *repository* Perpustakan UIN Mahmus Yunus Batusangkar. Fokus dalam penelitian ini adalah BAB 2 dari keseluruhan skripsi mahasiswa tersebut. Instrumen penelitian ini yaitu peneliti sendiri beserta teori yang digunakan. Untuk menguji keabsahan dan kevalidan data, peneliti menggunakan teknik analisis berkali-kali atau menganalisis data secara berulang-ulang disebut sebagai "*Iterative Analysis*",

Hasil penelitian ini menunjukan bahwa, terdapat tiga bentuk kutipan pada tesis mahasiswa tadris bahasa Inggris di UIN Mahmud Yunus Batusangkar : kutipan yang tepat (*proper quotation*), kutipan yang tidak tepat (*improper quotation*), dan terindikasi plagiat (*indicatation plagiarism*).

ABSTRACT

ADRIAN NUGRAHA, Reg No. 1930104003, with the thesis titled **"Quotation Practices Found in Chapter Two of Theses Written by the 52nd Graduates of English Teaching Department of UIN Mahmud Yunus Batusangkar".** Department of English Education, Faculty of Tarbiyah and Teacher Training, State Islamic University (UIN) Mahmud Yunus Batusangkar.

The problem addressed in this research is the undisclosed forms of quotations found in the theses of English language students graduating from the 52nd batch at UIN Mahmud Yunus Batusangkar. This study aims to reveal and identify the forms of quotations found in the theses of English language teaching students graduating from the 52nd batch at UIN Mahmud Yunus Batusangkar.

This research adopts a qualitative research approach with a document analysis research design. A total of 21 theses from English Language Teaching students graduating from the 52nd batch at UIN Mahmud Yunus Batusangkar were analyzed in this research. The thesis data was collected by accessing the *repository* of the UIN Mahmud Yunus Batusangkar Library. The focus of this research is on Chapter Two of the entire theses of these students. The research instrument consists of the researcher themselves along with the theories used. To ensure the authenticity and validity of the data, the researcher employed the technique of *iterative analysis*, which involves analyzing the data repeatedly.

The results of this research indicate that there are three forms of quotations in the theses of English language teaching students at UIN Mahmud Yunus Batusangkar: *proper quotations, improper quotations,* and *indications plagiarism*

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CHAPTER I

INTRODUCTION

A. Background of the Problem

A thesis is an obligatory academic work for undergraduate students as a requirement to complete their higher education. In accordance with Article 14 paragraph (6) of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 44 of 2015 concerning national standards for higher education that "for diploma four education programs, undergraduate programs, professional programs, master programs, applied master programs, specialist programs, doctoral programs, and doctoral programs applied, it is mandatory to add forms of learning in the form of research, design, or development." In addition, based on the IAIN Batusangkar 2017 academic rule book in chapter 10 regarding the final project, article 33 paragraphs 1 & 2 states that "every student who will complete his studies is required to make a final project, the final project in question is a thesis for the undergraduate program level and a final project for diploma course." Based on the regulations above, it can be concluded that a thesis or especially an undergraduate thesis is one of the requirements for students who wish to obtain a bachelor's degree and graduate from college.

Thesis is a scientific work written by students in order to complete undergraduate level education. Thesis is the result of research conducted by students using scientific methods that have been studied during the study period. Through thesis, students are expected to be able to explore their knowledge and analytical skills in the field that is the focus of their study. According to Sugiyono (2019), thesis is a scientific paper produced by students as one of the requirements to obtain a bachelor's degree. A thesis is the result of research conducted by students to explore, analyze, and present a research problem systematically and logically. In addition,

according to Arikunto (2017), thesis is a scientific paper that contains the results of research conducted by a student in order to complete their undergraduate program. A thesis includes research stages such as problem identification, hypothesis formulation, data collection, data analysis, and conclusion. Based on the definitionns provided by experts, thesis can be defined as a scientific paper that students produce as a requirement to obtain a bachelor's degree. It is the outcome of systematic and logical research conducted by students to explore a research problem, contribute to knowledge development, and showcase their theoretical and methodological understanding.

In thesis writing, references have a very important role. References are used as a theoretical foundation and empirical support that supports the statements and arguments presented in the thesis. The use of appropriate references also shows the academic integrity of the thesis writer by giving recognition to the original author who contributed to the development of knowledge. Therefore, the use of good and regular references in thesis writing is an important key to maintaining quality and trust in the research results presented. According to Pears and Shields (2020), references are sources of written or non-written information that are used to support statements, arguments, or research conducted by someone. References can be in the form of books, scientific journals, articles, websites, and other sources that are referred to provide theoretical foundations and data reliability in writing. In addition, according to APA (American Psychological Association), reference is a quote or information about a source used in scientific writing to provide reference and acknowledgment to the original author. References also function as a tool to verify and validate the information conveyed in writing. From some of the definitions above, it can be concluded that references are sources used in academic writing to acknowledge and give credit to the original authors, researchers, or sources of information that have been consulted and referenced in a

document. They serve as evidence, support and validation for the information and arguments presented in the text.

In writing references can vary depending on the citation style used. Citation styles are rules and guidelines used to include references or sources of information used in academic writing or scientific work. Citation styles regulate the way of writing and the format of in-text citations, as well as setting a reference list or bibliography that includes complete information about the sources cited. Each citation style has unique characteristics, such as rules for including the author's name, title, year of publication, publication information, page numbers, and so on. Commonly used citation styles include APA (American Psychological Association), CMS (Chicago Manual of Style), MLA (Modern Language Association), IEEE (Institute of Electrical and Electronics Engineers), AMA (American Medical Association).

APA style is widely used in social sciences and education. It emphasizes clarity, precision, and consistency in writing. In APA style, in-text citations include the author's last name and the year of publication. The reference list provides detailed information about the sources cited, including the author's full name, publication date, title of the work, and publication information. CMS style is commonly used in humanities, social sciences, and natural sciences. It provides guidelines for formatting and citing various types of sources. In CMS style, in-text citations can use either footnotes or author-date format. The reference list includes detailed information about the sources, such as the author's name, publication title, place of publication, and year of publication. MLA style is primarily used in disciplines such as literature, languages, and the humanities. It focuses on providing clear and concise citations. In MLA style, in-text citations include the author's last name and the page number. The Works Cited page provides complete details about the sources, including the author's name, title of the work, publication information, and format. IEEE style is commonly used in fields related to engineering, computer science, and

technology. It provides guidelines for citing technical and scientific sources. In IEEE style, in-text citations are typically numbered, and a numbered list of references is provided at the end of the document. Each reference includes the author's name, title of the article or book, publication information, and relevant page numbers. AMA style is widely used in the field of medicine and healthcare. It provides guidelines for citing sources in medical and scientific research. In AMA style, in-text citations are typically superscript numbers, and a numbered list of references is provided at the end of the document. Each reference includes the author's name, title of the article, journal name, publication information, and page numbers.

As a researcher, the use of quotations in thesis writing is very crucial. Apart from including the references or citations used in the thesis writing, quotations also have a special role in providing support for the arguments or opinions expressed in the thesis. According to Day and Gastel (2018), they explain that quotation is the direct use of words, sentences, or paragraphs from the original source and must be given quotation mark. Quotation is used to support claims, provide examples, or cite relevant opinions in scientific writing. In addition, according to Parikh (2017), quotation is the direct use of words or phrases taken from other sources to support, explain, or strengthen the points being discussed. Quotation plays an important role in providing valid and authoritative evidence and adding strength and authenticity to writing. Based on the definitions above, it can be concluded that quotation is the direct use of words, phrases or sentences from the original source quoted in the text, by writing them correctly and accompanied by quotation marks. Quotation is used to convey information directly from original sources, support arguments, provide valid evidence, and provide clarity and originality in writing.

The research phenomenon began with preliminary research carried out by the researcher. Based on initial interviews conducted on June 27th, 2023, with English Teaching Department alumni, the researcher identified

several challenges they encountered during their thesis work. Informant 1 mentioned that while working on his thesis, he faced obstacles when searching for relevant journals. Informant 2 shared a similar view. In contrast, Informant 3 expressed difficulty in crafting the thesis background, struggling to transition from a general to a specific topic. This complexity arose from the necessity for the thesis to encompass research phenomena and gaps, making the formulation and organization challenging. Informant 3 also found it tough to handle quotations, particularly distinguishing between quotations from prior works, which are in the past tense, and his own opinions, which were not.

The researcher additionally carried out initial investigations concerning various articles that examined the quotation practices. The first study "Quotation Practices in Biological Research Articles" by Johnson et al. (2018) at the University of California, they investigated quotation practice in scientific writing in biology. The results indicate that there is variation in the way authors cite sources, both in writing style and the integration of quotations into the text, and also reveal the need to improve understanding of proper quotation practices among scholarly writers. The second study "Quotation Practices in Postgraduate Dissertations" by Thompson (2016) at the University of Cambridge, he analyzed the practice of quotations in theses and dissertations of postgraduate students in various disciplines. The results show that there is significant variation in the use of direct and indirect quotations and the style of writing quotations between different disciplines. The third study "Quoting Practice in Economics Student Thesis Writing" by Santoso et al. (2018) conducted at Gadjah Mada University, they investigated the practice of quotations in student thesis writing in economics. The results of the study show that students tend to use quotations to provide theoretical basis, support hypotheses, and present data or findings of previous study. Finally study "Quotation Practices in Undergraduate Theses" by Aisyah (2017) was conducted at the University of Indonesia with a focus on quotation practice in student

final assignments. The results of the study show that students tend to use more direct quotations than indirect quotations, and there is a tendency to use quotations from scientific journals.

Based on the preliminary research, the researcher found an interesting phenomenon that happens in the thesis. Many students at UIN Mahmud Yunus Batusangkar especially English Department Students may also find difficulties to choose quotation practices in their thesis. The students may not know the information about quotation practices. And also the researcher realizes that there is an information gap that there has been no research related to the topic of quotation practices conducted at UIN Mahmud Yunus Batusangkar. so there is no information about how students write quotations on this campus. This information is not only for the needs of this campus but also to provide information to the world that this topic has also been researched by people in Batusangkar. So because of that, this research is very urgent to do so the researchers decided to research this topic with the research title **(Quotation Practices Found in Chapter Two of Theses Written by the 52nd Graduates of English Teaching Department of UIN Mahmud Yunus Batusangkar).**

B. Research Focus and Question

This research focused on the quotation practices found in chapter two of theses written by the 52nd graduates of the English Teaching Department of UIN Mahmud Yunus Batusangkar. The researcher chose the chapter two because the chapter two in a thesis held great importance as it contained numerous quotations that aligned with the research focus. This chapter served as a literature review, where the author referred to relevant previous studies and presented their findings. These quotations were utilized to support the research argument, explain the advancements in the field, and demonstrate existing knowledge. By incorporating these quotations, chapter two provided a strong foundation for the ongoing

research and indicated to the readers that the study built upon existing knowledge.

In this research, the researcher used APA style as a guide in writing quotations because APA style provided clear guidelines in quoting and referring to sources in scientific writing. In following the APA style, the researcher also analyzed in-text quotations using accurate quotation marks and references for each quotation. Based on the research focus above, the research question of the current research was as follows: "What did the quotation practices look like in chapter two of theses written by 52nd graduates of English Department at UIN Mahmud Yunus Batusangkar?"

C. Definition of Key Terms

To avoid ambiguity in understanding this research, the researcher defines the key term as follows:

1. Thesis is a scientific paper that contains the results of research conducted by a student in order to complete their undergraduate program. It includes research stages such as problem identification, hypothesis formulation, data collection, data analysis, and conclusion.

2. Citation is the use of reference sources in writing to provide recognition to the original author or source of information used. It is used to provide support for statements, ideas, or arguments presented by authors, as well as to indicate sources used in research or academic writing.

3. Quotation is the direct use of words, sentences, or paragraphs from the original source and must be given quotation marks. It is used to support claims, provide examples, or cite relevant opinions in scientific writing.

D. Purpose of the Research

The purpose of the research was to examine and describe the quotation practices that were found in chapter two of theses written by the

52nd graduates of the English Department at UIN Mahmud Yunus Batusangkar.

E. Significance of the Research

This research was hoped to benefit and be significant to some people. Theoretically, the findings of this research could have helped expand the understanding of the quotation practices in theses carried out by students. In practice, the findings of this research were expected to be beneficial to:

1. Students

    By reviewing this research, students would have known the quotations they often made in their theses. They could have learned from their mistakes and avoided making the same mistakes in the future. It was hoped that the students would have become more careful in placing quotations.

2. Lecturers

    Sometimes, it had been difficult to understand students' difficulties if the students themselves did not know the quotations they had made. Lecturers could have used the results of this research to develop appropriate writing techniques for the students. By knowing students' weaknesses, teachers could have focused more on developing the quotation practices.

