Students' References in Thesis of English Department at STKIP PGRI Sumbar

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Abstract— It is obvious that referencing is an essential part in scientific writing and ethical values that authors should be used in their work. It is strongly informed that reference avoids plagiarism and supports the author arguments. For instance, when a student wrote scientific writing, she or he should quote and cite other related literates or findings to make their writing trustworthy. In other word, it was not just collection of ideas but something authentic and scientific. It was still inchoate if a student who did her thesis without stating her or his sources in reference. In fact, the students frequently did not write their citations in reference. It was found that the students did not write the sources taken from any experts based on the guideline. They did not write down their references by determining the resources from the books, journals, magazine, articles, newspaper, document, thesis, and internet. Most of them only tended to make their reference from the book. It was not moot point that students did not write about city and publisher in some cases. On the contrary, in advanced writing class, they have been taught how to quote and cite other ideas and how to write them on references based on guideline MLA and APA style. Meanwhile, they also had two supervisors to help them during writing their final project. Briefly, the result showed that a number of students did not write all their sources and not follow the rule or reference guideline.

Keywords— References; Academic Writing; Thesis

I. INTRODUCTION

All the students who are studying at STKIP PGRI Sumatera Barat, for finishing their study, bachelor degree, must write thesis accurately. They write thesis by doing research which is known as academic writing. It is especially to those who enroll in English Department.

In relation with that, it is required to have guidance book related to the system and mechanic of writing thesis. It is really essential for the students as a sources and guidance when they are going to write thesis. English Department as one of department in STKIP PGRI Sumatera Barat has done it. English Department created a guidance book and also offers the subject; writing I, II and advanced writing. These are significantly needed by the students in completing their assignment to write the thesis.

In guidance book, it only contains core parts or conceptual framework so that the students can

write thesis appropriately and briefly. Besides that, the lecturers who are their supervisors help them during closet for consult. Furthermore, the students learn about academic writing and also research proposal. The purpose of this subjects is to make the students have sufficient understanding about academic writing and can write their final assignment namely thesis.

Based on the researcher observation, many of the students faced the same problems in writing thesis particularly in references. These were the following facts that researcher found that need to overcome very sooner. First, the students made their references without determining the resources from the books, journals, magazine, articles, newspaper, document, thesis, and internet. Second, they students did not write down some of the resources in references. It can be said that they missed some of them even although it is firmly a must. Third, they could not arrange the resources in references systematically. It can be seen from

the name of experts, date, titles and so on. Last, they resources were not accurate. In this views, what does it mean by not accurate is the resources that written cannot be found in internet and wrong in published years and also wrong in writing the name of experts which created more than two experts.

Related with the condition and problem above, students who enrolled in English department, especially for whom examined by the writer in comprehensive test. As a result, they cannot write references as expected. This fact becomes the reason why the researcher wants to analyze the students' writing references in thesis of English Department students at STKIP PGRI Sumatera Barat.

II. RESEARCH METHOD

Up to this point, this research belongs to the qualitative approach with content analysis type. In here, the researcher tried to analyze about students reference in theses who graduate in November at academic year 2015/2016 in English Department of STKIP PGRI Sumatera Barat. It is supported by Gay and Airasian (2000:2015), qualitative research is used to investigate the variety of educational problems and issues.

At this point, the researcher herself was a complete observer. She did several steps; the first, she did the preliminary study of the problem to check whether the data were exist or not at English Department students in academic year 2015/2016. Second, researchers selected the problems particularly on students' reference that can be obtained on students' thesis. Furthermore, she tried to find the review of related literature and designed the research into qualitative approach by using content analysis type. Then, the researcher got the primary data and secondary data. The primary data was students' thesis, particularly on references. Secondary data was students' supervisors and advisors. In this case, interviewing the supervisors and advisors about students' references did not mean to get the data but for rechecking. After getting the data, the researcher analysed and interpreted the findings. Finally, she came up to the conclusion.

III. DISCUSSION

In supporting the truth of this research, the researcher reviewed some related findings which

discusses the same problems with this research. Ratna Dewi (2016) entitled *Analysis On The Problem In Writing References Of Students' Thesis In University Of Nusantara PGRI Kediri*. This research explained about students' mistakes and error in writing reference. She found two types of inappropriateness, included writing in text citation and references list. She focused on aspect of writing author's name, the usage of speaker tag, the punctuation and mechanic of writing. Besides that, she focused on writing reference list unalphabetically and did not use indentation.

Additionally, Helge, Svein Birkeflet (2010) *Literature References and Bibliography In Students Thesis*. This research can be sum up that the author focused on mechanic of writing reference. He analyzed the students' mistaken in writing reference taken from difference sources. For instance, sources from books, articles, web pages, and so on.

An academic writer, she must document all of the sources of information that you include in her thesis. The reason is to credit the author and publisher for their original work and to enable the readers to consult the same sources. Through the proper use of sources and citations, a writer openly acknowledge where her ideas come from. Even if she uses her own words but if she finds the ideas in a publication of any kind, she must document the source. Furthermore, by following closely the citation guidelines, it can avoid plagiarizing of someone else's ideas, a serious breach of academic conduct and a violation.