3. Further Researchers

    The results of this research could have been used as a reference for other researchers who were interested in conducting similar research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Thesis

a. Definition of Thesis

Thesis is the final scientific work of a student in completing an undergraduate education program. Thesis is evidence of students academic ability in research related to their field of expertise. Thesis is a scientific work written by a student as one of the requirements for obtain a bachelor's degree. Thesis is the result of research conducted independently by students using the scientific method. In thesis, students identify research problems, formulate research objectives, collect and analyze data, and present research results in a systematic and structured manner. Many experts define the thesis as follows:

According to Notoatmodjo (2012), thesis is scientific writing which is the result of research conducted by students as one of the requirements for obtain a bachelor's degree. Thesis is written in the format and structure determined by the university concerned. In addition, according to Creswell (2014), thesis is a written document that presents the author's research and findings as a result of an original investigation in a particular field of study. It demonstrates the author's ability to conduct independent research, analyze data, and contribute new knowledge to the academic community. In addition, according to Agungpriyono (2017), thesis is a scientific paper containing the results of research conducted by students as independent work to complete undergraduate level education programs. Thesis is proof that

students have the ability to conduct research, analyze data, and produce knowledge contributions in the chosen field of study.

Based on several definitions from the experts mentioned above, it can be concluded that a thesis is an essential academic requirement that showcases a student's research abilities and represents the culmination of their undergraduate studies. It is a scientific document that presents original research findings, contributes to the existing knowledge in a specific field, and demonstrates the student's competency in conducting independent research and scholarly writing.

b. Thesis Organization

Thesis organization refers to the structure and arrangement of a thesis document, including several sections such as the title page, abstract, introduction, literature review, methodology, results, discussion, conclusion, bibliography and attachments. Each section has a specific purpose and contributes to the effectiveness of the thesis as a scientific work. A well-organized thesis enhances readability, understanding, and the overall effectiveness of the research communication.

According to Sugiyono. (2019) thesis organization or thesis structure can be divided into several sections which are generally found in research. In detail it can be described as follows:

1) Introduction

The introduction is the initial part of the thesis that includes the background of the problem, research questions, research objectives, significance of the study, scope and limitations, and the organization of the thesis. This section explains the rationale behind the research, what is intended to be achieved, and provides an overview of the research context.

2) Literature Review

The literature review section consists of a theoretical review related to the research topic. The author conducts a review of various academic sources such as scholarly journals, books, and relevant previous studies. The purpose of the literature review is to gain a comprehensive understanding of the research topic, identify relevant theoretical frameworks, and identify research gaps that need to be addressed.

3) Research Methodology

This section provides a detailed explanation of the research design, population and sample, data collection techniques, and data analysis techniques used in the study. The author explains the steps taken to collect and analyze data according to the chosen research approach, whether it is quantitative, qualitative, or R&D.

4) Research Findings

The findings section presents the collected data and relevant analysis results in relation to the research questions. Data can be presented in the form of tables, graphs, or clear and structured narratives. The author provides interpretations of the research findings and connects them with the theoretical framework reviewed earlier.

5) Discussion

The discussion section is used to explain and interpret the research findings. The author discusses the research findings by comparing them with previous studies and considering relevant practical implications. The aim of the discussion is to uncover the meaning of the research findings, connect them with existing theories, and present significant findings.

6) Conclusion and Recommendations

In this section, the author presents the conclusions based on the research findings discussed earlier. The conclusions are the answers to the research questions. Additionally, the author provides practical recommendations that can be used as suggestions for the application of the research results.

In conclusion, a well-structured thesis includes crucial sections such as introduction, literature review, research methodology, research findings, discussion, and conclusion with recommendations. These sections collectively contribute to the clarity, comprehensibility, and effectiveness of the research document. Each segment serves a distinct purpose, ranging from setting the research context and reviewing existing literature to presenting findings, interpreting results, and providing practical recommendations for implementation. An organized thesis layout enhances the communication of research insights and findings to the intended audience.

c. **Thesis Process**

The process of writing a thesis involves a series of steps which must be followed systematically. The following is a complete description of the thesis writing process:

1) Topic Selection

The initial stage is to choose a thesis topic that is relevant to the field of study and the author's interests. Authors can conduct literature reviews, discuss with supervisors, or pay attention to current issues in the author's field of study. This is based on (Booth, 2008)

2) Preparation of Thesis Proposal

Based on (Bolker, 1998) after choosing a topic, the author needs to prepare a thesis proposal that explains the research

background, objectives, methodology, and expected results. This proposal will be submitted to the supervisor for approval.

3) Literature Review

The author needs to conduct a comprehensive literature review related to the author's research topic. Gather relevant scientific journals, books, articles, or other theoretical sources. This literature analysis will help build a theoretical framework and identify knowledge gaps that can be filled by the author's research, this is based on (Machi, 2016).

4) Design of Research Methods

After having a good understanding of the research topic and relevant literature, the author needs to design a suitable research method. Determine the research approach, population and sample, data collection instruments, and data analysis techniques to be used. This is the opinion of (Creswell, 2014).

5) Data Collection and Analysis

This stage involves collecting data according to the research method that has been designed. Data can be obtained through surveys, interviews, observations, experiments, or secondary data analysis. After data collection is complete, the author will analyze the data using a method that is in accordance with the author's research objectives, this is by (Creswell, 2014).

6) Thesis Writing

After analyzing the data, the author will write a thesis based on the structure determined by the author's institution. Thesis generally consists of an introduction, literature review, methodology, research results, discussion, conclusions, and bibliography. Make sure to follow the writing style prescribed by the author's institution or department, this is based on (Eco, 2015).

7) Revision and Refinement

       After the writing of the author's thesis is complete, the author needs to make revisions and improvements. Submit the thesis draft to the supervisor to get input and suggestions for improvement. Pay attention to the feedback provided and make necessary improvements regarding structure, writing style, data analysis, or addition of relevant information. Do this process repeatedly until the thesis reaches the expected quality level.

8) Thesis Presentation and Examination

       After the author's thesis has been revised and approved by the supervisor, the author will present the thesis writer in a seminar session or meeting with the examining team. Prepare clear and communicative presentations that include background, objectives, methodology, research results and conclusions. After the presentation, the author will answer questions and a question and answer session with a team of examiners who will evaluate the author's understanding of the research and the contributions the author has made.

9) Thesis Submission

       After successfully passing presentations and examinations, the author will submit a final copy of the thesis to the relevant department or faculty according to the needs of the institution. Be sure to meet all format, structure and style requirements set by the institution.

    In conclusion, writing a thesis involves systematic steps: selecting a relevant topic, preparing a proposal, conducting literature review, designing research methods, collecting and analyzing data, writing the thesis, revising it, presenting and defending it, and finally submitting the approved document. This process ensures a well-structured, high-quality thesis that contributes to the field of study.

In the process of writing the thesis, there are several parties involved. The following are the parties that are generally involved in the process of writing the thesis:

1) Students as Researchers

Students are the main actors in thesis work. They conduct research, collect data, analyze data, write thesis, and present research results.

2) Supervisor

The supervisor acts as a facilitator and adviser during the thesis work process. They provide academic guidance, research methodology directions, input regarding thesis content, and provide feedback that helps students develop their research.

3) Examiner Lecturer

The examiner's duty is to evaluate and test the thesis that has been written by students. They were involved in the thesis presentation session and question and answer session. These examiner lecturers usually have expertise in fields relevant to student research topics.

4) Librarian

Librarians or library staff can assist students in finding relevant literature sources. They have knowledge of databases, scientific journals, and other sources of information that can assist students in library research.

5) Departments or Faculties

Departments or faculties in tertiary institutions have an important role in managing and supervising the process of writing a thesis. They set guidelines and requirements that must be complied with by students in writing their thesis.

In conclusion, when writing a thesis, different people play important roles. Students are researchers who collect and

analyze data, while supervisors guide and advise them. Examiner lecturers evaluate the thesis during presentations, and librarians help find sources. Departments or faculties oversee the process and set rules for writing the thesis.

2. **Citation**

a. **Definition of Citation**

In thesis writing, the use of citations has an important role. When writing a thesis, writers often need to include information from relevant sources to support the statements, ideas, or arguments presented. Citation is a way to acknowledge and give appreciation to the sources of information used in a thesis. Citations are used to provide complete references to sources cited or used as the basis for research. These citations are not only in the form of text or direct quotations, but also ideas, concepts, or findings that come from the other authors.

According to Pears and Shields (2020), citation is an important step in academic writing to acknowledge and provide references to the sources used. By citation, the author pays respect to the original author and ensures the validity and reliability of the information used in the writing. In addition, according to APA Style, citation is a way to show the source of information used in writing. Citation provides a complete reference to the author, title, and year of publication of the source. By quoting, the author acknowledges the contribution of the original author and allows the reader to access the source for further reading. In addition, according to MLA Style, citation is a way to identify and provide references to sources used in writing. By including a citation, the author provides information about the author, title, and relevant publication sources. This helps readers to verify and gain access to these resources.

Based on the definition above, it can be concluded that citation is an important step in academic writing which is used to acknowledge and provide references to the sources used. Through citations, the author appreciates the original author's contribution, ensures the validity and reliability of the information used, and gives readers access to track and read further the sources used.

b. Citation Styles

Citation style refers to a set of rules and guidelines that determine how sources are cited and referenced in academic writing. Citation styles vary depending on the discipline or field of study, and each style has its own specific formatting rules for different types of sources such as books, journal articles, websites, and more. Below are several types of citation styles used in the academic world:

1) CMS (Chicago Manual of Style)

Chicago Manual of Style is a commonly used citation style in the fields of history, humanities, and social sciences. It provides guidelines for citing sources and creating a bibliography or reference list. The Chicago style offers two main citation systems: the notes and bibliography system and the author-date system.

2) MLA (Modern Language Association)

Modern Language Association is commonly used in the humanities, such as literature, language, and cultural studies. It provides guidelines for citing sources and creating a works cited list. In MLA style, in-text citations are typically placed within parentheses and include the author's last name and the page number(s) of the cited source. The full bibliographic information is then provided in the works cited list at the end of the document.

3) IEEE (Institute of Electrical and Electronics Engineers)

Institute of Electrical and Electronics Engineers is commonly used in the fields of engineering, computer science, and technology. It follows a numeric citation system, where sources are numbered in the order of their appearance in the text and listed in the reference list. In IEEE style, citations are indicated by a number in square brackets [x].

4) AMA (American Medical Association)

American Medical Association is commonly used in the field of medicine and healthcare to provide accurate references and citations. In AMA style, citations are numbered and appear as superscript numbers within the text. The corresponding full citations are then listed in numerical order in the reference list at the end of the document.

It can be concluded that citation styles are sets of guidelines governing how sources are referenced in academic writing. These styles vary by field, with unique formatting rules for different source types like books, journal articles, or websites. The CMS (Chicago Manual of Style), suitable for history and social sciences, employs notes and bibliography as well as author-date systems. MLA (Modern Language Association) is favored in humanities, relying on in-text citations and a works cited list. IEEE (Institute of Electrical and Electronics Engineers) suits engineering and tech, featuring numeric in-text citations. Meanwhile, AMA (American Medical Association), apt for medical fields, incorporates superscript numbers and numbered reference lists.

In writing thesis, the use of citations must be done carefully and follow the rules and guidelines that apply, such as the styles of citation writing above. In this research, the researcher chose the APA style as a guideline and benchmark in conducting this

research. Besides, APA Style is a standard or rule in thesis writing at UIN Mahmud Yunus Batusangkar. APA style also provides clear guidelines for quoting and referencing sources in scientific writing. APA (American Psychological Association) citation style is commonly used in the social sciences, including psychology, education, and sociology. It provides guidelines for citing sources and creating a reference list. APA style emphasizes the author-date citation system, where in-text citations include the author's last name and the publication year. The full bibliographic information is then provided in the reference list at the end of the document. Here is an example of how APA style citations are formatted:

1) Book:

Author(s). (Year). Title of Book. Publisher.

Example:

Smith, J. (2021). The Art of Fiction. ABC Publishers.

2) Journal Article:

Author(s). (Year). Title of Article. Journal Name, Volume(Issue), Page range. DOI or URL (if available).

Example:

Brown, K. (2022). The Role of Symbolism in Poetry. The Journal of Literature Studies, 10(2), 45-60. DOI:10.xxxx/xxxxxx

3) Website:

Author(s) (if available). (Year). Title of Webpage. Site Name. URL.

Example:

National Geographic Society. (2023). Climate Change and Its Impacts. National Geographic. www.nationalgeographic.com/climate-change.

It can be concluded that precise and rule-adherent citation practices are crucial when composing a thesis, as exemplified by the above-mentioned citation styles. In this study, the APA style was chosen as the guiding principle, aligned with the standards of thesis writing at UIN Mahmud Yunus Batusangkar. The APA (American Psychological Association) citation style is commonly employed in social sciences, like psychology, education, and sociology. This style underscores the author-date citation system, where in-text citations incorporate the author's last name and publication year. Comprehensive bibliographic details are then presented in the reference list. For instance, when citing a book, the format entails author(s), year, title, and publisher, as demonstrated by the example provided. Similarly, for journal articles and websites, the APA style mandates the inclusion of necessary details to ensure proper referencing.

3. **Quotation**

   a. **Definition of Quotation**

   As a researcher, the use of quotations in thesis writing is also very crucial. Apart from including the references or citations used in the thesis writing, quotations also have a special role in providing support for the arguments or opinions expressed in the thesis. Quotation in academic writing refers to the direct and precise use of the words, phrases, or sentences from an original source cited in the writing. Quotation is used to provide support or describe the views expressed by other authors.

   According to Notoatmodjo (2012), quotation is the direct use of words or sentences from the original source in writing, by including quotation marks around the quotation. Quotation is used to strengthen arguments or opinions that are being conveyed by the author. In addition, according to Agungpriyono (2017), quotation is the use of words, phrases, or sentences directly from

sources cited to provide evidence or references that support arguments or statements in writing. Quotation must be quoted correctly and accurately in accordance with the applicable rules for writing quotations. In addition, according to APA Style, quotation is the direct use of words, phrases, or sentences from an original source that are precisely cited in the text. Quotation in APA Style must be enclosed in double quotation marks (" ") and include the author, year of publication, and page number (if available) of the cited source. The purpose of using quotations in APA Style is to provide support or describe the views expressed by other authors with accuracy and integrity.

Based on several definitions above, it can be concluded that quotation is the direct use of words, phrases, or sentences from sources cited in writing. The purpose of using quotation is to provide empirical support, illustrate the original author's perspective, or provide concrete examples in writing. Quotation must be quoted correctly and accurately in accordance with the applicable rules for writing quotations. By using quotation, the author can strengthen the arguments or statements conveyed in his writing by referring to valid and reliable sources.

b. Types of Quotation

There are two main types of quotations commonly used in academic writing, namely direct quotations and indirect quotations.

1) Direct Quotation

Direct quotation is the practice of taking exact text from an original source and incorporating it into the writing within quotation marks. According to Martin (2010), the concept of direct quotation involves using the exact same words as those in the original text. Similarly, Thomson (2008) provides a definition of direct quotation as the inclusion of an entire

phrase or sentence from a source in the writing without significant alteration. The utilization of direct quotations becomes crucial when maintaining the accuracy and integrity of the original text is desired, especially in instances where specific definitions, unique expressions, or significant opinions from the source are being referred to. However, Palmer (2012) suggests that direct quotations should be used judiciously, particularly when the information is difficult to rephrase in the writer's (or author's) own words or when the original words possess a stronger impact than a summary or paraphrase.

Based on several definitions above, it can be concluded that direct quotations play a pivotal role in academic writing by incorporating exact words from original sources. They ensure precision in conveying specific definitions, unique expressions, and significant opinions. However, the judicious use of direct quotations is advised, particularly when information is challenging to rephrase, or when the original words hold stronger impact than a summary or paraphrase. Upholding accuracy and integrity in writing remains paramount, highlighting the importance of effectively integrating direct quotations within the context of one's work.

Direct quotation in APA style is quoting words or phrases from the original source exactly as written without changing or adding them. Direct quotation is used to present important information or opinions precisely from the source cited. The division of direct quotations in APA style can be divided into two types, namely short quotations and long quotations.

a) Short Direct Quotation

Short direct quotation is a direct quote that consists of less than 40 words. In short quotations, the quotation must be placed within the text by using double quotation marks ("

") at the beginning and end of the quotation, and include information about the author, year of publication, and pages (if any) in parentheses.

Example:

"The future belongs to those who believe in the beauty of their dreams." Eleanor Roosevelt (1940)

b) Long Direct Quotation

Long direct quotation is a direct quote consisting of 40 words or more. In a long quotation, the quotation must be arranged in separate blocks without double quotes, and arranged with spaces to the left and right. Information about the author, year of publication, and pages (if any) are still included in parentheses.

Example:

> **Education is the most powerful weapon which you can use to change the world. It has the power to transform individuals, communities, and societies. Through education, we can empower people with knowledge, critical thinking skills, and the ability to contribute positively to the world around them. Smith (2010)**

2) Indirect Quotation

Indirect quotation is a way to express ideas or information from another source using the writer's own words while still reflecting the original author's concepts. As explained by Smith (2010), conveying someone's ideas in new sentences without repeating the original words is considered an indirect quotation. Similarly, Brown (2015) describes indirect quotation as a method for summarizing and conveying information from relevant sources. In the case of indirect quotation, writers take the main ideas from the source and

express them in their own writing style Johnson (2018). Indirect quotations should be used when writers want to communicate significant information from a supporting source but wish to avoid using the exact same words as in the original source. Thus, writers demonstrate understanding and personal interpretation of the material.

Based on several definitions above, it can be concluded that indirect quotation serves as a method for conveying the ideas of another source using the writer's own words, while still staying true to the original concepts presented by the author. This approach, in line with APA style guidelines, allows writers to summarize information and maintain their unique writing style, showcasing their understanding and interpretation of the material. Utilizing indirect quotations is particularly useful when writers aim to communicate significant information from supporting sources, without directly reproducing the exact wording. As such, this practice exemplifies the writer's commitment to maintaining originality and acknowledging external contributions within scholarly discourse.

For example:

Several studies have suggested a strong association between sleep quality and academic performance (Smith, 2019).

In conclusion, academic writing commonly employs two types of quotations: direct quotations and indirect quotations. Direct quotations involve using exact wording from original sources, maintaining accuracy and integrity. They provide specific definitions, unique expressions, and significant opinions, although their judicious use is advised. Direct quotations can be further divided into two types: short direct quotations, consisting of less than 40 words, and long direct quotations, encompassing

40 words or more. Short direct quotations are enclosed in double quotation marks within the text, including author, year, and page information. Long direct quotations are formatted as separate blocks, maintaining spaces and citing author, year, and page details in parentheses. Indirect quotations, on the other hand, convey source ideas in the writer's words, reflecting original concepts while showcasing personal interpretation. By summarizing information, writers maintain their unique style and uphold originality, exemplifying their understanding and acknowledgment of external contributions. Both types of quotations facilitate effective communication of source information within the context of one's work, contributing to scholarly discourse.

4. **Plagiarism**

   a. **Definition of Plagiarism**

   Plagiarism in thesis writing is an act involving the appropriation or replication of another person's ideas, text, or work without providing proper acknowledgment or references. This not only harms the thesis writer themselves but also undermines academic integrity as a whole. Plagiarism can encompass directly lifting sections of text from sources without using quotation marks, substituting only a few words, or relying on someone else's ideas without giving credit. In the academic world, integrity and originality are highly valued; therefore, it's crucial for thesis writers to consistently cite accurately and declare the sources used in their research.

   Plagiarism is a multifaceted concept that experts in the academic field have defined in various ways. According to McCabe et al. (2001), the act of plagiarism involves utilizing someone else's work, words, or ideas as if they were one's own without proper attribution. Additionally, Roig (2001) has

emphasized that plagiarism encompasses representing another person's work as one's own, which includes activities such as copying and pasting, paraphrasing, and using someone's ideas without providing the necessary credit. Furthermore, Pecorari (2003) has highlighted the notion that plagiarism extends beyond mere copying; it also involves the failure to acknowledge substantial assistance, ideas, or materials received from others.

In conclusion, plagiarism is a serious academic offense that involves using someone else's work, ideas, or text without proper attribution. It not only undermines individual integrity but also damages the overall academic integrity of the institution. Plagiarism can take different forms, from directly copying sections of text to relying on others' ideas without acknowledgment. Upholding academic honesty, originality, and proper quotation practices is essential to maintaining the credibility of research.

b. Characteristics of Plagiarism

The characteristics of a quotation that indicate plagiarism can include the following:

1) Words Conformity

If the quote is very identical to the quote from the original source without any significant changes to the wording or sentence structure, then this is most likely plagiarism.

2) No Citation of Source

If there are no quotation marks or references that include the original source of the quote, then this is an indication of plagiarism.

3) Similarity of Certain Ideas

Even though there are no identical words, the main ideas or arguments in the quotation are very similar to the original source without giving credit to the original author.

4) Extremely Long Quotes

Taking very long quotes from sources without providing adequate explanation or analysis can also indicate potential plagiarism.

5) Different Writing Style

If the writing style or language in the quote is inconsistent with other writings in the work itself, then it could be a quote from another source that is not acknowledged.

In summary, several characteristics of a quotation point towards plagiarism, serving as red flags for uncredited use of source material. These include strict adherence to the original wording and sentence structure, a lack of proper citation or quotation marks, the presence of strikingly similar ideas or arguments, excessive length without sufficient context, and a writing style or language that doesn't align with the rest of the work. These indicators collectively underscore the importance of acknowledging sources to maintain academic integrity and prevent plagiarism.

B. Review of Relevant Studies

There have been numerous research studies conducted by esteemed researchers exploring the subject of quotation practices in academic writing. The first comprehensive investigation titled "Quotation Practices in Biological Research Articles," carried out by Johnson et al. (2018) at the esteemed University of California, specifically delved into the domain of scientific writing within the field of biology. Employing the method of content analysis, the researchers thoroughly examined quotation practices employed in research articles within the biology domain. Data for this study were meticulously collected from a wide array of research articles published in reputable scientific journals in the field of biology. The empirical findings from this inquiry revealed intriguing variations in the

manner authors cited sources in their biology research articles. Some authors demonstrated a proclivity for utilizing direct quotations, whereas others preferred the employment of indirect quotations. Further examination also illuminated diverse citation styles, such as APA, MLA, and Chicago, being utilized by the researchers. These insightful discoveries underscored the indispensable necessity of cultivating heightened awareness and adherence to proper quotation practices among scientific writers in the realm of biology.

Subsequently, Thompson (2016), a distinguished researcher from the esteemed University of Cambridge, conducted a rigorous study entitled "Quotation Practices in Postgraduate Dissertations." This pioneering study endeavor focused on comprehensively analyzing the quotation practices employed in theses and dissertations composed by postgraduate students hailing from a myriad of diverse disciplines. Employing a qualitative approach, Thompson meticulously scrutinized and analyzed the textual content of postgraduate theses and dissertations spanning across various academic fields. The rich and diverse data for this investigation were sourced from a multitude of reputable universities and faculties affiliated with the prestigious University of Cambridge. The research findings unearthed an intriguing tapestry of significant variations in quotation practices observed across diverse academic disciplines. Notably, certain disciplines exhibited a predilection for utilizing direct quotations as a powerful means of bolstering their arguments, while others deftly utilized indirect quotations to succinctly present complex concepts or theories. This nuanced revelation illuminated the dynamic interplay between disciplinary nuances and quotation practices, suggesting that quotation practices often adapt to suit the exigencies of each academic field.

In a similar vein, Santoso et al. (2018) embarked on a noteworthy study titled "Quoting Practice in Economics Student Thesis Writing" conducted at the venerable Gadjah Mada University. This study undertaking specifically sought to delve into the intricacies of quotation

practices amidst the realm of student thesis writing within the esteemed discipline of economics. Employing the survey method, the researchers administered a meticulously crafted questionnaire to economics students enrolled at Gadjah Mada University. The questionnaire thoughtfully probed into the Students discerning use of quotations in the composition of their respective theses. The illuminating results from this study unveiled the prevalent tendency among economics students to judiciously employ quotations as a potent tool to fortify the theoretical underpinnings within their thesis compositions. Notably, these same quotations were adeptly leveraged to bolster research hypotheses and succinctly present an array of previous research data or findings. This fascinating revelation poignantly emphasized the indispensable role played by quotations in enhancing the persuasiveness of arguments and substantiating the veracity of research endeavors in the domain of economics.

Lastly, a remarkable study endeavor titled "Quotation Practices in Undergraduate Theses" conducted by the erudite Aisyah (2017) at the eminent University of Indonesia, embarked upon a meticulous examination of quotation practices within the realm of student final assignments. This pioneering inquiry adopted the potent method of content analysis to meticulously scrutinize and analyze the textual content within the final projects of undergraduate students across a diverse array of academic study programs. The vast array of data collected from a plethora of study programs formed the basis for the compelling findings of this research endeavor. The discerning findings highlighted the proclivity among undergraduate students to favor direct quotations over indirect ones in the construction of their final projects. Interestingly, it was observed that students frequently sourced their quotations from the venerable bastions of scientific knowledge, namely, esteemed scientific journals. This discerning choice evinced the Students propensity to buttress their arguments with quotations derived from authoritative sources, thereby accentuating the credibility and persuasiveness of their final projects.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Type and Design

In conducting this research, the type of research used was qualitative descriptive. Qualitative descriptive was used because the data to be analyzed was data in the form of theses written by english department students. According to Merriam (2009), qualitative descriptive research was research that focused on a deep understanding of phenomena in their natural context, using data consisting of written or spoken words, pictures, symbols, or objects to describe and explain those phenomena. Additionally, according to Bogdan and Biklen (2007), qualitative descriptive research was an attempt to describe, analyze, and understand phenomena by obtain data consisting of written and spoken words from people and observable behavior.

Qualitative descriptive involved collecting data through interviews, observation, or document analysis to gain a deep understanding of the context, experiences, and perceptions of research subjects. And in this research, the researcher used document analysis as a research design to describe the quotation practices found in chapter two of theses written by the 52nd graduates of the English Teaching Department of UIN Mahmud Yunus Batusangkar.

B. Data and Data Source

The research analyzed the quotation practices found in chapter two of theses written by the 52nd graduates of the English Teaching Department of UIN Mahmud Yunus Batusangkar. The primary data was the chapter two written by thesis students. This study focused on examining quotation practices, especially the forms of quotation practices

found in chapter two of theses written by the 52nd graduates of the English Teaching Department of UIN Mahmud Yunus Batusangkar.

The data source was obtained from the library of UIN Mahmud Yunus Batusangkar. The researchers collected and accessed the chapter two of theses written by the 52nd graduates of the English Teaching Department of UIN Mahmud Yunus Batusangkar.

C. Technique of Data Collection

The researchers collected data by reading and analyzing in depth the theses written by the 52nd graduates of the English Teaching Department of UIN Mahmud Yunus Batusangkar. A literature study approach was used to gain a comprehensive understanding of the practice of quotations in chapter two of these theses. Data collection was carried out in the Repository of UIN Mahmud Yunus Batusangkar, which served as the main data source for this research.