According to Smith, J. (2005:4), referencing is a standardized method of acknowledgement sources of information and ideas that have in your assignment in a way that uniquely identifies their source. This definition means that reference is highly needed to enable readers to find sources to which a writer has referred easily and quickly. In fact, there are many reference cannot be found in students thesis. The reasons are students write the wrong experts and year publication and then students do not write about city and publisher. Ideally, reference can support specific facts or claims that writer makes in his or her text. If a writer, student who makes thesis, does not refer to some experts, his or her thesis is only ideas collection.

Furthermore, McKenzie, Janis (2015:2) defines that referencing is an essential part of academic

scholarship and ethical values that authors identifies the sources used in their work. It is clearly informed that reference avoids plagiarism, for instant, when a writer takes an expert idea, he must show that he is referring to a source. It can make the arguments, in someone writing, more convincing by supporting them with the ideas acknowledgement experts and data from credible sources. In line with that, reference can acknowledge an intellectual debt to another author where someone drawn from his or her published work or ideas, either explicitly or implicitly. On the contrary, it was found that review of related findings is not stated in references. It implies that the students are frequently careless in make their references. The students often ignored to check about their citations hence their citation cannot be found in references.

Equally, references divided in to two types, APA and MLA. Both APA and MLA are almost used in academic writing particularly in students thesis. English Department of STKIP PGRI Sumatera Barat is strongly recommended to use APA style. It can be shown in students' thesis at library. All the students' referencing almost in APA style. Then, a reference list consists of all sources cited in the text of a paper, listed alphabetically by author's surname. Clearly, APA style, American Psychological Association, is a system for managing references and documentation. APA uses the author's last name and the year of publication.

There were 32 references (from experts or authors) in students' theses that cannot be found (unwritten) in the references. It was also wrong or unsystematically written found in references. Some of them can be seen below;

TABLE I
(Lists of references that cannot be found and unsystematically written)

No	Experts / Authors	Citation	Categories
1.	Richard (2000:12)	Vocabulary is shown to include much more knowledge of single word.	Did not write down in list of references.
2.	Jesse (2007)	Movie is a photographic record of an artistic performance, but not an art form in its own right.	Did not write down in list of references.

3.	Do Thi Lan Anh (2010)	Title: Using movies and videos to teach English vocabulary to the students.	Did not write down in list of references.
4.	Ahmad Syafi'I (2013)	Title : The correlation study between students habit in watching English movies and their vocabulary.	Did not write down in list of references.
5.	Susanna Rydahl (2005)	Title : Oral feedback in English classroom.	Did not write down in list of references.
6.	Bouraya Wafa (2012)	Title : The role of teacher's feedback in improving EFL learners oral production.	Did not write down in list of references.
7.	Deni Kusumawati (2012)	Title : An analysis of student's perception towards teacher immediate oral feedback in speaking among eight grade students of SMPN 1 Kalasan in academic year 2011/2012.	Did not write down in list of references.
8.	Dick (2000:2)	Participants was group of people that participates in research project.	Did not write down in list of references.
9.	Cohen et al (2000:305)	Observational data are attractive as they afford of the researcher opportunity to gather live data from live situation.	Did not write down in list of references.
10.	Mahmud (2011:172)	Three kind of instrument that can be used in observation.	Did not write down in list of references.
11.	Oller et al (2014:260)	The maxim of quality is that we should not say anything we know to be false or anything concerning which	Did not write down in list of references.
12.	Sri (2012)	Analyzing student's oral communicative competence using theory of cooperative principle.	Did not write down in list of references.
13.	Mega (2014)	Observance and non-observance of Gricean Maxim in instructional context.	Did not write down in list of references.
14.	Abraham (2014:2)	Writing process is divided into six sections.	Wrong in writing year

15.	Wade and Tavis (2008:193)	Perception is set of mental acts that manage impulse sensory into...	Did not write down in list of references.
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Fig 1. (One of Students References Finding)

The findings above are often found in students' writing theses. They took the experts opinion on his or her books and journal but they did not write it in their references. In here, it is strongly suggested to make the experts or authors in reference

IV CONCLUSION

It was obvious that the students often did not write down some of the resources in references. They wrote about some related findings in their theses but they did not write it on the references. The students made their references without determining the resources from the books, journals, magazine, articles, newspaper, document, thesis,

and internet. Most of them only tended to make their reference from the book. Besides that, they also did not arrange the recourses in references systematically. It can be seen from the name of experts, date, titles and so on.

The findings caused by the students' careless who thought referencing was not really important. Moreover, it was rarely checked and asked by their advisors in the comprehensive test. In relation with that, most of the students did read the guidebook given by the lecturer before starting writing their thesis proposal. The reason was also about their confusing about the difference between MLA and APA style. Those findings or mistaken done by the students can be avoided by caring full of the rules of writing references, lecturers (advisors and supervisors' engagement in guiding the students during writing thesis), and last the brief and clear guidebook given to the students.

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