The steps taken by the researchers were as follows: First, researchers accessed the theses data from the Repository of UIN Mahmud Yunus Batusangkar. Second, researchers created a database containing details such as thesis titles, authors' names, years of writing, and research subjects. The purpose of this database was to organize and handle data in a more effective way. Third, researchers chose data that was in accordance with the focus of the research. This stage helped narrow down the data to be analyzed, thus ensuring that research findings were more precise and relevant.

D. Research Instrument

This research used a checklist as a research instrument. In document analysis, this checklist was an important tool to help the researcher ensure that the data had been checked and all important criteria were recorded in the documents being analyzed. This checklist was designed to ensure that

the analysis process was carried out in an organized and thorough manner, avoiding the possibility of missing relevant information.

The researcher made a checklist that listed certain criteria that the researcher wanted to check in chapter two of the thesis, such as the forms of quotations used and the frequency of quotations used. This checklist was an important guide during the analysis process. The researcher then read and analyzed each chapter two of the thesis based on the checklist, noting the relevant information.

E. **Checking Data Trustworthiness**

In this research, data analysis was not done just once, but was done repeatedly to get richer and more comprehensive insights. Therefore, in this study, the researcher used an analytical technique many times or analyzed data repeatedly, which was called iterative analysis. Repeated analysis in qualitative research involved cycles of repeated analysis.

The researcher carried out the initial analysis phase, then assessed the results, reflected, and then continued further analysis with a more in-depth approach. This technique allowed the researcher to have a deeper understanding of the 21 english student theses studied, clarified findings, identified new patterns, and presented important information that may have been missed in the early stages of analysis. Thus, iterative analysis was a suitable technique used in this study to ensure the accuracy, validity, and depth of interpretation of the results of data analysis.

F. **Technique of Data Analysis**

In this research, the content analysis technique was used to analyze quotation practices in the theses. The steps in the content analysis of this research were as follows:

1. Data Reduction

The process of selecting, focusing, reducing, abstracting, and changing existing data from written records in the field was known as

data reduction. At this stage, the researcher reduced the amount of data to be analyzed. This was done by detailing the documents and identifying the quotations that appeared in chapter two. The researcher used a coding system to identify the various forms of quotation practices found.

2. Data Display

After the data was reduced, the next step was to display it. In qualitative research, data could be presented in the form of short descriptions, charts, correlations between categories, flowcharts, and so on. Display meant organized information that led the writer to draw conclusions. Presentation of data was displayed based on research focus. After data reduction, the data that had been identified was displayed systematically. Researchers could make tables or charts that showed information about the forms of quotation practice and their frequency in chapter two of english student theses.

3. Conclusion Drawing

After reducing and displaying the data, the researcher drew conclusions. Based on the analysis, the researcher drew conclusions about the practice of quotations in chapter two of the english student theses.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

This chapter discussed findings of this research about quotation practices that were found in theses written by english students. The documents that were analyzed in this research were chapter two theses written by graduates of the 52 students department in english at UIN Mahmud Yunus Batusangkar. The researcher found 21 student theses, which were collected in softcopy form. After collecting all the data, the researcher then coded the data based on the research instrument, and then found, identified, and analyzed the quotation practices found in chapter two of the english student theses.

Based on data analysis, the researcher used APA styles as a guide and reference in analyzing the quotation practices that occurred in english student theses. Based on the data analysis, three forms of quotation practices were found in english student theses they are proper quotation, improper quotation, and indicate plagiarism.

The Forms of Quotation Practices were found in Chapter Two of Student Theses as follows:

1. Proper quotation

Proper quotation in the context of APA style means quoting exactly according to the guidelines for writing APA style. That means following the rules for formatting, quotation marks, page number placement, and other methods of presenting quatations defined in the APA style. Based on the data analysis There are some examples of proper quatations that researchers found in chapter two of english student theses.

Cutting (2001: 38) defines that "irony is an apparently friendly way of being offensive (mock-politeness) that expresses a positive sentiment and implies a negative one", *(D21 L571 PQ)*

Based on the quotation contained in document no. 21 line 571, the quotation is a proper quotation because the author includes the author's name (Cutting), year of publication (2001), and page number (38). This is a proper quotation because it accurately follows the guidelines for quoting sources. The quotation is a direct quotation, because it uses the exact same words used in the original source based on the results of checking by turnitin. Sentences are presented correctly as short direct quotations (less than 40 words), using double quotation marks (" ") that enclose the definition.

According to Ekmekçi, (2018: 158) states that "foreign or second language learning, anxiety refers to the feeling of being very worried about the new language which is being learnt." *(D13 L123 PQ)*

The second quotation in document no. 13 in line 123 is also a proper quotation too, the author correctly quotations the author's name (Ekmekçi), year of publication (2018), and page number (158). based on checking by turnitin this is a direct quotation, accurately reflecting the original source. And the sentence is a short direct quotation, because it is less than 40 words, and the quotation above must also be enclosed in double quotation marks (" ").

According to Hamdi Hameed Yousif (2009), haiku is a "Japanese poem form with three lines of five, seven, and five syllables each, totaling seventeen syllables." *(D20 L178 PQ)*

Similar to the previous quotation example, in the third quotation, in document no. 20 at line 178 is the right quotation because it includes the author's name (Hamdi Hameed Yousif), year of publication (2009), and even though there is no specific page number mentioned, it still includes the source correctly. This is a direct quotation that exactly reproduces the original source. These sentences are short direct quotations (less than 40 words) enclosed in double quotation marks (" ").

Kennedy et al. (2007: 21) states that learning outcomes are statements about what students are expected to know, understand, and/or can demonstrate after the completion of a learning process. *(D9 L20 PQ)*

For the fourth quotation in document no. 9 line 20 is an indirect quotation because based on the results of checking turnitin the author conveys the same idea as the original source without using the same words. That is a paraphrased statement. And the quotation is also accompanied by a complete reference by including the author's name (Kennedy et al.), year of publication (2007), and page number (21). Because it is an indirect quotation, no double quotation marks (" ") are used in the sentence.

According to Vissanastri (2019:65) perceptions of the school's image can be defined as the process of how a student receives information, selects, organizes, and interprets information about the school to create a meaningful overall picture of it.*(D1 L20 PQ)*

Similar to the previous quotation, the quotation found in document no. 1 line 20 is an indirect quotation, because the author paraphrases the original author's statement without using the exact

same words as the original source. References are also complete, including the author's name (Vissanastri), year of publication (2019), and page number (65). Because it is an indirect quotation, no double quotation marks (" ") are used in the sentence.

2. **Improper quotation**

Improper quotation refers to a quote that does not comply with the guidelines or writing rules set forth in the APA style. This could include errors in quatation formatting, incorrect quotation marks, incorrect page numbering, or neglect of other guidelines regarding the use of quatations. Based on the data analysis, researchers discovered instances of improper quotations in chapter two of English student theses.

Wardaugh (2006:88) states that "people are nearly always faced with choosing an appropriate code when they speak." *(D6 L83 IPQ)*

Based on the data analysis, researchers observed a particular issue with the first quotation present in document no. 6 at line 83. This particular quotation is improper quotation due to its lack of adherence to proper formatting guidelines. While the essential information, such as the author's name (Wardaugh) and the year of publication (2006), is included, there is a significant flaw in the presentation of the quotation. The researchers found that the quotation, although a short direct quotation, does not comply with the established guidelines for quoting sources. In academic writing, it is crucial to accurately present direct quotations from external sources. One of the fundamental formatting rules for direct quotations is the use of double quotation marks (" ") to clearly indicate that the words are taken verbatim from the original source. This serves as an acknowledgment to the original author and ensures the integrity of the research findings.

> According to Eka (2018: 10) writing is a way to product language that comes from our thought. By using writing, we can share our idea, feeling or anything that exist in our mind. It is written on paper or a computer screen. it is influenced both by personal attitudes and social experiences that the writer bring to writing and the impact of the particular political and institutional context. *(D13 L22 IPQ)*

The second quotation is contained in document no. 13 line 22 is an improper quotation, the quotation does not follow the proper format for a direct quotation. Turnitin detects that all the words in the quotation above are taken directly without paraphrasing, even though they contain important information such as the author's name and year of publication. However, the format of writing does not match the format of writing direct quotations of more than 40 words. the quotation itself is too long and should be presented in a separate block format. According to the APA style guidelines for long direct quotations, they must be separated from the main text, indented on both sides, and not enclosed in double quotation marks. This formatting practice improves readability and differentiates long quotations from regular text, ensuring a clear visual separation for the reader.

> According to Francis in Sajidin (2013), developing life skills is believed to produce the following effects: lessened violent behavior; increased pro-social behavior and decreased negative, self-destructive behavior; increased the ability to plan ahead and choose effective solutions to problems; improved self-image, self-awareness, social and emotional adjustment; increased acquisition of knowledge; improved classroom behavior; gains in self control and sociability; better handling of interpersonal problems and coping with anxiety; and improved constructive conflict resolution with peers, impulse control and popularity. *(D20 L109 IPQ)*

Similar to the previous quotation, the third quotation found in document no. 20, line 109 is considered an improper quotation. The reason is that it fails to follow the appropriate format for a direct quotation, according to Turnitin's analysis. Despite containing crucial information, such as the author's name and year of publication, the quotation is directly copied without any paraphrasing. Furthermore, the writing format does not align with the guidelines for direct quotations exceeding 40 words. To comply with the APA style guidelines, long direct quotations should be formatted differently. They should to be presented in a separate block format, distinct from the main text, with indentation on both sides. Additionally, they should not be enclosed in double quotation marks. This prescribed formatting practice is designed to enhance readability and create a clear visual distinction between long quotations and regular text.

Written by Hazqa (2016) "perception is a process of how a person is selecting, organizing and interpreting information inputs and the existing experiences and then interpreting them to create the whole description means." *(D1 L16 IPQ)*

Similar to the first example, the fourth quotation, located in document no. 1 at line 16 is considered an improper quotation due to its failure to adhere to proper formatting guidelines. Although the quotation includes vital details such as the author's name (Hazqa) and the year of publication (2016), there is a significant flaw in its presentation. Based on Turnitin's analysis, researchers discovered that the quotation, despite being a short direct quotation, does not conform to the established guidelines for citing sources accurately. In academic writing, it is essential to precisely present direct quotations from external sources to maintain credibility and academic integrity. One of the fundamental rules for formatting direct quotations is the use of

double quotation marks (" ") to indicate that the words are taken verbatim from the original source. This practice serves as proper acknowledgment to the original author and ensures the integrity of the research findings.

"A Morpheme is the smallest unit of a language system which has meaning" (Wynne, 2010, p. 4). *(D4 L190 IPQ)*

Similar with the previous instance, the fourth quotation found in document no. 4, line 190 is considered improper due to its failure to follow correct formatting guidelines. Although the quotation includes essential details such as the author's name (Wynne) and the year of publication (2010), there is a significant issue with its presentation. According to Turnitin's analysis, researchers detected that the quotation, even though it is a short direct quotation, does not comply with the prescribed guidelines for accurately quoting sources. In academic writing, it is crucial to precisely represent direct quotations from external sources to maintain credibility and uphold academic integrity. One of the primary rules for formatting direct quotations is to enclose the words within double quotation marks (" ") to indicate that they are verbatim from the original source. This practice serves as proper attribution to the original author and ensures the research findings' integrity.

3. Indicate plagiarism

Plagiarism is the act of taking or using another person's work, ideas or writing without giving proper credit or without mentioning the source. This involves claiming or presenting someone else's work as one's own. As a researcher, it is important to emphasize that plagiarism is a serious violation of research and academic ethics.

Code is a symbol as a system of expression used to communicate by two or more speakers. Speakers use communicative codes in their attempts (linguistic or paralinguistic) to communicative with other language users. *(D6 L99 IP)*

Based on the results of Turnitin's analysis, the first quote found in document number 6 at line 99 appears to indicated plagiarism since it replicates sentences directly from the original source without appropriate referencing. The author fails to acknowledge the origin of the information, which constitutes a breach of academic integrity. The absence of proper attribution may lead to the perception that the author is claiming someone else's work as their own.

Blended Learning is a combination of face-to-face learning process with e- learning learning that can be carried out anywhere, anytime and by anyone. The combination of face-to-face learning and e-learning is carried out in harmony, coherence and ideal. *(D9 L322 IP)*

The second quotation also indicates plagiarism, based on the results of Turnitin's analysis, it is evident that the second quotation, located in document number 9 at line 322, exhibits signs of plagiarism. The presence of copied sentences without appropriate attribution to the original source raises significant concerns about the author's failure to acknowledge the work of others properly. Plagiarism undermines academic integrity and erodes the credibility of the research.

Exposure to English language is something learners run into in their everyday life. Interest and motivation are essential factors when it comes to language learning, but one should distinguish between

reward and work when bringing different types of media in the classroom. *(D14 L497 IP)*

Similar to the previous quotations, the third quotation found in document number 14 at line 497 is also indicates plagiarism as it presents ideas without proper attribution to the original source. Failing to cite the source correctly can be seen as an attempt to claim someone else's ideas as their own, which is a serious violation of academic ethics.

Maxim is a statement that should be truthful. In short, maxim can be understood as the rule of conversation that should be obeyed during the conversations. It is necessary to make the successful communication in order to make the content of the communication itself makes sense in taking the inference, Maxim itself can lead the good conversation and avoid the misunderstanding. *(D21 L262 IP)*

In the fourth quote, the author again copies content from other sources without giving proper credit. This kind of plagiarism is a serious mistake in academic writing and can have a detrimental effect on the author's reputation.

A professional researcher is always aware of the limitations of the methods used in a study and any possible criticisms that might be made of the study by other researchers or practitioners. *(D18 L206 IP)*

Even though the fifth quote is a general statement, if the author does not provide proper references or acknowledgment, this will also be considered as plagiarism. In research and scientific writing, it is important to always cite sources properly to credit the contributions of the original authors.

B. Discussion

The research findings presented in this research shed light on the quotation practices found in theses written by English students at UIN Mahmud Yunus Batusangkar. The analysis focused on chapter two theses, and a total of 21 student theses were collected and analyzed. The researcher utilized APA style as a guide and reference in analyzing the quotation practices in these theses, resulting in the identification of three forms of quotation practices: proper quotation, improper quotation, and indicate plagiarism.

The analysis revealed that proper quotations were utilized in some instances in the English Students theses. In a proper quotation, the author's name, year of publication, and page number are accurately included, adhering to the guidelines of APA style. The identified examples of proper quotations were presented both as direct quotations and indirect quotations, appropriately using double quotation marks for direct quotes and paraphrasing when necessary. Proper quotation practices demonstrate the Students understanding of APA style guidelines and their ability to accurately reference and credit the original authors.

On the other hand, the analysis also brought to light instances of improper quotation in the English Students theses. Improper quotations occurred when the students did not adhere to the guidelines of APA style correctly. These errors included missing double quotation marks for short direct quotations, improper formatting of long direct quotations, and failing to include the necessary information such as the author's name, year of publication, and page number. Such improper quotation practices indicate a lack of attention to detail and a misunderstanding of the proper format for quoting sources in academic writing.

The most concerning finding in the analysis was the presence of quotations that indicated plagiarism. In these instances, the students directly copied sentences or ideas from the original source without

providing proper references or acknowledgments. Plagiarism is a serious academic offense that undermines the integrity of research and academic writing. Failure to give credit to the original authors not only violates ethical standards but also diminishes the credibility and validity of the Students work. Proper quotation and referencing are essential to avoid plagiarism and ensure the integrity of research.

The discussion of the research findings highlights the importance of proper quotation practices in academic writing. It emphasizes the need for English students to thoroughly understand and apply APA style guidelines when quoting and referencing sources. Proper quotation practices not only demonstrate the Students academic competence but also contribute to the credibility and integrity of their research. To improve quotation practices and avoid plagiarism, English students should receive proper training and guidance on APA style guidelines. Institutions should also implement effective plagiarism detection measures to ensure academic integrity and uphold ethical standards in research and writing. By cultivating a culture of academic honesty and responsible research practices, students can develop the necessary skills and knowledge to produce high-quality and ethically sound academic work.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings, three forms of quotation practices were identified in the theses written by English students at UIN Mahmud Yunus Batusangkar: proper quotation, improper quotation, and indicate plagiarism. A total of 21 student theses were analyzed using APA style guidelines as a reference. Proper quotation practices were observed in some instances, following APA style accurately with the author's name, year of publication, and page number for direct quotations. Students demonstrated the ability to use double quotation marks (" ") for direct quotes and paraphrased when necessary.

Improper quotation practices were also found, resulting from not adhering to APA style guidelines. This led to errors in formatting, incorrect use of quotation marks, and missing essential information like page numbers. These improper quotations show a lack of attention to detail and a misunderstanding of proper quotation rules. The most concerning finding was the presence of quotations indicate plagiarism. Students directly copied sentences or ideas from sources without proper references or acknowledgments. Plagiarism is a serious ethical violation that undermines the credibility of the Students work. Proper quotation and referencing are essential to avoid plagiarism and uphold research integrity.

B. Suggestion

Based on the result of the research, the researcher give some suggestions as follows:

1. Lecturer

Based on the result of this research, the researcher recommends to the lecturer to provide comprehensive training and guidance on APA

style guidelines to English students. Lecturers can conduct workshops or seminars on proper quotation practices, highlighting the importance of accurate referencing and avoiding plagiarism. Lecturers should provide timely feedback to students on their thesis writing, particularly focusing on quotation practices. Correcting any improper quotations and explaining the correct format can help students improve their quotation skills.

2. English Student

The researcher suggest that, Students can be encouraged to use quotation management tools such as EndNote, Zotero, or Mendeley to facilitate proper quotation and referencing. These tools can help students organize and format their references according to APA style guidelines.

3. Further Researcher

For next researchers, the researcher suggests analyzing more about the quotation practices that usually occur in Students academic papers or in their research essays.

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APPENDICES

Appendix 1 : Analysis Guidance

Table 1
Guidances Used in Analyzing Quotations in Student Theses

No	Forms of Quotation	Definitions	Indicators
1	Proper Quotation	Proper quotation in the context of APA style means quoting exactly according to the guidelines for writing APA style. That means following the rules for formatting, quotation marks, page number placement, and other methods of presenting quatations defined in the APA style.	➢ Direct quotations must use the exact words used in the original source ➢ Short direct quotations (less than 40 words) can be inserted directly into the text and enclosed in double quotation marks (" ") ➢ Long direct quotations (40 words or more) must be arranged in a separate block, with spaces to the left and right, without double quotation marks ➢ Indirect quotations do not use double quotation marks (" ") ➢ Indirect quotation using the author's own words to convey the same idea as the original source (paraphrase)
2	Improper Quotation	Improper quotation refers to a quote that does not comply with the guidelines or writing rules set	➢ Do not use the exact same words used in the original source for

		forth in the APA style. This could include errors in quatation formatting, incorrect quotation marks, incorrect page numbering, or neglect of other guidelines regarding the use of quatations.	direct quotations ➢ Do not use double quotation marks (" ") for short direct quotations ➢ Not formatting as a separate quote block for long direct quotes ➢ Use double quotation marks (" ") for indirect quotations ➢ Do not use the author's own words to convey the same idea as the original source (paraphrase) for indirect quotations
3	Indicate Plagiarism	Plagiarism is the act of taking or using another person's work, ideas or writing without giving proper credit or without mentioning the source. This involves claiming or presenting someone else's work as one's own.	➢ Using ideas, theories, other people without providing proper references. ➢ Paragraphs or sentences taken from the original source are copied directly without any significant changes or adjustments.

Appendix 2 : Data Reduction

<div align="center">

Table 2
Quotations Found in Chapter Two of Student Theses

</div>

Codes	Quotations
D1	• Based on Christianto (Guntara, 2020) can be simply defines as anopinion or belief which is held by people on how they see something.
	• Written by Hazqa (2016) perception is a process of how a person is selecting, organizing and interpreting information inputs and the existing experiences and then interpreting them to create the whole description means.
	• According to Vissanastri (2019:65) perceptions of the school's image can be defined as the process of how a student receives information, selects, organizes, and interprets information about the school to create a meaningful overall picture of it.
	• Based on Lestari et al (2020) perceptions of learning highly correlated with students' assessment of the instruction than differences in pre- and post-test scores.
	• According to Tomlinson (1998) materials areconsidered anything which is used to help language learning (Irfan, 2014:61).
	• As stated by Diyanti (2016:882) The term ‗materials' in this discussion refers to anything used to facilitate language learners to learn that can be in the form of a textbook, a workbook, a video, a newspaper or any other that presents the language use.
	• Based on Nurhaliza (2019:8) materials can be anything which is used by

Comment [T1]: D1 L12 PQ

Comment [T2]: D1 L16 IPQ without quotation mark

Comment [T3]: D1 L20 PQ

Comment [T4]: D1 L24 PQ

Comment [T5]: D1 L146 PQ

Comment [T6]: D1 L150 PQ

	teachers or learners to facilitate language learning.
	• According to Dizza (2021:19) suggests that good materials should achieve impact, help learners to feel at ease, help learners to develop confidence, require and facilitate learner self-investment, expose the learners to language in authentic use, provide the learners with opportunities to use the target language to achieve communicative purposes, take into account that the positive effects of instruction are usually delayed, take into account that learners differ in affective attitudes, permit a silent period at the beginning of instruction, maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement, not rely too much on controlled practice and provide opportunities for outcome feedback.
	• Tomlinson (1998:9) said that Relaxed and selfconfident learners learn faster .Many learners feel relaxed and self-confident if they think that the materials they learn are not too difficult but just one step further or more difficult than they master.
	• One obvious implication for the materials developer is _to diversify language instruction as much as possible based upon the variety of cognitive styles' (Larsen-Freeman and Long 1991)
D2	• Reading is one of skills that incriminate sense and give the meaning of word .inreading skill the reader will get the meaning by word that their read by see the text. thus, reading skill is the skill that give the meaning of word (Nunan, 2005:69)
	• Reading is the process to understand the written text that needed information from the text as efficient. It means the reader will search that

Comment [T7]: D1 L153 PQ

Comment [T8]: D1 L167 IPQ
not in block format

Comment [T9]: D1 L218 PQ

Comment [T10]: D1 L311 PQ

Comment [T11]: D2 L8 PQ

their need and ignore unimportant text. the reader read the text has the information that their need. It means reading skill is the skill that has the process „of understanding text that written (Grellet,1981:3)

- Reading is a set of process that includes sensation, perception, comprehension, application and integration. The five stages of the reading process are important to build reader comprehension. Hence, reading is the process of making and getting meaning the written text (Estremera ,2018:72)

- Brown (2003:185) states that reading is a skill that teacher hopes the learners can acquire. Reading is the basic beginning skill in learning process. It is caused reading is the most essential skill to learning every subject in school. it means that teacher expect if learner can learning reading skill as simple as possible.

- Sugiarto and Sumarsono in Ghaffar (2019:83) among the problems is confusion between lowercase and uppercase letters when reading, pronunciation of unclear words and eliminating difficult words.

- Linse (2005:71), states that there are two main reasons that people read. The first is pleasure and the second is form information. Reading for pleasure give students the opportunity to choose what they want to read.

- Akinyi (2005:9), states that reading is important to consider both the ability to read words and the ability to understand their meaning and not just focus on one aspect.

- Reading comprehension is the process of increasing by managing a number of complex process such as word reading, word knowledge and

	fluency it means that like reading sentences one by one, understanding knowledge and fluency to help explain the meaning word (Klingner, et el, 2007:2)
	• Reading Comprehension is considered as one of the outstanding English skills for learners. In this skill, students are required to capture some implied and explicit information from the text by interpreting or analyzing sentences to actually get answers to questions. it means that students" reading comprehension skills are used to analyze some implied and explicit information from the text to get answers to questions in English sentences correctly(Nurjanah ,2018:254)
	• Reading Comprehension is able to decipher meaning simultaneously through the involvement of written language from the research process. It means that the process of understanding different materials quickly simultaneously through interaction and active written language (Lehr in Varita,2017:234)
D3	• As Cutlip and Center in (Afrinursalim, 2021) stated that opinion is a statement about attitudes regarding certain controversial issues. Opinions arise as a result of discussions about controversial issues that raise opinions to vary.
	• Assumpta (2005:61) also stated that opinion is synonymous with understanding freedom, openness in expressing ideas, opinions, desires needs, complaints, constructive criticism, and freedom in giving their expression.
	• Slameto (2010) also stated that opinion is a process involving the entry of messages or information into the human brain, through human perception

Comment [T18]: D2 L189 PQ

Comment [T19]: D2 L194 PQ

Comment [T20]: D2 L202 PQ

Comment [T21]: D3 L13 PQ

Comment [T22]: D3 L17 PQ

constantly in touch with the environment.

- In other words, the Zoom Cloud Meetings application is an online meeting application with the concept of Screen Sharing (Pitriana, 2020: 3).

- it is also stated wih Abdillah, & Darma in Wan Hassan et.al (2020) described Zoom as a media of face-to-face or two approaches broadcasting platform that can be used to have interaction immediately like in actual meeting head to head putting. It presents everybody the special facility to take part in meeting by using clicking a hyperlink or room wide variety.

- In line with Guzacheva (2020), Zoom is used for video conference in place of direct assembly within the classroom. it is able to be installed with devices such as computer, pc, android and smart telephone.

- assessment is how to identify the learners' needs, document their progress, and determine how the teachers are doing as teachers and planners (Jerrold, 2012).

- Assessment on the other hand, is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance (Brown, 2004).

- Johnson in (Sanjaya 2008) states he kingdom that competency as rational overall performance satisfactirily meets the goal for a favored situation.

	• Arikunto in Irhamsyah (2020), trainer made assestment is a assessment written and made with the aid of a instructor inside the school, so the validity and reliability of the tetst isn't always just like the standardiced assestment.
D4	• Writing is one of the ways to transmit thoughts or ideas to the other people and also the important skill in studying English, which need great investment from the students (Huy, 2015).
	• Ruswinarsih (2015: 12) states that ―writing is one of the best ways to improve the students' ability in mastery English as a communication tool . Writing is another way of communication and interaction among the writer and the reader.
	• According to Brown in (Ramadhani, 2020) writing needs a process of thinking, drafting, and revising that requires specialized skills, skills that not every speaker develop naturally.
	• A thesis proposal is a comprehensive plan for a research project. It is a written description of a research plan that has to be undertaken. It determines the specific areas of research, states the purpose, scope, methodology, overall organization and limitations of the study (Karanja, 2016).
	• Morphemes can be thought of as minimal units of morphology (Carstrairs-Mc Carthy, 2002, p. 143). A Morpheme is the smallest unit of a language system which has meaning (Wynne, 2010, p. 4).
	• Free morphemes are morphemes that may stand alone as a word because they have meaning (Carstrairs-Mc Carthy, 2002, p. 143).

Comment [T30]: D3 L409 PQ

Comment [T31]: D4 L17 PQ

Comment [T32]: D4 L28 PQ

Comment [T33]: D4 L43 PQ

Comment [T34]: D4 L93 PQ

Comment [T35]: D4 L189 IPQ without quotation mark

Comment [T36]: D4 L190 IPQ without quotation mark

Comment [T37]: D4 L215 IPQ without quotation mark

	• Bound morphemes are morphemes that cannot stand alone as word (Carstrairs-Mc Carthy, 2002, p. 141)
	• Bound morphemes are usually affixes. Affixes are classified according to whether they attach before (prefixes) or after the stem (suffixes), Borjars and Buridge in (Amalina, 2018)
	• The bound morphemes are also known as empty morphemes. They are also known as grammatical signals since they have the ability to influence grammar (Adeniyi, 2010).
	• A prefix is an affix that comes before the root, stem, or base (Katamba, 1993, p. 44).
D5	• Pendergast et al., (2011) stated that undergraduate and postgraduate diploma's level studying becomes a teacher.
	• Goh & Matthews, (2011) stated that student-teacher are student who take teaching internship program in one placement school, which are given the opportunity to experience their knowledge in authentic teaching and learning environment.
	• According to Lindqvist, (2019) defined student teacher as a person who still in process of education program to become a teacher.
	• Diala et al., (2014) states the student in the Faculty of Educational Sciences, who practice teaching through practicum experience in the first or second semesters of the last year of their study called student teacher.

Comment [T38]: D4 L247 IPQ without quotation mark

Comment [T39]: D4 L254 PQ

Comment [T40]: D4 L256 PQ

Comment [T41]: D4 L266 PQ

Comment [T42]: D5 L15 PQ

Comment [T43]: D5 L20 PQ

Comment [T44]: D5 L41 PQ

Comment [T45]: D5 L44 PQ

	• In addition, Jayanti, (2018) sees student-teacher are the university student who serves as teacher toapply their theory that they got in class into their practice, for example, usually to focus on maintaining a certain grade. Churchill, et.al states student-teacher is a student listed in the study program intended to fulfill requirements for employment as a teacher (Jayanti, 2018).
	• This programs is a special educational program that aims to combine study with planned and performance related to the real experience Parveen & Mirza,(2012).
	• Teaching internship programs is recognized as one of the most important aspects of teacher education Bentley-Williams et al., (2017).
	• Teaching internship program is meant to offer students with opportunities and avenues to supplement their formal learning formation with practical knowledge, competencies and attitudes, Bowen, (2013).
	• Asril et al., (2018)states teaching internship program gives advantages for student-teachers namely as guidance and consideration in teaching process.
	• Gan, 2013) states that, the positive side of this teaching internship program is that it gives sense of accomplishs to student-teachers.
D6	• According to Holmes and Wilson (2017, p. 1) found that Sociolinguistics is studying the relationship between language and society.
	• According to Wardhaugh (2010:10), there are several possible relationships between language andsociety.

Comment [T46]: D5 L47 PQ

Comment [T47]: D5 L146 PQ

Comment [T48]: D5 L148 IPQ
Without quotation mark

Comment [T49]: D5 L151 IPQ
Without quotation mark

Comment [T50]: D5 L222 PQ

Comment [T51]: D5 L245 PQ

Comment [T52]: D6 L12 IPQ
without quotation mark

Comment [T53]: D6 L33 PQ

- Masthrieet, al (2004:37) gives further explanation about bilingualism in his books, that bilingualism is used as a general term for the use of two or more languages in a society. Other writers use the term to refer to any speaker who has a reasonable degree of competence in some language other than their mother tongue. Sociolinguists agreed that bilingualism is so widespread in the world that there are probably more people in the world who are bilingual.

Comment [T54]: D6 L67 IPQ not in block format

- Wardaugh (2006:88) states that people are nearly always faced with choosing an appropriate code when they speak.

Comment [T55]: D6 L83 IPQ without quotation mark

- Nilep (2006) assumed that code is language (or variety of language). Codes merge from interaction and become relevant when parties to discourse treat them as such. In this thesis, code refers to the language that can be varied in the form such as a single word, phrases or sentences.

Comment [T56]: D6 L85 IPQ without quotation mark

- code is a symbol as a system of expression used to communicate by two or more speakers. Speakers use communicative codes in their attempts (linguistic or paralinguistic) to communicative with other language users.

Comment [T57]: D6 L99 IP without references

- Related on Ulfah (2014) defines code-switching is the alternation between two codes (language or dialects) between two people who share those particular code.

Comment [T58]: D6 L120 IPQ without quotation mark

- Thelander in Chaer & Agustina (2010, p.115) state that codeswitching is the use of two language (or more) by a speaker in the same communication event.

Comment [T59]: D6 L126 PQ

- Code switching is the use of two languages or more in a conversation,

	using two or more languages is conducted among other reasons due to the lack of information on one of the language being used is or simply to clarify and many other factors are the background for the occurrence of the phenomenon stated by Qonaatu (2018).
	• According to Toribio and Bullock in Qonaatu (2018) said that all speakers, monolinguals, or bilinguals are capable of shifting between the linguistic registers and the dialects they command and, as such, there are parallels that can be drawn between monolingual and bilingual language use.
D7	• Vocabulary is very important to be mastered by students in order to understand language to be able to understand other people speech and express our ideas , necessary for vocabulary mastery (Susanto, 2017: 183).
	• Vocabulary can be defined as words we must know to communicate effectively words in speaking (expressive vocabulary) and words in listening (receptive vocabulary) state by Neoman in (Alqahtani, 2015: 24).
	• Vocabulary defines as the total number of words in a language or vocabulary is a list of words with their meanings, Hornby in (Alqahtani, 2015:24).
	• vocabulary is the knowledge of words and word meanings state by Diamond in (Alqahtani, 2015: 24).
	• Vocabulary is important for language learners to master because it helps form sentences and express themselves in a meaningful way, without

Comment [T60]: D6 L133 IPQ Not in block format

Comment [T61]: D6 L156 PQ

Comment [T62]: D7 L11 PQ

Comment [T63]: D7 L14 PQ

Comment [T64]: D7 L17 IPQ without quotation mark

Comment [T65]: D7 L19 IPQ without quotation mark

	vocabulary nothingcan be conveyed (Masita, 2020: 129).
	• Blended learning is the use of a mixture of theories, methods,and technology to enhance learning in specific contexts Cronje in (Sri Andriyani, 2021 : 18).
	• Blended learning is a mixture of the various learning strategies and delivery methods that will optimize the learning experience of the user Kurtus in (Istiningsih & Hasbullah, 2015).
	• According to Dabbagh in (Hasbullah, 2015) online learning is an open learning environment, learning uses internet and web-basedtechnologies to facilitate the learning process and build meaningful knowledge.
	• According to Bueno et al., (2006) "Speaking is one of the most difficult skills language learners have to face."
	• Macintyre et al., (1998) Willingnessto speak is defined as "readiness to enter into discourse at a particular time with a specific person or persons using a language second.
D8	• According to Brown (2001) describes the term of interaction as the heart of communication, it is what communication is all about.
	• Dagarin (2004) defines classroom interaction is an interaction between teacher and students in the classroom where they can create interaction at each other.
	• Saputra (2019) states the classroom interaction is collaborative exchange of thought, feeling, or ideas between two or more people resulting in

Comment [T66]: D7 L47 IPQ without quotation mark

Comment [T67]: D7 L295 IPQ without quotation mark

Comment [T68]: D7 L327 PQ

Comment [T69]: D7 L485 PQ

Comment [T70]: D7 L383 PQ

Comment [T71]: D7 L438 PQ

Comment [T72]: D8 L8 PQ

Comment [T73]: D8 L16 IPQ without quotation mark

reciprocal effect on each other in other ways the action performed by the teacher and the students during instruction interrelated.

- Chaudron (1998) classroom interaction covers classroom behaviors such as turn-taking, questioning and answering, negotiation of meaning and feedback.

- According to Ellis and Yamazaki (1998) Teacher talk is the language typically used by the teacher in their communication.

- According to Harahap et al., (2015) Speaking is one of four language skills which needs to be mastered by students. It is an important skill because in speaking, someone is able to say what he/she wants to express.

- Aufah et al., (2021) defines Speaking is the way to make communication or interaction with other people. Speaking is an active or a productive skill.

- Brown (2004) states that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker‟s listening skill, which necessarily compromises the reliability and the validity of an oral production test.

- Bahadorfar & Omidvar (2014) say that speaking skills can be categorized as good speaking skill when the listener can understand the words produced by the speaker.

- Rao (2019) says speaking skill is the most important skill to acquire

Comment [T74]: D8 L20 PQ

Comment [T75]: D8 L24 PQ

Comment [T76]: D8 L77 PQ

Comment [T77]: D8 L174 PQ

Comment [T78]: D8 L184 IPQ without quotation mark

Comment [T79]: D8 L193 PQ not in block format

Comment [T80]: D8 L200 IPQ without quotation mark

	foreign or second language learning.
D9	• According to Adam, S. (2015: 5), learning outcomes are writtenstatements of what a successful student/student is expected to do at the end of a module/course unit, or qualification.
	• Ismail, N. M., & Sharma (2012) explains that learning outcomes are a general part of the orientation of learning objectives where this learning approach can support independent learning for students.
	• Kennedy et al. (2007: 21) states that learning outcomes are statements about what students are expected to know, understand, and/or can demonstrate after the completion of a learning process.
	• According to Angell in Sari, R. A. (2016: 11), perception is sense awareness. In other words, perception is the way student think about things around them.
	• Sarlito in Nurlailah (2010:23) state that perception is the ability of individuals to distinguish, group, focus or the ability to organize observations.
	• Rakhmat (2011: 50) defines perception is an experience about an object, event, or a relationship that is obtained by concluding information and interpret message.
	• Santosh (2013)define that Blended Learning is a formal education program in which a student learns at least in part through online delivery of content and instruction with some element ofstudent control over time, place, path, and/or pace.

Comment [T81]: D8 L348 IPQ without quotation mark

Comment [T82]: D9 L6 PQ

Comment [T83]: D9 L12 PQ

Comment [T84]: D9 L20 PQ

Comment [T85]: D9 L156 IPQ without quotation mark

Comment [T86]: D9 L171 IPQ without quotation mark

Comment [T87]: D9 L175 PQ

Comment [T88]: D9 L301 IPQ without quotation mark

	• Melbourne (2012) define Blended learning that combines teaching and learning methods from both of face-to-face, mobile and online learning and that it includes elements of both synchronous and asynchronous online learning options.	**Comment [T89]:** D9 L304 PQ
	• Blended Learning is a combination of face-to-face learning process with e- learning learning that can be carried out anywhere, anytime and by anyone. The combination of face-to-face learning and e-learning is carried out in harmony, coherence and ideal.	**Comment [T90]:** D9 L322 IP without references
D10	• According to Ali (2013), errors are useful resource for determining a learner's learning approach, and they can be found in the learners' output.	**Comment [T91]:** D10 L12 IPQ without quotation mark
	• Dulay et al (1981) said that "Addition is a type of errors which are characterized by the presence of item which must not appear in a well-formed utterance."	**Comment [T92]:** D10 L60 PQ
	• Dulay et al. (1982) said that "Misordering is characterized by the incorrect placement of a morpheme or group of morpheme in an utterance."	**Comment [T93]:** D10 L75 PQ
	• Brown (2000) states that errors made by learner can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners' errors.	**Comment [T94]:** D10 L116 PQ
	• According to Utami (2020) writing is a process of thinking of students in producing an idea in written form .	**Comment [T95]:** D10 L142 IPQ without quotation mark
	• Sapkota in Harris (2014) writing is an activity of putting down the	

	graphic symbols which has a function to present a language in order to convey some meaning so that the reader can grasp the information which the writer has tried to convey.
	• Nunan in Sulawazo (2004) writing is the process of thinking about how to express ideas into good writing, and put clearly.
	• Leo in Husna (2018), he states that writing as a process of expressing ideas or thought in words could be done at leisure time.
	• Koppenhaver in Wood (2008) said that writing to write involves complex thinking that must integrate several components including topic themes, word choice, organization, purpose, audience clarity, sequence cohesion, and transcription.
	• according to Sadler in Wood (2008) said that bad writers usually show major errors at two levels, namely copying with grammar, spelling, punctuation, and handwriting (lower level) and generating ideas, sorting content and revising (lower level) (tall level).
	• Ngabut (2013) said that there are many common mistakes that students face when they are instructed to write a text.
D11	• This is in accordance with what was stated by Hamdani that teaching materials are all forms of material that are systematically compiled by educators in carrying out the learning process to assist in teaching and learning activities, thus creating an environment or atmosphere for students to learn (Hamdani, 2010).
	• Teaching materials are all forms of materials used to assist the learning

Comment [T96]: D10 L144 IPQ without quotation mark

Comment [T97]: D10 L148 IPQ without quotation mark

Comment [T98]: D10 L150 PQ

Comment [T99]: D10 L241 PQ

Comment [T100]: D10 L248 PQ

Comment [T101]: D10 L253 PQ

Comment [T102]: D11 L45 PQ

process, which are systematically arranged, both written and unwritten (Ulya & Sidqi, 2020).

- Teaching materials are resources that teachers use to convey information. Every teacher needs tools to help them deliver learning to students (Linda & et all, 2018).

- The definition of media according to Iswari (2017) is that learning media are all forms of tools to help teachers in the teaching and learning process in order to make it easier for students to understand the material.

- This online and offline learning media is a learning media that causes direct interaction with material information sources to increase students' curiosity, interest, creativity, and motivation to build open interpersonal communication (Arnesi & K, 2015).

- The media is a facilitator to facilitate the teaching and learning process (Bolla, 2014).

- The use of electronic media is able to make the learning process more interesting, interactive, and can be used anywhere and anytime (Perdana & et all, 2017).

- This is in line with what was stated by Maharal, Dageng, &Kuswandi (2016) that a module is a teaching material that is programmed and created automatically to make it easier for students to understand lessons inorder to achieve learning objectives.

- The e-module is designed so it is equipped with pictures, animations, and exercises that can provide instant feedback so that they know which

	pages they do notunderstand (Dewi & et all, 2022). • A teaching material is a learning tool or tool that contains learning, methods, limitations, and methods of systematic and interesting evaluation made in order to achieve a goal, namely the achievement of competence with all its complications (UZ, Haryono, & Sri Wardani, 2019).
D12	• According to Rao & Narayan in Unumeri, (2009:19) perception is the process which people select, organizing, and interpret sensory stimulations to be important information about their work environment. • According to Rakhmat in Agung et al., (2020:227), Perception is an experience that can be in the form of objects, events, and relationships obtained by resuming information and interpreting messages. • Online teaching is conducting a course in part or in full over the internet either on the Web or via a mobile app which allows one to manipulate elements of an online course (Ko & Rossen, 2017:3). • online teaching is defined as is a form of education that uses the Internet to convey some form of instruction to a learner or the learners is separated by time and or distance (Dempsey & Van Eck in Naah, 2020:1650). • Online teaching is a new way of giving lesson to adistant leaners over the internet (Khan in Bazan, 2016:2). • Online teaching is an online learning method or is done through an internet network (Ahmad, 2020:24).

Comment [T110]: D11 L152 IPQ without quotation mark

Comment [T111]: D11 L155 PQ

Comment [T112]: D12 L13 IPQ without quotation mark

Comment [T113]: D12 L19 IPQ without quotation mark

Comment [T114]: D12 L153 PQ

Comment [T115]: D12 L165 PQ

Comment [T116]: D12 L168 IPQ without quotation mark

Comment [T117]: D12 L169 IPQ without quotation mark

	• WhatsApp is an online smart phone application which provides users various ways of communication such as group talks, individual chats or WhatsApp calls and enables them to share simple texts, multimedia files, contact numbers or even sharing the location (Noyan & Kocoglu, 2019:2).
	• Zoom is a leader in modern enterprise video communications, with an easy and reliable cloud platform for video and audio conferencing, collaboration, chat, and webinars across mobile, desktop, telephone and room systems (Guzacheva N & Orchid, 2020:258).
	• Zoom is a web-based tool that enables collaboration between individuals and groups through video conferencing, video and audio calls, instant and persistent messaging, and file sharing (Taylor et al., 2017:2).
	• Factor Internet is a factor that many hinder online teaching as Internet speed also affects students in access requests for online learning activities (Nissa, 2020:7).
D13	• Klein in Eka (2018: 9) explains that writing is the ability to put pen and paper to express ideas through symbols, this way, representations on the paper will have meaning and content that could be communicated to other people by the writer.
	• Jayanti (2019: 74) defines writing is media of communication that can help us to have good socialization; we can express our idea, feeling, and our opinion through written language. Through writing activity, we can develop our thinking knowledge, and our ability in English such as grammar and vocabulary.

Comment [T118]: D12 L225 PQ

Comment [T119]: D12 L236 PQ

Comment [T120]: D12 L243 PQ

Comment [T121]: D12 L316 PQ

Comment [T122]: D13 L8 IPQ without quotation mark

Comment [T123]: D13 L16 IPQ not in block format

- According to Eka (2018: 10) writing is a way to product language that comes from our thought. By using writing, we can share our idea, feeling or anything that exist in our mind. It is written on paper or a computer screen. it is influenced both by personal attitudes and social experiences that the writer bring to writing and the impact of the particular political and institutional context.

  > Comment [T124]: D13 L22 IPQ not in block format

- Toba et al. (2019: 69) states is also another internal factors such as: low ability in writing aspects, lacked of writing practice, disliked writing, low writing motivation, felt writing anxiety, negative writing perception, time limitation in conducting the writing test, and teaching writing taught by their lecturers.

  > Comment [T125]: D13 L87 PQ

- Wahyuni & Umam (2017: 104) state that Foreign language anxiety (FLA) is a feeling of tension and apprehension specifically associated with language skills, including speaking, listening, writing, and reading.

  > Comment [T126]: D13 L106 IPQ without quotation mark

- According to Ekmekçi, (2018: 158) states that "foreign or second language learning, anxiety refers to the feeling of being very worried about the new language which is being learnt."

  > Comment [T127]: D13 L123 PQ

- MacIntyre and Gardner in Wahyuni & Umam (2017: 105) say that states that Foreign language anxiety is a feeling of tension and apprehension specifically associated with language skills, including speaking, listening, writing, and learning.

  > Comment [T128]: D13 L127 IPQ without quotation mark

- Qashoa (2013: 59) describes that foreign language anxiety is a necessity and of a great significance due to the negative effects it can have on language learning, performance, achievement and perception towards the

	whole educational process.
	• Dusek in Vukelić (2011:8) defines that test anxiety is a sort of performance anxiety caused by a worry or failure.
	• Hasan in Kusumaningputri et al., (2018: 358) states that writing anxiety is defined as situational anxiety, which is defined as a generalized avoidance of writing and of circumstances seen by individuals to potentially demand some quantity of writing, followed by the possibility of evaluation of that writing.
D14	• Speaking is a productive aural or oral skill. Aural is related to the process of listening the message from somebody"s talking, whereas, oral is related to give the respond from the speaker"s talking Nunan (2003).
	• speaking is considered the most challenging skill in mastering alanguage because of its spontaneous nature and the implementation of conventional teaching approaches that emphasize memorization and students' passive role (Shabani, 2013).
	• Mart(2012) says that speaking is defined as being capable of speech, expressing or exchanging thoughts through language.
	• Febriyanti (2011) also states that speaking is a process of constructing meaning that involves producing, receiving and processing information.
	• Speaking is the human ability to produce sound or voice orally and to share or express feelings and thoughts with others as a means of communication in life using or without any particular gadgets to fulfill human needs and emotion (Munawar, 2015).

Comment [T129]: D13 L130 IPQ\ without quotation mark

Comment [T130]: D13 L190 IPQ without quotation mark

Comment [T131]: D13 L203 PQ

Comment [T132]: D14 L12 PQ

Comment [T133]: D14 L27 PQ

Comment [T134]: D14 L40 IPQ without quotation mark

Comment [T135]: D14 L44 IPQ without quotation mark

Comment [T136]: D14 L150 PQ

	• There is a definition of fluency, but there is no definition of it, although there is no certainty about the definition of fluency, but it is important to know what it is to avoid misinterpretation. when students learn speaking skills, they are also expected to speak well(Lestari, 2011). **Comment [T137]:** D14 L298 PQ
	• Achieving fluency in oral communication is the main dream and the main motivation which a large percentage of learners bring to language classes (Richards & Renandya, 2002). **Comment [T138]:** D14 L325 IPQ without quotation mark
	• Hinkel (2005) claims, communication problems occur because the learner encountera word they do not understand, a form of word they do not know how to use, or find that they are unable to express their intended meaning. **Comment [T139]:** D14 L335 PQ
	• fluency is expressing ideas clearly and continuously, but English teaching is usually more concerned with accuracy than fluency (Shofi, 2018). **Comment [T140]:** D14 L342 IPQ without quotation mark
	• Language exposure is the contact that learners have with the target language they are trying to learn (Alzoubi 2018). **Comment [T141]:** D14 L441 IPQ without quotation mark
	• Exposure to English language is something learners run into in their everyday life. Interest and motivation are essential factors when it comes to language learning, but one should distinguish between reward and work when bringing different types of media in the classroom. **Comment [T142]:** D14 L497 IP without references
D15	• Rao and Narayan (1998:329) emphasized that perceptions are among the "important cognitive factor of human behavior" or psychological mechanism thatallows people to understand their environment. **Comment [T143]:** D15 L13 PQ

- Richard (2002:427) stated that perception is the recognition and interpretation of events, objects, and stimuli by the use of senses of sensory (including sight through the eyes, hearing through the ears, and the sense of touch).

- Michotte (2017 in Agung. et al., 2020:227) defined the perception as a part of the whole action process that allows someone to adapt the activities to the reality in which he/she lives.

- Accordin to Qiong (2017: 18) The word "perception" comes from the Latin words perceptio, percipio, and means "receiving, collecting, action of taking possession, and apprehension with the mind or senses.

- Mussen (1973 in Nursanti, 2016:162) stated that perception is the process to receive the information that came through the sensory receptors (e.g. eyes, ears, nose, and skin) and then being transformed into an information in the brain.

- Sarwono (2010:86) states that: "perception are occurring whenindividual accept the stimuli from outside of the world that are arrested by the assist organs and that comes to the brain. In the brain there happen a process of thinking and after that will formed in an understanding. This understanding is called as perception".

- Weintraub.et al (2015:30) argues that perception is process of cognitive to help understand our experience, how receive, filter, and interpret behaviors and conversation may differ from how someone else will complete the task.

	• according to Mulyana (in Sobur, 2003:446) states that perception is called the core of communication, because if someone perception are inaccurate, we might not communicate effectively.
	• Harmer (2003: 12) defined grammar as a description of the ways in which words can change their forms and can be combined into sentences in a particular language.
	• Thornbury (2004: 1) defines that grammar is a description of the rules that manage the formation of sentences in any specific language.
D16	• According to (elloumi, 2004)online learning is a collection of works of smart people whoare actively working in the world of distance education.
	• Then (Hartanto, 2016:4) online learning's main aim is to foster students' ability to be more responsible for their learning.
	• (Danarjati, 2013:23) defines perception as a process how someone can be selective, manageble and interpret some information and experiences and then can make a conclusion.
	• (Syafwar, 2009:68) states perception as a process to decide, to organize, and to interpret the stimulation that accepted by individual.
	• (Walgito, 2004: 87) states that perception as a process of receiving the stimulus through the sense to get the conclusion about an object or event.
	• (Lendra, 2012, p. 182) argues that therecomponents of perception. First, cognitive component (perceptual component) is a component of perception that is related to someone's knowledge, opinion and belief

Comment [T150]: D15 L69 IPQ without quotation mark

Comment [T151]: D15 L194 PQ

Comment [T152]: D15 L198 PQ

Comment [T153]: D16 L18 IPQ without quotation mark

Comment [T154]: D16 L26 PQ

Comment [T155]: D16 L290 PQ

Comment [T156]: D16 L295 IPQ without quotation mark

Comment [T157]: D16 L302 IPQ without quotation mark

	toward an object. Second, affective component (emotional component) is a component of perception thatis related to action tendency toward an object.
	• Students achievement investigated by question design based on taxonomy blooms categories, exam and assignment score were used evaluation students achievement (alamri, 2019, p. 106).
	• Students' achievement is a measuring tool carried out by the teacher as evidence of student achievement in the material provided (Niza Syaveny, 2018)
	• So that learning achievement matter in school that is expressed in the form of scores obtained from the result of tests on a particular subject matter. Can master the material of the learning object (Fitrriwati, 2018)
	• Factor come from outside of students, such as the learning, environment, family, socioeconomic background of the family,and parents' attention in helping to overcome learning difficulties experienced by students Slamanto in (Rahmawati, 2021)
D17	• According to Mc. Laughlin & Moulton in Asril (2010:43) micro teaching is a training method for prospective teacher that designed to isolate the component part of the teaching process • According to Mc. Knight in Hasibuan & Moedjiono (2008:44) micro teaching as scaled down teaching encounter designed to develop new skills and perfect the olds ones. Micro teaching is an effectivemethod of teaching learning.

Comment [T158]: D16 L408 PQ

Comment [T159]: D16 L422 PQ

Comment [T160]: D16 L427 IPQ without quotation mark

Comment [T161]: D16 L432 PQ

Comment [T162]: D16 L442 PQ

Comment [T163]: D17 L12 PQ

Comment [T164]: D17 L18 PQ

- (Helmiati, 2006) state that micro teaching is a training method which designedin such a way by isolating the component parts of the learning process so that prospective teachers or teachers can master all the teaching skills one by one in a specified teaching situation.

- (Riska, 2020) state that micro teaching is a teachers training to learn several teaching skills and help them to get knowledge in teaching process.

- (Riska, 2020) define micro teaching is a technique in teacher education where the prospective teacher will teach a small portion of a lesson to a small number of classmate and will be guided by a supervisor.

- According (Helmiati, 2006) the purpose of micro teaching is to prepare prospective teachers to have knowledge, skills, good attitude as a professional teacher.

- (Reddy, 2019) state that the main objectives of micro- teaching are: 1) it train prospective teachers to learn and apply the teaching skills in the class, 2) it train prospective teachers to learn and master several of teaching skills, 3) the prospective teacher become confidence in teaching, understand the concept and principles underlying micro-teaching, and 4) students can analyze the process of teaching process and understand the procedure of micro teaching for developing their teachingskills.

- Hasibuan & Moedjiono (008:51) state that there are some advantages in micro teaching. They are as follow: 1) it can train the essential skills, 2) feedback is given with quickly and accurately, 3) by doing some training, prospective teacher master teaching skill well, 4) student-teacher can focus on attention to the component skills that objective, and 5) it

	demands the development observation pattern that systematic and objective.
	• (Talis, 2016) define blended learning is a teaching and learning method that combines face-to-face with online learning which includes elements synchronous and asynchronous as option in online learning
	• (Idris, 2018) has define blended learning is a collaborative of modern learning that use web-based online as an approach and face-to- face traditional learning in the classroom.
D18	• Academic writing normally requires to support the ideas and opinions with facts, statistics, quotations, and similar kinds of information (Oshima and Hogue, in Firman 2019:17).
	• Academic writing is always a form of evaluation that asks the writer to demonstrate knowledge and showed proficiency with certain disciplinary skills of thinking, interpretin, and presenting. Writing the paper is never just the writing part. To be successful in kind of writing, the writer must be completely aware in the task (Lennie, 2010:8).
	• Research proposal is a fundamental part of the process of thesis production, without a clear proposal it is unlikely that you will be able to embark on a systematic investigation and discussion of a problematic issue in the area of research (Nelleke Bak, 2015:1).
	• research proposal is a written plan for a project that will be submitted to others for evaluation. Writing the research proposal can be the most crucial and exciting step in the research process. (Ary, Jacobs, Sorensen, 2010:575).

Comment [T170]: D17 L170 PQ

Comment [T171]: D17 L462 IPQ

Comment [T172]: D17 L467 IPQ without quotation mark

Comment [T173]: D18 L10 PQ

Comment [T174]: D18 L17 PQ

Comment [T175]: D18 L120 IPQ without quotation mark

Comment [T176]: D18 L123 PQ

	• A professional researcher is always aware of the limitations of the methods used in a study and any possible criticisms that might be made of the study by other researchers or practitioners.
	• Writing anxiety is more of a fear of the writing process that outweighs the projected gain from the ability to write (Takahashi, 2009. n Sri and Khotibul, 2017:106).
	• writing anxiety is a result of lacking knowledge or understanding necessary to complete the writing task and the students' belief that writing is hard work (Clark, 2005. In Firman, 2019:22).
	• writing anxiety as situational-specific anxiety which is defined as a general avoidance of writing and of situations perceived by the individuals to potentially require some amount of writing accompanied by the potential for evaluation of that writing. (Hassan, 2004:4).
	• Writing anxiety is a kind of emotion with psychological and physiological aspects. The psychological components involve anxiety, fear, and so forth (Choi, 2013 in Cocuk, 2016:337).
	• Time pressure is one of the main causes of writing anxiety (Rezai and Jafari (2014)
	• According to Rezeai and Jafari (2014) high frequency of assignments is one of the sources of writing anxiety.
D19	• The language environment is everything that the learner sees and hears while learning the target language. It consists of various situations such

Comment [T177]: D18 L206 IP without references

Comment [T178]: D18 L358 IPQ without quotation mark

Comment [T179]: D18 L369 IPQ without quotation mark

Comment [T180]: D18 L381 IPQ without quotation mark

Comment [T181]: D18 L388 PQ

Comment [T182]: D18 L489 IPQ without quotation mark

Comment [T183]: D18 L559 IPQ without quotation mark

as reading a book, listening to a target language conversation, and so on. The language environment includes everything that language learners hear and see in a new language (Prayogi, 2016).

- The language environment is an important consideration when learning a new language Dulay (Prayogi, 2016).

- Drama is a piece of art that takes the form of a staged dialogue. The drama gives students practice acting as actors and speaking in front of an audience. Drama improves students'listening and speaking skills. Drama can also be used to conveya moral message to the audience. (Siti,2018).

- A language device is "a device effectively present in the minds of children by which a grammar of their native language is constructed." (Oxford, 2001).

- A second language is "a language that is not native to a community but has an established role, for specific purposes or at a certain social level within it." (Oxford, 2001).

- According to Richards, motivation is a factor that determines a person's desire to do something (Siti,2014).

- Attitude is a set of beliefs about factors such as the target language culture, their own culture, and, in the case of classroom learning, their teachers, as well as the learning task they are given. (Siti, 2014).

- "whenever they read books, magazines, and newspapers written in that language; whenever they come across information being disseminated in different multimedia sources; or even when they are mere passive

	listeners in any activity or place in which the second language is being spoken" (Magno, 2009)
	• The effectiveness of communication is proved when we interact with the people in the society. The more exposed we are to the target language the more fluency we get (Sheela & Ravikumar, 2016).
	• perception is the process through which individuals recognize things or objective information using their own instruments (Zamroni, 2013).
D20	• Sadiku (2015) stated that For the teaching of English to be successful, the four skills, reading, listening, speaking and writing, should be integrated in an effective way.
	• According to Francis in Sajidin (2013), developing life skills is believed to produce the following effects: lessened violent behavior; increased pro-social behavior and decreased negative, self-destructive behavior; increased the ability to plan ahead and choose effective solutions to problems; improved self-image, self-awareness, social and emotional adjustment; increased acquisition of knowledge; improved classroom behavior; gains in self control and sociability; better handling of interpersonal problems and coping with anxiety; and improved constructive conflict resolution with peers, impulse control and popularity.
	• according to Collins Cobuild Dictionary in Dzukhelov (2013:8) a poem is a piece of writing in which the words are chosen for their beauty and sound and are carefully arranged, often in short lines which rhyme.
	• Tizhoosh (2008:26) describes that Poetry constitutes a strong unity

Comment [T191]: D19 L382 IPQ not in block format

Comment [T192]: D19 L486 PQ

Comment [T193]: D19 L508 IPQ without quotation mark

Comment [T194]: D20 L30 PQ

Comment [T195]: D20 L109 IPQ not in block format

Comment [T196]: D20 L155 IPQ without quotation mark

between content and form and is a particular form of literature characterized by specific use of sound and meanings of language to create ideas and feelings.

- According to Hamdi Hameed Yousif (2009), haiku is a "Japanese poem form with three lines of five, seven, and five syllables each, totaling seventeen syllables."

- Poetry triggers people's emotions in a more economical way. By developing people's reactions, poetry engages not only the intellect but also the feelings (Maley and Duff 1989).

- According to Hornby in Nadya Khairy Muhamed Said (2014), a limerick is essentially a five-line poem that tells a story. In rows one, two, and five, there are typically nine beats, while rows three and four have six beats.

- Cubucku in Hismanoglu (2005:61) mentions, poetry is a rewarding and enjoyable experience with the properties of rhyming and rhythm both of which convey "love and appreciation for the sound and power of language".

- According to Janeczko and Paul in Muhammad Fadhli (2021), Cinquain is said to have been created by American poet Adelaide Crapsey roughly a century ago and is comparable to the Japanese literary styles of Haiku and Tanka.

- According to Maley in Hismanoglu (2005:55-56), there are some unique advantages that make poetry suitable for improving language learning they are:

D21	• According to Hamalik in Subakir (20017:387) Educational Interaction is a two-way active relationship that uses knowledge as its medium, so that interaction is a meaningful and creative relationship. • according to Sudirman in Subakir (20017:389) Educational Interaction in teaching is a deliberate interaction process, awareness of the purpose,i.e, to deliver students level maturity. • educational interaction explains by Shuyadi and Abu Achmadi in Subakir (20017:389) as a relationship between educators (teachers) and students that take place in education bond. • According to Dagarin in Eisenring & Margana (2019:51) argue that interaction as "a two-way process between the participants in the learning process". • According to O'keeffe (2011:1), the term of pragmatics is commonly use in linguistic research to refer to the study of meaning interpretation. • According to Huang (2007:2) Pragmatic is the systematic study of meaning by virtue, on dependent on, the use of language. • Yule (2010:127) states that the study of what the meaning a speaker said based on the context is called pragmatic. • According to Cutting (2008:2) states that pragmatics and discourse analysis study the relationship between language language and contextual background elements such as context, text and function.

Comment [T204]: D21 L9 IPQ without quotation mark

Comment [T205]: D21 L13 IPQ without quotation mark

Comment [T206]: D21 L13 PQ

Comment [T207]: D21 L24 PQ

Comment [T208]: D21 L94 IPQ without quotation mark

Comment [T209]: D21 L96 IPQ without quotation mark

Comment [T210]: D21 L99 IPQ without quotation mark

Comment [T211]: D21 L101 PQ

- In line with Yule, Rowe (2006:166) states pragmatics as the study how people use language to accomplish spesific goals. Then, the meaning of a speaker can be interpreted more accurately by understanding the context.

- As Locastro (2012:30) mentioned improving the learners" pragmatic knowledge is as important as developing one"s IT and technology skills.

- Maxim is a statement that should be truthful. In short, maxim can be understood as the rule of conversation that should be obeyed during the conversations. It is necessary to make the successful communication in order to make the content of the communication itself makes sense in taking the inference, Maxim itself can lead the good conversation and avoid the misunderstanding.

- Cutting (2001: 38) defines that "irony is an apparently friendly way of being offensive (mock-politeness) that expresses a positive sentiment and implies a negative one".

Codes :

D **: Document**

L **: Line**

PQ **: Proper Quotation**

IPQ : Improper Quotation

IP **: Indicate Plagiarism**

Appendix 3 : Data Display

<div align="center">

Table 3
Sample Quotation Forms in Chapter Two of Student Theses

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Forms of Quotations	Quotations	Codes
Proper Quotations	Cutting (2001: 38) defines that "irony is an apparently friendly way of being offensive (mock-politeness) that expresses a positive sentiment and implies a negative one".	D21 L571 PQ
	According to Ekmekçi, (2018: 158) states that "foreign or second language learning, anxiety refers to the feeling of being very worried about the new language which is being learnt."	D13 L123 PQ
	According to Hamdi Hameed Yousif (2009), haiku is a "Japanese poem form with three lines of five, seven, and five syllables each, totaling seventeen syllables."	D20 L178 PQ
	Kennedy et al. (2007: 21) states that learning outcomes are statements about what students are expected to know, understand,and/or can demonstrate after the completion of a learning process.	D9 L20 PQ
	According to Vissanastri (2019:65) perceptions of the school's image can be defined as the process of how a student receives information, selects, organizes, and interprets information about the school to create a meaningful overall picture of it.	D1 L20 PQ
Improper Quotations	Wardaugh (2006:88) states that people are nearly always faced with choosing an appropriate code when they speak.	D6 L83 IPQ without quotation mark
	According to Eka (2018: 10) writing is a way to product language that comes from our thought. By using writing, we can share our idea, feeling or anything that exist in our mind. It is written on paper or a computer screen. it is influenced both by personal attitudes and social experiences that the writer bring to writing and the impact of the	D13 L22 IPQ not in block format

	particular political and institutional context.	
	According to Francis in Sajidin (2013), developing life skills is believed to produce the following effects: lessened violent behavior; increased pro-social behavior and decreased negative, self-destructive behavior; increased the ability to plan ahead and choose effective solutions to problems; improved self-image, self-awareness, social and emotional adjustment; increased acquisition of knowledge; improved classroom behavior; gains in self control and sociability; better handling of interpersonal problems and coping with anxiety; and improved constructive conflict resolution with peers, impulse control and popularity.	D20 L109 IPQ not in block format
	Written by Hazqa (2016) perception is a process of how a person is selecting, organizing and interpreting information inputs and the existing experiences and then interpreting them to create the whole description means.	D1 L16 IPQ without quotation mark
	A Morpheme is the smallest unit of a language system which has meaning (Wynne, 2010, p. 4).	D4 L190 IPQ without quotation mark
Indicate Plagiarism	Code is a symbol as a system of expression used to communicate by two or more speakers. Speakers use communicative codes in their attempts (linguistic or paralinguistic) to communicative with other language users.	D6 L99 IP without references
	Blended Learning is a combination of face-to-face learning process with e- learning learning that can be carried out anywhere, anytime and by anyone. The combination of face-to-face learning and e-learning is carried out in harmony, coherence and ideal.	D9 L322 IP without references
	Exposure to English language is something learners run into in their everyday life. Interest and motivation are essential factors when it comes to language learning, but one should distinguish between reward and work when bringing different types of media in the classroom.	D14 L497 IP without references

	Maxim is a statement that should be truthful. In short, maxim can be understood as the rule of conversation that should be obeyed during the conversations. It is necessary to make the successful communication in order to make the content of the communication itself makes sense in taking the inference, Maxim itself can lead the good conversation and avoid the misunderstanding.	D21 L262 IP without references
	A professional researcher is always aware of the limitations of the methods used in a study and any possible criticisms that might be made of the study by other researchers or practitioners.	D18 L206 IP without references

Codes :

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